

ACCELERATED LEARNING PROGRAM

# ENGLISH

LEVEL 3



SECRETARIAT OF EDUCATION  
NEW SUDAN

ACCELERATED LEARNING PROGRAM

# **ENGLISH**

LEVEL 3

Secretariat of Education

New Sudan

Published and Printed by  
Secretariat of Education - New Sudan  
Copyright © SoE 2005  
First Edition

ISBN 9966-33-093-3

Conditions of sale:

1. This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, reprinted or hired out or otherwise circulated without the publisher's prior consent in any form of binding or cover other than that in which it is published, and without a similar condition including this condition being imposed on the subsequent purchaser.

2. This book is sold subject to the standard conditions of the Secretariat of Education (New Sudan) and may not be re-sold.



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

# Contents

Unit 1: The Spread of Wisdom .....	1
Unit 2: Describing an Experience .....	9
Unit 3: Education for Girls .....	19
Unit 4: Describing an Event .....	27
Unit 5: Occupations .....	35
Unit 6: Visiting a Place .....	42
Unit 7: Writing Letters .....	50
Unit 8: A Girl Becomes a Teacher .....	58
Unit 9: Tools and Weapons .....	64
Unit 10: Conserving the Environment .....	71
Unit 11: Microscopic Organisms .....	78
Unit 12: Preventing Disease .....	86

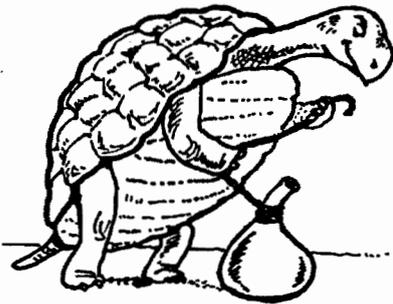
# UNIT 1

## The Spread of Wisdom FOLK STORY

### New vocabulary

wisdom/wise	clever	advice	praise	well known	
enemy/enemies	decide	hide	knowledge	gourd	rope
hang/hanging	as soon as	noise	shell	reply/replied	tie (v)
to be able to	upset (adj)	slip	drop	ground (n)	scatter

A long time ago, Mr. Tortoise was the cleverest of all the animals in Africa. Everyone knew about his great wisdom and came to him for help and advice. Mr. Tortoise was very proud of his wisdom and loved to get praise from all the people.



Now it is well known that tortoises can live to be very old, so as he became older Mr. Tortoise became afraid that one day he would lose his wisdom. As he became less strong, he was afraid that his enemies would come and steal his wisdom. So he decided to hide his wisdom. He collected all his knowledge and his tricks together and put them in a big gourd and tied it tightly with a rope.

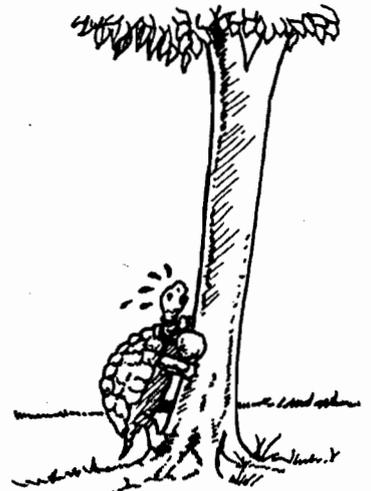
"Now I must hide all this wisdom, so no one can steal it from me," he said to himself.

In the middle of the night he went far into the forest and found a very tall tree.

"I will hide my wisdom on a branch at the top of this tall tree," he said to himself.

He tied the gourd around his neck and started to climb the tree, but as he climbed he found he couldn't hold on to the tree because the gourd was hanging in front of him. As we all know, Mr. Tortoise has very short arms and legs, so as soon as he had climbed a short way up the tree, he fell down with a loud noise.

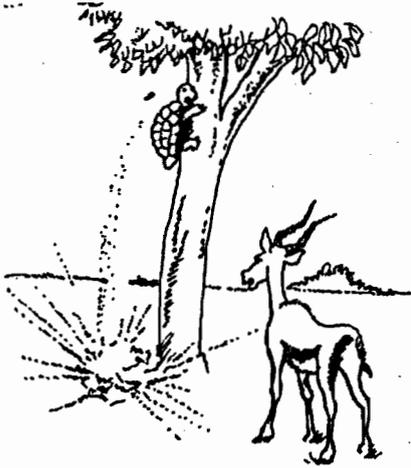
Happily, he had a hard shell so he wasn't



badly hurt. All night he tried and tried to climb to the top of the tree.

Early next morning Mr. Antelope came along.

"Hello, Mr. Tortoise," he greeted him. "Are you having some problems? Can I help you?"



Mr. Tortoise didn't know if it was wise to tell Mr. Antelope about his plan, but he wanted very much to hide his wisdom, so he replied, "I want to hide my wisdom from the people who want to steal it. I've decided to hang it at the top of this tall tree, but I'm not able to climb with this gourd."

"Why, Mr. Tortoise," Mr. Antelope asked, "All you need to do is to hang the gourd behind you instead of in front of you, then you will be able to climb."

Mr. Tortoise thanked Mr. Antelope for his wise advice and began to climb the tree. This

time he was able to get the top easily. When he started to tie the gourd to one of the branches, a sad thought came into his head.

"Oh dear," he said to himself. "How was it that Mr. Antelope, who is not known for his wisdom, was able to give me such good advice. I see that he has more wisdom than me, the wise Mr. Tortoise."

As he thought about this, he became so upset that the gourd slipped from his hand and dropped to the ground. As it hit the ground it broke, and all his wisdom was scattered in pieces.

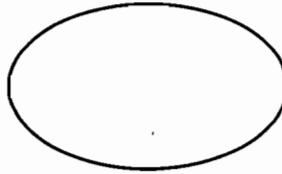
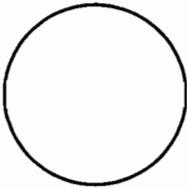
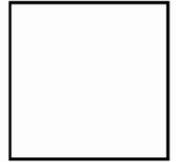
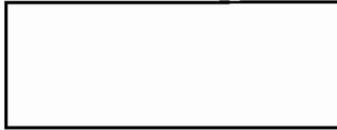
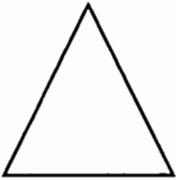
This was how wisdom was scattered over the world. Today all boys and girls, and every man and woman are able to pick up some pieces of wisdom for themselves. But it is also true that no one is able to learn all the wisdom there is in the world.

1. Who was the cleverest of all the animals?
2. What was he afraid of?
3. What did he decide to do?
4. Where did he decide to hide his wisdom?
5. Why wasn't Mr. Tortoise able to climb the tree?
6. Why wasn't he hurt when he fell?
7. Who met Mr. Tortoise the next morning?
8. What advice did he give Mr. Tortoise?

9. Why did Mr. Tortoise get upset?
10. What happened to the gourd?
11. What are some ways you can get wisdom?
12. What do you think is the lesson of this story?

## DESCRIBING THINGS

1. **Shapes** - Match the name of the shape with the picture.



square  
semi-circle  
triangle

oval  
rectangle  
circle

2. **Colours** - Learn these colours, then ask each other questions about the colour of things in the classroom and outdoors. Change the underlined words in the questions.

red  
blue  
green  
yellow  
black  
white

brown  
orange  
pink  
purple  
gold  
silver

A: What colour is your shirt?

B: It's white.

A: What colour is the sky?

B: It's blue.

A: What colour are your pencils?

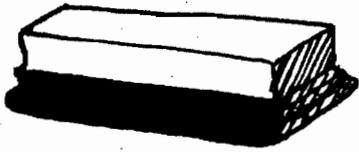
B: They're red and yellow.

A: Is John's shirt red?

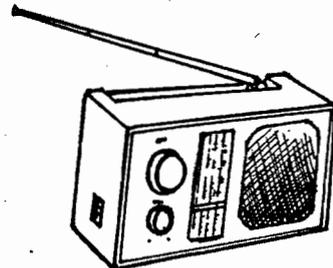
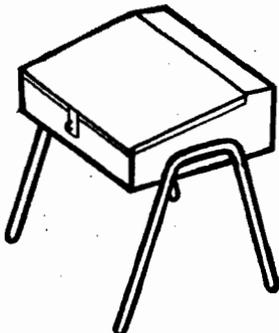
B: No. It's yellow.



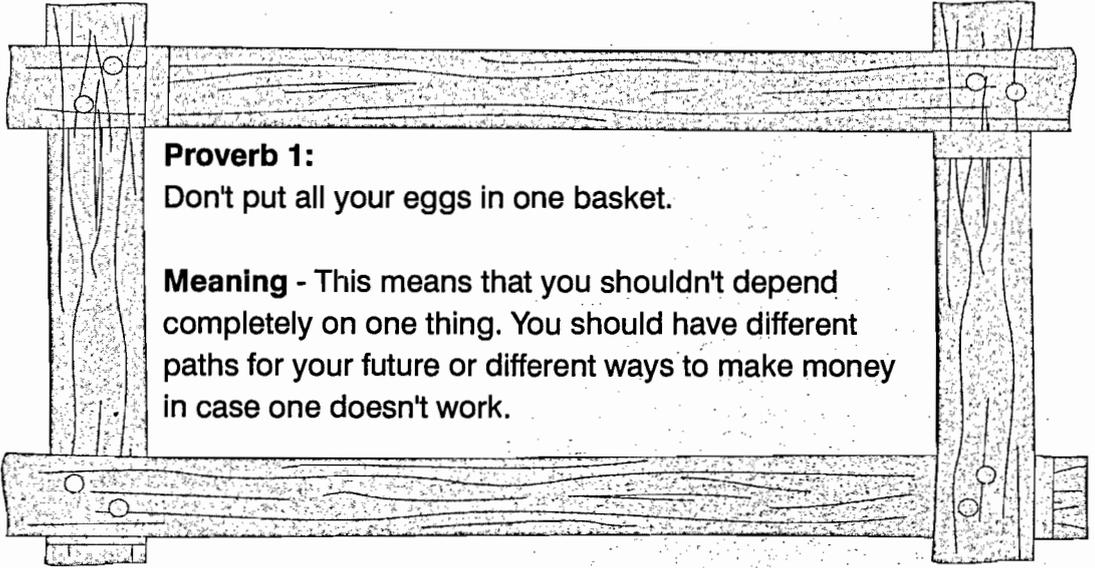
**3. Describing Something** - *Think of an object in the classroom, at home, or in nature. Write four or five sentences describing the object. Write about its shape and colour and other things. Read your description to the class and have them guess what you're describing.*



This object is a rectangle. It has two parts. One part is white or yellow wood and the other part is black. We use it in the classroom.



**4. Proverbs** - Proverbs are sentences that give a piece of wisdom. In each unit there is one new proverb.



**Proverb 1:**

Don't put all your eggs in one basket.

**Meaning** - This means that you shouldn't depend completely on one thing. You should have different paths for your future or different ways to make money in case one doesn't work.

**LANGUAGE WORK**

**1. Dictionary** - If you don't know the meaning of a word you can look it up in the dictionary. Dictionaries give definitions of words. Here are three words from "The Spread of Wisdom". Read the three definitions\* and decide which definition fits each word. When you're finished try to make sentences with the words.

- |                |  |
|----------------|--|
| 1. enemy       | a. to put something in a place where it cannot be seen |
| 2. hide        | b. to feel worried or unhappy                          |
| 3. upset (adj) | c. a person who hates you and tries to harm you        |

**2. Review: Present Tense** - Introduce yourself to the class using these questions for the information you need to give. Be sure you can use the Present Tense correctly.

1. What's your name?
2. Where do you live?
3. How many brothers and sisters do you have?
4. What subjects do you like to study?
5. What do you like to do when you have free time?

\* Definitions are from the Oxford Student's Dictionary of English

**3. Compound words with “every/some”** - Read these sentences and compare the meanings of the words with “every” and “some”.

**everything**

Put everything in this box.

**everybody/everyone**

Everybody is going.

I like everyone in the class.

**everywhere**

We visited everywhere in the county.

In Switzerland there are mountains everywhere.

**something**

Please give me something to eat.

**somebody/someone**

Somebody took my pen.

Someone came to see you.

I know someone who can help us.

**somewhere**

She put the box somewhere in the room.

*Write one of the words in each sentence. In some sentences you can use several words, so compare the two meanings.*

1. The thieves stole \_\_\_\_\_ from the office. (ans: *something* or *everything*)
2. \_\_\_\_\_ gave money to buy a gift for the teacher.
3. \_\_\_\_\_ took my rubber.
4. The teacher gave \_\_\_\_\_ a new pen.
5. I want to visit \_\_\_\_\_ in East Africa.
6. \_\_\_\_\_ wants to play football.
7. Her house is \_\_\_\_\_ in the village.
8. \_\_\_\_\_ raises chickens in this town.
9. \_\_\_\_\_ is missing from my shelf.
10. They ate \_\_\_\_\_.
11. \_\_\_\_\_ called you.

**4. Can/could** - The past tense of "can" is "could". Change these sentences to the past tense.

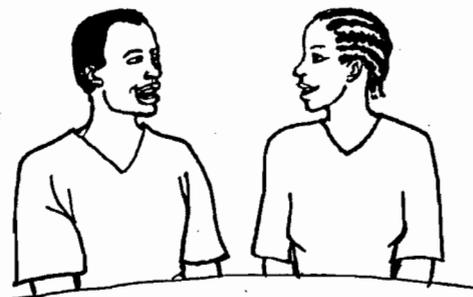
- |  |   |
|--|---|
| 1. John can't come to school today.          | John couldn't come to school yesterday. |
| 2. Sarah can't come to class tomorrow.       | _____                                   |
| 3. Kuku can't help us.                       | _____                                   |
| 4. I can't go because I'm sick.              | _____                                   |
| 5. He can't come to class because he's sick. | _____                                   |

*Could is also used to make requests or to offer your help. It sounds more polite than "can". Change these sentences to "could". (Don't forget that with "I", "May I..." is even more polite: "Can I...?/Could I...?/May I...?")*

- |  |                             |
|--|-----------------------------|
| 1. Can you help me tomorrow?                   | Could you help me tomorrow? |
| 2. Can I borrow your pen?                      | _____                       |
| 3. Can you meet me after class?                | _____                       |
| 4. Can I use your bicycle to go to the market? | _____                       |
| 5. Can you take this letter to Mr James?       | _____                       |

**5. Past Tense Review: Talking about last year** - Review these past tense verbs then answer the questions about studying last year. First answer together, then sit in pairs and ask each other.

Present	Past
study	studied
am/is/are	was/were
teach	taught
like	liked
play	played
write	wrote
read	read
take	took
pass	passed



1. Did you study here last year?
2. Where did you study last year?
3. Which room did you study in?
4. Who was your teacher?
5. What subjects did he/she teach?
6. Which subjects did you like?
7. What sports and games did you play?
8. Did you write English well?
9. What stories did you read last year?
10. Did you take an examination?
11. Did you pass the exam at the end of the year?

**6. Writing: Past Tense** - *Write five or more sentences about studying last year. Write the sentences in the past tense.*



## UNIT 2

## Describing An Experience



We all have interesting experiences in our lives. Here, two people are describing experiences they've had. First, a boy tells about crossing the Nile River by canoe, and second a girl explains how she caught white termites in the forest.

### Crossing the River Nile

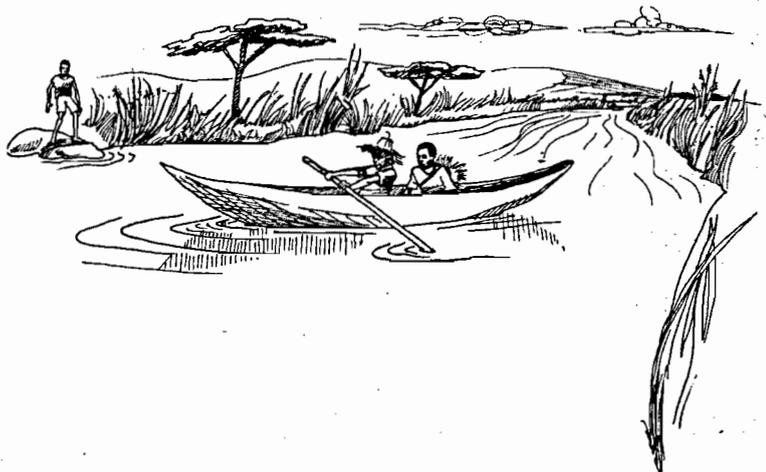
#### New Vocabulary

experience river stream lake intermediate school  
results afford through prepare river bank  
wide canoe flow skillful board (v) wonderful

I was born in a village in Kajokeji where there is no big river. There are only small streams where we go swimming and fishing, and wells where we fetch water. People told me stories about big rivers and lakes and I hoped that one day I would have the experience of seeing them.

Time went by and I passed my primary leaving examination. I was admitted to Buluk Intermediate School in Juba. I told my parents about my results and they were very happy. When the time came to travel to Juba my parents couldn't afford for me to travel through Yei by road. They decided to let me go through Sokare and cross the Nile River by canoe. The bus trip through Pageri to Juba was cheaper than through Yei.

I prepared for the trip. I travelled with my sister. In the morning we left home,



and I took only a small suitcase. By noon we were at the banks of the Nile River. I was very surprised when I saw how wide the river was. There were many canoes crossing it. The Nile here flows very fast but the canoe men are very skillful. I felt afraid when I boarded the canoe, but my sister told me not to be afraid, and with a group of other students and travelers we crossed the river safely.

That was my first wonderful experience of crossing a river in a canoe.

1. Why did he go to Juba?
2. Who did he go with?
3. Describe the Nile River where he saw it.
4. How did they cross the river?
5. Why was he afraid?
6. Did they cross safely?

### Catching White Termites

#### New Vocabulary

white termites	ant hill	collect	dried grass	bundle	
torches	roar	worry	harm	unless	hurt
catch/caught	path/footpath	suddenly	hold/held		
spear	explain	courage	attack	wound (n)	
light/lit (v)	grain store	meal			

It rained all morning and everyone in the village was sure that the white termites were going to come out in the evening. We collected dried grass and tied it in small bundles to use as torches and left our houses, but before we reached the forest we heard a lion roaring. I felt very afraid and walked close behind my father.

“Don't worry, Igbayi,” my father told me. “Lions usually don't harm people unless they're hurt or too old to hunt.”

I didn't believe my father. I had heard stories about people walking in the dark who were caught by wild animals like lions and leopards.

We left the road and followed a footpath that went into the forest. Suddenly my father stopped and held his spear.

“It's only a wild cat. I don't know why it's making such a loud noise. There must be another one hiding nearby,” he explained to me.

After walking for an hour we reached the ant hill. I took one of the small bundles of dried grass and made a fire. Some of our neighbours who had also come to collect white termites came when they saw the fire. Our neighbours gave me some courage because there were many of us and any wild animal that attacked us would receive many spear wounds.

White termites usually don't come out until the moon has gone down. We waited three hours and I was falling asleep when some white termites came flying into the flames of the fire.



“They're coming out. Quick, get our bundles of grass and light one to see if they're coming from our ant hill,” said my father.

We lit the torches and ran to the ant hill. Many white termites were coming out and covering the ant hill. Before midnight we had filled two sacks. I felt some burning pain on my fingers from

the small bites of the ants. On our way back home we took a different path and when I arrived home I put the two sacks of termites under the grain store and went to sleep in my hut. When I woke up in the morning my room was very bright from the sunlight. I went out of the room to help mother clean the white termites, which made a delicious meal.

1. What kind of weather makes white termites come out?
2. What did they prepare to take with them?
3. What made Igbayi afraid?
4. Was it a lion? What was it?
5. How long did they wait for the termites?
6. How many sacks of termites did they get?
7. Where did she put the termites after they returned home?
8. What did they do with the termites?



Did you enjoy reading about those experiences?  
Ask your teacher to tell you an interesting experience that he or she had. Then tell the class about an experience you had.

## TALKING ABOUT FEELINGS

1. *Learn these feelings and make sentences using them.*

happy	afraid	confused
hungry	angry	weak
thirsty	unhappy	strong
sick	sad	confident
tired	excited	proud
sleepy	worried	bored

I feel happy when \_\_\_\_\_.

I feel tired when \_\_\_\_\_.

I feel excited when \_\_\_\_\_.

I feel confused when \_\_\_\_\_.

2. **Reading about Feelings** - *Read and answer the questions.*



I'm very happy today because my sister is coming to visit.  
She'll arrive this afternoon. She lives in Wau and comes here once a year.

1. How does she feel today?
2. Why is she happy?
3. When will her sister arrive?
4. How often does her sister come to visit her?



I'm unhappy because I hurt my leg playing football so I can't play football until it's better. I think it will take one or two weeks to get better.

1. How does he feel?
2. Why does he feel unhappy?
3. How did he hurt his leg?
4. When will he be able to play football again?
5. How long will it take to get better?



I feel very tired because I worked in the garden all day. I'm growing maize, groundnuts, and vegetables for my family to eat. I also sell some of the vegetables in the market to make money to buy things for the family.

1. How does he feel?
2. Why is he tired?
3. What's he growing in his garden?
4. Do they eat the vegetables or sell them?
5. What does he do with the money?

**3. Short Dialogue** - Pupils say this dialogue, saying any feeling and reason for having the feeling.

A: How do you feel?

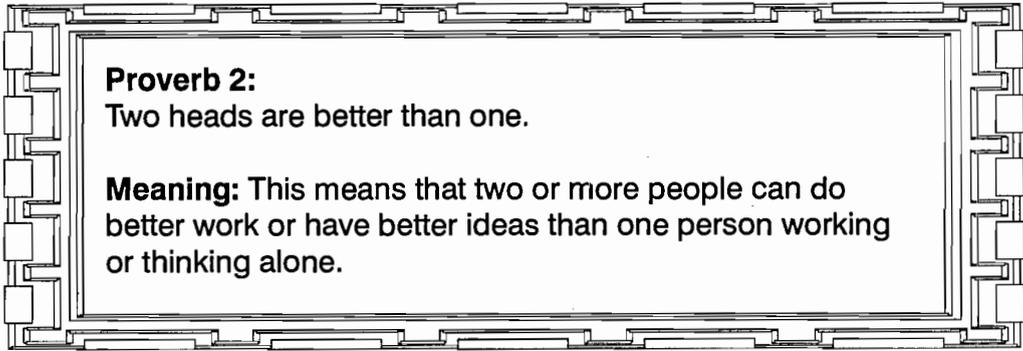
B: I feel \_\_\_\_\_.

A: Why do you feel \_\_\_\_\_?

B: Because \_\_\_\_\_.

**4. Writing** - Each pupil writes one paragraph about his or her feelings. Pupils read the paragraphs to the class and the other students ask questions.





### LANGUAGE WORK

**1. Dictionary** - Read the five definitions and decide which one fits each word. Try to write or say sentences using these words after you find the definitions.

- |                  |   |
|------------------|---|
| 1. afford        | a. a way across a piece of land that is made or used by people walking  |
| 2. confused      | b. not able to think clearly  |
| 3. experience    | c. to make something clear or easy to understand; to give a reason for something                                  |
| 4. explain       | d. to have enough money or time to be able to do something  |
| 5. path/footpath | e. the things that you have done in your life; the knowledge or skill that you get from seeing or doing something |

**2. Compound Words with Any/No** - Read the examples and explain how to use "any" and "no".

**anything**

I don't have anything to eat.

Did you buy anything for me?

I didn't buy anything.

Take this money and buy anything you want.

**anybody/anyone**

Does anyone want a banana?

I didn't see anybody at the market.

Give this to anyone in the office.

**anywhere**

I don't have anywhere to stay.

Is there anywhere you want to go?

I can stay anywhere.

I didn't go anywhere.

**nothing**

Nothing tastes good.

What did you buy? Nothing.

**nobody/no one**

Nobody came to the meeting.

Who came to class? No one.

**nowhere**

Nowhere is as beautiful as the mountains.

Where did you go? Nowhere.

*Answer these questions using "any or "no"*

1. What did Sanah buy?
2. Where are you going tonight?
3. What are you doing now?
4. Who is going to the meeting?
5. Where did you go last night?
6. What did you do this morning?
7. Who did you see last night?
9. What did Gatluak say?
10. Did anyone come to see me?



**3. To be able to** - *We often use "able to" instead of "can" or "could". It's often used in the negative when talking about the past and future. Include "to be" with "able to". Compare these sentences.*

**can/could**

She can go.

I can't finish it in time.

I could attend the meeting.

He couldn't repair the car.

I can finish it by tomorrow.

I can't go tomorrow.

**to be able to**

She's able to go.

I'm not able to finish it in time.

I was able to attend the meeting.

He wasn't able to repair the car.

I'll be able to finish it by tomorrow.

I won't be able to go tomorrow.

**4. Able to: Exercise 1** - *Change these sentences from "can/could" to "able to".*

1. Santino can help us.
2. Machar can't come to class tomorrow.
3. You can meet her if you go to Juba.
4. Lado couldn't repair the bicycle.
5. Elizabeth can't go to the football game.
6. I can buy a telephone if I save enough money.
7. Can you go with us tomorrow?

**5. Able to: Exercise 2** - *Answer these questions with complete sentences in the affirmative or negative.*

1. Will you be able to meet me tomorrow?  
Yes, I'll be able to meet you tomorrow.  
No, I won't be able to meet you tomorrow.
2. Was he able to finish his homework?
3. Are you able to repair this car?
4. Will you be able to go to the wedding party?
5. Was Lasu able to buy the medicine?
6. Will you be able to come to class tomorrow?

**6. Able to: Exercise 3** - Fill in the blanks with a phrase with "able to".

1. I'm sorry I \_\_\_\_\_ to study last week. I was sick.
2. I'm going to England next month. I \_\_\_\_\_ to meet you if you're in London.
3. I \_\_\_\_\_ repair the bicycle because I don't have any tools. I \_\_\_\_\_ to repair it tomorrow when my brother brings my tools.
4. We \_\_\_\_\_ dig the well if we have more people to help us.
5. We \_\_\_\_\_ dig the well unless more people come to help us.
6. You \_\_\_\_\_ go to Secondary School if you pass the test.
7. You \_\_\_\_\_ go to Secondary School unless you pass the test.
8. We \_\_\_\_\_ complete the work because many people helped us.

**7. Past Tense Review: Talking about your holiday** - Review these past tense verbs, then answer the questions about your school holiday. Sit in pairs and ask each other.

Present	Past
stay	stayed
work	worked
help	helped
go	went
visit	visited
make	made
come	came

What did you do during the holiday?

Where did you stay?

What did you do every day?

Where did you work?

Who did you help?

What did you do for enjoyment?

Did you study or read English or other subjects?

Did you go anywhere?

Where did you go?

Who did you visit during the holiday?



Did you make anything?

What did you make?

Did you come to this school during your holiday?

What did you come here to do?

Are you happy to come back to school?

**8. Writing** - *Write about your school holiday.*

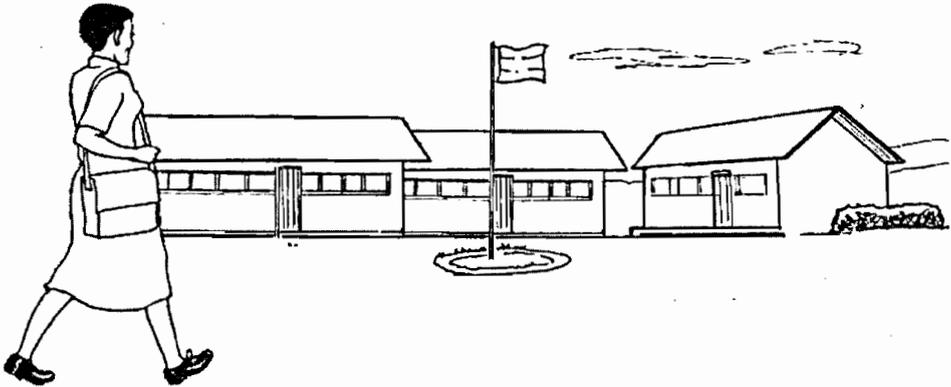


# UNIT 3

## Education For Girls

### New Vocabulary

used to    happen/happened    forever    human being    confident  
admire    interested in    though    information    educate  
importance    change/changed    attitude    benefit    as well as



My name is Faith. I live in a small village called Guri in Sudan. People in my village used to think that school was only for boys and that girls didn't go to school. Every morning when I went to fetch water from the river I saw boys going to school but I never saw any girls.

One day something happened that changed my way of thinking. My Aunt Joggo, a farmer in Mere village, asked me to stay with her to look after her son. On our way to her house, I saw someone dressed as a girl running to the school that we had passed on our way. I couldn't believe my eyes so I asked my aunt,

"Who is that boy dressed in women's clothes?"

"That's not a boy. That's a girl," my aunt said.

"A girl?" I asked.

"Yes!" she said.

"What's she doing at school?" I asked.

"She's studying", Aunt Joggo said.

"Can girls go to school?" I asked.

"Yes. Girls are human beings just like boys, and can do anything that boys do," she said.

I asked my aunt what the girl's name was and she told me that her name was Bena and that she was also from Mere village. That evening while fetching water from the river I saw Bena walking home. She looked confident and happy and I admired her greatly.

I woke up early the next morning to clean the compound and to watch Bena going to school. I wanted to talk to her because I was interested in going to school myself. Before I talked to Bena, though, I talked to her mother who gave me information about the school in the village. She told me that more than 20 girls in the village went to school, and that families in the village thought it was good to educate girls.

Bena's mother said that people in the village began to understand the importance of girls' education when a woman came to visit the village. She was Nana, the daughter of Azaria, a person who lived in the village. Nana was a doctor living in Canada who came to spend Christmas with her mother in the village. She had brought some medicine with her from Canada which saved the life of a boy who had been bitten by a snake. This changed the community's attitude towards girls' education, and Bena's mother decided to send her to school because she could see how education could benefit girls as well as boys.

A few days later my aunt sent me to the same school as Bena, and I became her friend. This changed my life forever. I learned how to read and write and studied many different subjects. I still helped my aunt at home. I helped her fetch water, bathe the children and work in the garden when I wasn't doing homework. Now I'm studying in Secondary School and I think I have a good future ahead of me.

1. Did girls go to school in Faith's own village?
2. In what village did they go to school?
3. Who did Faith go to stay with?
4. Why did she go to stay there?
5. Did she see a boy wearing women's clothes?
6. What did she see?
7. How did people in the village learn about the benefits of girls' education?  
(Explain)
8. Did Faith's aunt send her to school?
9. What do Faith and Aunt Joggo think about girls' education?
10. Do you agree?

## EXPRESSING OPINIONS

**1. Agreeing and Disagreeing** - *Everyone has ideas and opinions about things. Read these sentences and questions. We use them to agree or disagree with things other people say.*

I agree.

Why do you agree?

I think it's true.

Why do you think it's true?

I don't agree./I disagree.

Why don't you agree?

I don't think it's true.

Why don't you think it's true?



My sister thinks I should cut my hair but I don't agree. I want to have long hair. I think long hair is more beautiful than short hair. Do you agree?



My friends think we should form a football team and I agree with them. We have good players here and I think we can be the best team in the payam. Do you agree?

**2. Pair Activity: Girls' Education** - *Sit in pairs and read the following sentences about girls' education. With your partner, decide if you agree or disagree with each sentence, discuss it in English, and write your answer and reason. Use the sentences above while you talk.*

Example: In most classes a boy is the best student.



I don't agree. In some classes a boy is the best student and in other classes a girl is the best student. In this class Yar and Mary are the best students and they're girls.



I agree. Girls are always too quiet in class. They don't like to answer questions so the boys always answer. That means that boys are the best students.

*Discuss these sentences. Do you agree or disagree?*

1. Boys are usually better than girls at Math and Science.
2. Girls are usually better than boys at English.
3. Girls don't like sports.
4. Girls who have a good education can earn more money.
5. Most parents are afraid to send their daughters to boarding school in another town.
6. Women are better teachers than men for young children.
7. Educated girls support their parents more than educated boys.
8. Families don't send girls to school because they're afraid they won't get a dowry.
9. Educated girls get married later and have fewer children than uneducated girls.
10. Uneducated girls are better wives than educated girls.
11. Uneducated boys are better husbands than educated boys.

**3. Writing** - *Write your ideas about girls going to school. Try to write as many sentences as you can.*



**Proverb 3:**

Early to bed, early to rise, makes a man healthy, wealthy, and wise.

**Meaning:** This means that if you go to bed early and get enough sleep, and if you wake up early and start to work, you'll have a good life. (Not only for men, for women too)

## LANGUAGE WORK

**1. Dictionary Work** - Connect the word with the meaning as in Units 1 and 2. Notice that these words are in alphabetical order. This means that the words are arranged in the order of the letters in the alphabet. This is how words appear in a dictionary.

- |                |  |
|----------------|--|
| 1. admire      | a. feeling or showing that you are sure about your own abilities, opinions, etc                      |
| 2. attitude    | b. the way you think, feel, or behave  |
| 3. confident   | c. to respect or like someone or something very much; to look at something or someone with pleasure. |
| 4. information | d. knowledge or facts  |

**2. Words used in two ways** - Some words can be used in more than one way in sentences. An example is the word 'benefit' from the story in this unit. Benefit can be both a noun and a verb. Compare these definitions:

**benefit (n):** an advantage or useful effect that something has

**benefit (v):** to receive an advantage from something; to produce a good or useful effect

*Is benefit a noun or verb in these sentences?*

- Girls can benefit from education. (noun/verb)
- Education has many benefits for girls as well as boys. (noun/verb)
- Education benefits girls as well as boys. (noun/verb)
- The benefits of education are higher income and better health. (noun/verb)

**3. Using "may" for Permission** - In unit 2 you used "could" to ask to do something. "Could" sounds polite, but "may" sounds even more polite. Compare these sentences:

- |                       |  |
|-----------------------|--|
| Can I use your pen?   | (not polite, say it with close friends only)             |
| Could I use your pen? | (This sounds more polite. Use it with anyone.)           |
| May I use your pen?   | (This sounds very polite. Use it with your teacher, etc) |

*Make a polite request or offer.*

1. You want to use a friend's dictionary.
2. You want to ride someone's bicycle to the post office.
3. You want to visit a friend at his/her house tonight.
4. You offer to help someone with his/her homework.
5. You offer to help someone work in his/her garden on the weekend.

**4. Used to** - "Used to" is for things that we did in the past but we don't do now. Read these examples.

I used to live in Juba. Now I live here.

She used to study here. Now she's at Secondary School.

Elizabeth used to be a teacher but now she's the headteacher.

Bol used to be thin but now he's fat.

*Write some things that you and other people used to do or be.*

I used to \_\_\_\_\_ but now I \_\_\_\_\_.

I used to be \_\_\_\_\_ but now I'm \_\_\_\_\_.

She used to \_\_\_\_\_ but now she \_\_\_\_\_.

He used to be \_\_\_\_\_ but now he's \_\_\_\_\_.

**5. Past Tense Review: Going to the Market** - Be sure you know these verbs and their past tense form. Ask each other about going to the market, then sit in pairs and ask each other.

<b>Present</b>	<b>Past</b>
walk	walked
buy	bought
cost	cost
spend	spent
see	saw
arrive	arrived



1. What time did you go to the market?
2. Who did you go with?
3. How did you go there? Did you walk?

4. What did you buy?
5. How much \_\_\_\_\_ did you buy?
6. How many \_\_\_\_\_ did you buy?
7. How much did the \_\_\_\_\_ cost?
8. How much did you spend?
9. Did you see any friends at the market?
10. Who did you see?
11. What time did you return home?

**6. Talking** - *Tell the class about your trip to the market.*



### SUPPLEMENTARY READING

#### The Cat and the Bell

#### New Vocabulary

once upon a time	hold a meeting	tail	interrupt	shout
whisper	order	express an opinion	respect	clarify
not even	gently	mean (v)	find a way	

Once upon a time, a cat and some rats lived in the same village. Every day the cat caught a rat for its food. One day a group of rats held a meeting to find a way to stop the cat from killing them.

Rat one said, "If we come out to eat when the cat is sleeping we will be safe."

Rat two said, "Let's choose two rats to follow the cat's movements and they can tell us when the cat isn't there and it's safe to come out for food."

Rat three said, "Let's tie a bell to the tail of this cat, so we can hear her coming."

Rat four said, "I agree with Rat three, but....."

"But what?" shouted Rats five, six and seven.

"Rat three is right. Let's tie a bell on the cat".

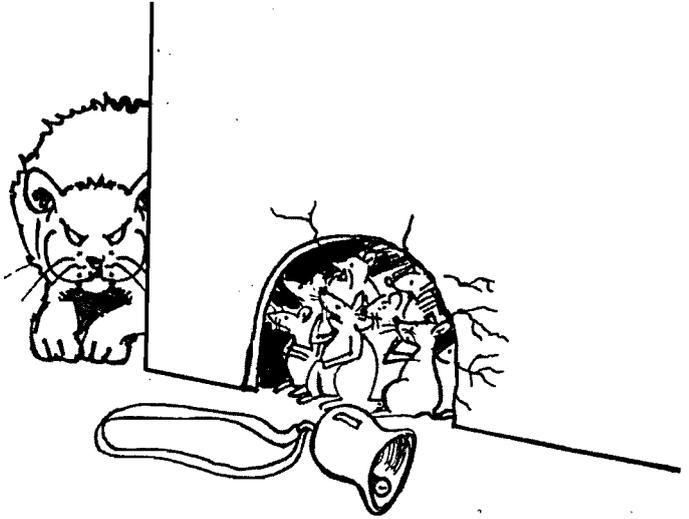
Rat eight, who was very old, whispered "Sh sh sh, please, everyone! We must have some order. Don't interrupt anyone who is talking. Let Rat four express her opinion."

Rat four said, "Thank you sir. I respect all of you and what you say. That's why I wanted to clarify what Rat three said by asking all of you: Who will tie the bell to the tail of the cat?"

There was complete silence. Not even Rats five, six or seven spoke.

"So", said Rat four gently, "If no one is ready to tie the bell on the cat, it means that no one agrees with Rat three."

By the time the meeting ended, the rats had not found a way of stopping the killer cat.



## Questions

1. Where were the rats and the cat living?
2. Are rats and cats friends?
3. Why did the cat catch rats?
4. Why did the rats hold the meeting?
5. Why did the rats want to tie a bell on the cat?
6. Who said that the rats must listen to each other?
7. Why do you think all the rats were quiet after Rat four spoke?
8. Did they find a way of stopping the killer cat?
9. What's the lesson of this story?

# UNIT 4

## Describing An Event



Now we're going to talk about events. Events aren't the same as experiences, which we talked about in unit 2. An event is an important thing that happens, or something that is organized like a parade or a ceremony. Here a person from Yei is describing a football match that his school took part in.

### The Football Match

#### New Vocabulary

kick off    guest of honour    attend    equally    goal    score  
offense    defense    however (but)    referee    whistle  
penalty    spectator    hold your breath    goalkeeper  
disappointment    pressure    within    miscalculation    earn  
draw    admit defeat    vow    succeed

A friendly football match was played between my school (Yei Primary School) and Maridi Primary School on 28<sup>th</sup> January. The match kicked off at 4:30 pm and ended at 6.30 pm at the Maridi football ground.

The Guest of Honour was the County Secretary of Maridi County. Other people present were the Education Secretary and head-teachers, teachers, and pupils from both schools. Of course many people from the town also attended.

The game started with both teams playing equally. Thirty minutes went by without a goal on either side. Both the offense and defense were playing well on both teams. However, during the last ten minutes of the first half the referee blew the whistle.



“Oh! Penalty kick,” shouted the crowd.

This was followed by loud singing by the Yei fans while the other spectators held their breath. The goalkeeper of Maridi prepared himself to stop the ball. However, to his disappointment, the player who took the penalty kick was too fast for him. Yei had one goal at the end of the first half and Maridi had none.

This did not stop Maridi. When the second half started they kept the pressure on Yei. Within fifteen minutes Khemis, a player from Maridi, gave a pass to Musa in the penalty area. There was no miscalculation. The ball was a score before the goalkeeper of Yei could make a move.

The two teams continued with strong offense and defense. Before the match could come to an end, Simon from Maridi gave a pass that made the goalkeeper lose direction. Musa, who was again in the penalty area, took a kick which earned Maridi a second goal.

The players from Yei tried their best to make the game a draw, but unfortunately time ran out. The referee blew the final whistle to signal the end of the game, and Maridi fans broke into song and dance. The final score was 2-1.

This being a friendly match, the players shook hands as Yei admitted defeat and vowed to succeed in the next match.



## Questions

1. Where was the match played?
2. What schools played?
3. Who was the guest of honour?
4. Who else attended?
5. Who made the first goal?
6. What was the score at half time?
7. Who made the second and third goals?
8. Who won the game?
9. What was the final score?
10. What did the players do at the end of the game?

**Writing: Describing an Event** - Write about an event you saw or know about. Think of the following questions as you write. When you finish tell your classmates about the event.

- Think about the event.
- Where did it take place?
- Where did it happen?
- Who was there?
- What happened first?
- What happened next?
- How did it end.



## UNITS OF MEASUREMENT

**1. Group Activity: Measurement** - You have studied in Math class about measuring things. There are four basic things that we measure. Sit in groups and write this table on a piece of paper. Together, think of as many terms as you can that fit in each category. When finished the groups compare their work and see which group has the most words. An example is given for each.



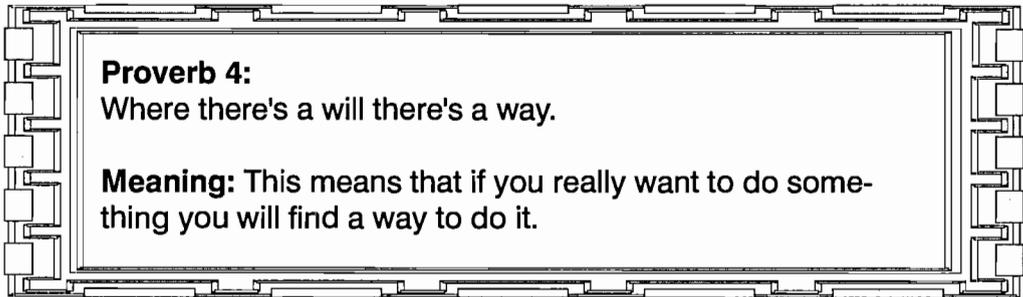
<p><b>weight</b></p> <p>kilogram</p>	<p><b>length/distance</b></p> <p>meter</p>
<p><b>capacity/area</b></p> <p>liter</p>	<p><b>time</b></p> <p>hour</p>

**2. Questions about Measurement** - Sit in pairs. Ask and answer these questions.



1. How many milliliters are there in 1 liter?
2. How many centimeters are there in one meter?
3. How many 10 milliliter bottles can be filled from a one liter bottle?
4. How many meters are there in 0.5 kilometres?

5. Peter bought 2 kgs. of sugar and distributed it equally to four girls. How much sugar did each girl take?
6. In a school of 100 pupils, meat was cooked and each pupil ate 200 gms. How many kilograms of meat do you think was cooked?
7. What is the capacity of a bottle of beer?
8. What's the capacity of a small size bottle of soda?



## LANGUAGE WORK

**1. Alphabetical Order 1** - *When words are in alphabetical order the first letters of the words are in the order of the letters of the alphabet. Look at these three words. They're in alphabetical order a, b, c.*

apple, bell, cat

*These words are also in alphabetical order (a, e, g, k, s, w).*

admire, earn, goal, kick, score, whistle

*Put the words in these lists in alphabetical order.*

- 1) referee
- attend
- spectator
- benefit
- defense
- goalkeeper
- offense
- penalty

- 2) vow
- disappointment
- confident
- succeed
- information
- attitude
- happen
- pressure

3) wisdom  
clever  
advice  
praise  
enemy  
decide  
hide  
knowledge

4) rope  
hang  
noise  
jump  
shell  
reply  
slip  
drop

**2. Must/may/might** - *These words are put before verbs to change the meaning of the verb. "Must" means that you have to do something, it's very important. "Might" and "may" both mean that you're not sure if you will do something (50% that you will do it, 50% that you won't do it). Read these examples.*

Your friend asks if you will play football after class. You're not sure.

A: Will you play football after class?

B: I'm not sure. I might play football after class.

(or "I may play football after class.")

The teacher wants to tell you that it's very important for you to come to school every day. She says:

A: You must come to school every day. It's very important.

B: Yes, I agree. I'll come to school every day.

*Write A and B in the same way.*

1. Your mother tells you that it's very important for you to take a bath every day.  
(write A and B)
2. Your friend asks if you will go to the market after class, but you're not sure.
3. Your sister asks if you think you will pass the examination, but you're not sure.
4. Your brother tells you that it's very important for you to be polite to your parents.
5. Your friend asks you if you will attend Teacher's Training Institute and become a teacher.
6. Your doctor tells you that you must learn about HIV/AIDS.

**3. Review: Present Perfect** - Can you remember how to use the present perfect from book 2? Write one of these words in each sentence below.

Present	Past	Past Participle (with "have")
am/is/are	was/were	have been
clean	cleaned	have cleaned
cook	cooked	have cooked
drive	drove	have driven
go	went	have gone
have	had	have had
live	lived	have lived
repair	repaired	have repaired
study	studied	have studied
take	took	have taken

- A: Have you ever \_\_\_\_\_ to Uganda?  
B: Yes. I've \_\_\_\_\_ there twice.
- A: Has Monica \_\_\_\_\_ dinner yet?  
B: Yes, she's already \_\_\_\_\_ it.
- A: How long \_\_\_\_\_ you \_\_\_\_\_ married?  
B: I \_\_\_\_\_ for three years.
- I feel very weak. I \_\_\_\_\_ malaria for four days.
- The doctor gave me this medicine but I \_\_\_\_\_ it yet.
- Monica \_\_\_\_\_ English for two years. She speaks it very well.
- We \_\_\_\_\_ in this town for three years. We came here three years ago.

Write sentences in the Present Perfect with these words.

Present	Past	Past Participle (with "have")
come	came	have come
eat	ate	have eaten
play	played	have played
see	saw	have seen
teach	taught	have taught
wash	washed	have washed
write	wrote	have written

## SUPPLEMENTARY READING

### Anga and the Snake

#### New Vocabulary

wrestling	quite	creeping vines	common	chimpanzee nest
comfortable	have a rest	coil/coiled/uncoil	bottom	
stare/staring	cry out	wave your hands	scare it away	strike
alive	death	matches	lie	catch fire/caught fire
at once	flames	stand/stood	dead	

There was once a man called Anga. He lived in a village called Gulumbi. Anga was a funny man who liked dancing, wrestling, hunting, playing with children, and telling stories. Following is a story about something that happened to him.

One day, after spending a long time hunting and fishing, Anga and a group of friends decided to look for wild fruit and honey. They went deeper and deeper into the forest until they came to a place where they knew they could find wild fruit and honey.

Feeling very excited, Anga started to climb up into a tree that had a lot of fruit in it. It was quite easy to climb up because of the creeping vines that were coiled around the tree. These creeping vines are common in the Equatorial forests of southern Sudan.



As he climbed up and up, the thick leaves made it quite dark. Then he saw a chimpanzee nest made of dry branches and leaves. He sat in the nest and found that it was very soft and comfortable. He forgot about the wild fruit and decided to have a rest. What he didn't know was that a very large snake had coiled itself at the

bottom of the chimpanzee nest. That was why it was so soft and comfortable.

Not knowing what was in the nest, Anga began to move about. The snake felt this and began to uncoil itself. Anga looked up and saw the snake

staring at him, uncoiled to about half its length. The snake looked at him straight in the eye.

Anga cried out in surprise and fear but the snake just looked at him. Anga waved his hands wildly in front of the snake, trying to scare it away but it became more angry.

Before the snake could strike, Anga jumped down from the tree. When he looked up from the ground, he saw the snake strike the very place where he had been. He was alive, but he had only just escaped death. As quick as he could, he got up and ran to his friends.

When he told his friends about the snake they decided to kill it. They got a long stick and tied some dry grass to one end. They went back to the tree carrying the stick and a box of matches. The snake thought that Anga was gone and went back to lie in the chimpanzee's nest. Anga lit the dried grass and pushed the burning end of the stick up into the dry branches and leaves of the nest, which caught fire at once.

They stood and watched as the flames got larger and larger. They didn't leave until they were sure that the snake was dead.

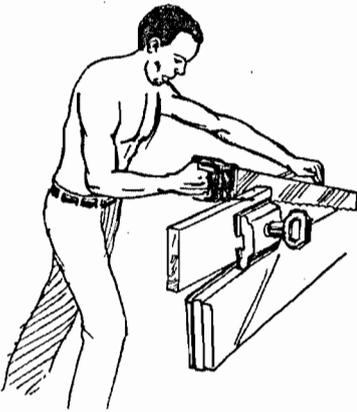
## Questions

1. What was Anga's village called?
2. List the things Anga liked to do.
3. What did Anga and his friends decide to do?
4. Why did Anga climb the tree?
5. Why was it easy for Anga to climb the tree?
6. Why did it become dark as he climbed the tree?
7. Where did Anga sit?
8. What didn't he see?
9. Why did the snake uncoil itself?
10. What did he see when he looked up?
11. Why was Anga waving his hands wildly?
12. How did Anga get out of the tree?
13. Did the snake bite Anga?
14. What did he and his friends decide to do?
15. How did they kill the snake?

# UNIT 5

## Occupations

**1. Names of Occupations** - *Learn these names of occupations and think about which one you want to do.*



- |               |             |             |              |                 |
|---------------|-------------|-------------|--------------|-----------------|
| accountant    | carpenter   | fisherman   | musician     | salesperson     |
| actor         | clerk       | hairdresser | nurse        | secretary       |
| architect     | cook        | journalist  | painter      | shoemaker       |
| artist        | dentist     | lawyer      | pilot        | singer          |
| astronaut     | doctor      | librarian   | policeman    | tailor          |
| barber        | driver      | manager     | policewoman  | teacher         |
| builder       | electrician | mason       | receptionist | trader          |
| businessman   | engineer    | matron      | repairman    | waiter/waitress |
| businesswoman | farmer      | mechanic    | sailor       | watchman        |

*Write the occupation for the description.*

1. A \_\_\_\_\_ writes for newspapers and magazines.
2. A \_\_\_\_\_ serves customers in a restaurant.
3. A \_\_\_\_\_ takes care of accounts (records of money).
4. An \_\_\_\_\_ designs houses and buildings.
5. A \_\_\_\_\_ is trained and qualified to advise people about the law.
6. A \_\_\_\_\_ takes care of people's teeth.
7. A \_\_\_\_\_ deals with visitors in a hotel, office, etc.
8. A \_\_\_\_\_ is trained to prepare and sell medicine in a shop.
9. An \_\_\_\_\_ draws and paints pictures.
10. A \_\_\_\_\_ guards buildings and houses.

*Describe the job of each of the following people. The first one is done for you.*

1. A pilot flies aeroplanes.
2. A librarian \_\_\_\_\_.
3. An astronaut \_\_\_\_\_.
4. An engineer \_\_\_\_\_.
5. A mason \_\_\_\_\_.
6. A sailor \_\_\_\_\_.
7. A tailor \_\_\_\_\_.
8. A fisherman \_\_\_\_\_.
9. A mechanic \_\_\_\_\_.
10. A doctor \_\_\_\_\_.

*Give a definition and the class guesses what job it is.*

- This person stays in front of a house at night.
- This person plays music.
- This person cuts men's hair.

**2. Talking about Skills** - *Learn these words and phrases, then write and say the sentences below about skills you already know how to do and skills you want to learn to do.*

breed animals

cook

cut hair

design buildings

do business

do carpentry work

do construction work

do electrical work

do road work

drive

keep accounts

keep records

make clothing

make furniture

make jewelry

make leather goods

make pottery

repair bicycles

repair cars and trucks

repair motorcycles

sew

style hair

take care of patients

teach

type

use a computer

weave

A: What skills do you have?

B: I know how to \_\_\_\_\_.

A: What skills do you want to learn?

B: I want to learn (how) to \_\_\_\_\_.

**3. Writing and Speaking: What do you want to be?** - *Speak and write about what kind of work you want to do, what skills you have now for the work, and what skills you need to learn*

What do you want to be?



I want to be an architect. I like to draw and I like geometry, but I need to learn how to design houses and buildings. I have to attend vocational school or college to become an architect.



I want to be a hairdresser. I have to learn how to cut and style hair. I already style some of my friends' hair but I want to learn to do it better. I want to open a shop to cut and style women's hair.



I want to learn to make leather goods. My family has a lot of cows. We raise them and sell them. We have a lot of cow hides which we make into leather. I want to learn to make things with the leather to sell.

**4. Group Work: Talking about Jobs** - Sit in groups. Each person pretends to have a job and the group members ask each other about their jobs. Use these questions or others. After you've talked as a group tell the rest of the class about each others' jobs.

1. What work do you do?
2. Where do you work?
3. Who do you work for?
4. Do you work every day?
5. What are your main duties?
6. Where did you learn your skills?
7. Do you like your work?
8. Why do you like your work?/Why don't you like your work?



## READING

### My Sister is a Mechanic

#### New Vocabulary

vehicle

located

ambulance

break down

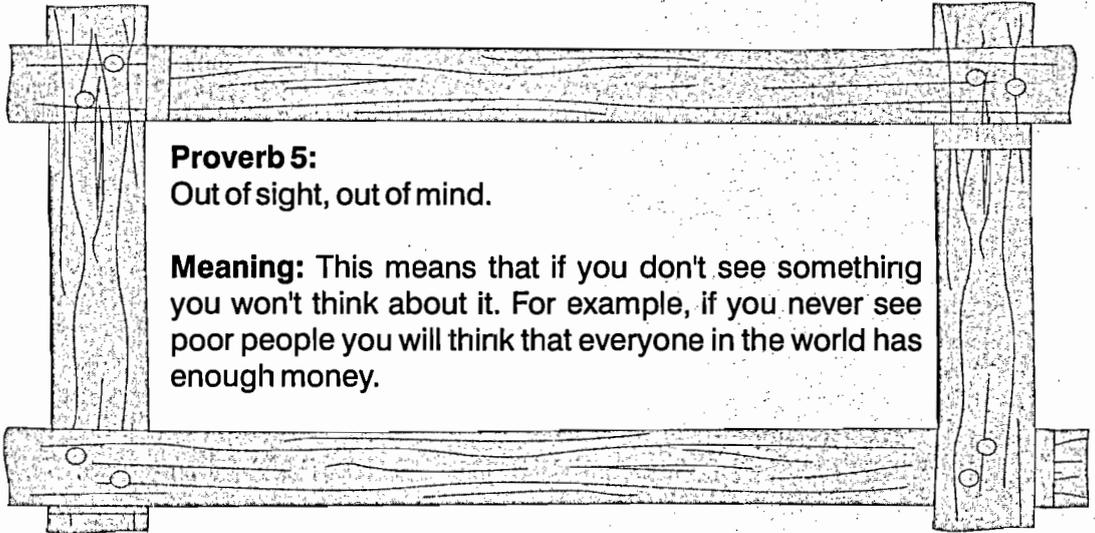
My sister is a mechanic. She can repair any kind of vehicle. She works in a garage that is located next to our school.

My sister earns quite a lot of money and feels happy about her work. She has many customers who always come to her garage because they know she's good at her work. Last week she repaired our teacher's motorcycle. She also repairs the hospital's ambulance when it breaks down.

Sometimes my father and my other sister go to help her. I think she wants to be a mechanic too. People always ask us why the women in our family like to be mechanics. We tell them that women make good mechanics because they're usually very careful when they work.



1. Where does his sister work?
2. Where is the garage located?
3. What kind of vehicles can she repair?
4. Why does she have a lot of customers?
5. Whose motorcycle did she repair?
6. What does she repair for the hospital?
7. Who helps her?
8. Who else wants to be a mechanic?
9. Do you think it's strange that these women want to be mechanics?
10. Why do you think women can make good mechanics?



## LANGUAGE WORK

**1. Numbers to one million** - Review how to say and write numbers in English. Match the numbers and words.

- |                          |              |
|--------------------------|--------------|
| 1. nine hundred          | a. 74,000    |
| 2. sixty thousand        | b. 55,000    |
| 3. five hundred thousand | c. 200,000   |
| 4. seventy-four thousand | d. 60,000    |
| 5. ten thousand          | e. 11,000    |
| 6. eleven thousand       | f. 1,000,000 |
| 7. one million           | g. 900       |
| 8. fifty-five thousand   | h. 80,000    |
| 9. eighty thousand       | i. 10,000    |
| 10. two hundred thousand | j. 500,000   |

- |   |           |
|---|-----------|
| 1. one thousand, six hundred and forty-two      | a. 9,455  |
| 2. eight thousand, two hundred and seventy      | b. 63,562 |
| 3. three thousand, one hundred and sixty        | c. 8,270  |
| 4. nine thousand, four hundred and fifty-five   | d. 28,010 |
| 5. six thousand, five hundred and thirty-three  | e. 1,642  |
| 6. two thousand, nine hundred and eighty-six    | f. 6,533  |
| 7. fifteen thousand, three hundred and eleven   | g. 75,200 |
| 8. sixty-three thousand, five hundred sixty-two | h. 15,311 |
| 9. seventy-five thousand, two hundred           | i. 2,986  |
| 10. twenty-eight thousand and ten               | j. 3,160  |

*Write these numbers in words.*

- 600,000 \_\_\_\_\_
- 115,000 \_\_\_\_\_
- 333000 \_\_\_\_\_
- 820,000 \_\_\_\_\_
- 1,250,000 \_\_\_\_\_
- 45,600 \_\_\_\_\_
- 70,588 \_\_\_\_\_
- 18,190 \_\_\_\_\_
- 2,222 \_\_\_\_\_
- 61,890 \_\_\_\_\_

**2. Present Perfect: Third Person** - *Change these questions from "you" to the third person and write an answer. Notice that you use "has" for the third person. When you're finished sit in pairs and ask each other the questions.*

1. Have you ever been to Juba?

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

Has your brother ever been to Juba?

Yes, he has./No, he hasn't.

2. Have you ever gone to Kenya?

\_\_\_\_\_ your sister \_\_\_\_\_?

3. Have you ever taught English?

\_\_\_\_\_ your friend \_\_\_\_\_?

4. Have you ever played football?

\_\_\_\_\_ your father \_\_\_\_\_?

5. How long have you studied here?

\_\_\_\_\_ your sister \_\_\_\_\_?

6. How long have you been married?

\_\_\_\_\_ your brother \_\_\_\_\_?

7. How long have you been sick?

\_\_\_\_\_ your friend \_\_\_\_\_?

8. Have you taken a bath?

\_\_\_\_\_ your brother \_\_\_\_\_?

9. Have you fetched water yet?

\_\_\_\_\_ your brother \_\_\_\_\_?

10. Have you finished your homework?

\_\_\_\_\_ your sister \_\_\_\_\_?

**3. Present Perfect: Dialogues** - *Practice these short dialogues.*



A: Where's Ayen? She hasn't come to class all week.

B: She's been sick. She's had a fever for five days.

A: How is she now? Is she feeling better?

B: Yes. I think she'll come to class next week.

A: What country are you from?

B: I'm from Germany.

A: How long have you been in Sudan?

B: I've only been here for one week. I've just come from Germany.

A: Are you working here?

B: Yes. I'm a teacher.

# UNIT 6

## Visiting A Place

### New Vocabulary

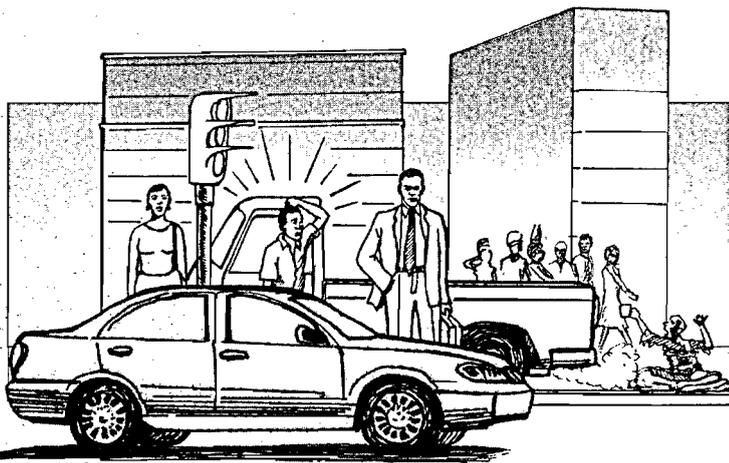
bring up/brought up	impressed by	shining glass
tarmac	vehicles	strange noise
wonder/wondered	mad people	rags
crippled	amazement	take notice
hooting	departure	discover
		load/loading
		move/movement

I was brought up in a small village so my first visit to a big town was an exciting experience for me. I was only twelve years old, and I went with my father to visit one of our relatives who lived there. When we were there I saw many things that I had never seen before.

I was impressed by many things, first of all by the tall buildings with shining glass windows and doors that we saw when we arrived in the town.

As our bus moved down the smooth tarmac roads I saw vehicles of different types moving here and there. There were also many motorcycles and bicycles moving along the side of the roads. Some of these nice cars and big lorries were so strange looking. I had never heard so much noise coming from all the vehicles and people. One other thing that impressed me was a big church with high concrete walls and a roof made of tiles.

The streets were full of smart people moving in all directions. I wondered where they were coming from, where they were going, and what they were doing. I saw mad people dressed in rags walking along the streets. My eyes fell on a group of beggars on the side of the main road. Some of them were blind, or deaf or crippled and they raised their hands for help. However, to my



amazement, most of the passers-by didn't take any notice of them.

As our bus continued to the park, I became more excited. A large number of lorries stood on one side of the park. Strong men in dirty clothes were busy loading and unloading goods of different types. On the other side of the park were many buses of different colours, some of which were hooting in preparation for departure.

I saw many people speaking different languages moving around the park and other people selling food, eggs, and fruit. We got off the bus, took our suitcases and were greeted by our happy relatives. I discovered that life in the town is full of people, work and movement.

1. How old was he the first time he went to a big town?
2. Who did he go with?
3. Why did they go there?
4. What impressed him first?
5. What big building was he impressed by?
6. What did he wonder about the people he saw?
7. How did he feel about the beggars?
8. Describe the people he saw at the park.
9. Who came to greet them?

**Writing** - *Write about a place that you visited and about the things you saw there.*



## READING A MENU



When you're visiting a place you might go into a hotel or restaurant to have a meal. They will have a menu that lists the food they serve. When people have parties they also make a menu of the food they plan to have at the party. Here are some sample menus:

### Shilluk Menu

Kisra with meat sauce and okra  
Fish with mongakelo  
Walwal with milk

Mongakelo is small balls of flour fried in oil and water  
Walwal is balls of flour cooked in water

### Hotel Menu in Juba

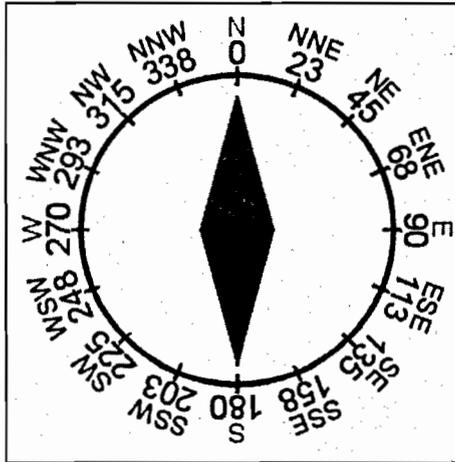
Kumunia	=	offal stew
Shuruba	=	meat stew
Beledi	=	green vegetable stew
Mula-bamia	=	cooked okra
Kibdha	=	fried liver
Laham be furun	=	roasted meat
Laham bel tawa	=	fried meat
Gideda bel furun	=	fried chicken
Gas-khoruf	=	fried head of a sheep
Larko	=	cooked pieces of the foot of a cow
Beda magulub	=	omelet
Rus	=	rice
Esh	=	bread

**Group Activity** - *Sit in groups and write a menu for a hotel or restaurant in your area.*



## COMPASS DIRECTIONS

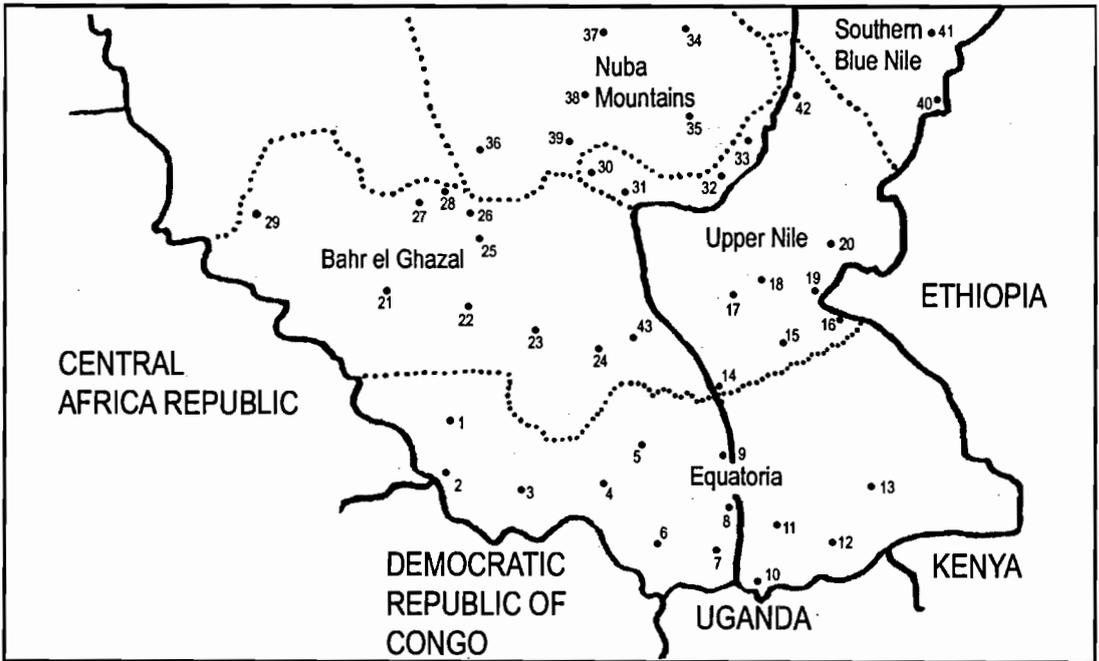
1. Questions about Directions - Answer these questions about compass directions.



A Compass with Degrees

1. Can you point north?
2. Which way is south?
3. Where does the sun rise?
4. Where does the sun set?
5. Ody stood facing north and turned  $45^\circ$  clockwise. Which direction is Tody facing?
6. When the English teacher entered the class, the minute hand of the wall clock was pointing at six. When she left the minute hand was pointing at three. How much time did she spend in the class? How many degrees did the minute hand turn?
7. What degree turn would a girl make if she turned clockwise from northwest to southeast?
8. What direction will you face if you turn clockwise  $45^\circ$  from the southwest direction?
9. How many degrees turn is it from north to south

**2. Talking about the Map of New Sudan - Ask and answer these questions about New Sudan.**



- |             |              |               |                 |
|-------------|--------------|---------------|-----------------|
| 1. Tambura  | 12. Chukudum | 23. Tonj      | 34. El Abbasiya |
| 2. Ezo      | 13. Kapoeta  | 24. Rumbek    | 35. Abu Gebiha  |
| 3. Yambio   | 14. Bor      | 25. Warrap    | 36. Abyei       |
| 4. Maridi   | 15. Pibor    | 26. Gogrial   | 37. Delling     |
| 5. Mundri   | 16. Pochalla | 27. Malualkon | 38. Kadugli     |
| 6. Yei      | 17. Ayot     | 28. War-awar  | 39. Higlig      |
| 7. Kajokeji | 18. Waat     | 29. Raja      | 40. Kurmuk      |
| 8. Juba     | 19. Akobo    | 30. Mayom     | 41. El Damazin  |
| 9. Terekeka | 20. Nasser   | 31. Bentiu    | 42. Renk        |
| 10. Nimule  | 21. Aweil    | 32. Malakal   | 43. Yirol       |
| 11. Torit   | 22. Wau      | 33. Kodok     |                 |

1. What area is in the north of New Sudan?
2. What area is in the northwest?
3. What area is in the northeast?
4. List the countries bordering New Sudan
  - on the east
  - on the south
  - on the west

5. Name two places and make sentences giving their location in relation to each other.

\_\_\_\_\_ is \_\_\_\_\_ of \_\_\_\_\_.

Juba - Wau

Juba is east of Wau.

Rumbek-Kajokeji

Rumbek is northwest of Kajokeji.

Nuba - Equatoria

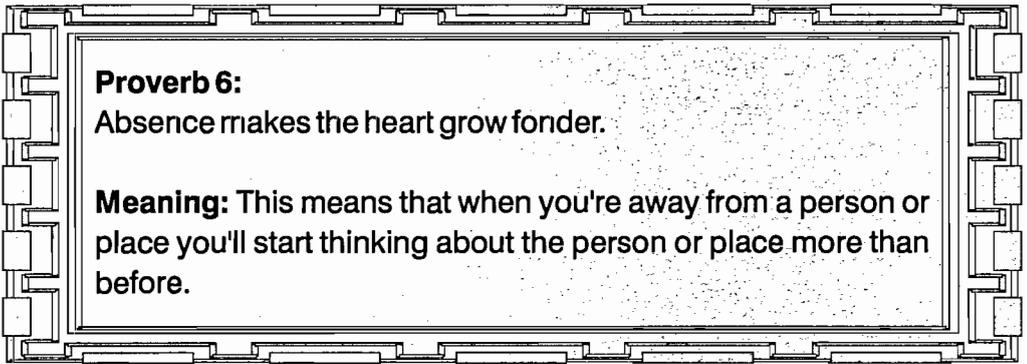
\_\_\_\_\_

Bahr El Ghazal - Upper Nile

\_\_\_\_\_

The Nile River - Rumbek

\_\_\_\_\_



## LANGUAGE WORK

**1. Alphabetical Order** - When putting words in alphabetical order, if they have the same first letter you check the second letter and use that for alphabetical order. If they have the same first and second letters, check the third letter, etc. Put these words in alphabetical order.

1. cat  
chew  
cut  
call

2. men  
must  
minute  
man

3. pretty  
put  
promise  
party

4. apple  
aunt  
axe  
about

5. try  
take  
trouble  
table

**2. Dictionary** - *Connect the word with the definition. In dictionaries the part of speech is given after words. Do you know what (v) and (adj) mean?*

- |                  |   |
|------------------|---|
| 1. discover (v)  | a. to look at something or someone for a long time  |
| 2. strange (adj) | b. to behave in a particular way to make people believe something that isn't true                 |
| 3. pretend (v)   | c. to find or learn about something that you or other people had never seen or known about before |
| 4. suspect (v)   | d. unusual or unexpected  |
| 5. stare (v)     | e. to think or believe that something may happen or be true, especially something bad             |

**3. Using "Shall" for Invitations and Suggestions** - *Use "shall" when suggesting that you do something or when giving an invitation. This sounds very polite. Read these examples. The subjects should be "we" or "I", not "you".*

A: Shall we go to the party together?

B: Yes. Let's go together.

A: Shall I meet you at the post office?

B: Yes. Let's meet at 2 o'clock.

A: Shall we leave now?

B: Just a moment. My sister isn't ready.

*To make a polite invitation with "you", use "Would you like...?"*

A: Would you like to have dinner with me?

B: Yes, thank you.

*Form questions to make the following invitations:*

1. Ask someone to go to the market with you.
2. Ask someone if they want to leave at 4 o'clock.
3. Make a suggestion that you meet the other person on Saturday morning.
4. Make a suggestion that you help someone with their homework.
5. Invite someone to go to a festival with you.
6. Ask someone about discussing a problem with the teacher.

**4. Too** - *We've already studied how to use "too" to mean "also". Here the meaning is "more than is good, allowed, or possible". Read these examples:*

The weather is too hot today. (more than is good)

Some people drive too fast. (more than is allowed or more than is good)

The water is too deep below the ground to dig a well. (more than is possible)

*Make a sentence with "too" for these situations.*

1. We can't plant crops here because \_\_\_\_\_.
2. We can't walk there because \_\_\_\_\_.
3. You shouldn't wear this shirt because \_\_\_\_\_.
4. Gatluak is fat because \_\_\_\_\_.
5. I can't buy it because \_\_\_\_\_.

# UNIT 7

## Writing Letters

**1. An Informal Letter** - We write letters and e-mails to people when we have information to tell them, when we have questions to ask, or if we just want to contact them as friends. Letters have a format that most people use. The address of the writer and date is put in the upper right hand corner. The greeting uses the word "Dear", and the writer signs off with various phrases like "yours sincerely" or "yours faithfully". Here's an example of an informal letter.

c/o Nathan Balli  
Headteacher, Bell School  
P.O. Box 60837  
Nairobi, Kenya  
September 7, 2\_\_\_\_\_

Dear Elizabeth,

Greetings to you and your family. How are you doing there in Tonj? Here in Maridi we are all well.

I am just writing to let you know that my son David has successfully passed his New Sudan Primary Leaving Certificate (NSPLC) examination. Please pass my regards to your family.

Thanks.

Your loving sister,

Roda

1. Where is the letter written from?
2. Who wrote the letter?
3. Who is the letter written to?
4. What is their relationship?
5. What news did the writer give to Elizabeth?
6. What's the meaning of c/o?
7. Who is Nathan Balli?

**2. Writing: Class Composition** - Pretend that you are Elizabeth. Your teacher will lead you and your classmates to write a letter back to Roda in reply to the one she wrote. In the letter you should make comments about the information Roda wrote and give her some news about yourself.



**3. A Formal or Business Letter** - Following is a formal letter written as an announcement. Notice that this letter has two addresses: in the upper right is the address of the writer, and on the left is the address of the person the letter is written to. This is usually done on business letters.

Buluk Primary School,  
P.O. Box 54,  
Juba  
2nd February 2\_\_\_\_

Ms. Kiden Smith  
Music Teacher  
Malika Primary School,  
P.O. Box 73  
Juba

Dear Sir or Madam,

**Choir festival for Juba Schools**

We are planning a music festival for the schools in this area. It will take place on Saturday, 22nd April in our school hall.

If your school would like to take part in the festival, please inform us by the end of this month.

We hope that this will bring many schools together and be a very happy event.

Yours faithfully,

J. M. Melek,  
Music Teacher

1. Who wrote this letter?
2. Who is it written to?
3. Why are there two addresses?
4. What does the letter announce?

**4. Writing a Formal Letter** - Write a letter to the headteacher of a school announcing that there will be a sports competition at your school. Explain the date, time and the activities that you have planned. Invite them to attend.



## GIVING MESSAGES

**1. Messages and Dialogue** - Practice this dialogue, then use it to give the messages on the next page to other people. Notice that B repeats the message to make sure it's correct.



A: Hello Peter.

B: Hello Mary.

A: You're going to your house, aren't you? Could you give a message to your sister?

B: Yes. I'd be happy to.

A: Please tell her that I can't go to see her today because I have to go to my brother's house.

B: You can't go to see her today because you have to go to your brother's house. OK. I'll tell her.

A: Thank you.

B: Goodbye.

A: Goodbye.

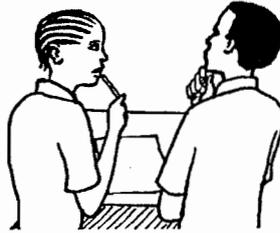
*Other messages:*

- Please tell our teacher that I can't come to class because I'm sick.
- Please tell Mondri that I can't meet him after school because I have to repair my bicycle.
- Please tell Amjuma that I can't go to the market because I'm cleaning the house.

*Write your own messages:*

Please tell \_\_\_\_\_ that \_\_\_\_\_.

**2. Pair Activity: Writing Dialogues** - *Sit in pairs and write a dialogue where you ask someone to give a message to another person. Try to write a dialogue that's different from the previous one: the people talking should give different information and say different things. When you're finished perform your dialogue for the class.*



**Proverb 7:**

**Make hay while the sun shines.**

**Meaning:** Literally it means that you should harvest crops while the sun is out. As a proverb it means that you should do things while you're able to, such as having fun when you're young.

## LANGUAGE WORK

### 1. Dictionary - Match the words with the definitions.

- |                   |   |
|-------------------|---|
| 1. formal (adj)   | a. relaxed and friendly or suitable for a relaxed occasion  |
| 2. informal (adj) | b. the shape of something or the way it is arranged or produced   |
| 3. contact (v)    | c. to make something known publicly or officially   |
| 4. format (n)     | d. used when you want to appear serious or official, and in situations in which you do not know the other people well |
| 5. announce (v)   | e. to telephone or write to someone   |

### 2. Conjunctions: and/but/or - Put one of these conjunctions in each sentence.

and            but            or

1. I want to go with you \_\_\_\_\_ I don't have any money.
2. Today we'll clean the house \_\_\_\_\_ wash the clothes.
3. Do you want to eat chicken \_\_\_\_\_ beef?
4. My father \_\_\_\_\_ mother work hard.
5. She said she would come today \_\_\_\_\_ she hasn't come yet.
6. You may write with a pen \_\_\_\_\_ a pencil.
7. I haven't repaired the bicycle yet \_\_\_\_\_ I'll do it now.
8. I want to write some letters \_\_\_\_\_ I don't have paper \_\_\_\_\_ envelopes.
9. We can buy a shirt \_\_\_\_\_ a pair of shoes \_\_\_\_\_ not both.
10. The girls \_\_\_\_\_ women should come to the meeting, \_\_\_\_\_ not the men \_\_\_\_\_ boys.

**3. Conjunctions: Either/neither/both** - These are used when talking about two things and are used in pairs: together with "or", "nor", "and". Read these examples then put one of the pairs in each sentence.

Both men and women should learn about HIV/AIDS.

We have time to study either Science or Social Studies today, but not both.

There's neither rice nor maize for sale in the market.

either/or

neither/nor

both/and

1. Tonight I will \_\_\_\_\_ watch TV \_\_\_\_\_ do my homework. I can't do both.
2. There are \_\_\_\_\_ girls \_\_\_\_\_ boys in this club.
3. Please help me with my work. Could you \_\_\_\_\_ cook dinner \_\_\_\_\_ fetch water?
4. \_\_\_\_\_ men \_\_\_\_\_ women know about HIV/AIDS in this village. We should explain it to them.
5. I eat \_\_\_\_\_ fruit \_\_\_\_\_ vegetables every day so I'm very healthy.
6. They're very poor. They have \_\_\_\_\_ food \_\_\_\_\_ money.
7. She'll go to university in \_\_\_\_\_ Juba \_\_\_\_\_ Khartoum.
8. What shall we do now? We can \_\_\_\_\_ read the newspaper \_\_\_\_\_ listen to music.

**4. Would Rather** - Use this phrase when making a choice. Read the example then answer the questions.

A: Would you rather drink milk or beer?

B: I'd rather drink milk

1. Would you rather visit Kenya or Uganda?
2. Would you rather play football or netball?
3. Would you rather eat beef or goat meat?
4. Would you rather be tall or short?
5. Would you rather be a man or a woman?
6. Would you rather \_\_\_\_\_ or \_\_\_\_\_ ?

## SUPPLEMENTARY READING

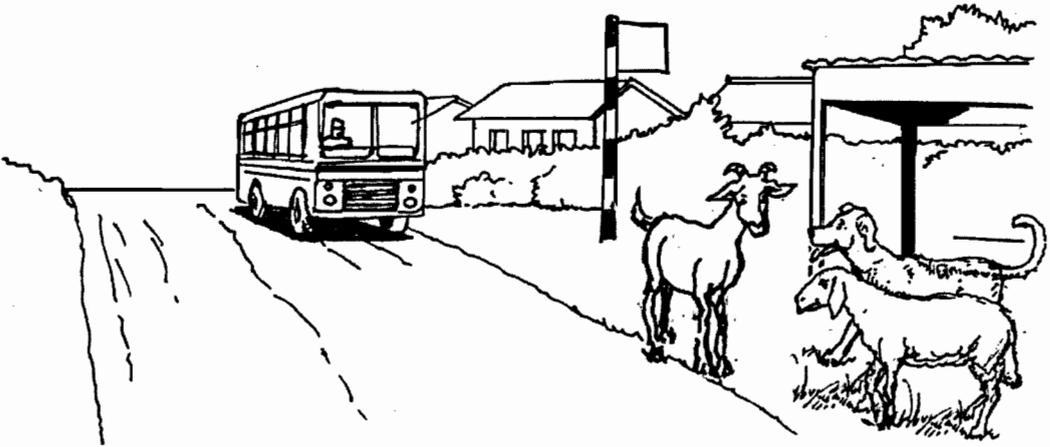
### The Goat, the Sheep, and the Dog

#### New Vocabulary

share/shared	journey	conductor	collect fares	issue
tickets	destination	trust/trusted	believe/believed	
note (money)	change (money)	passenger	rest/rested (v)	
rush away	without	bark (dog)	whenever	

A long time ago, Goat, Sheep and Dog were great friends. They lived together and shared everything.

One day they decided to go on a journey, so they walked to the bus station and waited for a bus to come. In a short time the bus arrived, and the three of them got on it.



As they were travelling, the conductor came around collecting fares and issuing tickets. He came to Sheep first and asked for the fare. Sheep at once paid the correct amount and the conductor gave her a ticket.

When he asked for the fare from Goat, she said, "My money is in this box I am holding. I cannot get it out while the bus is moving. I will pay when we arrive at our destination."

The conductor trusted Goat and believed what she had said. Goat sat back comfortably and enjoyed the journey.

Then the conductor came to Dog and asked for the fare. Dog quickly took out a very big note and gave it to him. Then he asked for the change.

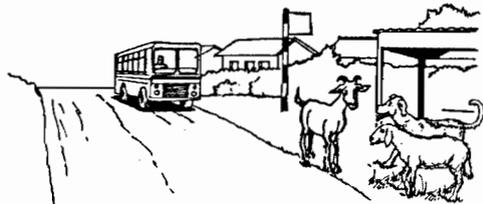
The conductor told Dog, "I don't have enough change now, but as many other passengers are still paying, I will bring the change later."

So Dog sat down comfortably and waited quietly for his change. When they reached their destination, Sheep got down from the bus and walked about in front and behind the bus and then rested comfortably at the side of the road. She had paid her fare and had no problem with anybody.

Next, Dog got out of the bus and wanted very much to get his change from the conductor. Goat also got out. As soon as she stepped down, she rushed away into the bush, so she got away without paying.

The driver didn't know what was happening. So he started his engine and drove off. Dog didn't have his change yet, so he barked and barked and ran after the bus, trying to bite it, but the driver drove away and soon the bus was going too fast for Dog to catch up.

This problem has remained up to now. Whenever Dog sees a bus, he barks and runs after it, trying to get the change that the conductor didn't return to him. Whenever Goat sees a bus passing, she runs away very fast into the bush because she doesn't want to be asked to pay. As for Sheep, she is free because she has paid her fare. That is why she takes no notice whenever the driver hoots at her to move away from the road.



1. What animals is this story about?
2. Who paid first? Did she pay for her ticket?
3. What did Goat say when the conductor asked for her money?
4. Did Goat pay?
5. What about Dog? What did he give the conductor?
6. Did the conductor give Dog his change?
7. When they got off the bus what did each animal do?
8. Which animal had lied to the conductor?
9. What does this story explain?
10. Do you see dogs, goats and sheep behaving this way when they see a bus?

# UNIT 8

## A Girl Becomes a Teacher

### New Vocabulary

have to/had to	expect	dowry	wife/wives
custom	community	opportunity/chance	job
conversation	promote/promoted	local	well-known
respected	successful	encourage	beneficial



Anita was the only daughter in a family of five children. She was born in Leer district in Western Upper Nile.

When Anita was small she didn't go to school like her brothers. She had to stay at home and do the housework. She helped her mother fetch water, cook, milk the cattle, and take care of the children and babies.

The family expected her to get married, and they planned to use her dowry to get wives for her brothers. The family was following the same custom as other families in the community.

Anita was unhappy about her life, but she had a dream. She was interested in teaching and wanted to become a teacher. She didn't think that only boys should have the opportunity to go to school and work in good jobs. She decided to talk to her parents about going to school.

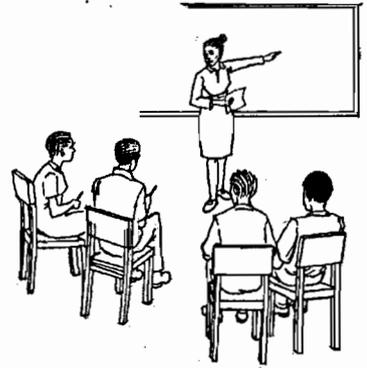
The next year a primary school for girls opened in the county. Anita had a long conversation with her parents about her dream for the future. She asked them to give her a chance to go to school, and promised that they would be proud of her in the future. Anita's parents agreed to let her enroll in the school.

Anita worked very hard and when she finished primary school she was

promoted to Secondary School. She completed Secondary School and was admitted to a Teacher Training Institute. At the Teacher Training Institute Anita learned how to be a good teacher. When she finished her studies there she returned to her home town and became a teacher at the local school.

Being a teacher made Anita very happy and her parents were proud of her. Anita used her salary to help her family, and they bought cattle, goats, and sheep for the family. Anita's family became well-known in the community because they had a daughter who was respected by all the students and parents. Other families decided to let their daughters go to school after seeing how successful Anita was.

What does Anita dream about now? She's doing good work for her community and helping her family. Her next dream to get married and have a family, and if she has a daughter she will be sure to send her to school and encourage her to do beneficial work.



1. How many brothers did Anita have?
2. Why did the family want her to get married?
3. What did she want to be?
4. What did she talk to her parents about?
5. Did they allow her to go to school?
6. What other kinds of schools did she go to?
7. What did she learn at the Teacher Training Institute?
8. Where did she go to teach?
9. Why was her family well-known?
10. What's her next dream?
11. If she has a daughter, what will she do?
12. What do you think about this story?
13. Do you think girls should go to school?
14. Would you like to be a teacher? Why?/Why not?

**Group/Pair Activity: Telling a story** - *You just read a story about a girl who becomes a teacher. Do you know any other stories like that? Sit in pairs and think of a story you know. It can be about something real or something made up. Ask yourself these questions as you think of the story. When you're finished each pair or group should tell the story to the rest of the class.*

Where did the story take place?

When did it happen?

Who are the characters? (the people in the story)

How did the story begin?

What happened next?

How did the story end?

Does the story have a lesson?



## TALKING ABOUT MONEY

**1. Definitions** - *Read these definitions and discuss the meanings. Make sentences using the words.*

**money** (n) The means of paying for or buying something.

**currency** (n) The system or type of money that a particular country uses.

**exchange** (v) To give or receive something in return for something else.

**earn** (v) To get money for working.

**2. Questions about Money** - *Answer the following questions.*

List ten things you use money to buy.

How much does a bottle of cooking oil cost?

How much money does a bar of soap cost?

How much does a kilo of sugar cost?

How much money did you spend last Christmas?

How much money do you spend in a month?

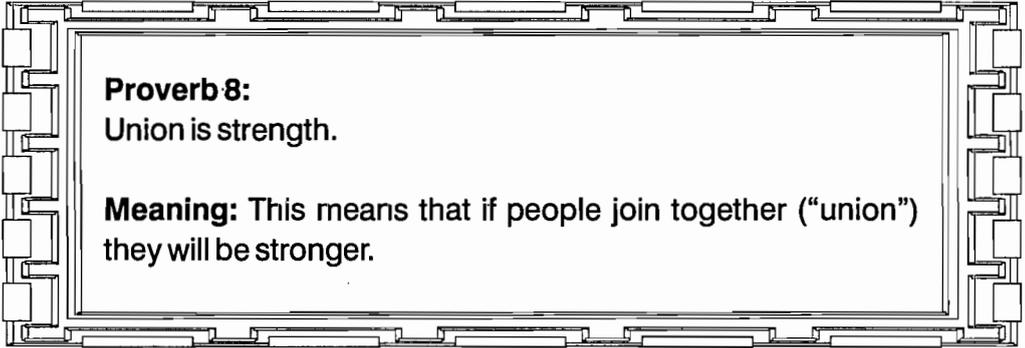
Do you spend more money on holidays?

What currency do you use in your area?

If you have currency from another country where can you exchange it?

**3. Brainstorm: Earning money** - *Everyone in the class gives ideas for answering this question.*

What are good ways to earn money?



**LANGUAGE WORK**

**1. Alphabetical Order** - *So far we've put words in alphabetical order based on the first two letters. (If the first letters of two words are the same, look at the second letter.) Now we'll look at words where the first two letters are the same. You should check the third letter to put them in alphabetical order. Look at this example. These five words all begin with "ta" and they're in alphabetical order.*

table, tail, tale, tarne, taste

*Put these words in alphabetical order.*

1 preview  
promote  
price  
pray

2) ban  
bay  
baby  
bake  
bath

3) damage  
date  
doll  
dinner  
dance

4) lot  
lost  
lorry  
lose  
lorries

5) notes  
no  
nose  
note  
not

**2. Conjunctions: when/while/as/after/before** - *These conjunctions all concern time. "While" and "as" have the same meaning. Read these examples where two sentences are combined.*

1. Alec was eating. Her brother arrived. →  
Alec was eating when her brother arrived.
2. James fell asleep. He was doing his homework. →  
James fell asleep while he was doing his homework.
3. He listened to the radio. He drove to work. →  
He listened to the radio as he drove to work.
4. I went to town. It began raining. →  
I went to town before it began raining.
5. She cleaned the house. She cooked food. →  
She cleaned the house after she (had) cooked food.

*Write one of the words to connect these pairs of sentences.*

1. It was hot. I was working in the garden.
2. The headteacher arrived. The teachers had gone to town.
3. The baby was sleeping. The mother cooked dinner.
4. The child vomited. She ate bad food.
5. I saw a big snake. I was walking in the forest.
6. Pupils were talking. The teacher was teaching.
7. We cooked food. The visitors arrived.

*Finish these sentences.*

1. I usually \_\_\_\_\_ before I go to school.
2. I like to \_\_\_\_\_ after I arrive at school.
3. \_\_\_\_\_ when I was sick.
4. \_\_\_\_\_ while my mother was cooking.
5. \_\_\_\_\_ as my father was reading the newspaper.

**3. Used to/Usually** - *These have very different meanings. The first is for something you did in the past but don't do now. The second is for things that happen often or normally. Put one in each of these sentences.*

used to      usually

1. We're good students. We \_\_\_\_\_ get all of our spellings right.
2. When I was small, I \_\_\_\_\_ play in the compound.
3. Soldiers \_\_\_\_\_ carry spears, but now they carry guns.
4. This year we \_\_\_\_\_ visit our auntie on Sundays.
5. It's dangerous on this street. The drivers \_\_\_\_\_ drive too fast.
6. It \_\_\_\_\_ rains in October.
7. Our teacher \_\_\_\_\_ gives us homework on Monday, Wednesday, and Friday.
8. Some of the teachers \_\_\_\_\_ smoke cigarettes, but they've all stopped.

**4. Writing: Talking about a trip in the past** - *Change these verbs to the past tense, then write a short story about a trip you took in the past. Try to use as many of the verbs as you can.*

arrive

bring

buy

come back

drive

fly

go

leave

return

ride

see

stay

take

visit



# UNIT 9

## Tools and Weapons

### 1. Talking about Weapons and Tools -



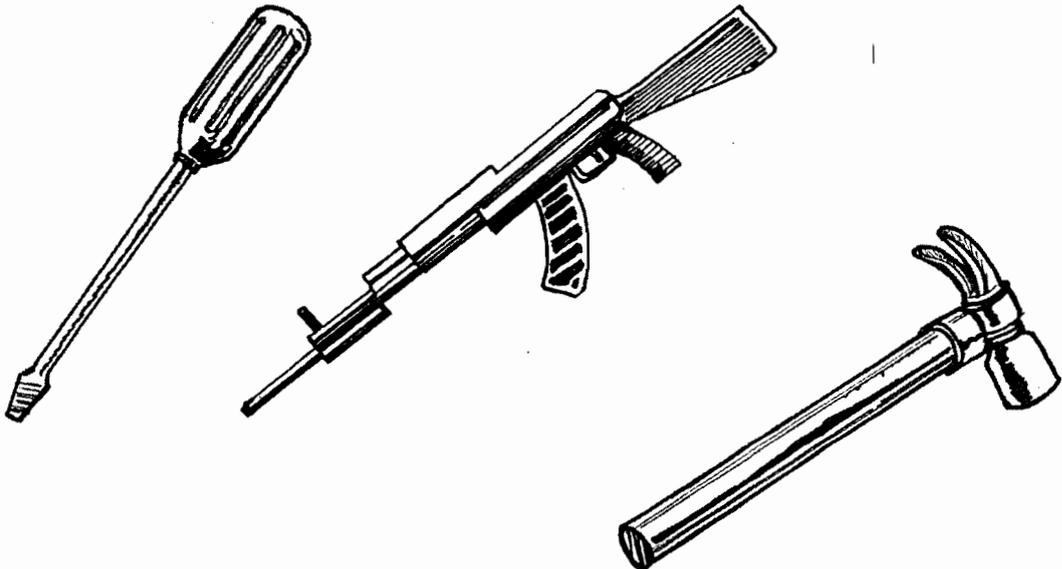
Tools are important for everyone. We use tools every day at home. Some of the things we use tools for are cooking, sewing, repairing things, building things, and communications. You learned in Social Studies about Stone Age people making tools from stones. Humans have developed their tools over the centuries until now we have computers, satellites, and cellphones.

Everyone uses tools but not everyone uses weapons. Weapons are for war and defense. If you're involved in a war you learn how to use weapons. Weapons can have peaceful purposes too. We use them for hunting.

*Read these definitions of "tool" and "weapon".*

**tool** (n) A piece of equipment that you use to do a particular job.

**weapon** (n) An object which is used for fighting.



**2. Categories of Tools and Weapons** - *Be sure you know what all these tools and weapons are. Sit in groups. Each group tries to think of as many tools and weapons as possible for each category. Ask your teacher if you don't know the English word for a tool or weapon.*

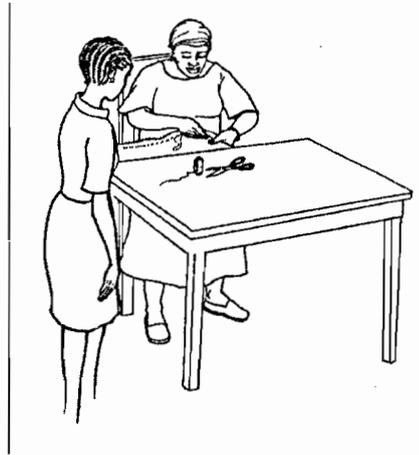
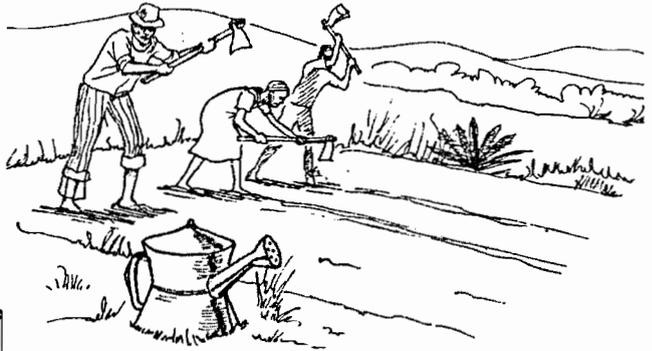
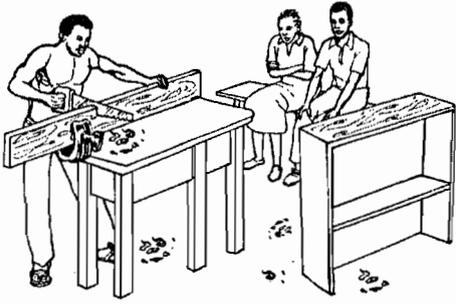
- |               |                   |             |           |
|---------------|-------------------|-------------|-----------|
| axe           | hammer            | plough      | shovel    |
| bomb          | hoe               | protractor  | spanner   |
| bow and arrow | knife             | ruler       | spear     |
| calculator    | landmine          | saw         | stapler   |
| grenade       | needle and thread | screwdriver | sword     |
| gun           | panga/machete     | scissors    | telephone |

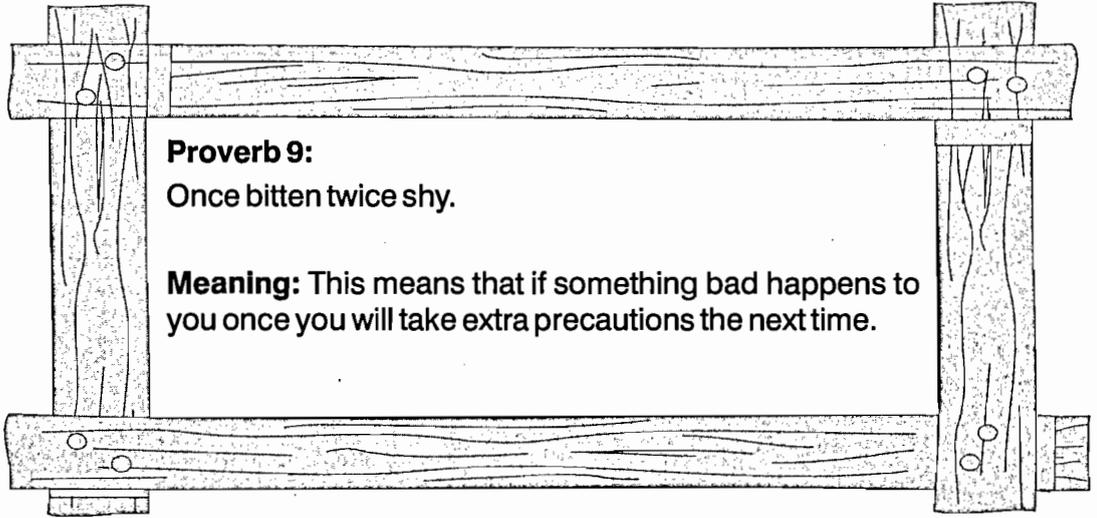
used for repairing	used for construction
used in offices	used for farming
used for communication	used for hunting
traditional weapons	modern weapons

**3. Guessing Game** - Each learner writes a sentence describing what a certain tool or weapon is used for. They read their definitions to the class and the other learners guess what tool or weapon he/she is describing. Examples:

- This is used for making a new dress.
- This is used with an ox for preparing farm fields.
- This is used for cutting wood.

**4. Describing Pictures** - Look at these pictures and make sentences about what is happening. What tools or weapons are the people using? Try to imagine the story behind the picture and make sentences about it.





**Proverb 9:**

Once bitten twice shy.

**Meaning:** This means that if something bad happens to you once you will take extra precautions the next time.

### LANGUAGE WORK

**1. Question tags** - *We use question tags when we already think something is true and want to verify it. With question tags we add the auxiliary verb in the negative and the pronoun after the sentence. These are separated from the sentence with a comma.*

For example, if you want to verify that a certain woman can speak English you ask this question:

She can speak English, can't she?

If you want to verify that someone studied in Juba you ask:

You studied in Juba, didn't you?

If you want to verify that someone has a ruler you ask:

You have a ruler, don't you?

If you want to verify that someone is going to the market after class you ask:

You're going to the market after class, aren't you?

If you want to verify that someone will be here tomorrow you ask:

You'll be here tomorrow, won't you?

If you want to verify that James has a telephone you ask:

James has a telephone, doesn't he? (or "hasn't he?")

If you want to verify that a Monica is a teacher you ask:

Monica is a teacher, isn't she?

If you want to verify that the pupils have swept the compound you ask:

The pupils have swept the compound, haven't they?

**2. Question Tags: Exercise 1** - *Make questions for the following things that you want to verify:*

1. You want to verify that Suria can drive.
2. You want to verify that Lado has a protractor.
3. You want to verify that someone lived in Uganda before. (You...?)
4. You want to verify that someone is going to Wau next week. (You're...?)
5. You want to verify that the teachers have gone to the market.
6. You want to verify that Bol is a policeman.
7. You want to verify that Rebecca can make cakes.
8. You want to verify that someone will help you tomorrow. (You'll...?)
9. You want to verify that someone can repair bicycles.
10. You want to verify that Kojolo has been to Khartoum before.
11. You want to verify that Matthew is going to the football game.
12. You want to verify that a book is new.

**3. Question Tags: Exercise 2** - *Add question tags to these sentences:*

1. The furniture is new, \_\_\_\_\_?
2. You can write clearly, \_\_\_\_\_?
3. She can solve the problems, \_\_\_\_\_?
4. The cargo will arrive tomorrow, \_\_\_\_\_?
5. They can climb this mountain, \_\_\_\_\_?
6. Mother bought a new chair, \_\_\_\_\_?
7. Crocodiles have sharp teeth, \_\_\_\_\_?
8. The thief was guilty, \_\_\_\_\_?
9. Lasu was angry, \_\_\_\_\_?

10. Kiden is coming, \_\_\_\_\_?

11. The teachers have gone to greet the president, \_\_\_\_\_?

12. Amjurna likes to cook, \_\_\_\_\_?

**4. Past Perfect** - *We use the past perfect when talking about things that happened in the past or when telling stories about the past. It's used with an action that happened before another action. Read these sentences. You're telling a story in the past where something happened before something else, and the past perfect is "had gone".*

We arrived at the station but the bus had already gone.

*Compare the past perfect and the present perfect. With the present perfect we use "have" or "has" but with the past perfect we use "had". If you arrive at the station now, you say*

The bus has already gone.

*Compare these sentences. The present perfect is happening now, and the past perfect is in a story you're telling about the past.*

My grandfather has died.

We arrived in the village but my grandfather had already died.

We are hungry but they've eaten the all food.

We were hungry, but they'd eaten all the food. (they had = they'd)

The pupils have already swept the compound, so I'll fetch water.

The pupils had already swept the compound, so I fetched water.

I've been to Juba, so I know where the school is.

I'd been to Juba, so I knew where the school was.

We want to start the meeting but they haven't cleaned the room yet.

We wanted to start the meeting but they hadn't cleaned the room yet.

**5. Past Perfect: Exercise 1** - *Change these sentences from the present to the past.*

*Example:*

**Present:** We have an exam next month but we haven't studied Geometry.

**Past:** We had an exam last month but we hadn't studied Geometry.

1. I've studied this before so I won't do the exercises. (so I didn't...)
2. They've killed an antelope so we'll have a good meal. (so we had...)
3. Kalo hasn't given Poni the money so she won't buy the food.
4. We have seeds but we haven't ploughed the fields.
5. The lion has gone away, so the animals will come to the river. (so the animals came...)
6. The crops are growing well because it has rained a lot. (The crops grew...)
7. They've collected firewood but they haven't taken it home.
8. Machar hasn't fixed the TV so we can't watch the football game.
9. She's never come to Yei so she doesn't know the location of my house.
10. I haven't seen her for many years so I won't recognize her.

**6. Past Perfect: Exercise 2** - *Write the verbs in these sentences.*

1. They \_\_\_\_\_ the room, so we began the class. (clean)
2. I went to see my brother but he \_\_\_\_\_ to work. (go)
3. She \_\_\_\_\_ to Khartoum before so she \_\_\_\_\_ the house easily. (be/find)
4. They \_\_\_\_\_ all the meat so I \_\_\_\_\_ only vegetables. (eat)
5. She \_\_\_\_\_ him the letter so he didn't know about the game. (give)
6. We wanted to wash our clothes but mother \_\_\_\_\_ any soap. (buy)

# UNIT 10 Conserving the Environment

## New Vocabulary

protect	natural	fertile	infertile	fallow	topsoil
disappear	construction	habitat	useful	replant	
	desert	turn into	gradually		

The environment is everything that surrounds us. This includes living things such as people, animals, birds, insects, and plants as well as non-living things like air, soil, and water. Because most Sudanese people are farmers it's very important to protect the natural environment of our country so that we can continue using it forever. Taking good care of the natural things around us is called *environmental conservation*.



People living as farmers should be careful about conserving the following things:

1. the soil
2. the trees and forest
3. grazing land

**The soil:** When land is newly cleared the soil is very fertile. However, after a few years the soil becomes infertile. Farmers use *crop rotation* to keep the soil fertile. This means that they plant different crops on a piece of land in different years, or they leave the land *fallow* for one or more years. Planting beans is very good for returning nitrogen to the soil. Another problem with soil is *erosion*. This refers to the good topsoil being washed away by water or blown away by wind.

**The trees and forest:** Everyone knows that trees are important but trees are disappearing from the land. People need them for construction and fuel. When trees and forest disappear from an area it's called *deforestation*. The forest should be conserved to maintain the habitat of animals and to save plants that are useful to us, for example, plants that give us medicine. After a forest is cut down people should do *reforestation*. This refers to replanting a forest.

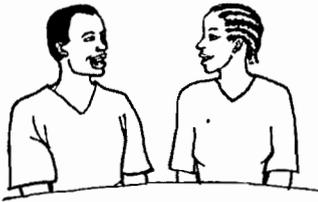
**Grazing land:** Many people in New Sudan raise animals that graze, especially cows and goats. They should be careful to conserve their grazing land. They should move animals from place to place so that the grass isn't destroyed. Goats, especially, are well-known for destroying the roots of the plants they graze on. When animals graze a piece of land too much it's called *overgrazing*. These problems can make dry areas turn into deserts. When an area turns into desert it's called *desertification*. The Sahara Desert is gradually becoming larger as land turns into desert.



1. What is the environment?
2. Name as many elements of the environment as you can.
3. What is environmental conservation?
4. What is deforestation?
5. Explain the meaning of the following words and phrases. How are they important to New Sudan? Where are they happening in New Sudan?
  - a. environmental conservation
  - b. crop rotation
  - c. soil erosion
  - d. deforestation and reforestation
  - e. overgrazing
  - f. desertification

## TALKING ABOUT FARMING

### 1. Dialogue - Practice this dialogue in pairs.



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

B: I want to be a farmer.

A: Why do you want to be a farmer?

B: Farming is a good occupation. You plant crops and raise animals. You have a lot of things to eat and sell. Your family will be healthy and strong because they have good food to eat.

B: But I think it's hard work.

A: No, it's not hard if you organise your family and friends to work together.

B: That's very clever. I think you'll have a good future.

Do you agree with this person?

What are the good and bad points of being a farmer?

Good Points	Bad Points

### 2. Questions about Crops - Discuss these questions, then sit in pairs and ask each other.

1. List all the crops you know.
2. Which are staple food crops?
3. Name three root crops.
4. Name all the types of vegetables eaten in your home area.
5. Name the different kinds of fruit that you grow.
6. What kinds of fruit do you eat that grow wild?
7. Name any medicinal plants that you know.
8. Can you think of any uses for trees other than firewood and construction?

**3. Group Work** - Sit in groups or pairs and take one of these topics. (They all involve environmental problems.) The group discusses the various aspects of the problem and gives a short presentation to the class. Discuss these issues:

overgrazing	problems with soil fertility and erosion	deforestation
-------------	--	---------------

- What causes this problem?
- Where is it happening in our area?
- Where does it happen in Sudan in general?
- What can people do to solve this problem?



**4. Writing** - Take one of the three topics above and write a short essay about it. Write in one of these ways:

- a. each learner writes his/her own essay
- b. sit in pairs or groups and write an essay together
- c. write the essay as a class with the teacher writing and giving ideas



**Proverb 10:**

Do unto others as you would have them do unto you.

**Meaning:** This is called "the Golden Rule". It means that you should treat people in the same way that you would want them to treat you.

## LANGUAGE WORK

**1. Future Continuous** - *We talk about the future with either "will" or "going to" before the verb. If you want to emphasize that the action is continuous (going on over a period of time) use the Future Continuous. Include "to be" with "ing" on the verb. Compare these examples.*

- Future:                      Next year I'll study in Juba.  
                                    Next year I'm going to study in Juba.
- Future Continuous:      Next year I'll be studying in Juba.  
                                    Next year I'm going to be studying in Juba.  
                                    (with "going to" it means the action is certain or  
                                    already planned)

*Change these sentences to the future continuous:*

1. I'll play football after school.
2. Ayen is going to live with her sister from now on.
3. Matthew will work at the post office from today.
4. Sarah will teach this class beginning next week.
5. We're going to play games here on Saturday.

**2. Exercise: Future Continuous** - *Finish these sentences with the future continuous, using the verb in parentheses.*

1. I'm going to London. I \_\_\_\_\_ there. (study)
2. I'll be busy this weekend. We \_\_\_\_\_ on the farm. (work)
3. Ayen is a new teacher. She \_\_\_\_\_ this class from now on. (teach)
4. Please study in that room. We \_\_\_\_\_ this room today. (clean)
5. I live with my brother. I \_\_\_\_\_ with him while I study here. (live)

**3. Too...to...** - *Read these examples to understand how to use "too" and "to" together. Make sentences using the other phrases.*

too heavy to lift

This box is too heavy to lift. We should take some books out.

too old to repair

This radio is too old to repair. You should buy a new one.

too far to walk

too dirty to wear

too sick to come to school  
too busy to help me

**4. Prepositions of Place** - *Be sure you know the meaning of all these prepositions. Find various prepositions that fit into these sentences. The sentences should make sense (meaning they have a good meaning that's possible and understandable).*

above	below	far from	near	outside
across	beneath	from	next to	over
among	beside	in	off	through
around	between	in front of	on	to
at	close to	inside	on top of	towards
behind	down	into	out/out of	under

1. The dog had puppies \_\_\_\_\_ the house. (Means "gave birth to")
2. She hid her coins \_\_\_\_\_ the kitchen.
3. Birds like to sit in trees \_\_\_\_\_ the market.
4. They drove the cattle \_\_\_\_\_ the town.
5. The flood water came \_\_\_\_\_ my house.

**5. Using Commas** - *We put commas in lists, after saying a name in a command, and in long sentences where you need to pause before a conjunction. Look at these examples. With lists of many things put a comma after each thing. It can be put before "and" (with the last item) or not. Read these examples then put commas in the sentences.*

She bought mangoes, bananas, and oranges. (comma before "and")

She bought mangoes, bananas and oranges. (no comma before "and")

James, please close the windows.

I wasn't able to contact her by telephone, so we took a bus to her house.

1. Musa wanted to eat rice meat potatoes and bread.
2. My father told me to visit him often but I don't have time to go to see him.
3. My friend Nyawe likes to play netball football volleyball and tennis.
4. This family doesn't use mosquito nets when they sleep therefore many of them have malaria.
5. On Saturday we worked in the garden swept the compound and played football.
6. Ayen could you help me in the kitchen?
7. In a hospital there are doctors nurses pharmacists and patients.

**6. Writing: Working on the Farm** - *Revise these present and past tense verbs, then write about working on the farm in the past tense. Try to use as many of the verbs as you can.*

**Present**

build  
care for  
clear brush  
continue  
cut  
cut down  
dig  
finish  
grow  
harvest  
keep  
make  
plant  
put  
walk  
water  
wear

**Past**

built  
cared for  
cleared brush  
continued  
cut  
cut down  
dug  
finished  
grew  
harvest  
kept  
made  
planted  
put  
walked  
watered  
wore



# UNIT 11

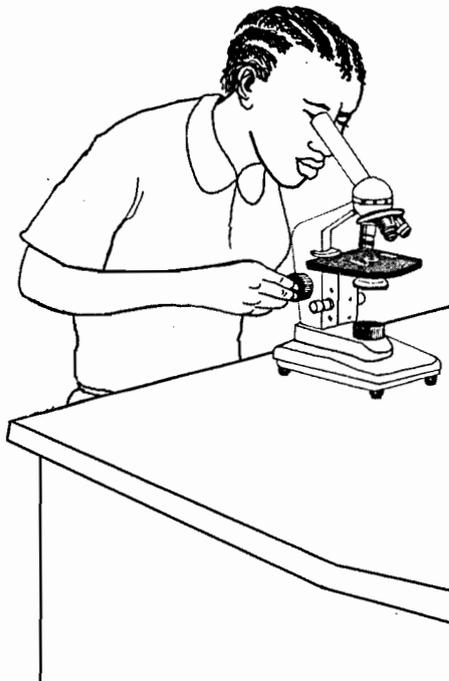
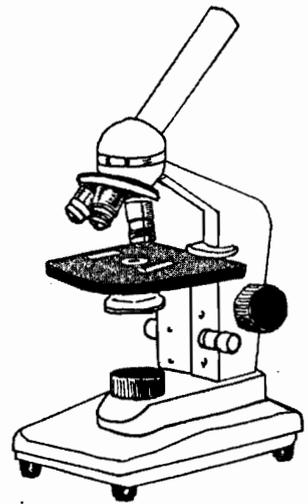
## Microscopic Organisms

### New Vocabulary

disease	microscope	organism	micro-organism		
sample	cause	one-celled animal	tiny	head lice	bore
contact	worms	certain	avoid	contaminate	

Many common diseases are caused by microscopic organisms. An "organism" is a living thing. "Microscopic" means that it's so small you can't see it with your eyes. The only way you can see a microscopic organism (or "micro-organism") is with a microscope.

Have you seen a microscope at your local hospital? Doctors use it to check for disease micro-organisms when people are sick. They take a sample of faeces or blood and see if it contains any micro-organisms that cause disease.

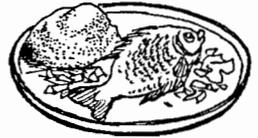


Examples of micro-organisms are bacteria, viruses, and parasites. Bacteria are tiny one-celled animals while viruses are even smaller. Parasites are tiny animals that live inside or on other animals. Some parasites, such as head lice, are large enough to see.

Some micro-organisms, especially bacteria, are good. They live in our bodies and on our skin, and are in the environment around us. However, there are some kinds of micro-organisms that are bad and cause disease if they enter our bodies.

Micro-organisms can enter our bodies in several ways:

**1. from food we eat and water we drink:** Micro-organisms can contaminate food or water and enter our bodies through the mouth. The food becomes contaminated by flies that touch faeces, or from people who have the micro-organism in their bodies and don't wash their hands after they go to the toilet. Water may become contaminated by the faeces and urine of people who go to the toilet in or near the water.



**2. through our skin:** A micro-organism can bore through our skin, enter through a cut in our skin, or enter our bodies from an insect or animal bite.

**3. from contact with other people:** People who have disease micro-organisms in their bodies can pass them to other people through their faeces or through their blood or other bodily fluids. If other people come into contact with the faeces, blood, or other bodily fluids they can get the disease. An example is HIV/AIDS which can enter your body through sexual contact with another person.



**4. from the air:** Micro-organisms are also in the air, and you can catch some diseases by breathing in the micro-organism through your nose and mouth, especially if you are near people who already have the disease.

Viruses, bacteria, and parasites including worms cause many of the diseases that we see, but if you are careful to keep your environment clean and follow certain health rules you can avoid many of these diseases.

## Questions

1. What are some things that cause disease?
2. What instrument do you use to see micro-organisms?
3. Give some examples of micro-organisms and diseases they cause.
4. Explain the ways that micro-organisms enter the body.
5. How can you avoid getting diseases? Give specific examples.

## TALKING ABOUT DISEASE

### New Vocabulary

blood test

cough

fever

malaria

**1. Explaining a Passage** - Read or listen to these short passages, then explain to the class what the passage was about. Explain what the person said and other information in the passage. Use the questions if you have a problem remembering the details.



My daughter was sick last week. She had a fever and felt weak. I took her to the hospital to see the doctor. He gave her a blood test, then he gave me some medicine for her to take. He said she had malaria. She stayed in bed for two days and took the medicine. She feels better now.

1. Who was sick?
2. How did she feel?
3. Did he take his daughter to the hospital?
4. What did the doctor do?
5. What did the doctor say she had?
6. Did the doctor give him some medicine for his daughter?
7. How long did she stay in bed?
8. Did she take the medicine?
9. How does she feel now?



I've been very sick with a cough and a fever. I haven't gone to work for two days. I went to see the doctor this morning and he said I had a bad cold. He said I should stay in bed until I feel better. He gave me some medicine to take, and told me to go back to see him again on Friday.

1. How long has she been sick?
2. What's wrong with her?

3. Has she been going to work?
4. When did she go to see the doctor?
5. What did the doctor say?
6. Did the doctor give her some medicine?
7. When should she go back to see him again?



Yesterday my chest hurt a lot and I had a cough. I went to see the doctor and he gave me some medicine to take. I took the medicine and today I feel better. He told me I should stop smoking and that I should rest until I feel better.

1. What was wrong with him?
2. Did he see a doctor?
3. Did the doctor give him some medicine?
4. What did the doctor say he should do?

**2. Discussion: Treating and Preventing Disease** - *First read these definitions. Note that "treat" has many meanings and the definition here is how it's used with disease.*

**cause** (v) to make something happen

**symptom** (n) a change in your body that is a sign of illness

**treat** (v) to use medicine or medical care to try to make an ill or injured person better.

**prevent** (v) to stop something happening or to stop someone doing something

*Next discuss these diseases one at a time. Use the questions to discuss the causes, etc of each disease.*

diarrhoea	malaria	a cold	HIV/AIDS
-----------	---------	--------	----------

1. What is it caused by?
2. How is it spread?
3. What are the symptoms?
4. How do you treat it?
5. How can you prevent it?

**3. Giving messages** - Read each of these messages, then tell another person in the class the message. The second person should repeat the message to make sure it's correct. Use these phrases:

Kiden said...

Kiden told me that...

Kiden wants me to tell you that...

Example:

You're sick and you're going to the hospital.

**Kiden (tells Matthew):** Please tell Juan that I'm sick and I'm going to the hospital.

**Matthew (tells Juan):** Kiden said she's sick and she's going to the hospital.

**Juan (explains message):** Kiden is sick and she's going to the hospital.



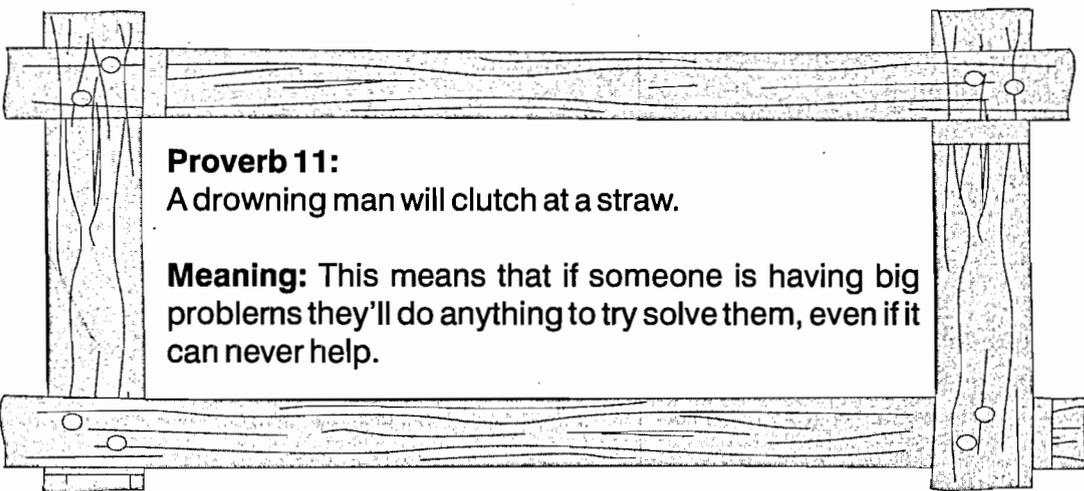
I'm not coming to school today because I'm sick.  
I can't play football after school because I have a fever.

I'm sick so I'm going to the hospital.

Deng has malaria and he's very sick.

I have a headache and I need some medicine.

My brother is too sick to come to school.

A large, stylized illustration of a wooden frame, possibly a window or a door frame, made of thick wooden beams. The frame is composed of several horizontal and vertical beams, with some joints visible. The wood has a textured, grainy appearance.

**Proverb 11:**

A drowning man will clutch at a straw.

**Meaning:** This means that if someone is having big problems they'll do anything to try solve them, even if it can never help.

## LANGUAGE WORK

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

capital letter

fullstop

question mark

exclamation point

comma

apostrophe

1. would you like to go to nuba with me

2. john don't touch that pot its hot

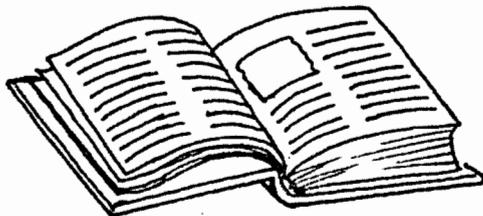
3. santino couldnt find his ruler so he borrowed one from ninwa

4. whats this tool used for

5. kalo went to rumbek didnt he

## TABLE OF CONTENTS

A "Table of Contents" is in the front of books. It lists the chapters or units of the book. Look at the table of contents in this book. What information does it give? Following is an example of a table of contents from a book about African countries. Read the table of contents then answer the questions.



**THE COUNTRIES OF AFRICA**  
**Table of Contents**

Introduction .....	1
Algeria .....	3
Angola .....	7
Benin .....	11
Botswana .....	16
Burkina Faso .....	21
Burundi .....	26
Cameroon .....	31
Central African Republic .....	36
Chad .....	40
Congo (Brazzaville) .....	45
Congo, Democratic Republic of .....	51
Djibouti .....	55
Egypt .....	60
Equatorial Guinea .....	65
Eritrea .....	69
Ethiopia .....	73
Gabon .....	78
Gambia .....	82
Ghana .....	87
Guinea .....	91
Guinea-Bissau .....	97
Ivory Coast (Cote D'Ivoire) .....	102
Kenya .....	107
Lesotho .....	111
Liberia .....	117
Libya .....	122
Madagascar .....	127
Malawi .....	131
Mali .....	135
Mauritania .....	140
Morocco .....	144
Mozambique .....	149
Namibia .....	153

Niger .....	159
Nigeria .....	165
Rwanda .....	170
Senegal .....	177
Sierra Leone .....	184
Somalia .....	189
South Africa .....	193
Sudan, Northern.....	198
Sudan, Southern .....	204
Swaziland .....	208
Tanzania .....	213
Togo .....	218
Tunisia .....	224
Uganda .....	229
Western Sahara .....	235
Zambia .....	241
Zimbabwe .....	247
Index .....	251

## Questions

1. What's the first thing you find in the book after the table of contents?
2. What's the last thing in the book?
3. If you want to read about Sudan, which page do you go to?
4. If you want to find out about Nigeria, which page do you look at?
5. What country can you read about on page 60?

*Sit in pairs or groups and ask each other:*

- On what page can you read about \_\_\_\_\_ ?
- What country can you read about on page \_\_\_\_\_ ?



# UNIT 12

## Preventing Disease

### New Vocabulary

related	spread a disease	bodily fluid	prevent
severe	form	vomit	dehydration
death	treat (a disease)	test (for a disease)	lead to
rehydration	contact	casual	replace
		infected	

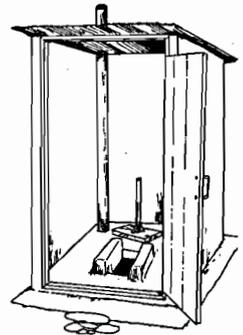
### Water-related Diseases

**Bacterial Diseases** - One of the most common ways people become sick is by drinking contaminated water. "Contaminated" means that the water isn't clean. The water has toilet waste in it from people using the water as a toilet, or because the water is near a place where people go to the toilet. The disease micro-organisms are in the water because other people had them in their bodies and when they went to the toilet the micro-organisms passed into the water. The disease spread to other people through their toilet waste.

When you use contaminated water the micro-organisms go into your body and you become sick. You can use the water for drinking, cooking, or washing and become sick. Only a small amount of contaminated water has to enter your body for you to become sick.

Following are some of the main diseases caused by contaminated water:

1. diarrhoea
2. dysentery
3. typhoid
4. cholera



The last three are severe forms of diarrhoea with fever, vomiting, and dehydration, which may lead to death if not treated.

If someone has severe diarrhoea you should take him or her to a doctor. These diseases are caused by different types of microscopic organisms which are treated by different kinds of medicine, so a sick person needs to have tests to see which kind of organism caused the disease. People with diarrhoea should drink

plenty of water to replace the water they lose from diarrhoea and vomiting. It's also good to make rehydration drinks with salt and sugar in water for the sick person to drink.

### **Preventing Water-related Diseases**

Following are some things you can do to stop the spread of water-related diseases:

1. Never urinate or defecate in a water source.
2. Never urinate or defecate near a water source, because rainwater can wash the faeces and urine into the water source.
3. Don't build latrines near water sources (streams, wells, boreholes).
4. Don't use water that may be contaminated for drinking, washing, or cooking.
5. Don't share water sources with animals.
6. Don't defecate outside. Flies will go to the faeces, then carry micro-organisms from the faeces to food that you eat. Always use a latrine or toilet and cover the hole in the latrine to keep flies from going inside.
7. Always wash your hands after going to the toilet. If you have disease micro-organisms in your faeces, you may pass them to other people if you don't wash your hands.



### **Preventing Contact-related Diseases**

Many diseases are spread through contact with other people. The most serious is HIV/AIDS because it can lead to death in people who have it.

Some contact-related diseases, such as colds, are spread through kissing, touching, sharing handkerchiefs, or other casual contact. However, AIDS isn't spread in this way. The AIDS virus is in a person's blood and other bodily fluids. An infected person can pass HIV/AIDS to another person if the blood or fluids go into another person's body. The main ways that HIV/AIDS is spread is through:

- a. sex with a person infected by the virus

b. contact with the blood of a person who is infected (from needles, razor blades, or open cuts, for example)

c. from mother to child (in the womb, at birth, or sometimes through breast milk)

From these examples we can see that, to prevent disease, we must control our actions and environment. If we drink water from a contaminated source we can get diarrhoea or typhoid and become very sick. Likewise, if we have sex with a person who is infected with HIV, we may contract HIV/AIDS. Taking care of our own lives is one of the best ways to prevent disease.



1. What diseases can you get from contaminated water?
2. Explain ways in which water becomes contaminated.
3. What should you do if someone has severe diarrhoea?
4. Explain each of the ways to prevent water-related diseases. Explain what to do and how it works.
5. Explain how colds are spread.
6. Explain how HIV/AIDS is spread.

## TALKING ABOUT DISEASE

### New Vocabulary

sign your name      finally      take your temperature      thermometer  
three times a day      follow the instructions

### 1. Describing a visit to hospital - *Read about this person's visit to the hospital.*

A few months ago I felt very sick. I had a bad cough and felt weak. I also had a fever. I stayed at home for a few days, but then my sister said I should go to see a doctor. She took me to the hospital in our town.



First we had to sign our names, then we waited for around thirty minutes. I felt very sick while waiting for the doctor. Finally we saw him. The doctor was very kind. He checked my chest, eyes, mouth, and throat. He took my temperature with a thermometer and asked me many questions about how I felt.

When he was finished he gave me some medicine to take. He told me to take it three times a day and to stay in bed for two more days. I followed his instructions and felt better three days later.

**2. Writing** - *Write your own experience of visiting the hospital, clinic, or doctor.*



**3. Taking Notes** - *“Taking notes” refers to writing down the important information you hear while listening to someone talking or while studying. You only write a few important words so you can remember the most important things. (This isn’t the same as dictation.) Taking notes is a skill you need when working or studying at a high level.*

*Listen while your teacher reads this, and write down the important words you hear.*



My name is Bol. I work as a driver. I feel very sick. I have a fever and a bad headache. I think I have malaria. I've been sick for three days.

*Following is the important information that should be in your notes:*

Bol	malaria
driver	sick for three days
fever and headache	

*Now listen to these stories and take notes.*

1. My son is very sick. His name is John. He has had diarrhoea for four days. He's very weak and he can't walk to the hospital. Our house is near the church.

2. The water in the stream near the school isn't clean. People urinate and defecate in the stream in the morning. I saw some pupils drinking water from the stream. The pupils were in class 3.

3. If you want to prevent malaria you should do these things: use a mosquito net when you sleep, and wear long trousers and shirts in the evening. Try to kill mosquitoes you see in your house. You should treat malaria if you become sick. There is good medicine for malaria if you see a doctor.

**4. Group Activity: Thinking about clean water** - *Sit in groups. Discuss and write answers to these questions. Present your results to the class.*

- What do you think about the water in your area?
- Can you drink it?
- What places have clean/contaminated water?
- How can you improve the quality of water in your area?
- What percentage of people know about clean water?
- How can we teach people about clean water?



**Proverb 12:**  
One good turn deserves another.

**Meaning:** This means that if someone does something good for you, you should do something good for them in return.

## REVISION EXERCISES

**1. Past tense: Could/Had to** - *The past tense of "can" is "could" and the past tense of "have to" (meaning "must") is "had to". Read these examples:*

### Now

I can't come to school tomorrow.

I have to go to the hospital today.

### Past

I couldn't come to school yesterday.

I had to go to the hospital yesterday.

*Change these sentences to the past.*

1. I can't help her tomorrow.

I \_\_\_\_\_ help her yesterday.

2. I have to buy some medicine.

I \_\_\_\_\_ buy some medicine this morning.

3. Mondri can't speak English.

Mondri \_\_\_\_\_ before.

4. Nadi can't play football today. She's sick.

Nadi \_\_\_\_\_ yesterday. She \_\_\_\_\_ sick.

5. I can't meet you tomorrow. I have to help my brother.

I \_\_\_\_\_ meet you yesterday. I \_\_\_\_\_ my brother.

6. I can't feed the chickens today. I don't have time.

I \_\_\_\_\_ feed the chickens this morning. I \_\_\_\_\_ have time.

**2. Before/After** - *Put the two sentences together to make one sentence. Use either "before" or "after" in the sentence. Example:*

We put on our clean clothes. We go to school.

We put on our clean clothes before we go to school.

1. Zainabu hangs out clothes to dry. She irons them.

Zainabu hangs \_\_\_\_\_.

2. The cook prepared the tea. He put it in the flask.

The cook put the tea \_\_\_\_\_.

3. We look right and left. We cross the street.

We look \_\_\_\_\_.

4. The teacher marked our compositions. She gave us our books.

\_\_\_\_\_ she gave us our books.

5. I ask for permission. I go to see my friends.

I ask \_\_\_\_\_.

**3. Scrambled Words: Colours - *What colours are these?***

1. DRE
2. KLABC
3. KNIP
4. ULEB
5. THIWE
6. RIVELS
7. OWLYLE
8. GRANEO
9. WROBN
10. REGY
11. LEPRUP
12. LODG

**4. Too/Very - *Write "too" or "very" in these sentences depending on the meaning.***

1. The tea is \_\_\_\_\_ hot. I can't drink it.
2. The learners did \_\_\_\_\_ well on the examination.
3. This shirt is \_\_\_\_\_ small. He can't wear it.
4. That log is \_\_\_\_\_ heavy to move.
5. That boy is \_\_\_\_\_ clever, but he can't do this sum.
6. The shelf is \_\_\_\_\_ high. The woman can't reach it.
7. This porridge is \_\_\_\_\_ cold but I can eat it like that.
8. If you speak \_\_\_\_\_ fast people can't understand you.

**5. Present Perfect: Writing Questions - *Write questions for the answers.***

A: \_\_\_\_\_ ?

B: No, I've never been to Egypt.

A: \_\_\_\_\_ ?

B: I've lived here for 10 years.

A: \_\_\_\_\_ ?

B: She's worked at the hospital for six months.

A: \_\_\_\_\_ ?

B: Yes. I've repaired my motorcycle already.

A: \_\_\_\_\_ ?

B: Yes, John has finished his homework.

**6. Some/any/no/every** - Write one of these words in each blank.

somebody/someone/something/somewhere

anybody/anyone/anything/anywhere

nobody/no one/nothing/nowhere

everybody/everyone/everything/everywhere

1. \_\_\_\_\_ has taken my Maths book. I can't find it \_\_\_\_\_. Can \_\_\_\_\_ help me find it? It must be \_\_\_\_\_ in the classroom. If \_\_\_\_\_ helps me look for it we will find it soon.

2. There's \_\_\_\_\_ I want to show you. I don't want \_\_\_\_\_ else to see it. Let's go where \_\_\_\_\_ can see us.

3. We're so poor that we don't have \_\_\_\_\_ to eat. Please will \_\_\_\_\_ give us \_\_\_\_\_ for our breakfast? We're hungry because \_\_\_\_\_ gave us \_\_\_\_\_ yesterday.

**7. Must/might/may** - Write one of the three words in these sentences. "Might" and "may" have the same meaning.

must

might

may

1. I saw that man snatch a bag from a lady and run away. He \_\_\_\_\_ be a thief.

2. I saw that man walking around the building looking through the windows. He \_\_\_\_\_ be a thief.

3. I hear many drops of water hitting the roof. It \_\_\_\_\_ be raining.

4. He took two hours to walk one and a half kilometers. He \_\_\_\_\_ have been walking very slowly.

5. I saw your brother walking towards the gate. He \_\_\_\_\_ have gone to town.

6. I saw your uncle standing at the bus stop with a bag in his hand. He \_\_\_\_\_ have been waiting for the bus.

**8. Will/shall** - Remember to use "will" for the future and "shall" if you're making a suggestion to do something together or to assist someone. Put "will" or "shall" in each sentence.

1. \_\_\_\_\_ you send me a letter after you go?

2. \_\_\_\_\_ we go to the cattle camp?

3. \_\_\_\_\_ she finish her work soon?

4. Do you think it \_\_\_\_\_ rain tomorrow?

5. \_\_\_\_\_ I get you some exercise books?

6. \_\_\_\_\_ you pass your exam?

7. \_\_\_\_\_ we build our house here?

8. \_\_\_\_\_ you come if it rains?

9. \_\_\_\_\_ I help you tomorrow?

10. \_\_\_\_\_ you help me tomorrow?

**9. Odd One Out** - Find the word in each group that doesn't fit.

1. green, hot, yellow, black

2. milk, water, tea, rice

3. maize, rice, milk, sorghum

4. basket, bag, book, box

5. duck, rat, cock, hen

6. elephant, gazelle, lion, eagle

7. swim, run, jump, walk

8. field, ocean, river, lake

9. mechanic, doctor, student, teacher

10. gone, eaten, buy, taken

11. cooked, sell, drive, walk

12. was, are, will be, going

**10. Question Tags** - *Add question tags to these sentences.*

1. The writers are in the room, \_\_\_\_\_?
2. The players are ready, \_\_\_\_\_?
3. Fair people win respect, \_\_\_\_\_?
4. She showed kindness to all her relatives, \_\_\_\_\_?
5. Irresponsible people can't be trusted, \_\_\_\_\_?
6. John will arrive late, \_\_\_\_\_?
7. Rebecca and Elizabeth prepared the examination, \_\_\_\_\_?
8. The pupils have cleaned the classroom, \_\_\_\_\_?
9. You brought some drinking water, \_\_\_\_\_?
10. Ninwa bought some rice, \_\_\_\_\_?
11. You're happy today, \_\_\_\_\_?
12. Your brother is working at the bank, \_\_\_\_\_?

**11. Future Continuous** - *These sentences are in the past tense. Change them to the future continuous tense. You should also change the time phrase.*

1. Our headmistress went to Khartoum yesterday.
2. Our school football team is playing a match.
3. Tom walked to school last week.
4. Our maths teacher gave us some homework.
5. Abdullah bought a new car last month.
6. My brother left for London last June.
7. We work in the farm all day.
8. I work in my father's shop every evening.
9. Our team received a prize.
10. Anna sings in the church choir.

**12. Reading Comprehension** - *Read this paragraph and write the answers to the questions.*



I've been sick for two days. I have a fever and I feel very weak. I went to the doctor this morning. He gave me some medicine. He said I should take the medicine for three days and rest until I feel better. He said I should go back to see him again in three days.

1. How long has he been sick?
2. What's wrong with him?
3. Did he see the doctor?
4. What did the doctor do?
5. What did the doctor say?
6. Did the doctor say he should go back to see him again?

**13. Two Words/Same Letters** - *Take the letters of these words and change them to make another word. Can you do it?*

1. SAW
2. ACT
3. FELT
4. STAR
5. RACE
6. CHIN
7. GOD
8. DEAR
9. THERE
10. POST
11. DEN
12. MEAL

**14. Talking about Disease** - *Fill in the blanks with any information you like.*

I've been sick for \_\_\_\_\_ days. I think I have \_\_\_\_\_.

I feel \_\_\_\_\_ and my \_\_\_\_\_ hurts.

I went to see the doctor. The doctor said I should \_\_\_\_\_ and \_\_\_\_\_

\_\_\_\_\_

**15. Sentence Grid** - *Make sentences, taking one word or phrase from each box.*

The	tea exercise bicycle books rocks clothes	is are	too	difficult/hard dear/expensive hot cold heavy dirty	to	buy drink carry/lift read wear do
-----	---	-----------	-----	---	----	--

**16. Present Continuous: Skills** - *Put each verb in the present continuous.*

1. He \_\_\_\_\_ the bus with paint. (spray)
2. The mechanic \_\_\_\_\_ the car. (test)
3. The electrician \_\_\_\_\_ the building. (rewire)
4. Deng \_\_\_\_\_ the punctured tire. (replace)
5. The waiter \_\_\_\_\_ food to the customers. (serve)
6. She \_\_\_\_\_ to the park to see the elephants. (drive)
7. The technician \_\_\_\_\_ the computers. (service)

**17. Prepositions** - *Put a preposition in each sentence.*

1. Most people are afraid \_\_\_\_\_ snakes.
2. The pencils fell \_\_\_\_\_ the table.
3. The thief was hiding \_\_\_\_\_ the tree.
4. There's a cross \_\_\_\_\_ the roof of the church.
5. He's ashamed \_\_\_\_\_ his old pen.
6. I sit \_\_\_\_\_ James and Bol.
7. Before you can sew, you must put the thread \_\_\_\_\_ the eye of the needle.
8. My sister likes playing \_\_\_\_\_ children.
9. Many vines are coiled \_\_\_\_\_ the trunk and branches of that tree.
10. Thursday comes \_\_\_\_\_ Wednesday, but \_\_\_\_\_ Friday.
11. Sarah wanted to show that she could jump \_\_\_\_\_ the stream.
12. You should buy this sweater \_\_\_\_\_ your brother.

**18. Occupations** - *Match the name of the occupation with the work.*

- |                      |  |
|----------------------|--|
| 1. A doctor          | a. sells fruit and vegetables          |
| 2. A baker           | b. repairs cars                        |
| 3. A mechanic        | c. builds houses                       |
| 4. A builder         | d. makes bread and cakes               |
| 5. A pilot           | e. treats sick people                  |
| 6. A conductor       | f. makes food                          |
| 7. A teacher         | g. flies an aeroplane                  |
| 8. A cook            | h. keeps law and order                 |
| 9. A greengrocer     | i. collects the fare in a bus or train |
| 10. A police officer | j. teaches in a school                 |

**19. Proverbs** - *You've studied some proverbs in this book, but there are many other proverbs in English. Following are more proverbs cut into two pieces. Try to put them together, then see if you can explain the meanings and give examples when you might say them.*

- |                       |                     |
|-----------------------|---------------------|
| 1. Better late        | is good news        |
| 2. Many hands         | than never          |
| 3. Too many cooks     | lie                 |
| 4. Let sleeping dogs  | is a friend indeed  |
| 5. Birds of a feather | travels fast        |
| 6. A friend in need   | saves nine          |
| 7. A stitch in time   | has a silver lining |
| 8. No news            | spoil the broth     |
| 9. Every cloud        | make light the work |
| 10. Bad news          | before the fall     |
| 11. Pride comes       | that ends well      |
| 12. All's well        | flock together      |

## SUPPLEMENTARY READINGS

### The Leopard and the Hyena

#### New Vocabulary

close friends	remain/remained	cave	insist	sound
asleep	tiptoe	hide/hid/hidden	devour	pretend
suspect	prey	drag/dragged	helplessly	perhaps

Once upon a time, a leopard and a hyena were close friends. They played, hunted and lived together. One day they went hunting and killed a bushbuck and they sat under a tree to eat their prey. They ate and ate until they were full, but they couldn't eat it all. A big piece of meat remained.

The leopard said, "Let's take this piece of meat to our cave so we can eat it when we're hungry."

The hyena said, "That's good idea, but I'm so full that I can't carry anything. Let's hide it in this bush and come back for it tomorrow."

The leopard said "I don't think that's a good idea. In this low bush other animals can find it and take it.

However, the hyena replied, "I thought of that too, but I've seen that we're the only carnivores around here. The rest of the animals are all herbivores."

The leopard said, "All right, if you insist, we'll follow your idea."

They left the meat in the low bush and returned to their cave to sleep.

At night, when the leopard was sound asleep, the hyena got up, tiptoed out of the cave, and ran back to where they had hidden the meat. He devoured the meat and ran back to the cave. As he was tiptoeing in the leopard, who was awake, saw him lie down quietly and pretend to sleep. The leopard also

pretended to sleep and said nothing.

At noon the next day they went into the bush for their lunch. They were surprised that there wasn't any meat in the low bush. The leopard suspected that hyena had eaten the meat, but he didn't say anything. Then the leopard saw an antelope on the other side of the bush. He went for it and the hyena



followed him. They caught their prey, killed it and dragged it under a tall tree.

The leopard said "Yesterday, you hid the meat before we went to sleep. Today, I'll hide this meat before we go to the river to drink. What do you say?"

The hyena answered, "OK."

The leopard dragged their meat and hid it high in the tree. They went to the river, drank water, and returned to the tree. They were happy to find their prey still in the tree.

Then the leopard told the hyena, "We'll go up in the tree, eat our meat and leave the remaining meat for tomorrow. But, if you are the one who ate our meat last night you will not be able to climb this tree. Come, follow me."

The leopard climbed the tree and started eating. The hyena tried to climb the tree many times, but each time he fell to the ground. He was so tired that he lay down helplessly and watched the leopard eat the meat.

When the leopard came down, he told the hyena, "Sorry, my friend. From now on I'll keep my meat in a tree. If you don't take it tonight, perhaps you can climb the tree and eat some tomorrow."

## Questions

1. What two animals were close friends?
2. What animal did they kill first?
3. Did they eat it all?
4. Where did they put the remaining meat?
5. What happened to the meat at night?
6. Did the leopard know?
7. What animal did they kill the next day?
8. Where did the leopard take the meat?
9. Could the hyena climb the tree?
10. What did the leopard tell the hyena?
11. Do you think the hyena could climb the tree the next day?
12. What does this story explain?

## How Klero Saved His Village

### New Vocabulary

bow and arrow	practise	permission	bored	childish
wander	whole	lie down/lay down	catch sight of	
unusual	shade his eyes	realise	forest fire	set
fire	complete	honour	member	declare

Klero was a boy who loved hunting. He and his friends used to take their bows and arrows and hunt for small animals. They also liked to catch fish. They used to practise with their spears. The girls were also skillful with fish-spears.

Whenever the men of the village went hunting, Klero wasn't happy because he wanted to go with them. He used to ask his father for permission to join the hunt. But his father always said,



“You can't come, my son. You're not old enough yet.”

One day the men were going hunting. Sadly, Klero watched them go. He knew he mustn't follow them, because the Chief had also said,

“Next year, you will be old enough. Then you can come with us.”

After the hunters had gone, Klero was bored. He didn't know what to do. He looked at the small boys playing together. He didn't want to join them in their childish games. The women were all working around the compound. He didn't want to join them either, so he wandered away by himself, out of the village. He walked and walked, kicking the stones on the path as he went. He

wandered up a hill that and sat down on a rock where he could see the whole village.

“I want to go hunting,” he said to himself. “I don't want to wait for a whole year.”

It became very warm, so he went and lay down under a tree and went to sleep. Much later he woke up and returned to the rock where he had been sitting. As he was looking, he caught sight of something unusual.

He stood up and shaded his eyes with his hand, trying to see more clearly. Then he realised what it was. It was smoke. A forest fire had started and it was moving towards the village.

He turned quickly and began to run as fast as he could towards the village.

“Fire, fire!” he shouted. “There's a forest fire coming straight towards us.”

The people all ran to look. Klero was right.

“Quick,” Klero shouted, “We must burn all the grass around the village compound. Run! Get sticks and dry grass. Burn all the area around us.”

The women and children ran to set fire to the grass. Meanwhile Klero told other people to stand by with water and sticks to make sure the fire did not come inside. Soon there was a big ring of burned ground.

“Leave a path for the hunters to return,” Klero ordered them. “When they are all here, we will burn it too.”

Soon they heard the hunters running very very fast towards their homes.

“Quick,” they shouted. “A forest fire is coming.”

But then they stopped when they saw what had been done already.

As soon as they had all come in they set fire to the path, so the circle was complete. The huge forest fire was coming straight towards them but when it reached the circle that was burnt it couldn't come any closer. They had been saved by the quick thinking of Klero.

Later the Chief called a meeting of all the people. He said to them all,

“Today we want to honour one of our members. Because of the quick thinking of Klero, our village was saved. So from today I declare that Klero is a quick-thinking member of our village and he will be allowed to come and hunt with the men.”

Everybody clapped. Klero smiled shyly. He didn't know what to say. Klero's father gave him a new spear. Afterwards, whenever the men went hunting, he was allowed to hunt with them.



## APPENDIX: VERB FORMS

PRESENT	PAST	PAST PARTICIPLE
act	acted	acted
add	added	added
admit	admitted	admitted
am/is/are	was/were	been
answer	answered	answered
apply	applied	applied
arrive	arrived	arrived
ask	asked	asked
attend	attended	attended
bear	bore	born
beat	beat	beaten
become	became	become
begin	began	begun
behave	behaved	behaved
bend	bent	bent
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
boil	boiled	boiled
borrow	borrowed	borrowed
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
call	called	called
care	cared	cared
carry	carried	carried
carve	carved	carved
catch	caught	caught
cause	caused	caused
challenge	challenged	challenged
change	changed	changed
check	checked	checked
choose	chose	chosen
chop	chopped	chopped
clean	cleaned	cleaned
climb	climbed	climbed
close	closed	closed
comb	combed	combed
come	came	come
construct	constructed	constructed
continue	continued	continued
control	controlled	controlled
convince	convinced	convinced
cook	cooked	cooked

cost  
cross  
cry  
cut  
damage  
decide  
describe  
design  
destroy  
die  
dig  
discuss  
do  
draw  
dream  
drink  
drive  
drown  
eat  
engage  
enjoy  
expect  
explain  
fail  
fall  
feed  
feel  
fight  
find  
finish  
fix  
flee  
flood  
fly  
forget  
forgive  
freeze  
fry  
get  
give  
go  
graduate  
greet  
grind  
grow  
harvest  
have  
hear  
heat

cost  
crossed  
cried  
cut  
damaged  
decided  
described  
designed  
destroyed  
died  
dug  
discussed  
did  
drew  
dreamt/dreamed  
drank  
drove  
drowned  
ate  
engaged  
enjoyed  
expected  
explained  
failed  
fell  
fed  
felt  
fought  
found  
finished  
fixed  
fled  
flooded  
flew  
forgot  
forgave  
froze  
fried  
got  
gave  
went  
graduated  
greeted  
ground  
grew  
harvested  
had  
heard  
heated

cost  
crossed  
cried  
cut  
damaged  
decided  
described  
designed  
destroyed  
died  
dug  
discussed  
done  
drawn  
dreamt/dreamed  
drunk  
driven  
drowned  
eaten  
engaged  
enjoyed  
expected  
explained  
failed  
fallen  
fed  
felt  
fought  
found  
finished  
fixed  
fled  
flooded  
flown  
forgot  
forgiven  
frozen  
fried  
got  
given  
gone  
graduated  
greeted  
ground  
grown  
harvested  
had  
heard  
heated

help	helped	helped
hide	hid	hidden
hire	hired	hired
hit	hit	hit
hold	held	held
hope	hoped	hoped
hurt	hurt	hurt
improve	improved	improved
inject	injected	injected
injure	injured	injured
inspect	inspected	inspected
interview	interviewed	interviewed
invite	invited	invited
iron	ironed	ironed
joke	joked	joked
jump	jumped	jumped
keep	kept	kept
kick	kicked	kicked
kill	killed	killed
kiss	kissed	kissed
know	knew	known
laugh	laughed	laughed
learn	learnt/learned	learnt/learned
leave	left	left
lend	lent	lent
let	let	let
light	lit/lighted	lit/lighted
like	liked	liked
listen	listened	listened
live	lived	lived
lock	locked	locked
look	looked	looked
lose	lost	lost
love	loved	loved
make	made	made
marry	married	married
mean	meant	meant
measure	measured	measured
meet	met	met
mix	mixed	mixed
move	moved	moved
need	needed	needed
open	opened	opened
paint	painted	painted
pass	passed	passed
pay	paid	paid
persuade	persuaded	persuaded
pick	picked	picked
plan	planned	planned

plant  
play  
pound  
promise  
pronounce  
pull  
purchase  
push  
put  
quit  
rain  
raise  
reach  
read  
repair  
replace  
reply  
ride  
ring  
rise  
rob  
run  
save  
saw  
say  
see  
seek  
sell  
send  
set  
sew  
shake  
shave  
shine  
shoot  
shout  
show  
shrink  
shut  
sing  
sink  
sit  
sleep  
slide  
slip  
smell  
sow  
speak  
spell

planted  
played  
pounded  
promised  
pronounced  
pulled  
purchased  
pushed  
put  
quit  
rained  
raised  
reached  
read  
repaired  
replaced  
replied  
rode  
rang  
rose  
robbed  
ran  
saved  
sawed  
said  
saw  
sought  
sold  
sent  
set  
sewed  
shook  
shaved  
shone  
shot  
shouted  
showed  
shrank/shrunk  
shut  
sang  
sank  
sat  
slept  
slid  
slipped  
smelt/smelled  
sowed  
spoke  
spelled/spelt

planted  
played  
pounded  
promised  
pronounced  
pulled  
purchased  
pushed  
put  
quit  
rained  
raised  
reached  
read  
repaired  
replaced  
replied  
ridden  
rung  
risen  
robbed  
run  
saved  
sawn  
said  
seen  
sought  
sold  
sent  
set  
sewn/sewed  
shaken  
shaved  
shown  
shot  
shouted  
shown/showed  
shrunk  
shut  
sung  
sunk  
sat  
slept  
slid  
slipped  
smelt/smelled  
sown/sowed  
spoken  
spelled/spelt

spend	spent	spent
spill	spilt/spilled	spilt/spilled
spoil	spoilt/spoiled	spoilt/spoiled
spread	spread	spread
stand	stood	stood
start	started	started
stay	stayed	stayed
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank/stunk	stunk
stir	stirred	stirred
stop	stopped	stopped
strike	struck	struck
study	studied	studied
swear	swore	sworn
sweep	swept	swept
swell	swelled	swollen/swelled
swim	swam	swum
take	took	taken
talk	talked	talked
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
tie	tied	tied
travel	travelled	travelled
try	tried	tried
type	typed	typed
understand	understood	understood
use	used	used
visit	visited	visited
volunteer	volunteered	volunteered
vote	voted	voted
wait	waited	waited
wake	woke	woken
walk	walked	walked
want	wanted	wanted
wash	washed	washed
watch	watched	watched
wear	wore	worn
weave	wove/weaved	woven
win	won	won
wish	wished	wished
work	worked	worked
write	wrote	written



**NEW SUDAN**

---

**ISBN NO. 9966-33-093-3**