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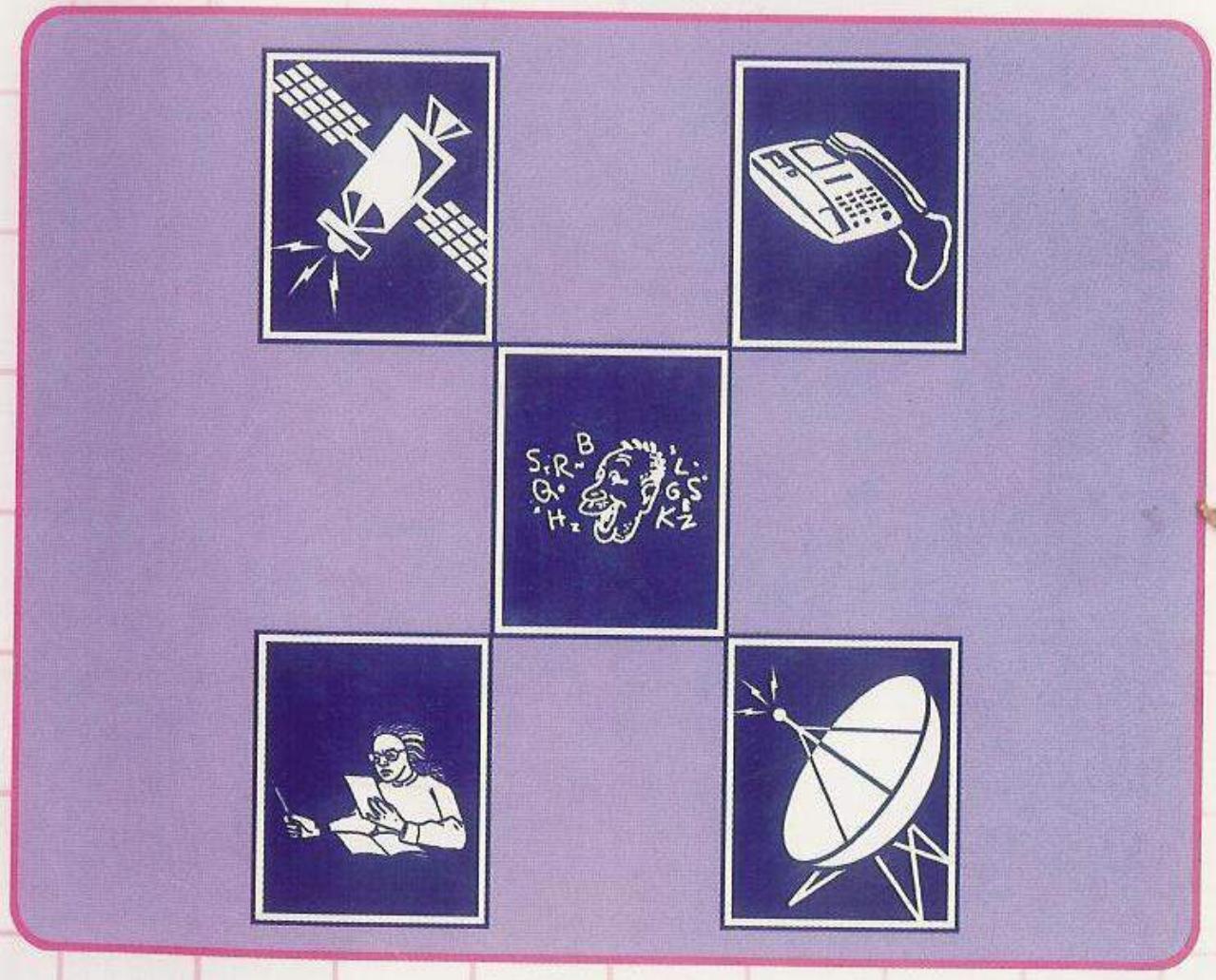
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THE SPINE SERIES
PUPIL'S BOOK 5

بسم الله الرحمن الرحيم

THE NATIONAL CENTER FOR CURRICULUM DEVELOPMENT AND EDUCATIONAL RESEARCH

SPINE SERIES 5 : PUPIL'S BOOK

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CHAPTER ONE : Family Society and Community

People nowadays are very concerned about improving the lives of their family, society and community. In this chapter we will be looking at different ways of doing this.



Section I : Reading I

(A) Read this passage quickly then complete this sentence in your own words :-
"This passage is about ....."

Income Generators

Family income generating activities are becoming very popular nowadays. The government is giving funds to help families improve their income. Ministries of Social Welfare all over the country are starting a programme called the "Productive Families" programme. They offer training courses to people with low incomes to learn certain job skills. They give loans to families to start their own businesses. They also employ social workers to solve the different problems which the families might face.

It is reported that many families have benefited from this programme. Many have managed to repay the loans and make good profits. In addition, they now have a regular income and a better life. There are many success stories like that of Amna Hamid, which we can now look at.

B. *Read the passage again then answer the questions.*

1. Are income generating activities popular or unpopular ? Why / Why not?
2. Where does most of the help come from ?
3. What kind of help do ministries give to families ?
4. How have families made use of these activities ?

C. *Read the passage below and as soon as you can complete this sentence :*

Amna needed more money because she was a ..... and she ..... money.

A Success Story

Amna Hamid is a widow living in Umbadda West of Omdurman. She has five children of school age. She used to work for three hours a day as a cleaner in a nearby factory and spend the rest of the day doing housework and selling peanuts to children in the neighbourhood. She earned very little money. She could hardly afford to pay for all the household expenses, let alone pay school fees for her children.



A social worker visited the family and encouraged Amna to join in the "Productive Families " programme. She was given a loan to start a small business of rabbit breeding. She received training on how to feed rabbits and keep them healthy. She was supplied with two pairs of a good breed of rabbits.

A few months later, the rabbits multiplied and Amna had a good stock ready for marketing. Again she joined another short programme on marketing where she received training on how to convince people to buy her

products and on how to keep accounts.

Later, Amna's business flourished and she had many customers. As a result of her efforts, rabbit meat became very popular and many families started to breed rabbits as a source of protein for family food.

D. *Read the passage again and then answer the questions :-*

1- Describe Amna's family.
2- How did Amna get money to support her family at first ?
3- How did the social worker help ?
4- What do these words mean ?

widow (para. 1), social worker (para. 2), flourished (para. 4), convince (para. 3), marketing (para. 3), household (para. 1).

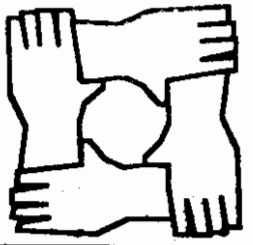
NOTE : Read around the word to see if you can work out, or guess what the meaning is e.g. "expenses" in para. 1. Think about it : "She could hardly afford to pay for household expenses." Do you think "expenses" is to do with work or money ? How do you know ? What do you think "expenses" means ?

E. *Discussion Questions*

1. Describe a family income generating activity you know of. How successful is it ?
2. How are these income generating activities useful to a) the family, b) the community c) the nation.
3. Discuss an income generating project your school might do.

Section 2 : Reading II

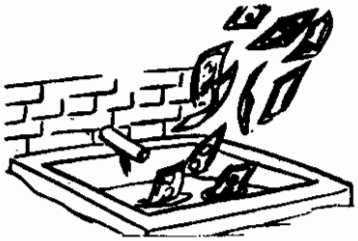
(A) *Read the following advertisement quickly and say what it is about.*



N CO-OP

The Nile Co-Operative Society (N CO-OP) takes pleasure in informing its members and customers that after its remarkable success in Atbara, it has decided to open new branches in SHENDI, GULI, KABOUSHIA and ELZEIDAB to extend its excellent services to residents in these towns soon.

Membership of N CO-OP is open to all residents of these towns. The membership fee is LS 5000 payable to our local representatives.



Don't let your MONEY drain away. Come and join us for excellent consumer goods at much cheaper prices and Big, Big PROFITS.

Customer Services Dept.

(B) *Read the advertisement again and answer the questions*

(1) What does N CO-OP stand for ?
(2) Is the Nile Cooperation successful ? Give reason for your answer.
(3) How many new branches will be opened ?
(4) How much does it cost to join ?
(5) What has N CO-OP promised its members ?

(C) *Discussion Question*

(1) What other services can CO-OPs offer in a country like the Sudan ?

(D) *Read the letter and answer the questions which follow it .*

Letter to the Editor



Dear Editor,

I disagree with your article of March 18th, saying that the Sudanese do nothing to help themselves.

Self-help efforts and community participation in the welfare of the people are deeply rooted in our indigenous social practices and religious teaching. You can find it in various forms of aid and social support systems.

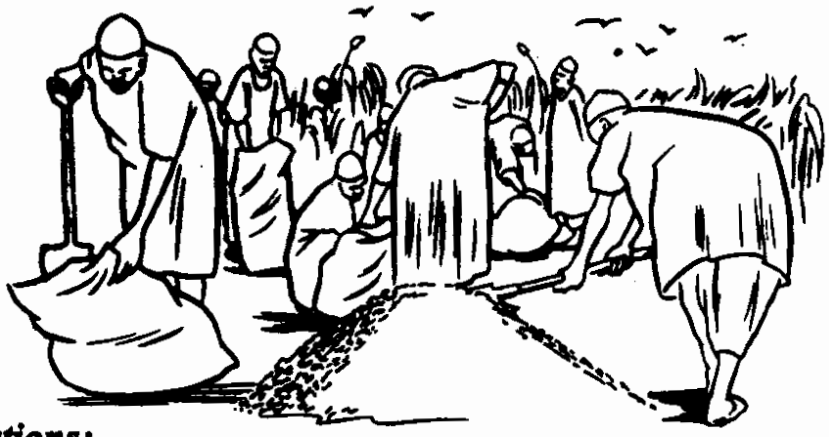
The communal work system called 'Nafeer" is an indigenous service exchange system where people pool their efforts to help a person to cultivate land, harvest crops or build a house. It is also used by communities to build schools, mosques or health centres to be used by all.

Recently, the Nafeer has been used by the government to encourage people to participate in development work. These days it is normal to hear of 'State Nafeers' in the form of large committees to carry out big development projects like agricultural and the building of roads, hospitals and dams.

The government delegates powers and responsibilities to these committees which enable them to use all sorts of means to raise funds and to encourage the people to participate in different ways. There are many successful efforts which can be witnessed. The 'Challenge Road' connecting Khartoum with the Northern State is a living example of this. In addition, there are countless examples of irrigation systems, big hospitals, schools and government offices built by communities.

I hope you will take note of this information.

Yours Sincerely
Ali Ahmed Sulieman
from Kosti



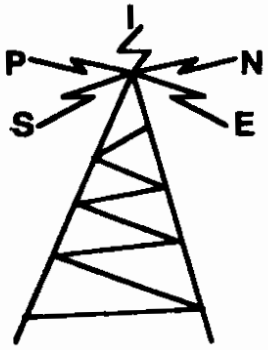
Questions:

(1) Explain what is meant by "community participation".
(2) Mention three examples of community participation.
(3) Is this system used by communities only ?
(4) Why do governments use community participation ?

(E) *Discussion Questions*

1/ Mention some examples practised in your local community.
2/ What sort of national projects are now being carried out by Nafeers?
3/ Have you taken part in any Nafeer ?

(F) *Radio Spine*



Read the following news items broadcast on Radio Spine and define the community help needed.

News Flash

Blood is urgently needed in El Kheir Hospital.
Please donate quickly. Blood for life : Blood for Life,



News Flash

Thousands of people were left homeless and without shelter in the Jabel area.
Food, clothes, blankets tents are badly needed.
Offer a kind helping hand quickly ..... quickly.



News Flash

Some orphan children need parental care.
Kind hearts are required.
Please respond quickly. Contact KIND HEARTS SOCIETY, PHONE 772288.

(G) *1/ What is the problem in each news flash ?*
2/ Now decide on and write your own news flash on the following :-
1- Schools sports competitions,
2- A lecture on fine art,
3- A music festival,

Section 3 Exploring Language

A. Working with Words



1. *Forming adjectives*

Form suitable adjectives to complete the sentences below. The first one is done for you .

move	renew	laugh	value
talk	compare	believe	attract

1. I can renew that . It's renewable .
2. It's nearly as good as the last one. (It's _____ .)
3. It's funny when you think about it. (It's _____ .)
4. The other blackboard is better because you can move. (It's _____ .)
5. I like that . (It's _____ .)
6. I can't waste time . (It's _____ .)
7. I can't believe this. (It's un _____ .)
8. He talks a lot. (He's _____ .)

Compound Words

Look

Words
table
board
cloth
week
chair
set
put
.....

Words
ablecloth
blackboard
tablecloth
week-end
armchair
setback
output
.....

Look at these two boxes and say what you see there. Tell your neighbour.

Now, look at these two kinds of word :

Compound words and Primary Words

One title belongs at the top of one box and the other at the top of the other. Which goes where, do you think ? What does primary mean ? What does compound mean here ?

Now Practise



Form as many compound words as possible from the following.

ache	foot	man	office	tap
ash	head	maid	tooth	steps
ball	tray	master	table	fire
door	fly	milk	tea	school
gentle	house	post	water	out

How many of these can you use in one paragraph ?

Example :

"Ali loved football, but he couldn't play today because he had a headache and toothache. His headmaster was a gentleman ..... etc

B. Spelling : Doubled Letters With Verbs

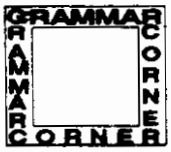
If the verb ends in one consonant and there is one vowel before it, then we double the consonant if the end of the word is stressed as in

run	running	runner
dig	digging	digger
admit	admitting	admitted

Now add - ing or - ed or both wherever appropriate and make the necessary spelling changes in your exercise book. Be careful : some words do not have doubled letters :

write	read	cut	ship
rob	shut	help	wash
step	set	fix	drop
plan	announce	forbid	quarrel

B. Grammar Corner



Comparison of Adjectives :

Read the text and write down all the adjectives. Why do some of these adjectives end in - er / - est or have 'more'/'most' in front of them ?

Ustaza Asha :As you know this week we are having the school environmental health competition. By the end of the week the cleanest and the most attractive class in the school will win the prize.

Zeinab :This is not fair. The older students will know better how to clean. It's more difficult for the younger ones to do the same.

Ustaza Asha :This is true. We will think of a fairer way of judging this.

Susan :I have a suggestion please : let the oldest and the youngest work together.

Ustaza Asha :Oh, this is one way of doing it. However, you should all try to do the best you can. The harder you work, the better chance you will have. Remember that the most important thing is to make our school the cleanest, the neatest and the most beautiful in the area.

Formation and use of Adjectives :

Read the whole of the passage below, then see if you can fill in the gaps. All the words (and parts of words) that you need are there somewhere.

The _____ adjective is used when we compare 2 things.

The _____ adjective is used when we compare more than 2 things.

The comparative adjective is formed by adding _____ to the adjective as in "shorter" and "cleaner".

The superlative 'adjective' is formed by adding _____ to the adjective as in "biggest" and "smallest". When an adjective has two syllables or more, we usually use _____ for comparative adjectives and most for _____ ones.

Notice : a. Comparative construction can be used with 'than' e.g.

You are older than I am.

He is smaller than she is.

b. You can have two comparative forms,
e.g. The more he eats, the fatter he gets.
The faster you run, the earlier you arrive.

Now Practise



a. Amna does not like her appearance, her home life or her school. She always compares herself to her young sister Salma.

Write what she says about herself :

e.g. My nose is big. My nose is bigger than Salma's.

1. My eyes are small.
2. My hair is thin.
3. I am not good at school.
4. My mother is not kind to me.

b. Insert the comparative or the superlative form of the adjective (as appropriate) :

1. I'd prefer to live in a (big) house.
2. Which of these bottles of milk is the (fresh) ?
3. Who is the (fast) swimmer here ?
4. You have to be (careful) with your money.
5. That's the (funny) joke I've heard for a long time.
6. It's (difficult) to swim than it looks.
7. She's the (tall) one in the class.
8. He's (good) at maths than I am.
9. I'm trying to eat (little) fruits.
10. She's (old) than I am.

Who might say these things ? When ? Why ?

C. Time for Tenses:



The timeless Present/Present Simple:

Read the following passage and notice the use of the present tense. When do we add the 's" ?

Litter is rubbish thrown on the ground or in the street. Where many people live together, litter is a problem. People don't always put the rubbish in the litter bin. They find it easier to drop a paper than to find a dustbin for it. But litter is ugly. It makes the city look dirty and it spoils the view.

The wind blows papers far away. Often they are difficult to catch. When they blow against a fence they stay there. The fence becomes a wall of rubbish.

Litter is a health problem too. Food and rubbish bring animals, which sometimes carry diseases.

From this we can see that :

- The present simple is not only used to describe present time but also it describes activities and states which are generally and universally true.
- The present simple tense is the tense for description, definition and statements of general timeless truth.
- Sometimes it is called the present habitual. It is used for repeated habitual activities.
- Adverbs of frequency e.g. usually, always, often .. etc are common time-markers in the present tense.

  e.g. He usually wakes up at 5 o'clock.
  They often visit us on Friday.

Remember :

The timeless Present Present Simple is formed like this:

- *Verb to be :*

I am
you are
He, She, It } is

- *Other verbs :-*

Verb (infinitive) (+ s in third person singular form).

e.g. I eat
He teaches
She teaches

• *Auxiliary verbs :-*

Do, does : for questions and negatives.

e.g Do you teach ? No. I don't teach.
Does she teach ? No, she doesn't teach.

Now practise :- 

1. Do this in pairs :
(x) First student : Change each sentence into a question.
(y) Second student : Answer each question with a short answer.

Examples :

Litter is a problem in our cities.
(x) Is litter a problem in our city ?
(y) Yes, it is.

1- Throwing litter in the street is against the law.
2- Litter is ugly.
3- The wind blows papers far away.
4- Animals sometimes carry diseases.
5- Food and rubbish bring animals.

(2) *Make complete sentence definitions using the present tense by matching the words from the left with phrases on the right :*

1- litter	a. rubbish thrown on the ground or in the street.
2- fence	b. a special container for rubbish.
3- jail	c. everything that a person can see
4- litter bin	d. a wall that separates two places
5- view	e. sickness
6- disease	f. to arrange or to stop
7- control	g. a place where people stay as punishment.

(3) Susan talks about her holidays in the south :-

Read and complete the passage, using the correct form of the present simple tense verbs given in brackets :

I _____ (go) to the south every year for my holiday. It always _____ (rain) a lot. People _____ (say) it _____ (be) the wettest place in the Sudan, but I _____ (not let) that worry me. In fact, my friends and I _____ (not miss) the sun at all. John _____ (say) he _____ (not go) on holiday for the sun, he _____ (go) for the scenery and the walking. What _____ (you expect) from a holiday ? People _____ (have) different ideas about relaxation, I suppose.

(4) Ohaj hasn't met his friend Adam for ages. Suddenly Adam appears in Aroma, and Ohaj asks him questions. The following are the answers. What are Ohaj's questions ?

1- I come from Aroma .
2- Yes, I quite like it here.
3- No, the climate doesn't suit me.
4- No, my parents don't write to me that often.
5- Yes, my job pays reasonably well.

Section 4 : Writing : Official/business letters



(A) Read this :

Maria wrote this letter of application for a job in reply to an advertisement.

(1) 26 Rahad Road,
Airport Estate,
Khartoum South.

(2) November 25, 1995

(3) The Managing Director,
Nile Exports Ltd.,
3, Azhari Road,
Khartoum North.

(4) *Dear Sir,*

(5) I am writing to apply for the post of bilingual French-English secretary as advertised in Al Ingaz newspaper on November 24th.

I am twenty one years old, Sudanese and I speak French and English. My English is fluent as I lived in England for five years and attended a course in secretarial studies there. I also worked for six months as a secretary to the manager of a small export company.

I lived in France for a year to improve my French. I have taken a proficiency examination in French and a course of French for secretaries.

I enclose copies of my Diploma in secretarial studies and the certificates I received for the proficiency courses.

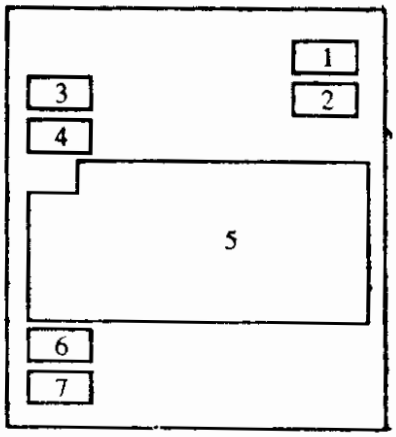
I look forward to hearing from you soon.

(6) *Yours faithfully,*

(7) *Maria Hassan*

(1) Notice that this letter has seven parts as the numbering shows.

1/ your address
2/ the date
3/ their address
4/ salutation
5/ body
6/ subscription
7/ signature



(2) Look at how these parts are arranged on the page.

B. Step by step



1. *Match the letters to the numbers shown in the letter format above.*

a/ Dear madam,
b/ Director, Khartoum Computer Services, P.O. Box 208, Khartoum
c/ November 21 1995
d/ Yours faithfully,
e/ body
f/ P.O. Box 296, Omdurman
g/ Mohammed Abdel Majeed

2. *Read this advertisement*

General Clerical Staff

Young person required for busy lawyers' office.
Working hours 8.30-2.30. Duties involve typing,
telephone, reception and general office work,
No knowledge of law required. Would suit
person able to learn and work on own initiative.
Applications in writing to :-
A, Karib & Son,
14, Mekk Nimir Street,
Khartoum South,

- If you were to write a letter of application in reply to this advertisement, what do you think the employer would want to know about you in order to consider you for the job ?

Look back at the letter in section A written by Maria to help you answer this question e.g. an employer would want to know your age.

Can you think of other relevant information not included in Maria's letter ?

(C) Over to you



Activity (1)

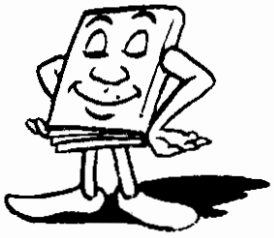
- Now study the letter in B2 above.
- Write a suitable letter of application in reply to this advertisement. The body of the letter should include three paragraphs :

1/ self-introduction
2/ education and skills
3/ past job experience

Activity (2) Homework

Write an official letter of about 200 words to the local council applying for a job as a health visitor.

Section 5 : Spine Challenge

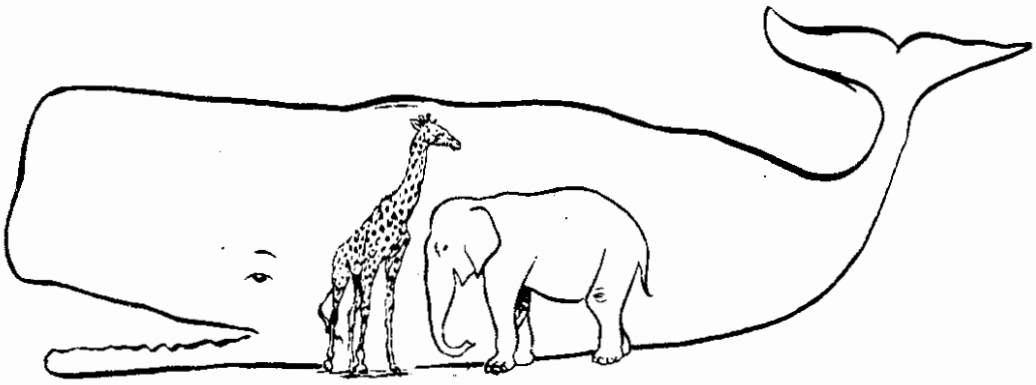


(A) Fact File



1- What can you tell me about whales / giraffes/ cheetahs ?

2- Now in pairs ask and answer questions about them e.g. How tall are giraffes ?



3- *Now read the passage below to see if any of you knew these facts :*

- The largest animal in the world is the blue whale. It can be over 30 metres long and weighs 150 tonnes. A blue whale's heart is 2 metres long and weighs a tonne. Its tongue is 3 metres thick and heavier than an elephant.

- The tallest animal in the world is the giraffe. It can grow up to a height of 20 feet.
- The fastest animal in the world is the cheetah. It can run at a speed of 60-63 m.p.h. over short distances.

(B) Brain Teasers



(1) " The police broke into a room and found a man hanging from a very high rope. The room was completely empty except for a pool of water. The room was locked from the inside and there were no windows".

- How did the man hang himself ?

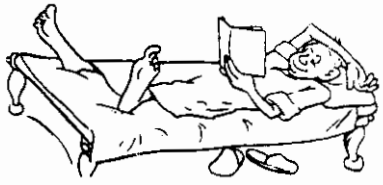
(2) What is strange about these ?

1- A father wrote to his son; "I have enclosed a 100 dinar note. If you do not receive this letter, please write and tell me at once."

2- A housewife decided to make her blanket longer, so she cut a bit off the top and added it to the bottom.

(3) Do you know any more stories like this ? Tell the class.

(C) Read and enjoy



A Song

, DOE A DEER

Doe, a deer, a female deer
Ray - a drop of golden sun,
Me - a name I call myself.
Far - a long way to run.
Sew - a needle pulling thread.
La, a note follow sew
Tea - a drink with jam and bread.
That will bring us back to doe .....

- Do you know the tune to this song? Can you sing it?

(2) Words of Wisdom:



- "An open mind leaves a chance for someone to drop a worthwhile thought in it".

- " Yesterday
  is but today's memory,
  and tomorrow
  is today's dream".

(Gibran Khalil Gibran)

(D) Word Challenge



1- How many words can you make from the word International ?
2- Find the hidden names of professions in this box.

	1	2	3	4	5	6	7	8	9	10
1	A	C	C	O	U	N	T	A	N	T
2	Z	M	T	A	I	L	O	R	X	R
3	R	T	E	A	C	H	E	R	O	U
4	F	R	A	C	D	E	F	T	X	R
5	G	I	H	Z	M	Y	C	X	F	D
6	Q	U	R	Z	L	A	W	Y	E	R
7	W	A	I	O	R	O	N	M	T	I
8	A	C	T	O	R	X	Y	I	Z	V
9	D	O	C	T	O	R	G	S	C	E
10	R	N	F	D	W	A	I	T	E	R

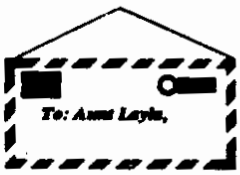
(E) Problem Page:



Dear Aunt Layla...

I am seventeen and in my second year of secondary school. My problem is that my parents prefer my brother to me. My mother makes me wash the dishes and clean the house while my brother is doing his homework and revising for his exams. My father always gets him what he wants and only tells me to wait till later. They always encourage him to do better but never say anything to me. Please tell me what to do, I feel terrible.

Neglected, Kosti.



Dear Neglected,

I am sure you're imagining things. Parents do love and treat their children equally. Your mother is probably just trying to give you some training in housework and your father is simply unable to get you what you've asked for. Your brother is probably one of those people who constantly needs encouragement, while you are not. Why don't you talk to your parents about your feelings and see what they say to you?

Aunt Layla.

If you have a problem write to Aunt Layla c/o Spine Challenge.

(1) Do you agree with "Aunt Layla". How would you have answered this letter?

(2) On a piece of paper, write a short problem letter. Fold it and give it to your teacher. Your teacher will give it to another person to answer. In this way everybody writes a letter and everybody prefers to be Aunt Layla.

CHAPTER TWO : Rural and Urban Life

Village life is different from Urban life. The title of this passage is"The life of a mechanic". What are we going to learn when we read it, do you think? Tell the class so that the teacher writes a list on the board.

Section 1: Reading 1:

(A). Now read the passage to see how many of your predictions were correct.

Is Umbada a town or a village?

The life of a Mechanic

The geography society of Ahlia Secondary Schobl had arranged for field trips to several places inside the country. During their first visit to the Omdurman industrial area, they met an old colleague of theirs called Mubarak Hassan. He lives in Umbada, a new growing town west of the city of Omdurman, and now the capital of Umbada province. The town has a mixed community and does not belong to one tribe. In Umbada, we find people from different parts of the Sudan as well as foreigners.

After he obtained his school certificate from Omdurman Ahlia Secondary School, Mubarak decided to find a job as a mechanic in order to support his younger brothers and sisters. After only two years, Mubarak distinguished himself in his work and he became a well known mechanic in Omdurman industrial area. His employer was happy with him and he promoted him to the position of supervisor of the garage.

One day, Mubarak took the students to his place of work which is near Suk el Shaabi in Omdurman. While they were walking through the industrial area to his garage, they saw many light industry factories, each of them specialized in the manufacture of different materials. They saw logs of wood being turned into finished furniture such as chairs, tables and cupboards. They also saw blacksmiths shops leather-works, an ironmongery and welding workshop. They arrived at the workshop where Mubarak works

and they were served tea. Mubarak was explaining to them the functions of their multi-purpose workshop but they could not hear him very well as there was too much noise coming from all over the place. There was also a strong smell of smoke and an unpleasant smell of diesel fumes produced by the machines.

What things are important for the factory?

Mubarak told them that their factory was progressing successfully for three important reasons. First, it is situated near a big market which makes it easy for them to buy the necessary materials and to sell their finished products to the customers.

Second, there is a constant power supply as their garage falls within an area where electricity is constantly available. Third both manual and skilled labourers are found in great numbers in Umbada and its outskirts.



Does Mubarak have leisure time?

Mubarak closes the workshop every day at 4 p.m. except Fridays, when they close at 12 noon. He and his friend Fadlalla, who comes from Western Sudan, watch football every evening. They are keen supporters of Morada. They also go regularly to Umbada Folk Theatre, especially at weekends and they get good entertainment there. Mubarak's favourite hobbies include listening to music and reading.

(B) Now answer the following questions:

1. Where does Mubarak Hassan live, and where does he work?
2. After how long was Mubarak promoted?
3. Which paragraph tells us how busy the industrial area is?
4. Why was it not possible to hear Mubarak when he was talking to the students in the workshop?
5. Why is the workshop doing so well?
6. Where does Mubarak go in his free time?
7. The eight words listed in box A are taken from the above passage. Match each of them with a word of similar meaning from box B.

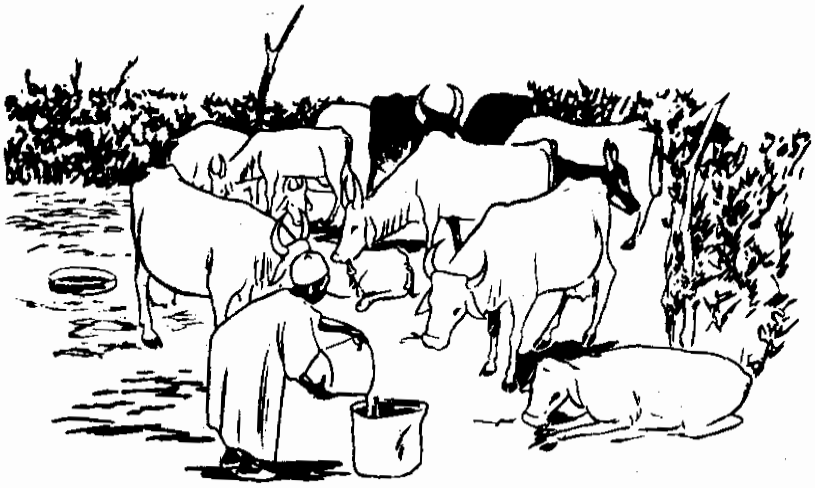
A.

skilled (p.5)	theatre (p.6)	situated (p.4)	workshop (p.3)
outskirts (p.5)	welding (p.3)	unpleasant (p.3)	supervisor (p.2)

B.

suburb	garage	head	bad
trained	located	joining	playhouse

Section 2 : Reading II



A. Discuss the differences between this picture and the picture of Umbada on page 22. Your teacher will write your suggestion on the blackboard.

B. Read this passage about a Baggara village quickly and find the answer to the question below.

Where do the Baggara live ?

Life in a Baggara village

When the students met Fadlalla in Umbada, he invited them to visit his village called Um Marfaheen in Southern Kordofan state. It took them three days to get there and the journey was by lorry and on donkeys. Fadlalla comes from one of the Baggara tribes. The people in his village and other surrounding villages live in their tribal groups. They live in areas known as Dar which are administered by their tribal Skeikhs or Omdas. The Dar is not a permanent village because the Baggara are nomads. The people of Um Marfeheen keep a lot of cattle.

The Baggara live in shelters made of canvas tents which are comfortable to live in and easy to dismantle. There was a great deal of activity in Mubarak's village. In the morning, the visitor saw young boys cleaning the stables. Women and girls were working like busy bees, pounding dura for making asida. The cows were milked at eight o'clock and by nine o'clock in the morning all the cattle were let out for grazing, and they were brought back in the evening.

Why don't the Baggara settle in one Dar ?

Fadlalla asked the students whether they knew their geography very well ! The Baggara, he said, move according to the weather conditions. In April or May, when the rains begin to fall, they leave Bahr El Arab for Um Marfeheen to avoid cattle disease carried by insects. They settle in the Dar for some time to grow dura and other crops for food. As the rains increase, they move further northwards and settle on higher ground called goz. At the end of the rainy season, they return to Um Marfeheen to harvest their crops. After that they move again southwards to Bahr El Arab in search of grazing areas and water. This same cycle is repeated each year.

C : Read the passage again carefully, then answer the questions:

1. What means of transport did they use to go to Um Marfeheen?
2. Who rules a Dar in the Baggara area ?
3. What were the young boys and girls doing in the morning ?
4. Where were the cattle taken after 9 a.m ?
5. When do the Baggara leave Bahr El Arab and why do they do so ?
6. Look at your list of differences again. Now you have read the description of the way the Baggara live, can you explain why the villages are different from the town ?

7. Choose the correct answer - A, B, C or D :

1. The purpose of this passage is to explain :

A. life in the Baggara village.
B. how difficult village life is.
C. how the Omda rules the Baggara
D. why the Baggara like milk

2. The word 'nomad' is used to describe :

A. a person who lives in a tent
B. herdsmen who do not settle in one place.
C. any person who keeps cows.
D. someone who likes meat and milk.

3. The experssion "working like a busy bee" means :

A. working very hard B. cooking food
C. eating a lot of honey D. making bee-hives.

4. Canvas tents are made from :

A. local grass B. strong cloth
C. palm leaves mats D. cow dung.

5. By the end of June, the Baggara :

A. will still be staying in Bahr El Arab.
B. have left Bahr El Arab.
C. will be killing dangerous flies.
D. go to Bahr El Arab.

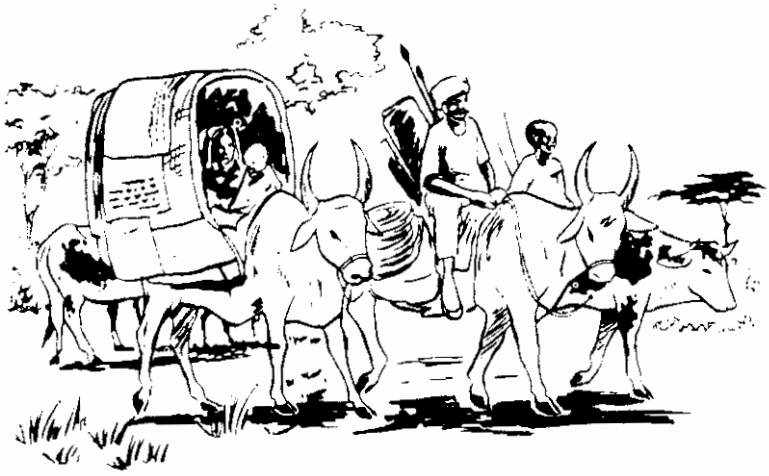
(D) Read this passage quickly to answer the questions below:

What are the uses of cattle for the Baggara ?

Cattle in the Life of a Baggara

It is difficult to imagine a Baggara living without cattle. Cattle are a source of wealth, of food and of pride. Bulls can be sold for cash. Women make butter from milk for local consumption or for sale in the markets.

Traditionally, cattle are used as a dowry and for the payment of blood money or 'diha'. When they are on the move, the Baggara use bulls for carrying women, children and household furniture.



What do the Baggara do during their leisure time ?

The men sometimes go hunting in the surrounding forest. The village Sheikhs often sit under a big tree to settle disputes according to their tribal law. Young people enjoy themselves playing and singing in the evenings after the cattle are herded into the stables. When the evening meal is over, the family members sit around a fire. The old people tell folk stories to the children before they fall asleep.

(E) Now read the passage again carefully, and answer the questions

1. How do the Baggara get money from their cattle ?
2. What is the dowry used for ?
3. How do the Baggara youth spend their evenings ?
4. Why do the Sheikhs sit under a big tree ?

(F) Discussion Questions:

1. What do people in your area use as dowry or diha ?
   How many heads of cattle or how much money is paid ?
2. Who settles disputes in your area ?
3. Have you ever listened to folk stories ? Who tells them and where ?
4. Have you ever ridden a bull, made butter or loaded things on a bull?

(G) Read this folk story quickly and answer the question below :

Why did the man decide to visit the town ?

A Folk Story

There was once a man who lived in a small village in the country. Since his youth, he had never visited any of the urban centres in the area because he thought he needed nothing from the towns.

One day, he told his wife that he had decided to visit a friend of his who lived in the town. He climbed on his donkey and left the village for the town. It was quite a long ride for him. At midday, he arrived at the main road. He followed it and he met many people who were carrying loads of goods. He also met several vehicles carrying passengers and heavy loads. He was surprised because none of those he met ever stopped to greet or talk to him as they do in the village. The man began to ask himself why people were leaving the town in such a hurry, and whether it was safe to proceed. He felt that it was wiser to return to the village at once.

What did he tell his wife ?

When he arrived home, his wife did not believe her eyes. She immediately asked him if he had really reached the town. He replied saying: "Have I not always told you that I am the most unlucky person in this village, and you are never convinced? You see ! Now, when I wanted to visit the town for the first time, I found it was being evacuated !"

(H) Now answer the following questions:

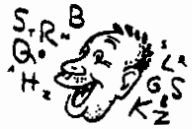
1. What means of transport did the man use to go to the town ?
2. Where were the people and the vehicles he found on the main road going ?
3. Why was the man surprised ?
4. What was the man afraid of ?
5. Why did the man consider himself to be a very unlucky person ?

(D) Discussion questions:

1. Do you think there was any real danger in the town ?
2. Do you know of any person in your home who does not like living :
   (a) in the town?
   (b) in the village ?
3. Where do people know each other better; in the town or in the village ? Why ?

Section 3 Exploring Language

A. Working With Words



1. *Imagine yourself walking down Omdurman Suk or any suk in your town. Make a list of things you can see, hear and smell from the table below.*

at the suk	hear	see	smell
When I am at the suk I can	hear noises	see cars	smell fish
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

Read out your list to the class. Tell the class which sounds, sights and smells in your town or village are pleasant, and which are not ?

2. Spelling Practice

Nouns or verbs ending in 'y'

a. When you find nouns ending in 'y' after a consonant, change the 'y' to 'i' when making plurals.

Example : city > cities
country > countries.

b. When verbs ending in 'y' after consonants are written in the past tense, the 'y' changes to 'i'

Example : cry > cried
try > tried

Now do the exercise below orally as shown in the above example.

Nouns	
fly	_____
lorry	_____
ferry	_____
salary	_____
army	_____

Verbs	
copy	_____
study	_____
carry	_____
apply	_____
marry	_____

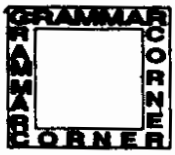
3. Work and Duties



Take a piece of paper, and describe these people's places of work and their duties. Read out your answers to the class. The first one has been done for you.

Job	Place of work	Duties
traffic police	road	directs the traffic
carpenter	_____	_____
herdsman	_____	_____
actor	_____	_____
Omda	_____	_____
broadcastor	_____	_____
merchant	_____	_____

B. Grammar Corner



Making questions with 'do' and 'did'.

1. *Read this dialogue in pairs.*

Why did Fadlalla want to go home ?

Fadlalla : Hullo, boss ! Did you get my message this morning ?
Mubarak : Yes, I did.
Fadlalla : Have you given me permission to rest at home today ?
Mubarak : Not yet. I wanted to see you first.
Fadlalla : Do you mind if I go now ? I don't feel very well.

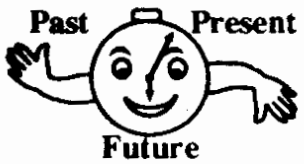
Mubarak : Yes, of course. What's the matter ?
Fadlalla : I don't feel any particular pain, but I feel dizzy.
Mubarak : Do you want to see a doctor ? I can write a sick report for you.
Fadlalla : No, I don't. I only need some rest. You know I was exhausted by last night's football match.
Mubarak : Don't you think you will need a two-day break in order to have a complete rest ?
Fadlalla : No, I don't think so. One day will be sufficient. Thank you very much.

Now count the questions and write them down. What do you notice about each question ?

2. Make up similar dialogues about these situations.

Student A. wants to :
- read B's newspaper.
- ask for a bicycle for a short period.
- use the sewing machine for repairing her clothes.
- shut the window.

C. Time for Tenses : Past Simple



1. Read the folk story in section G of this chapter again. The events in the narrative took place in the past, so the tense used is the past simple. After you finish reading, count the number of examples of the past simple tense.

2. What happened ?

Talk in pairs about your last holiday. A. asks questions and B. answers them.

Example :

A: When did you have your last holiday ?
B: I had my last holiday in March.

More questions should follow like this.
A: Where ..... ?
With whom .....?
How long .....?
B: I spent it in .....

Then change to questions on weather, food, parties, games and examinations.

3. Pronunciation

a. How do we pronounce the regular verbs used in the past tense ending in " _____ ed" ?

There are three possible sounds which we hear - /t/, /d/ and /id/.

Example :

stopped /t/ begged /d/ decided /id/

Now read to yourself the words listed below and find out the differences in pronunciation :

needed	banged	mixed	shouted	added
wounded	robbed	panicked	searched	climbed
staggered	reached	scared	developed	
persuaded	laughed	managed	hunted	stopped
begged	opened	loved	liked	decided

b. Arrange the above words under each sound.

The first one has been done for you.

/t/	/d/	/id/
stopped	begged	decided
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Section 4. Writing Task





A. *Read This.*

1. Notice this punctuation point on the use of commas.

When we visited the carpenter's workshop, we saw a lot of furniture such as : chairs, tables, beds and cupboards. The carpenter has a variety of tools which he uses for his work. He has different types of saws for cutting wood, hammers, a clamp, pincers and screwdrivers. The carpenter has a son called Ahmed, who helps him after school.

You have noticed that when you list several items in a sentence, you put a comma after each item. Notice, too that before the last item you put "and".

Example :
In his bag, Ahmed carries books, pens, a ruler, a rubber and exercise books.

2. Now punctuate the following passage by putting the full stops, commas and the capital letters in their correct places.

Fadlalla's father has a big stable full of cattle there are several milking cows heifers bulls and a big ox he has also some donkeys goats sheep and two dogs Fadlalla's father is called adam and his mother is called Mariam they have a big farm in Um Marfeheen in which they plant dura sesame and kerkede.

B. Step by Step:

Putting Ideas in Order



The sentences in the two stories below are written in the wrong order. Now put them in the right order.

1. Story A.

a. Musa accepted the offer.
b. But he didn't work hard.
c. Musa saw an advertisement in the newspaper.
d. He applied for the post of a mechanic.
e. They weren't satisfied with his work.
f. The board gave him an interview with others.
g. They sacked him after two warnings.
h. They offered him the job.

2. Story B.

a. The dowry was paid by Mubarak's parents.
b. He asked for her hand in marriage.
c. The bride and bridegroom went away on their honeymoon.
d. Mubarak met Huda at the college.
e. After that they had the wedding ceremony.
f. Mubarak informed her parents the next day and they agreed.
g. She accepted him, but told him to see her parents.
h. The couple got engaged.

C. Over to You



Compositions

A. How has the town/village where you live changed over the past few years ?

1. Discuss as a group the above question and write three short paragraphs comparing the town/village a few years ago with the present condition. The points below will guide you in writing this composition.

1. What is the name of the town/village /
2. Have any old buildings been pulled down ?
3. What new buildings have been built ?
4. What is the system of transport like ? Is it better or worse than it used to be ?
5. Are there any new shops, markets or factories ?
6. Are there any entertainment facilities now ?
7. What were they like before ?
8. Is the town/village more pleasant to live in than it used to be ?
9. Have there been any other important changes ?

2. After discussing the above questions, the final form of the composition will be written on the blackboard by the teacher with contributions from the whole class.

D. Homework. Free Composition.

Use the example shown to you in the guided composition to write a similar one on the following.

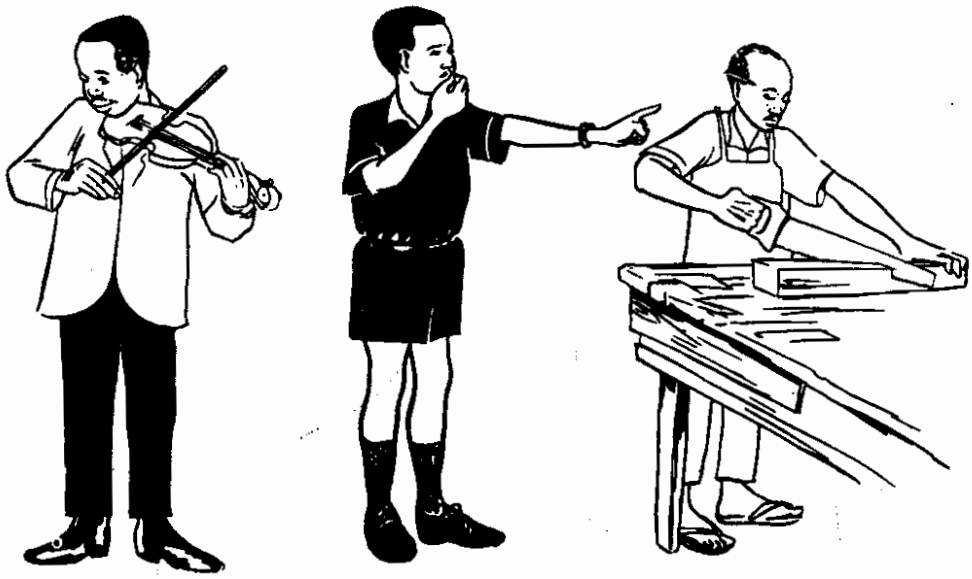
Topic :

How is your present Secondary School different from the Basic School you went to ?

Section 5. Spine Challenge

A. *As quickly as you can, find the job to match the words*

musician	student	carpenter	referee
judge	herdsman	builder	mechanic



1. wood, saw, nails, hammer : carpenter
2. bricks, cement, wall, window : _____
3. trumpet, violin, guitar, piano ; _____
4. engine, vehicle, repair, spare-parts : _____
5. whistle, off-side, foul, goal : _____
6. fine, blood money, quality, lashing : _____
7. cattle, pasture, grazing, milk : _____
8. homework, study, bell, desk : _____

B. Read this poem and try to add two verses of your own.

(1)
The donkey was braying
The cow was moo-ing
The herdsman was whistling
The rider jumped down.

(2)
The wind was blowing
The rain was pouring
The dog was barking
The thief ran away

(3)
The radio was playing
The driver was sleeping
The car was hooting
The driver woke up

(4)
The TV was blaring
The lights were shining
The mixer was mixing
The power went off

Proverbs

1. It's no good crying over spilt milk.
2. Don't count your chickens before they are hatched.
3. Too many cooks spoil the broth.
4. Look before you leap.
5. There's no smoke without fire.
6. All that glitters is not gold.
7. Where there's a will there's a way.
8. A bird in the hand is worth two in the bush.



Meanings

1. Don't judge things by their colour or appearance
2. A small thing which you have is better than many things which you don't actually have.
3. Think carefully before you take action.
4. Don't express regret over something when its too late.
5. Something done by many people is not always good.
6. There is always some truth in a rumour.
7. Don't be too sure of something until it happens.
8. A determined person will always succeed.

Which of the above proverbs would you like to choose as a motto for your school or class? Why ?

D. Tongue Twister

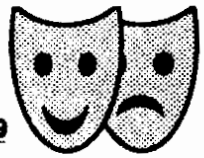
How fast can you read these lines ? **Read them as fast as you can.** Don't worry about the meaning !

Peter Piper picked a peck of pickled pepper.
A peck of pickled pepper Peter Piper picked.
If Peter Piper picked a peck of pickled pepper.
Where's the peck of pickled pepper that Peter Piper picked ?

E. *Spine Magazine Advertisement.*

1. *Read the following advertisement.*

If it is fatigue and boredom you want to cure,
The medicines we prescribe to you are :
ENTERTAINMENT - ENJOYMENT and LAUGHTER !
All these are available here at :



Um Kadada Folklore and Drama Theatre

Come and spend with us two hours of excitement & relaxation.
Here's a world of music, singing and acting
Where time runs without your knowledge.
Your best and favourite group.
Will perform your play of the week
The famous and fantastic comedy,

The Jebel Mara Heights

Come between 5th - 9th November from 8-10 p.m.
Get your ticket and reserve your seat NOW !

Write an advertisement inviting people to your School Open Day. Your teacher will give a prize for the best one.

CHAPTER THREE: Women Issues and concerns

These days a lot of attention is drawn to women's issues and concerns. Their needs, abilities, knowledge and contributions to development are becoming the focus of many studies.



Section I : Reading I

(A) Read the passage carefully then answer the following questions :-

What is the main idea of the text ?

Women and Food Technology



All over the world, providing food is regarded as a women's job. Women's knowledge of food production and food processing and preparation enables them to feed their families even in difficult climatic and environmental conditions.. Yet all too often in the past their skills have been ignored,

Now, however, in many African countries, people are beginning to realize that women's techniques of food production can be both simpler and safer to use than those imported from elsewhere.

There is a growing understanding of women's technical knowledge. A lot of research has been done which shows that they possess highly scientific knowledge in some areas.

Many people are now convinced that this knowledge should form the basis of any new technological development. Development organizations are now working with women to help them use their own technical skills to improve food production. This shows that appropriate technical assistance does not always mean bringing a new machine. It could simply mean supporting local techniques or building on local knowledge.

We have a good example of this here in the Sudan. One case study, for example, showed that some Sudanese women possess a wealth of scientific

knowledge of food fermentation.

Fermentation is a valuable method of food preservation. It also improves the digestion of food. Sudanese women can make about sixty different types of fermented food products, prepared from many types of grains. Of these, about thirty are made from sorghum or millet.

> How many of these fermented sorghum foods can you name ?
> Read on to see if any of yours are mentioned below.

Among the most common sorghum foods in the Sudan are a fermented thick porridge called 'aseeda', fermented bread called 'kisra' and a fermented drink called 'abreh'. These have high nutritional value. Abreh, for example is both, a nutritious drink and good for satisfying thirst in the hot climate of the Sudan. It is widely believed in the Sudan that a drink of abreh is better for a thirsty person than plain water. In addition to being nutritious, the acidity of fermented sorghum decreases the risks of polluted water. Abreh fakes are light in weight and can easily be carried by travellers. Abreh can also be stored for a long time.

Women's knowledge of food fermentation has also played an important role in coping with periods of famine, when previous supplies of food need to be carefully preserved.

(B) Now read the text again carefully and then answer the following questions .

1/ Is producing food considered a man's or a women's job ?
2/ What have women learnt from producing food ?
3/ Give examples of the local technical knowledge women have ?
4/ What are women responsible for ?
5/ What can men learn from women ?
6/ Appropriate assistance or technology does not mean 'a new machine', what does it really mean ?
7/ It is said that Sudanese women have great knowledge about food, Explain.

(I) Discussion questions:

1/ What do women in your local community produce ?
2/ Do they also depend on fermentation ? If so, how?
3/ How can your local community make maximum use of women's knowledge about food ?

Section 2 : Reading II



A. A Questionnaire

"A woman's place is in the home"
Do you agree or disagree ?

Salma did a survey of people's opinions about women going out to work. She wrote the following report for the principal of Al Nahda Girls Secondary School.

Read Salma's report quickly then answer the questions.

How many sections are there in Salma's report ?

Report
Survey of People's Opinion Concerning Women's Work

1. Aims

To discover people's opinions on the following issues :-
a/ Whether women should go out to work or not.
b/ What sort of jobs/professions are suitable for them.

2. Method

A questionnaire was used. It consisted of the following questions :

(1) Do you believe that women should do paid work ?

☐ Yes ☐ No

(2) What sort of job do you think is suitable for women ? choose one.

a. ☐ A part-time job near the home ?
b. ☐ A full-time job near the home ?
c ☐ A home job ?
d. ☐ Any other (please specify .....)

(3) What sort of professions do you think

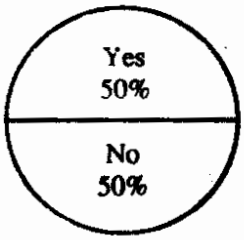
a. ☐ teaching
b. ☐ nursing
c. ☐ engineering
d. ☐ all professions

3. Statistical results

The questionnaires were distributed to 250 students, currently registered at the school. 200 completed questionnaires were returned. The replies were as follows :-

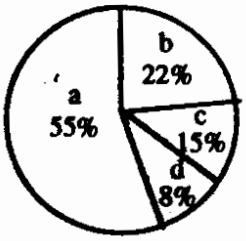
Question 1:

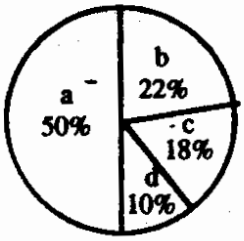
Should women work ?



Question 2 :

What sort of jobs are suitable for women?





Question 3

What sort of professions should women have ?

4. Conclusion

The students were equally divided on the question of women's work. Of those who thought there are special types of jobs which suit women, the majority (55%) considered a part-time job near the home was best. On the question of suitable professions for women, 50% chose teaching and only 10% thought that all professions were suitable for women.

B. Read the text again and answer these questions :-

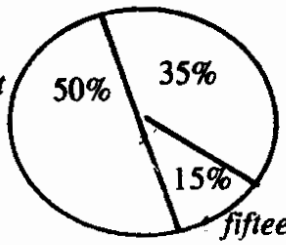
1/ Why did Salma write the survey ?

2/ What method did she use ?

3/ How many people were in favour of paid work for women ? and how many were against it ?

4/ What about you ?

C. (1) Study these statistics.



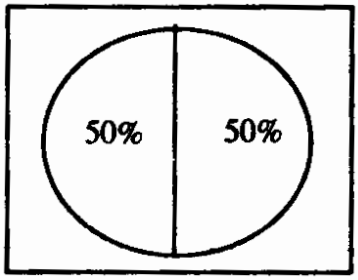
fifty percent

thirty five percent

fifteen percent

65% xxxxxxxxxxxx 35% xxxxxxx	the majority the minority
85% xxxxxxxxxxxxxxxx 15% xxx	large majority a small minority

Women's work survey



The opinions are equally divided. 50% are in favour of women's work. 50% are against women's work.

(2) Transferring statistical tables to sentences.

In your exercise book, write five sentences about the following statistics. Use words like "thought / considered / chose" etc.

Survey of opinions concerning Films : Statistics

Q.1 *Which films are the most enjoyable ?*

Crime thrillers	Cowboy films	Spy films	Comedies	Cartoons
52%	18%	15%	10%	5%

Example :-

1) 52% thought crime thrillers were the most enjoyable.
2) .....
3) .....
4) .....

(3) Read again the method section in A. Do one of these surveys. Make three questions for a questionnaire :-

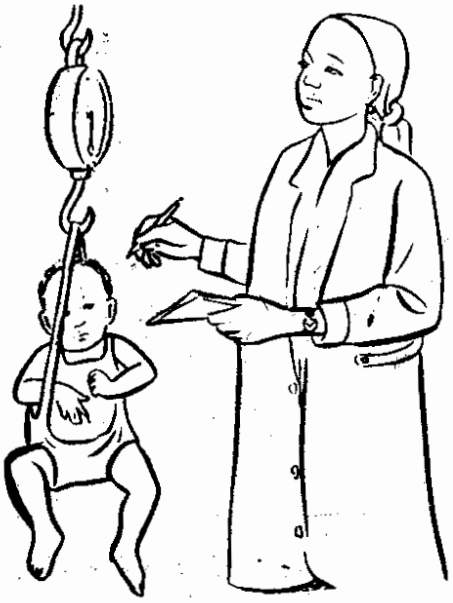
1- Survey of opinions concerning sources of energy.
2- Survey of opinions concerning shopping.
3- Survey of opinions concerning co-education.

(4) Compare your questions with your neighbour.

D. *Read the following text quickly, then answer the question.*

Is it still a man's world ?

Women on the Move



There are areas of employment that tend to be dominated by either males or females. It has been observed that highly educated men are less likely to choose a traditionally female job, while educated females are broadening their choices quite well, Female engineers and agriculturists are no longer strange to see. Forty two year old Fatima Salih qualified as a surveyor in 1980. At that time she was the only female surveying engineer working for the government. Now there are more than ten working for the department of Surveying at the Federal level alone. "I don't think that school girls are given enough encouragement to go into this profession", says Fatima, "It is time to break through this barrier".

Fatima now works for 'Mecca Surveyors', one of the top five surveying companies in the country. Mecca Surveyors gives equal job opportunities for both sexes. This policy helps to increase the number of women in this line of work.

E. *A reporter held on interview with Fatima for a radio programme. Read the passage and supply Fatima's answers to his questions in your notebook.*

Reporter's questions

1) When did you qualify as an engineer ?
2) Are there many women in this profession ?
3) Have you ever felt that you chose the wrong profession ?
4) Do you consider yourself lucky ?
5) How do the men feel about you ?

F. *Discussion Questions*

1/ What do you think of Fatima ?
2/ Are you in favour of women working : why ? / why not ?

Section 3 : Exploring Language



(A) Working with words

(a) Nouns ending in ..... tion
..... sion
..... ssion

- Many nouns can be formed by adding the suffixes ..... tion, ... sion, ... ssion, to the verbs.

e.g form ——> formation
invite ——> invitation
revise ——> revision
televise——> television
permit ——> permission
submit ——> submission

N.B. You will notice there is sometimes a change in spelling. One of the most common is to change the final (e) to (a)
e.g organise > organisation

Now Practise



1. Study these verbs, Form nouns from them using the suffixes above.

occupy associate admire admit
compose abbreviate provide
adopt confuse

2. Now form verbs out of these nouns :

classification graduation promotion
accommodation definition instruction

(b) Argumentative phrases

In taking part in a discussion, a number of phrases are useful to express your own opinion / point of view.

Note the following :-
- I think .....
- I suggest .....

- In my opinion .....
- In my view .....
- In my point of view .....
- As I see it .....
- As far as I am concerned .....

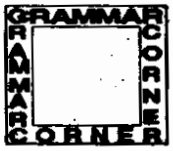
Now practise



Ali and Mona were arguing about Ali's going away to work abroad. Fill in the spaces below with argumentative phrases to find out Mona's opinion.

'I ..... it is not the right thing to do now.
May I ..... that you should delay it .
..... I am not going to support you in that.'

(B) Grammar Corner



1. Can/could, Selwa and Rasha are boasting about their abilities

Selwa : I can read.
I can sing.
I can dance.
I can do a thousand other things.

Rasha : When I was six years old
I could swim.
I could cook.
I could ride a bicycle.
I could play the guitar.
I could do what my mother could do when she was fifteen.

Notice that :-

a/ can implies the ability to do something in the present and future time.

can may be used instead of a future tense in conditional and time clauses, e.g :-

If/when the children are bored, you can read to them.

can is also used to give permission, e.g You can pay workers overtime.

b/ could is used as the past tense form of can when we refer to things that we had the ability to do in the past. e.g

I could ride a bicycle when I was six years old.

Therefore, could is used in narrative to describe ability or knowledge in the past,

Now practise



Fatima is telling us about herself. Insert can, can't, could or couldn't into these sentenses to find out about her.

1. I _____ usually cook quite well, but last night I _____ get it right.
2. I _____ speak French without any problems when I was small, but I _____ speak very much now.
3. I _____ see very well, so I need the light on.
4. I _____ compose music when I was nine. Do you believe me?!

2. May/might

1- Motorbikes may seem a sign of progress compared to bicycles. However, the motor car run on electricity might be a sign of better progress.

2- The results of space research may be useful to us in the future. However, it might be stopped because of its high cost.

May and might express possibility in the present and future. We use (might) when we do not think that something is very probable.

Now Practise



Rewrite these sentences using (may) or (might) (both are possible).

Example :

It's possible that we'll win the match.

We may / might win the match.

1- I don't know yet if I'll go to the cinema tonight.

2- She couldn't decide whether to come with us tonight or not.

3- She does not know where he is. He sometimes goes to the club on

Thursday evenings.

4- Perhaps she'll turn up later.

5- It is still a possibility that peace will be achieved.

= Who might have said these things ?
When ? and Where ? =

(C) Time for tenses



The present perfect

Mrs. Clark and her daughter Susan have been out shopping, and they've just returned home.

Mrs. Clark has just opened a letter and she's received bad news. She has lost her job. She's worked as a secretary for a rich engineer since 1976. The engineer has lived in this area for 35 years, Now he has decided to stop working and leave. He's asked Mrs. Clark to find another job.

Now Notice :-

1/ The present perfect is formed by have/has + participle
e.g have been; has received

2/ It is used with 'just' to describe a recently complete action
e.g Mrs. Clark has just opened .....

3/ It is used with 'since' and 'for' to describe an action which began in the past and is still continuing.
e.g ..... has worked as a secretary since 1976
..... has lived in the area for 35 years.

4) It can also be used to describe an action in the past when no time or date is stated. e.g
- I've been to America.
- He's seen this film before.

5) It is also used with time expressions like never/always/often/seldom to mean up to now, e.g :-
- I've always loved jazz music.
- They've never been abroad.

Now Practise



Sarah and John have been friends and neighbours for a long time. Make these sentences about them to show how close they are. Use the present perfect tense.

1/ He / know / her / for many years.
2/ They / be friends / since 1966.
3/ They / be neighbours / for fifteen years.
4/ He / live / next door to her since 1976.
5/ They / go to school together / every day
6/ He / visit her / every day for two years.
7/ He / be important to her / for a long time.

Section 4 : Writing : Argumentative



(Expressing different points of view)

(A) Read this .

Read this heated discussion between Tarig and Sara.

Tarig : Oh no, they are opening two more separate universities for women. It makes me sick to think of all that money being thrown on having separate buildings, separate staff, separate libraries etc. etc.... when millions of people mainly women, are completely illiterate !!!

Sara : I.don't think the money is being thrown away, you can't ignore the fact that more women are wanting to go into university than before. In addition, having separate universities enables women to have a different curriculum dealing with their specific issues and concerns. Here they will be able to solve many of their problems.

What are Tarig's points <u>against</u> and Sara's points <u>for</u> separate universities ?

(B) Step by Step



Amal thinks that both the views expressed by Tarig and Sara are right in a way. Read what Amal says below and pick out her points <u>for</u> and her points <u>against</u>. Add more points <u>for</u> and <u>against</u> of your own.

Amal : I think you're both right in a way, though personally I'm more

on Sara's side. University **education** for women deserves expansion. It does encourage **women** to look into their own issues and concerns. But of course if you think that educating the illiterate is the most urgent problem we need to solve, any money that does not go directly for that does seem wasted.

(C) Over to you



(1) Write a composition of 150 words on co-education
- decide if you are for, against or both
- write down the points to support your views first, then write your composition.Remember that there is an introduction a body and a conclusion.

(2) In class decide on another topic or issue and write a composition of three paragraphs as homework.

Section 5 : Spine Challenge

Fact File

Amazing Facts : Small And Tall

- The shortest man known was an Indian. He was 22 $\frac{1}{2}$ inches (57 cm) tall when he was 33 years old.
- The tallest man known was an American. He was 8 feet 11.1 inches (272 cm).
- The tallest woman known was a Chinese. She was 8 feet 1 $\frac{1}{2}$ inches (248 cm).

Record Births

A Russian woman gave birth to the largest number of children :

16 pairs of twins	16	x	2	=	32
7 sets of triplets	7	x	3	=	21
4 sets of quadriplets	4	x	4	=	16
Makes a total of					69



(B) Brain Teasers

1. Mohamed is twice as old as Fatima, but he is 2 years younger than Ali. What's Fatima's age if Ali will be 20 years old in two years time.

2. There are several strange things about these stories. Can you find them ?

a. An old man lived in a small hut on the top of a hill facing east. From the foot of the hill a desert stretched out in every direction as far as the eye could see.

On the evening of his 30th birthday, the man was sitting on his door stop watching the sun set. He then saw a man in the distance riding a horse, but he could not see him properly because of all the trees. As the horse came closer, the man noticed that he had one arm. When he got a closer view he recognised him as his long lost son who had left the village 20 years ago.

On seeing his father the son got down from his horse, ran towards his father and threw both his arms round his neck.

b. A son was leaving to go to another town. His mother said to him, "It is much safer to travel by car than by train. In a train accident hundreds of people may be injured while in a car accident there are not more than a few people injured".

(C) Word Challenge :



Make words from the letters according to the meaning in the opposite columns :

tislunjaro	write for a newspaper
nisdal	a piece of land surrounded by water
masbureni	a ship that can travel below water
momthereter	a thing that measures heat and cold
raftabèks	a meal

(D) Read and enjoy :



A Song

My love is like a red, red rose
That's newly sprung in June
My love is like a melody
That's sweetly played in tune.
*So fair are you my bonnie lass**
So deep in love am I,
That I will love you still, my dear
Till all the seas run dry,
Till all the seas run dry, my dear
And the rocks melt with the sun
And I will love you still, my dear
While a thousand ages run.

Robert Burns
(Adapted)

* bonnie lass = lovely girl

Words of Wisdom :



The secret of making
something work in your lives is
First of all
The deep desire to make it work;
Then the faith and belief
That it can work;
Then to hold that clear definite
vision in your consciousness
And see it working out
Step by step
Without one thought
Or doubt or disbelief

Eileen Goddy
"Footprints on the Path"

Problem Page :





Aunt Layla,

My friend treats me badly and has turned all my other friends against me. Before she came to my school I was very popular and never let anyone push me around. But she's changed me. We were best friends for two years and then we had a row and she is making my life very difficult and I cry all the time. I feel sad because I really want to be best friends again, but she doesn't.

Lonely, Khartoum

Dear Lonely,

Everyone argues with their best friends from time to time, but your friend seems to have gone too far with her anger. Whatever you had a row about doesn't give her the excuse to tell lies about you. She obviously knows she is upsetting you and now she seems to be enjoying her power over you. This is not the way for a so-called friend to behave. You ask yourself why you want to hold on to her. Try to make other friends and you'll find it a lot easier.

Aunt Layla.

N.B

If you have a problem, write to Aunt Layla, C/O Spine Challenge. OR, if you have a different point of view, let us know.

CHAPTER FOUR : Customs and Habits

Human beings are creatures of habit : they like and need to do certain things in the same way over a period of time. In communities they develop certain values and traditions.

Section 1: Reading 1

A. Examine the following picture carefully and answer the questions below it.



1. Where do you think this place is ?
2. How can you tell ?
3. What comments can you make about this picture?
4. Do you think there is air and noise pollution in this area?
5. Would you like to live there ? Why? / Why not ?

B. Read the passage quickly and answer this question.

What types of collective work are mentioned in the following passage?

Collective Work in the Nuba Mountains

The Sudanese are a hard working people . It is interesting to know that throughout their long history, the Sudanese have developed various common customs and habits that promote work. One of these habits is known all over the Sudan as collective work, or 'nafeer'. People who live in towns use this method to build schools, health centres or clean their streets collectively on a self-help basis. Those who live in rural areas also build

their houses and cultivate their farms collectively.

If you pay a visit to the Nuba Mountains for example, you will find people building houses, farming, harvesting and threshing the grain collectively. Every able person, man or woman, has to participate equally in any collective work.

There are three types of collective work in the Nuba Mountains. The first method is based on work teams formed by people from one village who agree to work collectively whenever any of its members has some work that requires many hands. The number of people in one work team should not exceed ten. The second type of collective work is done through personal invitation. This means that if a person wants something to be done for him by many people, he can invite as many people as possible to come to his assistance on the day he has fixed. The third method of collective work is a voluntary one. For example a son-in-law can decide to go with friends to his father-in-law's house to do a specific job which the in-laws cannot do by themselves.

Who provides food for the work team ?

Before the fixed date for the collective work arrives, the host must prepare a sufficient amount of food for the workers. There is always a sheep or a goat which must be slaughtered for this occasion. There are other types of food which are also provided for the guests. Everyone must bring with him or her the necessary tools e.g a hoe if it is cultivation they are coming for. Usually, some of the guests carry with them some food which they contribute for the occasion. These include cooked chicken, some porridge, tea and coffee.

There are only two meals served to the work team : breakfast and dinner. In addition, tea, coffee and porridge are served at intervals. No one sits down to rest until the end of the working day at 5 p.m. Special work songs are sung to encourage people to work hard.

What are the advantages of the work teams ?

If you ask anyone from the Nuba Mountains, he or she will tell you there are several advantages of Team work. Ustaz Musa Kodi from Heiban had this to say about this important custom.

"Collective work strengthens the co-operation between the people of a particular area. It makes everyone feel concerned with the welfare of each individual in the society, whether that person is strong or weak. Team work also cultivates in the people a sense of competition among the different villages. That's why we regard it as the most valuable custom in the Nuba Mountains."

C. Now read the passage again carefully and answer the questions.

a. They have developed various habits that promote work : para. (1)

A. discourage work B. encourage work
C. control work D. destroy work

b. If you pay a visit to the Nuba Mountains : para. (2)

A. pay a lot of money B. pay little money
C. go for a visit D. go without paying

c. They formed work teams in the area : para. (3)

A. working groups B. private works
C. occasions for eating D. singing teams

d. The third method is a voluntary one : para (3)

A. what one is forced to do B. what one accepts by himself
C. what one is persuaded to do D. work one does in an agency

e. Collective work cultivates the sense of competition : para (6)

A. plants B. develops C. digs D. destroys.

D. Discussion Questions

1. What jobs do people in your home do collectively ?
2. How many people are involved at a time? Do men and women work together ?
2. Which types of food do people eat ?
4. Give examples of good and bad customs in your community.
5. Describe a successful community project you have been involved in. Why do you regard it as successful ?
6. List some useful community projects the youth can do in your area.

Section 2 : Reading 1



A. Read the following passage quickly and answer this question.

Find from the pasage two examples of hospitality.

Sudanese Hospitality

When guests or strangers come to our homes, we always welcome them in a friendly and generous manner. We also make it our duty to entertain them and to make them comfortable with whatever we have available. This practice is called hospitality.



We Sudanese people are well known for our unique brand of hospitality both to Sudanese friends as well as to any people who come to the Sudan from other countries. Every Sudanese head of the family believes that it is his duty to maintain this valued tradition and to breed into his children a sense of hospitality. Those children will be the parents of the future who will influence the values and direction of our society.

Because this practice has dominated our lives and way of thinking for many centuries, it is common to find people travelling to distant places inside the Sudan without carrying any food with them. Yet, they are always sure of finding food and even a place to stay wherever they go.

Of course the ways of showing hospitality are different from one area to another. But in all areas the tradition of welcoming and looking after our guests is the same.

B. Now read the passage again carefully and answer the following questions.

1. What do we do to visitors who come to our homes ?
2. Why do Sudanese parents want their children to maintain their traditional ways of hospitality ?
3. Are the ways of hospitality the same all over the Sudan?

C. Discussion Questions

Discuss the customs and manners of entertaining the following visitors in your area.

1. Relatives and friends
2. Foreign visitors
3. Strangers who are forced by circumstances to be your guests.

D. Read this dialogue quickly and answer this question.

Are any of the stories about foreigners?

Personal Experiences of Sudanese Hospitality

Ustaz Musa, the English Language teacher asked his students to explain some of their experiences of Sudanese hospitality.

Ustaz Musa : Can any of you tell the class a story about Sudanese hospitality ?

Omer : Yes, Sir! I'd like to talk about our visit to Jebel Mára.

Ustaz Musa : O.K.

Omer : My brother Hashim and I visited Jebel Mara a year ago at the invitation of a friend. We were travelling on a lorry from El Fashir to Jebel Mara. Unfortunately, the lorry broke down at a small village a few miles away from our destination. The passengers were taken care of by the people of that village. Hashim and I were accommodated by an old couple. They offered us a chicken for our supper and gave us two beds to sleep on. The following morning, we were surprised to learn that the chicken we had eaten for supper was the only one left in the house. We also discovered that the family members had slept on the floor because their beds had been offered to us.

Ustaz Musa : Good. Let's hear another story - John!

John : Yes I have a similar story. We were travelling by lorry from Wau to Gogrial. When we arrived at Lukluk, we had a puncture near a Dinka cattle camp. The leader of that camp invited all of the passengers to his camp and gave us all the milk they had and left nothing for

themselves. The tyre was repaired and we left.

Ustaz Musa : That was also great hospitality according to Dinka tradition.

E. Now read the dialogue again carefully, then answer the questions.

1. Why did Omer and Hashim go to Jebel Mara ?
2. What happened to the lorry they were travelling on ?
3. Who accommodated Omer and Hashim ?
4. What was strange about the chicken which Omer and Hashim ate for supper?
5. Why did John and other passengers stop at Lukluk ?

F. Discussion Questions

1. Who can tell the class about his/her own favourite experience of Sudanese hospitality ?
2. Which people do you think are more hospitable : Urban people or rural people ?
3. Do you think Sudanese hospitality is still an important custom in your home or is it declining ? What do you think should be done in order to strengthen it ?

G. Invitations

INVITATION CARD

Mr. and Mrs. Gabriel Deng
request the pleasure of the company of
Miss Helen Gabriel
at the marriage of their daughter
Jermana Gabriel
to
Emmanuel Kur
in All Saints Cathederal, Street No 1 Amart
on Saturady 5th July at 4.00 p.m.
and afterwards at El Mogran Gardens, Khartoum

AL OMAAL BOYs SECONDARY SCHOOL
WADI HALFA
Mr. Saad El Deen Omer, headmaster,
cordially invites Mr. and Mrs. Fawzi
and family to attend the
ANNUAL OPEN DAY
on Saturday March 28th from 10.00 am.
till 9 p.m. in the school grounds
Refreshments will be provided.

SHERIF AL TAHIR We're having a farewell party for MAJDI MOHAMED .....and you're invited !!	Join us on Thursday March 15th at 6 p.m. at the Red Sea Club in Port Sudan.

Most Sudanese hospitality is informal and spontaneous.
But on some occasions invitations are by letter or by invitation card.
Read the invitation cards and decide whether these statements are true (T) or false (F)

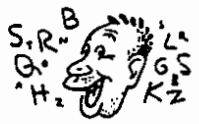
1. Gabriel Deng is getting married.
2. All of the celebrations are in the evening only.
3. Mr. Fawzi lives in Wadi Halfa.
4. Jermana will be Emmanuel's wife.
5. Sherif Al Tahir is leaving the country.
6. The Open Day will last for eleven hours.
7. All of the events are on Saturdays.
8. There will not be a party after the wedding ceremony.
9. There will be food and drink for people who go to the Open Day.
10. It is Majdi's birthday on March 15th.

H. Discussion Questions

1. Which of the invitations is the most formal and which is the most informal? Give reasons for your answers.
2. What other occasions do people in your area invite friends to ?
3. Do you feel that too much money is spent on social occasions ? If so, what do you think should be done ?

Section 3 : Exploring language

A. Working With Words



I. Like and Prefer with nouns

a. Read this short conversation between Afaf and the shop assistant.

Shop Assistant : Hello, can I help you ?
Afaf : Yes, please. I'd like to buy a blouse, size ten.
Shop Assistant : Well, could you please tell me which colour you prefer? Here's a beautiful red blouse, how do you like it ?
Afaf : Oh no! I don't like red. I prefer purple to red.
Shop Assistant : Here it is. Would you like to try it ?
Afaf : No, thanks.

b. Talk about the things you like/prefer/dislike.

Talk about animals; food; entertainment; sports.

Example :

I don't like bananas, I prefer oranges.

2. Like and Prefer with verbs.

a. Now read this conversation.

Musa :Would you like to go to the swimming pool with me ?
Adam :No, thanks. I don't like swimming. I dislike it. But I like playing tennis.
Musa :Would you like to go to the theatre with me in the evening?
Adam :Yes, I like going to the theatre in the evening.

b. For each of the choices below, say which one you prefer and why. Read the example then do the others

Example :

1. listening to the radio/watching TV.
   I prefer listening to the radio to watching TV because when you listen to the radio, you can do something else at the same time.
2. eat in a restaurant / eat at home.
3. learn English / learn mathematics.
4. drive a car / ride a motor cycle.
5. do farming / do office work.
6. travel by plane / travel by bus.

3. Prefixes : re- , fore - , over -

We can make new words by adding letters to the beginning of words. Example : add re - (again); fore - (front) and over - (more, too much) to form new words.

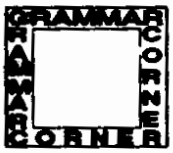
1. he built the house - re- He rebuilt the house.
2. She touched her head - fore- She touched her forehead.
3. The child has eaten - over- The child has overeaten.

Now make words by adding the following prefers. : re - fore - over - The words are ;-

come	_____	father	_____
turn	_____	dress	_____
finger	_____	settle	_____
collect	_____	confident	_____
gain	_____	knowledge	_____
cast	_____	write	_____

Now try to write 6 true statements using these words and 6 questions. Use each word once only.

B. Grammar Corner



Wh - questions

Welcome to the Sudan

Mr. Adrian Thomas lives in Aberdeen in Scotland with his wife and children. He is now visiting the pyramids in Karima. The students at Karima Secondary School gather round him and ask him some questions.



A. Guess what the students in Karima have asked him. Match the beginnings of the question to the ends. (The endings are given below)

Example : What ....., sir ? (is your name)

My name's Adrian Thomas.

What is your name, sir ?

1. Where _____ ?
   I'm staying with the headmaster.
2. Why _____ ?
   I've come here to see the pyramids.
3. When _____ ?
   I arrived in the Sudan fifteen days ago.
4. How many children _____ ?
   I've got two sons and a daughter.
5. Who _____ ?
   Dickens is .
6. Which towns _____ ?
   I'll visit Dongola and Halfa.

did you arrive in the Sudan _____ is your favourate writer _____ have you come to Karima _____ will you visit next ____ are you staying _____ have you got _____

What do you notice about the verbs ?

Imagine that Ahmed is talking on the phone to his friend Shams Ed Deen. Unfortunately it's a bad connection, so his friend can't hear everything Ahmed says.

Write down the questions Shams Ed Deen needs to ask.



Hello ! Listen, I'm going to ▭▭▭ ①

Well, I wrote to my friend, ▭▭▭ ② and he asked me to visit him. The ticket's really cheap. The problem is that I have to be back before the ▭▭▭ ③ The ticket costs ▭▭▭ ④



Shams Ed Deen said he would meet me at the airport. While I'm there, I'd like to go to ▭▭▭ ⑤. I've always wanted to go there because ▭▭▭ ⑥

According to Sudan Airways, there are still seats. The flight leaves on ▭▭▭ ⑦. If you can come, pleasc bring your ▭▭▭ ⑧ with you.

C. Time for Tenses



Revision : Sequence and choice of tenses

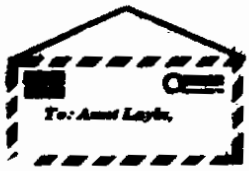
Nafisa wants to go shopping and she asks her younger sister Amna to baby-sit her children.

Read what Nafisa says and then write the correct tense of the verbs.

"The children (take) ..... already ..... their tea and they (not need) ..... anything more until about half past eight. I always (give) ..... Ali a boiled egg and a slice of bread at about nine o'clock. Huda (like) ..... hot milk and biscuits. The biscuits (be) ..... in a yellow tin in the kitchen on the second shelf, but (not let) ..... her eat too many.

They (play) ..... at the moment, but if they get bored, (tell) ..... them a story. (Make) ..... sure they (not make) ..... a mess of their father's books and papers. If mother (phone) ..... at about half-past nine (invite) ..... her to have coffee with us at ten tomorrow. That's all and thank you very much, Amna."

Section 4 : Writing Task



Personal Letters

A. Read This

In Chapter One of this book, you revised official / business letters. Now you are going to look again at personal letters.

A personal letter is one that we write to relatives or friends. It is informal and it sounds like someone speaking rather than writing. It has the following sections :-

1. Address and date.
2. Beginning, sometimes with greetings.
3. Body of the letter - the way it is organized to include introduction, the general information and conclusion.
4. Ending e.g "I'm looking forward to seeing you", and the name of the writer.

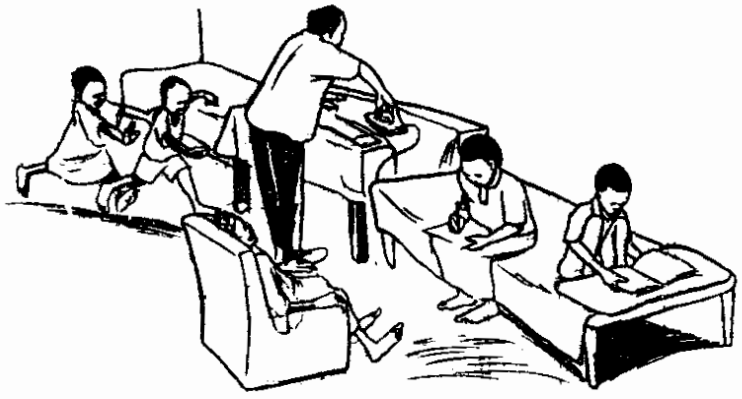
B. Now read this letter from Helena to her son Stephen. List the things which are wrong in the picture below.

Wau
15.4.95.

Dear Stephen,

How are you ? We haven't heard from you for a long time. We're all fine.

Right now we're all sitting on the big verandah facing south. Gabriel is here as well for the week-end. He is ironing some clothes to take with him to the hostel. Mary and John are in bed now, thank goodness. It was John's birthday today. He's 9 now. We had a small party for him with a few of his



friends. They were running all over the place, making a lot of noise. After that they took out the goats for grazing, but unfortunately one goat was missing. I am not going to work tomorrow (Monday), so perhaps I can go and look for it. I hope nothing has happened to it. Fortunately your father is away in Aweil. Otherwise he would have become very angry with them.

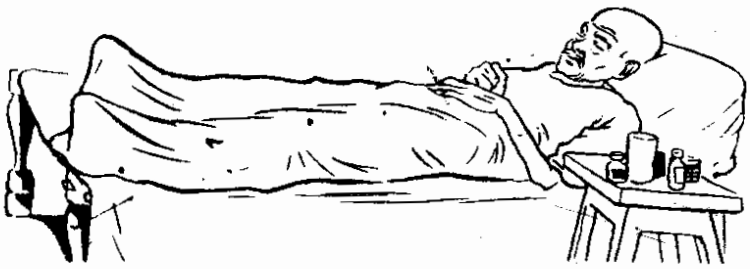
Grandfather is staying with us these days. At the moment he's fast asleep in the armchair snoring loudly. He fell two days ago, and bruised his foot. He's got it in plaster now.

Anyway I have got to go now. I.want to watch a TV programme and it's going to start in a few minutes' time. Write and tell us how you are. Why don't you come and see us soon ?

Love,
Mother

C. Write a letter from Helena to her other son James. This time use the information FROM THE PICTURE.

B. Step by Step



In the letter which was written to Stephen, Helena reported that Grandfather had fallen and bruised his foot. Gabriel wants to describe how the accident took place in about 150 words.

Read the steps below.

a. Points to write about :

1. When, where and why did he fall ? [Introduction]
2. What did the people do after that ? [main body]
3. How is he now ? [conclusion]

b. Now develop these points into three paragraphs :

by filling in the gaps with one or more words.

Last Thursday evening, _____ fell and bruised _____ He wanted to go to the children on the verandah. While he was going up the steps, he missed one and he fell _____ .

Mother saw him and she ran and tried to _____ him up, but he couldn't stand properly because his _____ was hurt. She sent for a taxi and we took him to _____. There, he was examined by _____ and nothing serious was wrong except with _____. An x-ray was taken and he was found to have a bruise. His foot was _____ plaster and he was given some _____ to take home. He was asked to _____ after seven days for a check-up. We took him back

home after that.

Grandfather is now resting and undergoing treatment. His condition continues to _____ daily. He will be taken _____ to _____ next week to have the plaster _____.

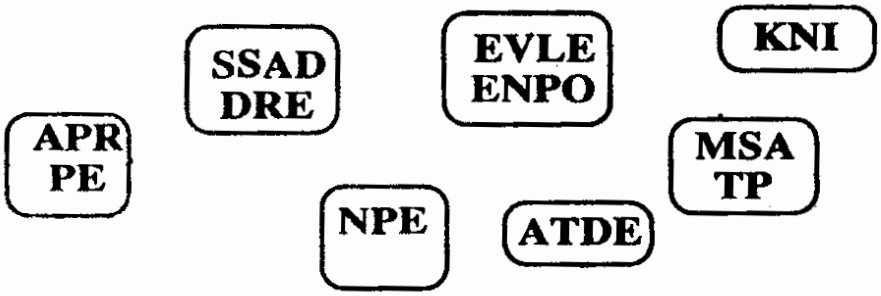
C. Over to You



Write a letter to your friend in Khartoum introducing to him a cousin of yours who is passing through Khartoum. Your cousin wants to stay with your friend for one week before going on to Atbara. Explain what your cousin likes and dislikes, his good and bad habits.

Section 5 : Spine Challenge

1. Helena wanted to write a letter. She was thinking of the necessary things and words which she could use. Re-arrange the letters to find the things which she will use.

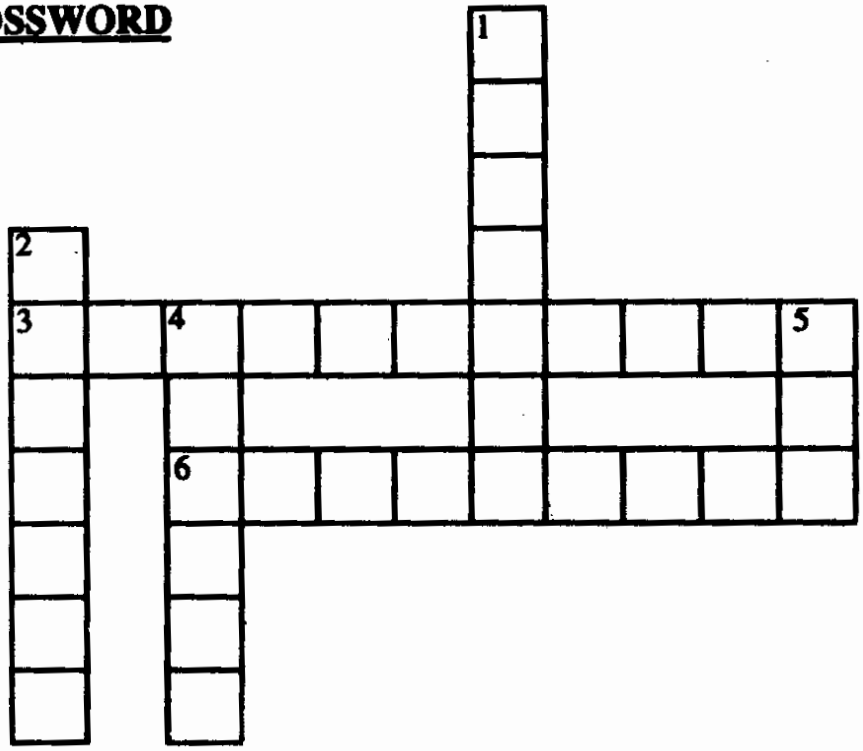


2. Spelling Quiz

Complete the spelling of these IE or EI words and consult your dictionary to check the meaning of the difficult ones.

1. Make a hole through : P.....
2. My sister's daughter : N.....
3. To grasp or take hold of : S.....
4. Great sadness : G.....
5. The roof above our head : C.... ing
6. Take or accept : R.....
7. A leader : C.....
8. To mislead somebody : D ....
9. To profess something strongly : B.....
10. Food for refugees : R.....

3. CROSSWORD



The clues are :

1. One of the largest tribes in Western Sudan.
2. A building for performing plays.
3. The way people are entertained.
4. One of the seasons
5. The opposite of no.
6. Skilled workers who repair machines.

4. Words of Wisdom



As a rule man's a fool
When it's hot he wants it cool
When it's cool he wants it hot
Man always wants what it is not!

5. QUESTIONNAIRE

a. In pairs, answer the questions about your classmate. Write your guesses in column '1' in your notebook.

Don't show it to your partner !

Questions	My guesses	His/her guesses
Has he/she got any brothers or sisters?	--------	--------
When does he/she get up ?	--------	--------
How does he /she travel to school ?	--------	--------
What does he/she eat for breakfast ?	--------	--------
What TV programme does he/she watch?	--------	--------
What sports does he/she play ?	--------	--------
Can he/she play a musical instrument?	--------	--------
What do his/her parents do ?	--------	--------
What is his/her favourite subject?	--------	--------
What does he/she want to do when he/she leaves school ?	--------	--------
What time does he/she go to bed ?	--------	--------
When is his/her birthday ?	--------	--------

b. Now ask your partner the questions and write his/her answers in the second column. Then change roles.

C. Compare your answers. How many did you get right ?

9 - 12 marks - Very good . You are best friends.

5 - 8 marks - Average. You know each other quite well.

2 - 4 marks - Poor. You need to get to know the person better.

0 - 1 marks - Terrible ! Your classmate is a stranger.

CHAPTER FIVE: HEALTH AWARENESS

In the past, illness was a great mystery. In many ways it still is, but in the 20th century people have made many important discoveries about the causes of illness and therefore how to prevent it.



Section 1: Reading 1

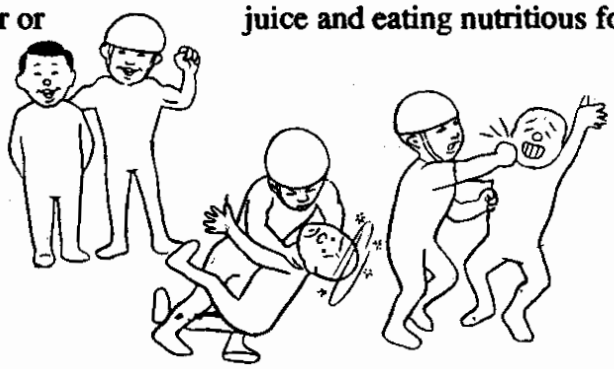
A: Read the passage quickly and answer the questions.

Can we see germs?

The Fight against Germs

Scientists have discovered that a lot of illnesses and deaths are caused by GERMS. They enter a person's body through food and water, in the air we breath or through contact with an infected person. Thankfully, we can fight germs both inside and outside our bodies.

Germs can only be seen through a microscope. When germs enter our blood stream, our body produces special white blood cells which attack and try to destroy the germs. Often, in order to get well, we simply need to help our bodies to fight germs. We can do this by resting, drinking plenty of water or juice and eating nutritious food.





Fighting against germs takes a lot of energy. This is why we often feel tired when we are sick. We should, of course, always ask a doctor for help and advice when we are ill. Doctors too can help us to beat the germs!

We can also fight against germs outside the body, by stopping the spread of germs. We must do things which will either destroy germs or keep them away from us.

Why is using soap important?

Many illnesses, especially diarrhoea are caused by the germs found in human faeces. People can swallow these germs if they get into water, onto food or onto utensils and surfaces used for preparing food. To prevent this from happening we must use latrines. If it is not possible to use a latrine, adults and children should use places well away from houses, paths, water supplies and anywhere that children play.

Animal droppings, too, should be kept away from houses and water sources.

There are many other ways in which we can reduce illness. When we wash our hands with soap, we remove the germs from our hands. If there are no germs on our hands, the germs will not get onto our food or into our mouths when we eat. It is important to wash our hands after going to the toilet and before touching food.

People with no running water cannot fight germs. True or False?

Families who have a plentiful supply of running water and know how to use it, will have fewer illnesses. But families without running water in their homes can reduce illnesses by keeping wells and zeers covered.

If food - especially meat - is left uncovered, it quickly becomes covered in germs. These are often carried by flies. The behaviour of flies is disgusting. They regularly excrete and vomit any food they land on, stamping down mess with their feet.

The best way to keep food safe is to keep the flies off it. Then it must be carefully washed and thoroughly cooked.

In our climate, if no refrigerator is available, germs rapidly increase with the heat. We need to boil soups and stews to make them safe to eat.

Finally, illness can be prevented by burning or burying household rubbish. This is because germs can be spread by flies which like to breed in dirty places. So every family should have a special pit where left - over food can be buried every day.

B. Read the passage again carefully, and answer these questions.

1. Complete this table by finding from the passage ways in which germs are spread and matching them with ways of preventing the spread of germs

(There may be MANY ways of preventing ONE problem)

SPREAD OF GERMS THROUGH	PREVENTION
food	wash hands; cover food; boil food

Match the words from the passage with those in the box below.

cups, plates, knives etc. - putting under the ground
toilet - touch - take away - kill - a lot of

1. Contact - para 2
2. destroy - para 5
3. utensils - para 6
4. latrine - para 6
5. remove - para 7
6. plentiful - para 8
7. burying - para 9

C. Discussion Questions.

1. Wells and zeers contain water. Make a list of other water containers. How can we make sure the water in these containers is kept clean?
2. In your opinion, what is the most important piece of information in the passage?
3. Make a) a poster and b) a short sketch to encourage people to stop the spread of germs. (Use your answers to question 2 to help you).

Section 2: Reading II



A. Grems are only one example of things which make us unhealthy. There are more examples. Read each one carefully and match it to the cartoon picture.

a.



ACCIDENTS. There are thousands of accidents every day at work, on the roads and at home. In fact, most accidents happen at home. Accidents can result in minor injuries, serious illness or death.

b.



TOO LITTLE EXERCISE. Without exercise our bodies become slow and fat. We also become weak and less able to fight illness. Some people get enough exercise in their daily activities, but most people need to have special times for exercising.

c.



DRUGS. Some drugs can make us well, but others can be harmful. These substances, such as tobacco, alcohol, glue, cocaine, heroin etc. can damage our minds as well as our bodies.

d.



STRESS. people worry about money, their family, their health, exams etc. When we worry too much or have many things to do, this is called STRESS. Stress can make us lose sleep, lose too much weight and cause heart problems.

e.



DIET. Like drugs, the food we eat can keep us healthy or make us ill. Some people eat too much or too little. Others eat the wrong kind of food. When we have a BALANCED DIET, we eat just the right kind of food and the right amount.

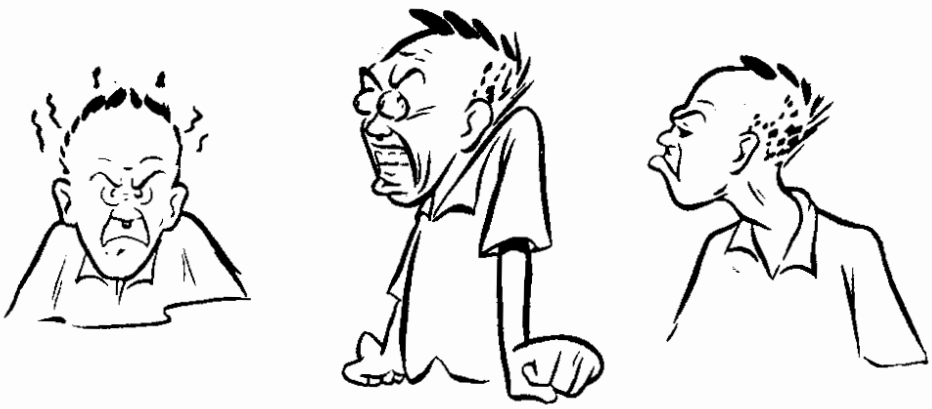
B. Now read again about each of the health problems above and decide if the following statements are true (T) or false (F). Correct the false statements.

1. If we exercise we will think and move faster.
2. Worry can prevent us from sleeping.
3. Drugs and food can help us and harm us.
4. Even a small amount of worry will damage our health.
5. Tobacco is a drug.
6. Accidents always result in death.
7. Doing too much work is not good for our heart.
8. Road accidents are the most common kind of accident.

C. Discussion Questions

1. Think about the health problems mentioned so far in this chapter (germs, drugs, stress, too little exercise, accidents, diet) and PUT THEM IN ORDER. Number one will be the MOST COMMON health problem in your area; number six will be the LEAST COMMON.
2. What ADVICE would you give to people with each of these problems.

D. Read the poem below and then put the pictures in the correct order, to show what the writer was like at first, next etc.



ANGER

I was angry and mad,
And it seemed that was hot water inside me,
And as I got madder and madder,
The water got hotter and hotter all the time,
I was in a rage,
Then I began to see colours,
Like black and red,
Then as I got madder and madder,
My eyes began to pop out of my head,
They were popping up and down,
It was horrible,
And it would not stop,
I was steaming with anger,
Nobody could stop me,
Then it was gone,
And I was all-right,
Horrible, black, madness

(Yvonne Lowe, aged 8)

E. Read the poem again carefully and answer the following questions.

1. Which colours has the poet used to describe her anger ?
2. Why has she chosen those colours ?
3. Which liquid has she chosen to describe her anger ? Why ?

F. Discussion Questions

1. What do you do when you get angry ?
2. What kinds of things make you angry ?
   Write the three things that make you most angry.
3. Does stress cause anger or does anger cause stress ?! Explain your answer.

Section Three : Exploring Language

A. Working with Words



Look at these words. Can you explain their meanings ?

government	cruelty	ability
improvement	safety	mobility
treatment		reality

- Can you make a sentence for each one ?
- Now look at the words again. Can you see any similarities between any of them ?
- How do they end ?
- Are they nouns, verbs or adjectives ?
- If you take the endings off, what are you left with : nouns, verbs, or adjectives ?
- Can you think of any other examples where we can make a verb or adjective into a noun ?

Now complete the passage below with appropriate nouns.

treat	-	improve	-	major	-	govern	-	responsible

Every week millions of children die in developing countries. The _____ of them die because they do not get proper _____ when they are ill. It is the _____ of the _____ to work for the _____ of children's health.

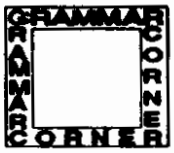
C. Plurals

Most nouns have an 's' at the end when they are plural. The sound at the end of these plurals is /s/ (cats) or /z/ (dogs).

1. Change these nouns into the plural and pronounce them correctly.
2. Try to MATCH the words e.g Toys and balls are things you play with. Ships and boats carry people across rivers.

1. bag	2. hat	3. toy	4. boat	5. ball
6. letter	7. eye	8. star	9. hoilday	10. key
11. bone	12. book	13. chair	14. engine	15. ship

B. Grammar Corner



1. Study these examples.

1. He became overweight as a result of eating too much.
2. He became unfit as a result of not taking exercise.

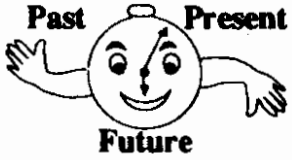
- In sentence (1) above 'eating too much' resulted in being overweight - it is the cause of being overweight.
- What caused the man to be unfit in sentence 2 ?

2. Fill in the blanks using these words.

but, and, because, unless, since If, as a result of

_____ it was getting late I decided to go back home. I knew that _____ I hurried I wouldn't get there in time. On my way I saw an ambulance driving in front of a car. It slowed down _____ was going round a corner, _____ some childern suddenly appeared. One of them was cycling carelessly across the road. _____ his carelessness, the car knocked him off his bicycle. _____ he had been more careful, the car wouldn't have knocked him down. Luckily he was not badly hurt _____ the ambulance immediately took him to hospital.

C. Time For Tenses



a) Put the verbs in the brackets in the present continuous tense.

A: What (you / do) this evening ?
B: I (stay) at home. Ali (come) to see me this evening.
A: Do you know why he wants to see you ?
B: We (study) two of Shaw's plays at the moment.

b) 1. Read this short story.

In 1961 an American was flying a passenger plane over the Atlantic. While he was looking out of the window, he saw something beside him. It was flying as fast as the plane. It flew with the plane for twenty minutes. All the passengers saw it

2. Study this sentence from the above text.
An American was flying a plane.
Can you find other examples ?

3. Now put the verbs in brackets in the past continuous.

In 1958 a Frenchman (drive) his car when he saw something bright ahead. 'While I (watch), a door opened', he said. 'A thing came out. It was a metre tall with black hair. It (wear) green clothes. It said it (watch) the people on earth!

Section 4 : Writing:



Information Transfer.

A. Read this :

Mr. Ambo is going on holiday to Vandalon, and has written to a friend, Bimbo, asking for advice on hotels.

Read Bimbo's reply and use the information given to complete the table which follows.

I have stayed in three hotels in Vandalon this year. The North Beach hotel is nice but very expensive. The hotel has 140 rooms. The room which I had was comfortable and it had a telephone, a colour T.V and a separate bathroom. In the magnificent restaurant on the roof you can eat very delicious and tasty food. The hotel is not far from the city centre and it is facing the beach.

The Broadford hotel is a long way from the city centre. It costs less than half the price. It doesn't have a restaurant. My room was very small and it had a telephone but there was no T.V. Worst of all it had no separate bathroom. I don't think it is comfortable and so I don't recommend it. It has only 50 rooms.

However, I think the Castle View hotel is the most comfortable, although it costs a little more than Broadford Hotel. I stayed in a very

pleasant room which had the same facilities as North Beach. The hotel had a nice restaurant in which delicious food is served. The hôtel overlooks the castle and has 120 rooms.

	Broadford hotel	North Beach hotel	Castle View hotel
Location			
No. of Rooms	£ 200		
Cost/2 weeks		£ 120	
Telephone			
T.V.			√
bathroom	X		
Restaurant			
Food			



B. Step by Step

1/ Notice some of the words and phrases used to talk about the information :

- is/was, is not/was not
- has/had; does not have/ did not have
- costs; serves
- the same as / - er than / different from.

2/ Using the information in the table below :

a) Describe each hotel e.g the 'White Swan' has air-conditioning.

b) Compare the hotels e.g. The 'White Swan' costs the same as the "Red Lion'

	White Swan Hotel	Red Lion Hotel
Location	in the town centre	5 miles from town
cost/week	£ 100	£ 100
hotel bus	√	x
food	quite good	excellent
games (chess etc,)	√	x
bathroom (private)	x	√
air-conditioning	√	√

C.Over to you:



Using the information in the table :

1) Write a comparison between Eastern and Western states
2) For homework, compare the other 2 tables.

	Location	Capital	Area (sq.m)	Population (approx)	Tourist Attraction
Khartoum State	Junction of White and Blue Nile	Khartoum	21	3,500,000	Nile museums
Eastern State	Eastern Sudan	Kassala	341	3,100,000	Red Sea, Hills, Gash.
Equatoria State	Southern Sudan	Juba	198	1,020,000	Wildlife
Western State	Western Sudan	El Fasher	381	3,300,000	Forests Jebel Mara

Section 5. : Brain Teasers



A. Read these 2 quizzes and answer the questions.

1. A zebra was walking to a water hole. On the way it met two elephants. Each elephant had two birds on its back.

How many animals were going to the water ?

2. Two people were standing by the river. The tall one was the father of the short one. But the short one was not the tall one's son.

Who was the short one ?

B. Word Games



Draw a grid five squares by five squares. When you hear à letter put it anywhere in your grid.
You must not tell anybody where you are putting the letter.
When you have put all the 25 letters and the grid is full, count up how many words

O	I	O	F	P
A	N	I	O	L
R	T	N	I	G
B	O	K	E	F
S	E	T	G	O

You can find. Diagonal words can be included. You can also include words within words e.g 'into' includes 3 words : into, to, in. The winner is the one who finds most words.

ON IN INTO	SO SON NO	SET GO DOG	FIT ROT AN	OAR TOE

LEISURE

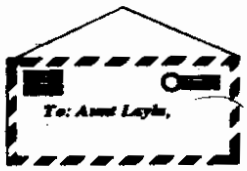
What is this life so full of <u>care</u>, (= worry)
We have no time to stand and stare ?

No time to stand beneath the <u>bougs</u> (= branches)
And satre as long as sheep or cows.

No time to see in broad daylight,
Streams full of stars, like skies at night.

A poor life this if, full of care,
We have no time to stand and stare.

William H. Davies.



Dear Aunt Layla,

I am quite an intelligent pupil and my marks in class tests are good. I am often able to answer the teacher's questions when everyone else has great difficulty. I enjoy studying and love my teachers and my school.

When exam time comes, however, I do very badly. Last term my highest grade was a c+ and I failed two subjects. Weeks before the exams I find it impossible to sleep or to think about anything but exams, exams, exams. When I see the exam paper, my mind goes completely blank, my heart beats fast and I feel like running away.

Please help me as I sit the school certificate this year.

Anxious, Dongola

Dear Anxious,

You cannot run away from your exams, so you must overcome your fear of them. Study hard and do lots of exam practice up until the week before the exams, (your teachers will help you with this). Then, the week before the exams do lots of things which will take your mind off the problem. Get plenty of sleep, take extra exercise, visit lots of friends, (but not school friends !), try a new hobby, help someone in need.

When exam time comes, you will be relaxed and your mind will be fresh and you will be able to answer the questions confidently.

Good luck !

Aunt Layla.

CHAPTER SIX: The Environment

Section 1 : Reading 1

A. What ONE THING are all of these people talking about ?
Explain each statement



B. Read the following text about water quickly and answer the questions :

How many uses of water has the writer mentioned ?

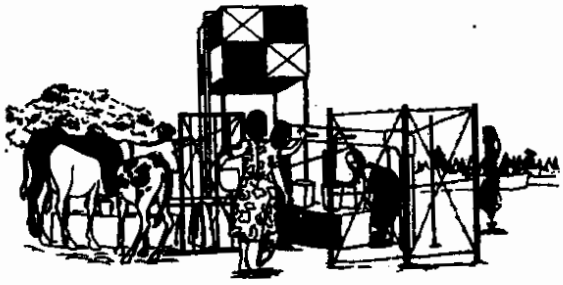
Water : More Precious Than Gold

Water is one of the most abundant substances on earth. Two thirds (2/3) of the surface of the earth is covered with water. It is found in nature in the forms of ice, snow, liquid or steam.

Water is also one of the most essential substances for living. All humans, animals and plants need water to survive. Water is also used in manufacturing and industry. It is used to cool big engines in factories, to produce and distribute heat and to generate electrical power; to transport goods and dispose of waste.

Where do we get water from ?





We get water from many sources. We get water from the rain and snow. Rain is a very pure natural source of water but snow is the purest. In some parts of the world rain is the only source of water. People have different ways of collecting it. For example in some places in Africa, people collect rain water from the roofs of houses, using pipes and store it in wells. In some parts of our own country e.g Western sudan people collect rain water in specially prepared catchment areas called Hafeers.

People also get fresh water from rivers, streams, natural lakes, natural springs and underground wells. In places where there are no sources of fresh water, people use sea water after removing the salt from it.

What are the main water problems ?



Water Shortage

Water shortage is the first of these problems. In many parts of the world the quantity of available water is decreasing while the demand for it is growing. For example, in the Middle East and North Africa, water is already getting scarce. Most of the major water sources such as the Jordan, the Nile, the Euphrates and Tigris Rivers are shared between two or more countries. In these countries themselves there is a growing demand for water for use in agriculture and industry.

In the Sudan there are many rural areas which suffer from permanent or seasonal shortages of water, for example the Red Sea Hills area, Kordofan and Darfur.

Water shortages are also caused by insufficient water supply and wastefulness. In some places people buy water from water sellers at higher prices than tap water. They cannot buy enough water to satisfy their domestic needs. Lack of water for washing can cause skin diseases and blindness.

In areas of plentiful water supply, e.g big cities, we find a lot of water is wasted or misused. Broken water pipes and leaks cause a lot of water loss. People also tend to use water wastefully in their homes. They water their gardens and wash their cars with good drinking water. They also leave taps running and do not repair leaks.

What causes water pollution ?

Water Pollution :

In order to have good health people must use clean and safe water. Safe drinking water is water which is free from all of the impurities that cause pollution. Water pollution causes diseases such as typhoid, dysentery, cholera, diarrhoea and many other diseases. It also kills fish and other animals which drink from it.

Water pollution is mainly caused by people's bad use of their water resource. In some countries people throw human and industrial waste into rivers and lakes. In others they throw chemicals and pesticides into streams.

Water can also get polluted from within the water supply system. For example, all over the Sudan people keep their drinking water in a water pot (zeer). It has been found that if the zeer is not cleaned and covered, the water becomes polluted and causes diseases. Also, if people use dirty containers to remove water from the zeer, the water becomes equally polluted. Some people try to avoid this problem by fixing little taps at the bottom of the zeer. Here the person can get water from the zeer without putting his hand inside it, so the water stays clean.

Water is precious; we must guard it carefully.

C. Read the text again carefully in order to answer the following questions.

1. How much of the earth's surface is covered with water ?
2. Mention the uses of water.
3. What are the sources of water ?
4. What is the purest source ?
5. What do people do in places where there are no sources of fresh water ?
6. There are some water problems. What are they ?
7. What causes these water problems ?
8. What do water problems cause ?

D) Discussion Questions :

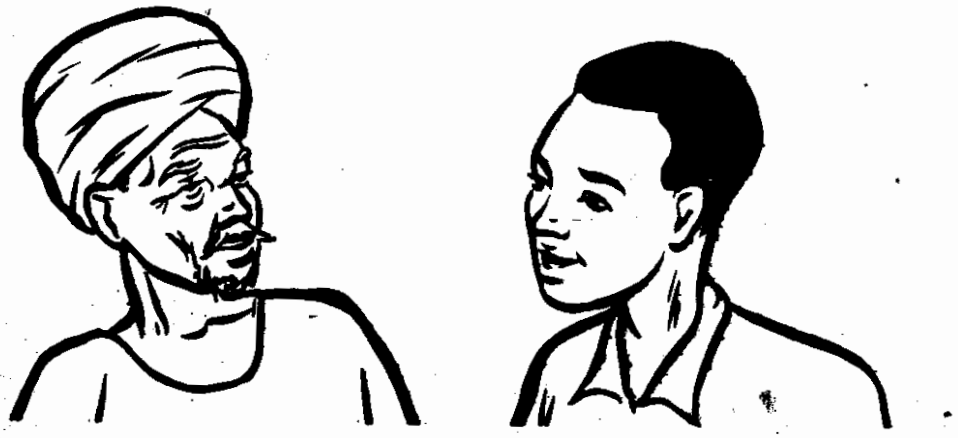
1. Do you think that the Sudan has got many water sources ? Explain.
2. How can you and your friends keep water clean and safe ?
3. We, the Sudanese, waste water - our 'liquid gold' :
   a. Do you agree ?
   b. If you agree give examples.
   c. How can we economize in using water ?

SAVE WATER TO MAKE THE SUDAN GREEN AND BEAUTIFUL

Section 2 : Reading II.

(A) Read the following dialogue between Farid and his grandfather quickly and answer the questions.

What are they discussing ?



Grandfather : Listen son, I want to talk to you about something. You know, when I was a child this big empty desert around us was a big wood full of trees and bushes. Many animals and birds lived in it. There was a big natural lake in the middle which the animals drank from. I used to go with my father to hunt gazelles and rabbits and catch big birds. We used to take our catch to the village and share it with the neighbours. At that time you needed to get a permit from the local governor in order to hunt. Each hunter was allowed one gazelle, ten rabbits and ten birds per year. The people obeyed the law.

We also used to collect dry branches to use as firewood. No one would cut green trees at that time. We also used to clear small plots of land around the wood and grow crops for food. We also collected fruits and seeds from the wood to eat in the dry season. We kept goats and cows for milk, too.

We depended on rain water for irrigation and used to arrange

low stone walls, round the cultivated plots to collect rain water and reduce soil erosion. A farmer would have two or three small plots of land to use at different times. There were no food shortages. People ate very well and enjoyed beautiful natural scenery.

Farid : What happened then?

Grandfather: Some years later, some people came with big machines like tractors, bulldozers etc. and cut the trees and removed the bushes. They destroyed the whole wood. Many animals were killed and many ran away. The people were told that a certain company was planning a big agricultural scheme instead. They were promised jobs and more money. However, they were sad to lose their wood.

Some time later, the company grew some crops and sold them for export. Our people got nothing. This went on for some time until the soil became poor and the harvest became small. Also the rain decreased and drought hit the area. No more crops could be grown and the company left for another area.



The people became poorer and life in the area became difficult. Many people migrated to other areas in search of fertile fields to share with others. The new land was in turn overused and soon became equally poor.

Farid: It seems that people have caused most of the problem.

Grandfather: Yes, son, and its the people who must take responsibility for finding the solution.

B.Read the conversation again and answer these questions.

1. What was life like when grandfather was young?
2. What chaned the situation later?

3. What were the effects of that change?

C.Read this summary of a conference report and answer this question:

What was the conference about?

Conference Report

Dry land is found in most parts of the world. It affects some 900 million people. It covers nearly half of rural Africa where it affects nearly 300 million people. Many rural communities in Africa struggle to grow food and rear animals on barren land

It was reported that in many African countries, local people and governments are introducing good programmes to fight desertification using local knowledge.

In some countries governments have distributed thousands of young trees for forestation projects. Communities, families and individuals, including children, have taken part in tree planting. Trees help to preserve the soil and provide food for the animals.

In other countries villagers have cultivated trees as cash crops. For example in Mauritania, the villagers grew palm trees and formed cooperative societies to market the dates and other products.

Another issue was the use of wood for charcoal. Governments had tried to encourage ways of cutting down the amount of charcoal used.

They supplied calor gas (Buta-gas) and developed improved stoves which require less charcoal than the traditional ones.

D.Read the report again and answer the questions below.

1.How is Africa hard hit by dry land?
2.How have governments helped to solve the problems.?
3.List all of the things which individuals have done to help.
4.Why is the use of charcoal a problem and how can it be solved?

E.Discussion questions:

1. What are the signs of desertification in your area?
2. What is being done to solve the problems?
3. What could your class or school do to help fight desertification?
4. Do you think the desert will be as green as it was in grandfather's day? Why? Why not?

Section 3 : Exploring Language

(A) Working with words

Nouns ending in --- logy

Examples :-

Psycho - logy

Zoo - logy

Crimino - logy

Climato - logy

bio - logy



New practise :-

I. Fill in the blanks as in the examples.

Consult your dictionary for words you don't understand.

1.Psychology is the study of behaviour as an expression of the mind.

2. Zoology is the study of living animals.

3. Criminology is the study of ....

4. Climatology is the study of ....

5. Biology is the study of ....

6. Physiology is the study of ....

7. Ecology is the study of .....

2. 1. A psychologist is a person who studies psychology.

2. A zoologist is a person who studies zoology.

3. _____ is a person who studies sociology.

4. _____ is a person who studies anthropology.

5. _____ is a person who studies biology.

6. _____ is a person who studies physiology.

(B) Grammar Corner



Must / ought to / have to

1/ Look at these instructions from a local council

- Residents must put their rubbish in plastic bags.
- 'Zeers' must be covered at all times.
- Families ought to use less charcoal.
- Each household has to plant two new trees,

Remember

We use must / ought to / have to / (has to) to express obligation / duty/ strong advice.

2/ Now Practise



(a) Ali did not go to visit his grandparents during his short holiday in the village. His mother was angry with him.

- Fill in the spaces with :

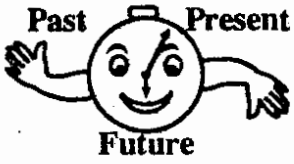
must / have to / ought to

to find out what she said to him.

"You _____ to have visited your grandparents. This is something you _____ do without being told. You _____ try to make up for this. You _____ ring them up to apologize."

(b) Add to the above list of instructions from the local council using must / have to / ought to.

(C) Time for Tenses



The Past Perfect

(1) Read this and write down all the verbs.

Which action took place before the others ?

Too Late

A young man who had left his village for a better life in the city, returned after a year. When he got back he discovered his cattle had disappeared, his home had been knocked down and his fiance' had married his cousin !

Remember

The past perfect is formed by
had + past participle
e.g had gone / had eaten / had left
It is used to show that an action was completed before a second one in the past. e.g.
- She *had gone* home when I arrived.
- By the time I *arrived* (past simple), she *had left* (past perfect).

(2) Now Practise



1. Amira arrived late for school. She explained to the teacher what had delayed her.

Fill in the blanks with the verbs in brackets (use an appropriate tense) to find out what she said. Notice that some of these verbs can be used in the past simple.

"Many things _____ (happen) to me. I _____ (prepare) all my things for school the night before. But I _____ (find) that my brother _____ (take) my pen. So I had to look for another one, I _____ (go) to the shop to buy one, but I (find) it _____ already _____ (close). I ran to the bus stop and I found that the bus _____ already _____ (leave).

2. Ahmed's bad Luck

Complete these sentences in a funny or dramatic way. Use the past perfect.

1. When I stepped outside the door, I discovered .....
2. I reached the station .....
3. I searched my pockets for money, but I discovered .....
4. When I arrived at the party, I found .....

Section 4 : Writing : Discussion



(A) Read this

When you have finished, make a list of the different points mentioned.

Pollution Problems

Everyone knows that modern cities are polluted and something must be done about it. The air we breathe is not pure, the water we drink has to be purified by chlorine and our streets are full of rubbish thrown everywhere.

In the West, factories are considered to be responsible for most of the pollution. They pour out chemicals like sulphur. In many cases they also pollute rivers by pouring chemical waste into them. Many citizens add to the problem of smoke by having cars that fill the air with poisonous exhaust

fumes. Also, many of us are guilty of throwing rubbish away in the streets.

(B) Step by Step



- Now make a list of all the points you can think of on the topic of POLLUTION SOLUTIONS.
- When you have done this, your teacher will write all of the DIFFERENT points you suggest on the blackboard.
- You have three paragraphs to write. What points would you put in each ?

(C) Over to you



(1) Read this newspaper article.

Tonnes of poisonous chemical waste came out of the Brookfield leather tanning factory, straight into the river. Dead fish from the polluted water floated onto the banks of the river. Children were rushing to collect them, not believing their good fortune.

(2) Now write a newspaper article discussing the danger and health problems arising from this and suggesting solutions.

You can follow these guidelines :-

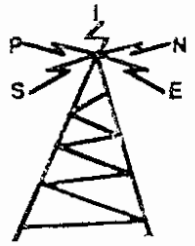
a- outline the nature of the problem and its causes

b- discuss the health danger both to man and animals

c- suggest (1) immediate solutions to reduce the dangers (2) long term solutions in order to prevent such a thing.

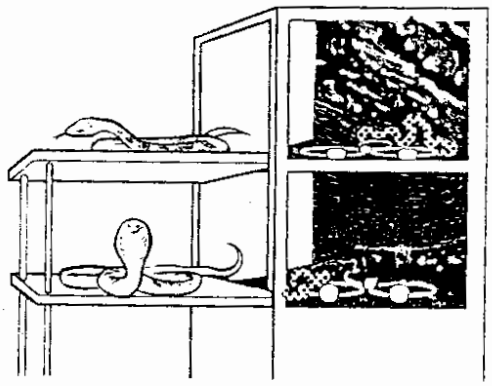
Write 3 paragraphs of a total of 150 words.

(3) As homework write a letter to your local health authorities complaining about certain environmental problems in your area.



Three poisonous snakes, whose bite could kill a person in ten minutes are guarding a blue star jewel worth nearly 300000 dollars at an exhibition of precious stones from Sri-Lanka

Yorkshire Post
1990



Split personality

A man who spent eleven years in a mental hospital, being treated as a Schizophrenic, claims that he was held by mistake in place of someone with the same name. He is suing the hospital for one million dollars.



B. Brain Teasers

1. My clock has gone wrong and strikes three times at one o'clock, four times at two o'clock and so on. It is also 1/2 an hour fast. What is the correct time when the clock has just struck eight ?????

2. A man washes his shirt and trousers and asks his next door neighbour to hang them out for him on the washing line in the yard. In the afternoon he comes down and collects his clothes and irons them.

Why do you think the man asks his neighbour to hang out his clothes even though he doesn't like her ?

3. What's strange about these ?

a- A mother wrote to her daughter, ' It only rained twice this week Once for 3 days and then for 4 days.'

b- "I was going to send you a 50 dinar note but I have already sealed the envelope."

c. "I am writing this letter slowly because I know you can't read fast."

(C) Word Challenge

(1) Add one word which can be used with each of the words given :

Example :

identity / credit / birthday ___Card___

1. toilet / news / writing _____
2. cloak / waiting / spare _____
3. rocking / arm / wheel _____
4. spare / part / lunch _____
5. bedside / dressing / coffee _____
6. fire / post / gentle _____

(2) Find the hidden words in this box

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

A poem : "DAFFODILS"
I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host of golden daffodils;
Beside the lake, beneath the trees
Fluttering and dancing in the breeze.
(William Wordsworth)

(E) Words of Wisdom



The snow goose
need not bathe
to make itself white.
Neither need you
do anything
but be yourself.

Lao-Tse

Friendship is
a sheltering tree

However many holy words
you read.
However many you speak
What good will they do you
If you do not act upon them.

The Dhamma Poda

(F) Problem Page

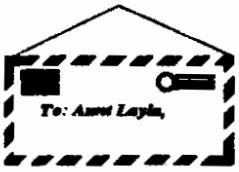


Dear Aunt Layla,

I used to enjoy my maths lessons and get good marks until this new teacher came to our school. For no reason I know of, he started picking on me from the first day he joined our school. He makes fun of me in front of the class and tries to find faults with everything I do. My friends told me that he hates me and I should try to change that. I tried hard to make things better, but he hated me more instead, and started to blame everything on me. I even got punished (many times) for things I did not do.

I can't change schools and I can't change teachers. I am thinking of leaving school altogether. Please advise me what to do ???

Desperate - Rahad



Dear Desperate,

I am surprised that your teacher hates you at all and treats you like this for no reason. There must be something in your work or your behaviour that provokes him, or you may be over-sensitive. You should try to speak to him to find out why, and if you fail, tell your parents about this problem. They may be able to speak to him and solve the problem with him. DO NOT LEAVE SCHOOL UNDER ANY CIRCUMSTANCES.

Aunt Layla.

CHAPTER SEVEN: SOURCES OF KNOWLEDGE AND INFORMATION



Section 1 : Reading 1

A. Look at these questions. Don't answer them ! Think about where you might find the answers to the questions.

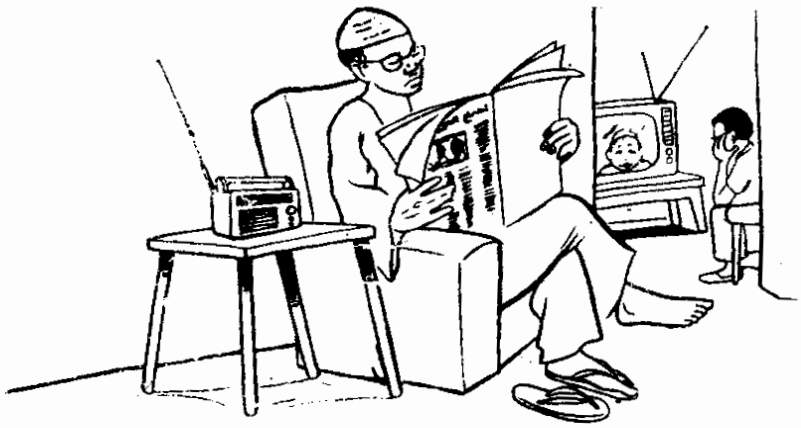
1. What was the temperature yesterday in Kosti at 12 p.m?
2. When is the next train from Khartoum to Karima ?
3. How do you produce plastic ?
4. How many men fought in the battle of Karare ?
5. What should farmers be doing in their fields at the moment ?

B. As we have discussed, there are many sources of information and knowledge. Now read the passage below and answer the questions.

What is meant by the mass media ?

Mass Media

Most human beings have a thirst for knowledge. We want to find out what is happening, how things work, what took place in the past etc.



We can get information from our own experience, our environment or from other people. We can also go to the library and read books. When information is given to a large number of people we call it the mass media which includes newspapers, magazines, radio and T.V.

Although newspapers and magazines are very useful because you can read them again and you have time to think about the information, they can only be used by people who can read. You do not need to be able to read, however, to listen to the radio or watch T.V. Radio and T.V, therefore, are perhaps the best medium of communication with large numbers of people. In our own homes we can receive information from all over the world.

Give one advantage and one disadvantage of T.V.

T.V. has now become more popular than radio because we can both see and hear what is happening. It also provides company for the lonely and elderly and can also be good entertainment. It is lonely and elderly and can also be good entertainment it is educational because through it you can visit places which you cannot reach by yourself.

T.V. also has a number of disadvantages. It is passive entertainment because you do not take part in something but simply sit, watch and listen. If we are not careful, television can become like a thief which steals the time we would normally spend studying, taking part in sport, visiting people or enjoying our favourite hobbies. T.V, companies try to persuade us to buy videos and satellite dishes. But whether good or bad, T.V. has entered our homes and is part of our family. The mass media is here to stay.

C. Read the passage again and answer these questions.

1. What are the differences between newspapers and T.V. ?
2. Make a list of a/ all of the advantages and b/ all of the disadvantages of T.V. ?
3. Why might people prefer to watch T.V. rather than study ?

D. Discussion questions

1. If you wanted information about the day's news would you prefer radio. T.V. or a newspaper ? Why ?
2. The passage said that T.V. could be like a thief which steals our time. Do you agree or disagree ? Give reasons for your answer.
3. What do you think is the most important section of the mass media in the Sudan ? Why ?

Section 2 : Reading II



A. Read this dialogue between Ahmed and his father carefully and answer the questions.

A Girl of 14 Wins First Prize

Father :My goodness ! Listen to what it says in the newspaper about your sister. 'Nura Ali from Dongola has won first prize in a competition organized by the National Biscuit Factory . The company offered prizes to school children who could write a composition on the best ways of improving the area where they lived.
Nura wrote, "There is a lot of waste land near our houses. It is full of dung-hills and dirt and looks terrible. I want to make it all green so that it is a place where children can play".

Ahmed :That is not a very good idea.

Father :Well, why aren't you in the paper, like your sister ?

Ahmed :But I am in the paper. Listen father : "Nura has got one brother, Ahmed, aged 19".
It's not much, I know, but it is the first time I've been in the paper. In fact I am proud of my little sister.

1.How many brothers has Nura got ?
2. Where does Ahmed come from ?
3. Who is older : Ahmed or Nura ?
4. Ahmed says, "That is not a very good idea."
What does the word 'that' refer to ?
Why does Ahmed say this ?

B. Discussion questions

1. What does Ahmed's father mean by saying, 'Why aren't you in the paper ?'
2. Have you or has anyone in your family had your name in the newspaper ?

Tell the class about it.

C. A newspaper article

Read this extract from the "Sunday Express" and answer the questions.

Driving Lessons at School !

questions at the end of the test. The aim is to raise the standards of road safety.

If learners had a more thorough knowledge of the Highway Code and other road safety matters, they would be more prepared when they take to the roads by themselves.

An effective way might be to concentrate on preparing young people for driving much earlier in life. Driving and road safety education should be included as part of the school curriculum. If schools teach the youngsters how to boil an egg or join two pieces of wood, then why not teach them how a motor car works and how to drive ?

1. What is the passage about ?
2. Why does the government plan to introduce a written exam ?
3. What is the best way of preparing young people for driving ?
4. What in the passage suggests that even before introducing the written exam., the test was difficult ?
5. From the passage write the three most important ways of raising the standards of road safety ?

D. Discussion Questions

1. Do you think you should be taught how to drive at school ? Why ? Why not ?
2. What other practical skills might be taught at school ?
3. Do you think this article is interesting enough to be in a newspaper ? Give reasons.
4. For what different reasons are articles written in newspapers ?

Section 3 : Exploring Language



A. Working with words

Phrasal verbs

1. Match each phrasal verb with its meaning.

Phrasal Verb	Meaning
1. break out	a. continue
2. call on	b. stop doing
3. put on	c. search for
4. give up	d. visit briefly
5. carry on	e. start suddenly
6. look for	f. dress in

2. Fill in each of the spaces in this passage with a suitable phrasal verb from the above list.

My friend was ill and I decided to _____ him at five. So I had a shower and quickly _____ my jalabiya and imma, but I couldn't find my glasses. I _____ them everywhere but they had just disappeared. I decided to go without them. Just then I heard the sound of a fire engine. On the road people were shouting that a big fire _____ suddenly in a hotel. I tried to speak to the Fire-Chief but he ignored me and shouted to his men to _____ working and looking for trapped people. By then it was too late and so I _____ the idea of visiting my friend.

3. Read the following extracts and choose which of the words in the box below can best describe each of them.

Headlines - report - weather forecast advertisement - programmes - broadcast

a) Cressida 1980 model, blue, v.good condition.
Price 1500 Dinars. Tel. Ali 773912 - between 11 - 2 o'clock.

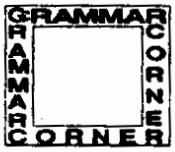
b. First the _____. Sudanese wins Olympic medal.
Police arrest bank robbers, and plane crash in U.S.A.
Now the news in detail.

c. Tomorrow we will have warm weather with some rain during the night. That is all for tonight. Good night.

d. What to watch on Monday.

6.00	**National anthem**
6.05	The Holy Quran
6.20	Animals in Danger
6.50	World news
7.00	The travels of Ibn Batutta

B. Grammar corner



1. Read this passage and write down all the words beginning with 'wh'.

Last year I revisited the town where I was born. The library where my father worked had become a T.V. station. There I met my cousin Aziz who invited me inside. He showed me round the studios which were full of expensive cameras. Behind one of the cameras was a school friend whom I had not seen in 20 years !

2. Study these sentences from the passage

a) I revisited the town <u>where</u> I was born.
b) He showed me the studios <u>which</u> were full of expensive cameras.
c) I met a school friend <u>whom</u> I had not seen in 20 years.
d) I met my cousin Aziz <u>who</u> invited me inside.

3. Now use who, which, whom, where and on which to complete each sentence.

1.The book _____ you lent me is interesting.
2. This is the part of the town _____ I was born.
3. The day _____ we left was very cold.
4. The film is about a man _____ can climb mountains.
5. We did not see the robber _____ the police arrested yesterday.

= Who might say these things ? When ? Where? =

4. Join the following sentences using who, where etc. to make news items.

a. Tomorrow we will interview the new minister of culture. We introduced him last week.
b. In Bosnia, the fighting had been going on for years. It has stopped

c. The river Thames is more than two hundred miles long. It has flooded London.
d. The man has been questioned by the police. He ran away from the burning hotel.
e. Today health inspectors visited the block of flats. The flats have a lot of rooms.

C. Time for Tenses



Study this example

A : Had he just started working when you visited him ?
B : No, he had been working for some time.

1. Now answer A's questions in the same way.

A : Had he just started receiving stolen goods when you met him?
B : No, ...

A : When you saw him, had he just started playing ?

B : No, ...
A: Had he just started reading ?
B : No, ...

2. Put the verbs in the brackets into the correct tenses. Use past perfect (simple or continuous).

a) They (work) very hard since 7 o'clock, and were feeling tired.
b) If he (ask) me, I would have told him.
c) When we arrived at the theatre, the play (already/begin).
d) He said that he (wait) for me since 10 o'clock.
e) I (work) at the crossword puzzle for over an hour.
= Who would say these things ? When ? Where? =

Section 4 : Writing : Summary



A. 1. Read this text and answer these questions.

Why do manufacturers spend so much on advertising ? What do good looking people do ?

Advertising has become a very specialised activity in modern times. In the business world of today, supply is usually greater than demand. There is great competition between the different manufacturers of the same kind of product to persuade customers to buy their own particular make. They have to regularly remind the customer of the name and the quality of their product. They do this by advertising. The manufacturer advertises in the newspaper and on posters. He sometimes pays for songs to be sung about his product on commercial radio programmes. He employs good-looking people to distribute samples of it. He organizes competitions, with prizes for the winners. He often advertises on the screens of local cinemas Most important of all, in those countries that have television, he has advertisements put into the programmes whenever this is possible. Manufacturers often spend large sums of money on advertisements. We buy a particular product because we think that it is the best. We usually think so because the advertisements say so. Some people never try to ask themselves if the advertisements are telling the truth.

2. Now look carefully at this summary question and answer.

Summary Question : In not more than thirty words write down the main kinds of advertising included in the passage.
Answer : Producers usually advertise in newspapers and posters. Also songs, radio and T.V. programmes, and cinema screens are used. Young people are employed to distribute samples of the products.

2. What ideas have been
   a/ kept in the text ?
   b/ left out ?

3. What other changes have been made ?

B. Step by Step



C. Read this list of ideas from the article in Section 2 : Reading, Activity

a. Decide the 4 most important ideas.

1. It is difficult to pass a driving test first time.
2. A written exam on the Highway Code is important for making roads safe.
3. Some people had to take the test 3 times before passing.
4. Candidates must have good knowledge of the Highway Code and matters of road safety.
5. An effective way towards safe roads is to prepare young people for driving at early age.
6. Schools should teach children how to drive.

b. Write them in your own words.

C. Over to you



Write a summary of the text: Water Shortage in Section1, Reading 1 Chapter 6. Write not more than 50 words.

Section 5 : Spine Challenge

A. Brain Teasers.



A farmer has a wolf, a sheep and some grass. He wants to cross the river but his boat is very small. It can only take him and one of the three things.

How will he get these three things safely across ?

B. Our School Newspaper

There are different types of printing mistakes in the newspaper extracts. Read them and find out what the mistake is.

1. There are a lot of pupils who can not spell words correctty or read

properly.

2. A doctor in Dueim Hospital said they had removed three bullets from the man ____ one from each leg.
3. It is whispered that the famous football player's long absence from the field is due to metal illness.
4. When his sun came back from abroad he celebrated and gave a big party.

C. Words of Wisdom



To err (make mistake) is human,
To forgive, divine.

Good news travels fast

The largest journey begins with a single step

When you make new friends,
Don't forget the old.
The one is like silver,
The other is like gold.

Take care of the pennies and the pounds will take care of themselves.

CHAPTER EIGHT : Wildlife in the Sudan

You are now going to read about protecting wildlife in the Sudan. Before you start to read, look at the words below and say which of them are likely or unlikely to be used in the text.

meat	forest	hippo	cattle	grass
species	vegetables	game	park	snakes



Section 1 : Reading I

A. Read the passage quickly and see if you were right or wrong .

Wildlife in the Sudan

Sudan is one of the richest countries in Wildlife in Africa.

This animal wealth belongs to all the Sudanese people, and it is our duty to protect and preserve it. In the past, people were allowed to hunt animals for food. They used traditional weapons such as spears, arrows and nets. But this method of hunting did not affect the number of the animals because the amount they killed was limited. But when firearms were later introduced, specially by those hunting for commercial purposes, animals were killed in great numbers, and some species became threatened with extinction. That was why the government established the department of Wildlife, Conservation and Tourism to protect animals and arrest those who hunt without permission.

Why were Game Parks introduced ?

In some parts of the Sudan, there are several game parks and forest reserves where no one may hunt and kill a wild animal. We have read already about Dinder Park in SPINE Book three. Another famous park in the Sudan where different species of animals can be found, is the Nimule National Park. It is south of Juba on the border with Uganda. It is in a savannah area with trees and grass surrounded by very high mountains.



Visitors who go to this park can see herds of elephants, rhinoceros and different types of species which they might not have seen in Dinder. They can also see beautiful scenery such as the famous Fulla Falls because the Bahr El Jebel flows through the Nimule National Park. Not far from the Falls, the visitors can go to watch the magnificent sight of the hippos swimming in the river while crocodiles lie on the sand. The guides accompanying the visitors often warn them to be on the look out for snakes which might be hanging from branches of trees or lying in the thick grass. But the snakes, like most wild animals, do not attack people unless they are disturbed.

National Parks can bring income to our country. Tourists come from various countries to the Sudan to see different species of animals which are not found in their own countries. They bring with them money in hard currency to spend while they are in the Sudan. We need this money to improve our economy.

B. Now read the passage carefully and answer the questions.

1. Why were animals not in danger in the past /
2. Why did the government establish the department of Wildlife, Conservation and Tourism ?
3. What are the advantages of national parks ?
4. When does a snake attack a person ?
5. What do we mean by hard currency ?

C. Discussion Questions

1. Which other dangerous animals not mentioned in the passage do you know of ?
2. Mention the ways and the reasons animals are killed in your area ?

3. Do some people in your home keep wild animals ? If so, what do they use them for ?

Section 2 : Reading II

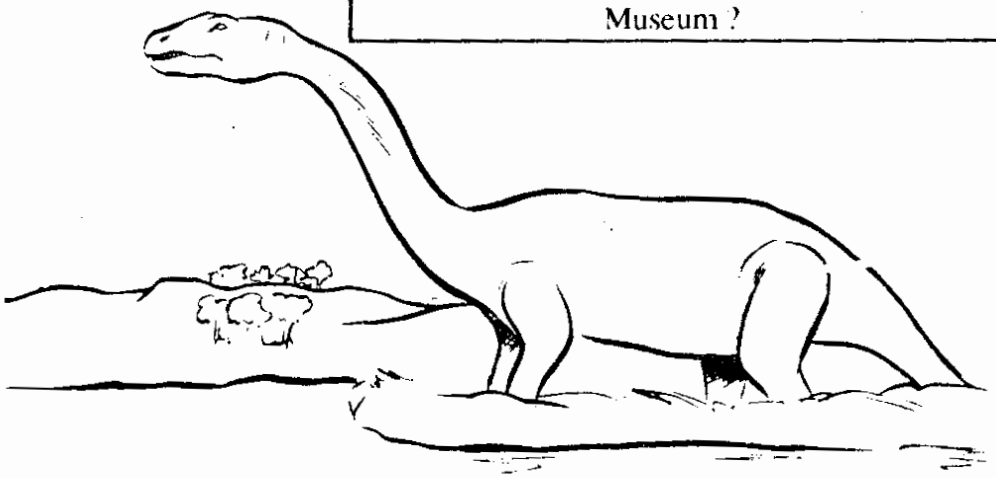
A. Read the passage quickly and answer the questions.

What are endangered species ?

Endangered Species

By 'endangered species' we mean the wild animals, birds and fish whose numbers have become so small that they may disappear if people continue to kill them.

Why do people visit the Sudan Natural History Museum ?



If you visit the Sudan Natural History Museum, you will see huge fossils of some extinct dinosaurs which were once upon a time found in the Sudan in great numbers but have completely died out. The most recent animal to disappear in the Sudan is the ariel gazelle. The last one was killed a decade ago. We shall never see that beautiful animal again except in pictures.

Today, many other kinds of wild animals in the Sudan are considered endangered species because their numbers are being reduced daily. Some of them will probably disappear like the huge dinosaurs and the beautiful ariel gazelle unless we all do something to stop it.

Which Species are in serious danger ?

The endangered species in the Sudan at present are: the white rhinoceros, the wild desert ass (addax) and the cheetah which is the fastest animal in the world. Why is this ? And how can we stop this from happening ? Well some things we can control and others are more difficult. Natural disasters like floods, droughts or fires, wipe out many animals. Of course, it is very difficult to prevent these. But animals also become extinct because of uncontrolled hunting. We need to enforce the law more rigidly. And we must each refuse to buy or to wear anything made from the skin or bones of these beautiful wild creatures.

B.Read the passage again carefully and answer the questions.

1. When did the most recent animal become extinct ?
2. What happened to :
   a) The dinosaurs ?
   b) the ariel gazelle ?
3. Which is the fastest animal in the world ?
4. How many species may disappear soon ?
5. How many natural disasters have been mentioned in this passage ?
6. Match the words or phrases in list A with those in list B

Examples :

become extinct _____ disappear

List A.	List A.
1. endanger	1. threaten
2. fossil	2. last
3. decade	3. huge reptile
4. most recent	4. disappear
5. dinosaur	5. remains of an animal
6. disaster	6. types
7. species	7. ten years
8. become extinct	8. destruction

C. Discussion Questions

1. Do you believe in the existence of dinosaurs ?
   Would it be good if dinosaurs were still in the Sudan ?
2. Is there any animal in your area which you think should not be preserved ? Why not ?

3. Do you know of any natural disaster in the Sudan which caused animals to die? Where did it take place?
4. How many animals in your area eat other animals?
5. What ways can you suggest to the class of preserving endangered species?

D. Read this notice and answer the questions.

What is the notice about?
Where might you find it?

ARE YOU KILLING OUR WILDLIFE ?

The answer is YES if you buy goods made of the skins, furs, tusks or horns of certain endangered species.

Poachers ore hunting these animals for a big profit at the expense of OUR environment.

POACHING IS ILLEGAL

Don't support this crime against nature. You must help the Park rangers in their attempts to prevent poachers destroying our precious animal wealth. Let the rangers know if you see anyone or anything suspicious in the woods.

BOYCOTT POACHERS' PRODUCTS

Be careful when you buy shoes, handbags and ornaments. Check if they are made from the skins, horns etc. of rare species. If you stop buying, the poachers will stop hunting.

ACT NOW... to protect our wildlife and to make sure our children and grandchildren can see these rare animals in their natural habitat and not just in zoos.... BEFORE IT'S TOO LATE.

E. Read the notice again carefully and answer these questions.

1. What does a poacher do?
2. How can people prevent poaching?
3. Why, according to the notice, must people protect our wildlife?

F. Discussion questions

Role-play:

1. You are in a shop buying a present for your sister's birthday. The shopkeeper shows you a bag made of leopard skin. You try to convince him why he should not buy then re-sell these things. One pupil is the customer, the other is the shop-keeper.
2. Name some other illegal activities which endanger wildlife. What can be done to stop them?

G. 1) Read this dialogue between Man and Lion quickly.

وجه لـ



We human beings have a saying that "One man's meat is another man's poison." Do you know what it means, Lion?



Does that mean there's some other meat which you don't eat because it is poisonous?



That's not the reason. It simply means that we do select what meat to eat. That's why man doesn't eat you lions, while you eat us !



Why select meat ? We don't believe in that saying. Lions eat every kind of meat. Our famous saying is; "All meat is every lion's food".



That's why you are regarded as the greatest menace to the environment and peaceful co-existence among the animals because you eat them.



That's not true! You are the greatest menace to the environment. You are the one who kills animals for trade. I don't destroy forests, I don't kill fish and I don't mine minerals and pollute the environment. Yet you have got the nerve to say that we're the wild animals.

2) Read the dialogue again carefully and answer the questions.

1. Why does man not eat every kind of meat ?
2. What damages does man cause to the environment which a lion doesn't ?

H. Discussion Questions

1. Which animals would people in your area not eat, but are eaten by people in other areas ?
2. Who deserves to be called a wild animal in the passage ? Why?
3. What are the pros and cons in this dialogue ? Do you think the lion has some good points ? What about the man ?

Section 3 : Exploring Language

A. Working With Words

1. Phrasal verbs

In chapter seven, we found that when a common verb is followed by a preposition, an adverb or a particle, these put together will give one meaning. This is called a phrasal verb. There are many phrasal verbs in English.

Example : Some animals will die out forever

The phrasal verb will "die out" can be replaced with one word : [disappear]

Other examples :

- The poachers always get away with their catch [escape]
- The police are looking into the crime [investigating]
- Customers will turn down the offer of illegal goods [refuse]

a) Match the verbs in list A with the words in list B to form phrasal verbs Consult your dictionary to help you. Exchange information with your friends.

Example : run over.

List A	List B
come	back
get	off on
run	out down
let	over away
take	in
push	around

B) Now give your partner a COMMAND or make a SUGGESTION using each of the above phrasal verbs :

Example : Don't run over people by driving too fast.

C) Fatima decided to go to El Fashir by SPINE Airways, but there was some trouble. When she arrived at Khartoum airport, she uttered the following questions quickly. Select one phrasal verb from the box and replace the words or phrases which are underlined in each sentence. The first one has been done for you.

took off	kept on	put up
stop over	started out	turn back

1. Our plane left on time for El Fasher took off
2. We began our trip early in the morning .....
3. We intended to interrupt our trip in El Obeid .....
4. There was a sandstorm but the plane continued flying .....
5. After that the pilot decided to return to Khartoum .....
6. Some of us were accommodated in the airport hotel .....

2. Spelling Practice

a) Words ending in - ful

The word 'Full' by itself has a double 'l' at the end.
Example :
The forest is full of wild animals.

But when it is used as an ending to another word, it drops one 'l' as in : helpful, painful, useful. These are usually used as adjectives.

Example :

- The visitors met a helpful game ranger.
- It was a painful injury.

Exercise :

Turn these words into adjectives and use each of them in a correct sentence as indicated in the table below. BE CAREFUL ! You may need to make other spelling changes! Copy the table in your note-book first.

	Word	Adjective	Sentence
1.	help	helpful	Osman was a helpful park-ranger
2.	beauty		
3.	wonder		
4.	truth		
5.	joy		
6.	care		
7.	faith		
8.	thank		
9.	success		

b) Dropping the Silent 'e'

Silent 'e' is dropped in the present participle of verbs as in :
love -- loving : believe -- believing.

Read the following words first using - ing and then write them down in your exercise book.

invite	change	guide	
receive	bite	drive	
hire	joke	smoke	wake

Vocabulary Building

a) Which of the adjectives in box 'A' can we use to describe the animals or birds in box 'B'.

A	Powerful cunning	aggressive beautiful	ugly agile	revengeful proud

B	monkey tiger	elephant gorilla	fox giraffe	camel owl

b) Match the words on the left with the meanings on the right.

Example : No 1 - e

1. Species	a. the parts of a tree
2. knowledge	b. those who kill animals illegally
3. poachers	c. what a person knows
4. extinct	d. land higher than a hill
5. hard currency	e. varieties of animals or plants
6. savannah	f. money whose value does not fall suddenly
7. branches	g. something that has died forever

8. mountain	h. open grassland
9. environment	i. water falling down from a mountain
10.falls	j. natural condition people and animals live in

B. grammar Corner



1. *Study this rule*

When we want to write a sentence containing two ideas that do not go together, but are in contrast to each other we use : although / though / even if / even though. They are called clauses of concession.

Look at these statements about stubborn people !

a) I will take the bicycle, although my father told me not to.
b) Though the bus looks dangerous, the driver will continue the journey.
c) I shall buy a car, even though it is expensive.
d) The pilot will take off, even if there is a sandstorm.

2. *How many sentences can you make from the table below ?*

Poachers kill animals illegally	although	they know it is forbidden
Many girls don't like it	though	it tastes nice
It rains heavily in Dongola	even though	it is far north
He got the job	even if	he was carelessly dressed
We must leave		there is a storm

3. *Use although/ though/ even if to connect the following sentences.*

a) Gold is expensive. Lots of women still buy it.
b) Our grandmother is 80 years old. She still lives an active life.
c) His parents disagreed. He still insisted on joining the army.
d) The young elephant looks quite big. It's only six months old.
e) The weather is very hot. I shall not put on the fan.
f) It's very late. I would like to come in for a moment.

4. *look again at the sentences in exercises 2 and 3 and decide who might say them, when and where.*

C. Time for Tenses:



Revision and sequence of Tenses

1) Past and Present Continuous

a) Read these dialogues and complete them with the past or present continuous tenses - whichever is appropriate.

i) Atif and Adil are discussing holiday plans.

Atif : Where are you going to spend your next holiday ?
Adil : I don't know. What about you ?
Atif : We (think) of visiting one of the Parks this year.
Adil : Great ! which one ?
Atif : We (consider) Dinder, but now the children (talk) about Nimule. The children (try) to convince me to visit Port Sudan as well.
Adil : That's a long journey.
Atif : Yes, we (take) every opportunity to tell them terrible stories about travelling !

ii) A traffic policeman has asked a driver to stop his car. They have this conversation.

Policeman : Why (you/drive) without any lights ?
Driver : I don't know. My lights (work) when I left the house.
Policeman : Mm. The front lights (work), but not the back lights. You would not have noticed.
Driver : Ah, But when I (leave) the house, my brother (follow) me. He would have warned me.
Policeman : O.K., but now your car (block) the traffic, please move on.

2) Past and Present Perfect

Read this conversation in which a parent is discussing one of her daughters with a teacher. Complete with either the past perfect or present perfect of the verb in brackets.

Parent : I hope Amira (not/give) you any trouble. She told me you (ask) her to do extra homework.
Teacher : Yes, but the homework was given only because she (miss)

some lessons when she was ill. She (always/be) a very good pupil.

Parent : That's good. She (try) hard to catch up with her work. I wanted her brother to help her, but when I phoned him, he (leave) for a conference in El Fasher.

Teacher : El Fasher ?

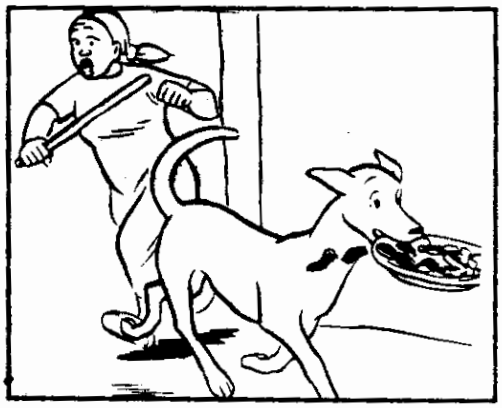
Parents : Yes, he (become) the chairman of the youth committee. He (grow up) a lot since you first taught him.

Teacher : Yes ! I remember the time I had to speak very seriously to him because he (destroy) all the new plants by playing football in the school garden !

3) Sequence of Tenses

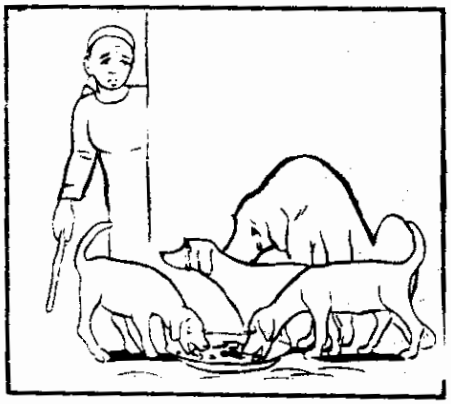
Read these stories then put each verb into an appropriate tense.

Miriam and Puppies.



Miriam had just finished cooking supper. After that, she (put) the dishes of meat on the table for her children to eat. As she (do) this, a dog (seize) the plate of meat from her hands and (run) away. Burning with anger, Miriam (take) a stick and (chase) the dog. The dog (enter) an old building and Miriam (follow) it.

It (be) so dark that she (begin) to be frightened. Finally, the dog (stop) in a corner and (drop) the meat. In the corner Miriam (see) several puppies who (wag) their tails at their mother. One of the puppies (notice) that Miriam (raise) her stick. "Oh no!" (think) the puppy, "That cruel woman (hit) my mummy !". The puppy (cry) out, "Stop! Please (forgive) her. She (do) it because she (love) her children."



Miriam (think) of her own children whom she (leave) at home. "I (forgive) her, "She (say) and (return) home where she (find) her eldest daughter who (prepare) a new dish of meat for the family.

Section 4 : Writing Task





A. Read This

Summaries in Daily Life.

Making a summary is easy. We use it in our daily life when we are talking. We do not always give all the details of everything we say.

1. Read these examples :

a) Last month, Peter visited Nimule National Park. When he returned home, a friend asked him about his visit. Peter replied, "It was very good and exciting. I saw various animals and beautiful scenery."

b) A cousin has just arrived from Gadaref. His uncle wants to know about the summer season there. The cousin may reply : "The rains are heavy. People expect a good harvest."

c) You saw a traffic accident. A police officer asked you what happened. Instead of giving all the details, you reply : " The lorry swerved to avoid a pedestrian. It ran into a van coming from the opposite direction."

2. Now give a short summary of following:

a) Your brother returned from the school after he had sat for the Sudan School Certificate exams. You asked him how he found the examination, he replied : " _____ _____."

b) A friend has just bought a new watch. You are interested in buying the same kind of watch yourself. So you asked your friend for his opinion. He replied "_____ _____."

B. Step by Step :



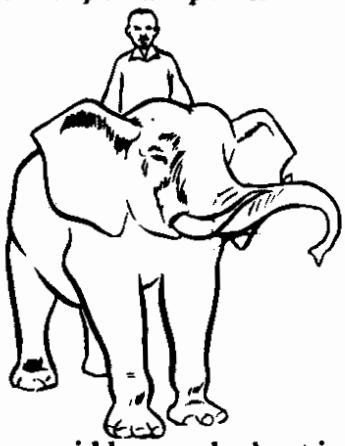
Summary

a) Remember :

Some important points about summary.

1. Read the passage to find out the main idea [theme]
2. Write down the important points in YOUR OWN WORDS.
3. Leave out the details, examples and irrelevant points.
4. Your summary should be about one third of the passage.

b) Read this passage carefully and write down the important points.



Ahmed has been staying in India for the last six months. He went there to study science in the University of Bombay. Ahmed has written a long letter to his parents recently. He described his visit to a great number of different places in India. One of the places he was taken to by a friend of his was the Bombay Zoo. There he was made to ride on an elephant for the first time. He was very frightened because he has never ridden an elephant in the Sudan. Of course elephants in the Sudan are never ridden by people. Ahmed has now become used to riding elephants, so he is finding his stay in India very exciting.

C. Over to You



a) Summarize the story on "The Endangered Species." Use the rules you learned in this chapter.

b) Homework

Read again the article about " Life in a Baggara village" : Activity B, Section 1: Reading 1, Chapter 2, and summarize it.

Section 5 : Spine Challenge



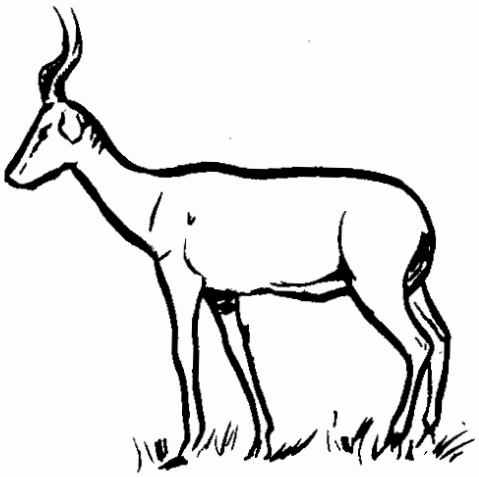
1. Brain Teasers.

Read this riddle to find out the name of the animal.

My first letter is in GUN but not in RUN
My second letter is in BAT and also in PARK
My third letter is in ZOO and not in TOO
My fourth letter appears once in PET and twice in BEE
My fifth letter is in LION and also in LIZARD
My sixth letter appears twice in GORILLA and once in LEOPARD
My seventh letter is in NET and not in NUT.
WHO AM I ?

2. ANTELOPE
A YORUBA POEM

A creature to pet and spoil
Like a child,
Smooth - skinned
Stepping cautiously
In the lemon - grass
Round and plump
Like a new-wed wife.
Her neck
Heavy with brass rings.
Her eyes
Gentle as a bird's,
Her head
Lovely like curved wood.
When she springs away
She spreads light dust
Like a butterfly
Which shades its wings.
Her neck seems long,
So very long,
To the greedy hunter.



3. From the Dinder Weekly Magazine

ONE RHINO AND TWO BUFFALOS KILLED

One male rhino and two young buffalos were shot dead yesterday afternoon by two poachers. The victims were found a few miles outside the park where they had gone to look for better grass. In the incident, one of the poachers was torn to pieces by another rhino which later narrowly escaped.

The director of the park, Mr. Longtusks has been receiving messages of condolence and sympathy from the directors of other parks in the country. He strongly warned all his animals to keep inside the park where they are defended by the Park rangers.

4. YOUNG GAZELLE DISAPPEARS

A one-year old gazelle has been missing since evening. This information was given to our reporter by the mother of the lost child, late last night. An eye-witness told the police that the child was last seen playing near the house of Mr. Hyena. The police have requested any person with information to contact them.

Meanwhile, Mr. Longtusks has issued a strong warning to all meat-eating animals to stop eating their neighbours.

CHAPTER NINE: Entertainment

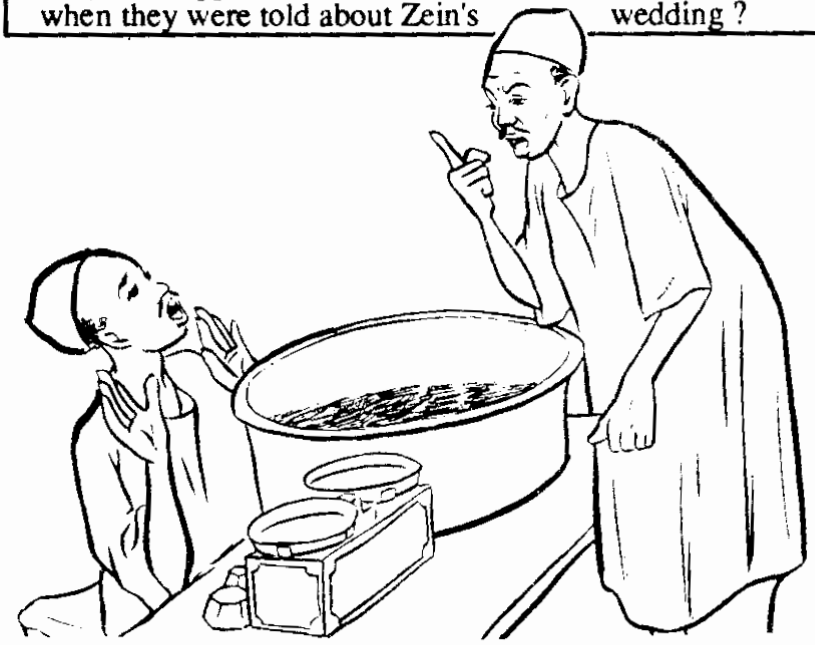


Section 1: Reading 1

A) The following passage is an extract from the novel 'The Wedding of Zein' written by the Sudanese writer, Tayeb Salih.

Read the passage quickly to answer this question :

What happened to the headmaster and to Sheikh Ali when they were told about Zein's wedding ?



'Have you heard the news? Zein is getting married', said Haleema, the seller of milk, to Amna, who had as usual called before sunrise, as she measured her out a piastre's worth.

The jug all but fell from Amna's hands and Haleema, profiting by her preoccupation, gave her short measure.

At noon the courtyard of the Intermediate School was quiet and deserted, the students having gone to their classes. From afar there appeared a young boy hurrying along breathlessly, the end of his outer garment tucked under his arm, till he came to a stop in front of the door of 'the second year', the Headmaster's form.

'You ass of a boy, what's made you so late ?'

A look of cunning flashed momentarily in Tureifi's eyes,

'Sir, have you heard the news?'

'News about what, you animal of a boy?'

The Headmaster's anger, however , did not shake the boy's composure. Checking his laughter, he said : 'They're marrying off Zein the day after tomorrow .

The Headmaster's lower jaw dropped in astonishment and Tureifi escaped punishment.

And in the market Abdul Samad advanced towards Sheikh Ali's shop, his face flushed, leaving it in no doubt that he was in an angry frame of mind. There was a debt owing to him from Sheikh Ali, the tobacco dealer, which the latter had put off paying for a whole month. He was determined to have it settled that very day by hook or by crook.

'Ali, do you really think you'll do me out of my money, or what is it you've got in mind?'

'Hajj Abdul Samad, just put your trust in God and sit down and have a cup of coffee with us.'

'To hell with your coffee. Get up and open this safe of yours and give me my money. If you're determined not to pay, just say so.

Sheikh Ali spat the tobacco from his mouth.

'Come along and sit down and I'll tell you a bit of news.

'I've not got the time, neither for you nor for your bit of news. I know well enough that you're trying to fool me and talk me out of my money.'

'I swear your money's here safe and sound. Come along and sit down and I'll tell you the story of Zein's marriage.'

'Whose marriage did you say?'

'Zein's marriage.

Abdul Samad seated himself and, placing both hands on top of his head, remained silent for a while. Sheikh Ali regarded him, delighted with the effect he had produced. Eventually Abdul Samad found his tongue.

Ah, there's no god but God and Mohammed is the Prophet of God. By the Prophet himself. Sheikh Ali, what sort of story's that ?'

Abdul Samad did not settle his debt that day.

B. Read the passage again carefully in order to answer the following questions :

1. When does Haleema usually sell milk ?
2. Why is the boy tucking his garment under his arms ?
3. Why does the headmaster say 'You ass of a boy"?
4. When does the boy say Zein is getting married ?
5. What does Sheikh Ali do ?
6. Why is Abdul Samad angry ?
7. Where does Sheikh Ali say the money is ?
8. Why did Abdul Samad sit down when he heard the news ?
9. Did Sheikh Ali pay the money that day ?

C. Fill in the blank with a word from the passage (you may need to change the form of the word) :

a. A person who gives things for money is called a _____. (line 2)
b. There are a hundred _____ in one pound. (L. 3)
c. The student was so _____ with his examination that he missed all the World Cup matches (L. 5)
d. Nasiem, the boxer, hit his opponent and broke his _____ (L. 18)
e. If you lend money to somebody, then he is in _____ to you (L. 22)

D. Discussion questions

1. What do you think of Zein ?
2. Were people fair to Zein ?
3. Discuss the behaviour of Sheikh Ali with Abdul Samad concerning his money.

E. Act out the conversation between Sheikh Ali and Abdul Samad.

Section 2 : Reading II



A. Read the following passage quickly and answer this question :

What do people do to help themselves relax ?

In the Sudan people go to work for six days a week. They work hard from the early morning till late in the afternoon. In the evenings some people might still have to do more work, while others might have many social obligations to fulfil. Being so busy is often very tiring; a person needs some entertainment in order to relax. Therefore, different people go to different places of interest.

In big towns people go to parks, theatres, cinemas or they might prefer to stay at home and watch T.V. All round rural areas in the country, in different villages people might gather at the weekends to entertain themselves by dancing, wrestling, racing and many other exciting activities.



In a northern Kordofan village you see young men and ladies in the moonlight standing in big circles singing, dancing and playing games. Children also play and enjoy the night in their own fashion.

However, one of the most entertaining activities for young men all over the Sudan is watching football matches. It is no wonder that many young people such as school boys, dedicate a lot of money and time to this hobby. As for young girls, wedding parties are generally more favoured than sports games.

B. Read the passage again and answer the questions :

1. What makes people tired ?
2. When do town people go for entertainment ?
3. What do .....
a. town people
b. village people
..... do to entertain themselves ?

C. Discussion Questions :

1- Who needs more entertainment than others : workers, students or office workers ?
2. What sort of entertainment facilities would you like to have in your area ?

D. Read this biography of Shakespeare quickly and find 2 facts which you think interesting :

William Shakespeare
(1564-1616)



William Shakespeare was born at Stratford - upon- Avon on the 23rd of April and died (after many years!) on the same date. He went to Stratford Grammar School where he received a free education because of his father's position in the town.

Shakespeare started his life as a schoolmaster in the country but soon he moved to London as an actor and playwright. In London he became very famous with his great plays. In fact, he wrote many of the greatest dramatic masterpieces in English literature.

Some of Shakespearean's plays were tragedies such as 'Hamelt' and Richard II'; while others were comedies like 'A Midsummer Night's Dream' and 'As You Like It'. All the plays he wrote were performed in the Globe Theatre and were printed later or even after his death.

His plays have been translated into many different languages. They have inspired many poets, dramatists, film-makers and many other creative artists. They have formed the basis of the English theatre.

Some critics said, 'He was not of an age but for all times'. Another

critic compared him to Socrates. A third one called him 'Sweet swan of Avon'.

William Shakespeare was certainly the world's greatest dramatist. But was he really Shakespeare or Sheikh el-Zubier ?!

Now read it again and answer these questions :

1. How old was Shakespeare when he died ?
2. Give two pieces of information from the passage which show that he is famous.
3. What do you think the people meant when they said :

a. 'Not of an age but for all times ?

b. the 'Sweet swan of Avon' ?

Section 3 : Exploring Language

A) Working with words :



New words can be formed by using certain prefixes, which give the words the OPPOSITE MEANING. There are many different prefixes as follows :

a) **Dis** :

Example : appear > disappear

1) Add 'dis' to each of the following words and then use the new word in one of the sentences.

obey , honest , like , please , appear

1. Most theatre audiences like comedies but _____ tragedies.
2. The children went to the cinema, however, they were _____ by the film.
3. At one time there were many cowboy films but they have _____ these days.
4. Children should never _____ their parents.
5. Nobody likes a _____ person.

2) In groups : write 20 words beginning with dis. You may consult your dictionary .

b) **Un**

Example : happy unhappy

Change the following words to the opposite by using un and then use them in the sentences below :

tidy	- like	- successful	- dress	- necessary
pleasant	- common	- usual	- true	- wrap

Be careful of the tenses of verbs.

1. He tried to solve the question but he was _____.
2. This summer is very _____. It is quite cool.
3. It's _____ that the earth is flat.
4. Her room is dirty and _____.
5. She is _____ her sister in many ways.
6. She _____ the present to see what it was.
7. Some people refuse.to get _____ before doctors
8. He is very _____; nobody likes talking to him.
9. His visits are very annoying; he comes at _____ times.
10. It is _____ to buy a new watch; you can take mine.

c) **In - im**

Examples : definite indefinite
probable improbable

Add in or im to the following words and use them in the sentences below :

credible patient efficient
accurate possible

1. The headmaster was _____ with the lazy boy.
2. An _____ person can do very little work.
3. Most legends are _____ stories.
4. It was _____ to meet him, so I left.
5. Is it not _____ that man walked on the moon ?

d) The following sentences are about football.

Complete the sentence using either dis, in, im or un :

1. It was _____ (wise) of the captain to insult the referee.
2. We were _____ (lucky); when we reached the stadium the game had already finished.
3. The plan was so _____ (practical) that the team lost the match.
4. Is it proper or _____ (proper) to allow children into stadiums when

there is a big crowd ?

5. The referee is _____ (capable) of controlling the players because he is very young.
6. It was surprising that the players remained _____ (active) for almost all the first half.
7. The manager's _____ (regard) of colours made the strips _____ (attractive).
8. The problem with that player is that he is often _____ (obedient) to the coach.
9. _____ (fortunately) many players were injured in the last tournament.

B. Grammar Corner :



Read the dialogue and write the verbs ending in '-ing' and the verbs preceded by 'to' in your notebook :



Ahmed : Are you going to watch the football match today ?

Majid : Yes, of course, I always enjoy watching football matches. What about you ?

Ahmed : I intend to read a novel. You know I find it boring to watch a match for one and a half hours.

Majid : And you prefer to read novels ! Oh, reading novels ! I am surprised at some people's attitude towards football. How could they risk missing great matches like today's ?

Ahmed : Well, everybody's attitudes and tastes are different; but I don't mind watching this match if you promise to read my novel!

Change the following verbs into the -ing form and use them in the blanks.

go	park	smoke	bark
start	see	meet	

1. The sign in the bus says : No _____ inside the bus.
2. _____ was impossible outside the bank because the street was too crowded.
3. The old lady insisted on _____ the doctor.
4. Do you feel like _____ on a picnic ?
5. Finally, the dog stopped _____ at us .
6. She is looking forward to _____ her cousin.
7. In spite of _____ late, he was able to finish the work on time.

C. Verbs followed by 'to' :

Some verbs are generally followed by 'to' + infinitive
Example : He likes to swim in warm water.

In the following sentences use to + the infinitive form of the verbs in the box in the right sentence

be - meet - learn - forgive - go finish - give - be - do - have

1. They decided _____ the work by themselves.
2. A merchant usually likes his safe _____ a good lock.
3. Fatima hopes _____ German soon.
4. We begged him _____ home.
5. Don't forget _____ the exercise at home.
6. Her parents wanted her _____ the top of the class; but she failed them.
7. The secretary arranged for him _____ the President.
8. To be or not _____ ? That is the question.
9. To err is human, _____ is divine .
10. It is better _____ than to receive.

= Who might say these things ? Where ? When ?

Past Present

2. Using : present simple form:
She travels to Port Sudan next week.
3. Using: going to

The teacher says Mohamed is going to be a great man in the future.

Insert the appropriate future form of the verb in the following news items :

1. The President _____ (have) lunch with SPINE writers next week.
2. Omdurman T.V. have built new studios in the provinces and _____ (move) in very soon.
3. The Bank of Agriculture _____ (open) a branch in our town next week.
4. The Peace Committee _____ (meet) next Friday.
5. The doctor thinks Alia _____ (come) out of hospital by the end of the week, after her successful kidney transplant.
6. Khartoum fair _____ (open) tomorrow; you _____(miss) the fun if you do not arrive early.
7. Captain Sheikh Ed-Deen _____ (fly) the new Sudan Airways jumbo jet next month.

Section 4 : Writing - Narrative

A) Read this : Here is a paragraph about the English club picnic.

Preparation for the picnic :

At the end of last term the English Club members decided to go on a picnic. The first thing they thought of was collecting the money necessary for the bus and food. Then they held a meeting and agreed upon the time and place of the picnic. They also thought of the people they were going to invite. It was agreed that the second day of the holiday was most suitable because students would have a free day to prepare for the picnic. As for the



place of the picnic, some students suggested the woods nearby, but the teacher said it was not a suitable place for children. So, a farm by the river was chosen. All members of the club insisted on the invitation of all the English language teachers in the school.

What tense has the writer used most in this paragraph ?

B) Step by Step



a- Working in pairs, put the following sentences in the best order to tell how the students prepared for the picnic.

- They collected the necessary money
- They held a meeting,
- The English Club members decided to have a picnic,
- The place was a farm by the river and the guests were the English Language teachers.
- In the meeting they decided on the place and the guests to be invited.

b- On the way to the farm :

Answer the following questions. In pairs, write your answer in a form of a continuous paragraph :

1. What means of transport did the students use : a bus, a lorry, pick-up .....
2. Who sat in the front seats and why ? teacher , secretary, a student who knew the way, ...
3. How was the driver driving ? fast, slowly, carefully, dangerously,

blowing the horn, ...

4. What were the students doing on the way ? singing, joking, looking out of the windows, teasing each other, ...
5. What did they see on the way ? small village, animals, different kinds of trees,
6. How many hours did it take them to reach the farm ? hour, half an hour, quarter, short time .....

(C) Over to you :



The Picnic

Imagine that you went on a picnic with your family. Write about how you prepared for the picnic, what you took with you, the picnic place, how you spent your time and when you went back home. Your composition should be in four paragraphs and in about 200 words.

Section 5 : Spine Challenge



A) Brain Teasers :

Five boys had a race. Ali finished right between Hassan and Omer. El Sheikh was right between Hassan and Bushra. David was somewhere in front of Bushra.

a. Write the order in which they finished.
b. Who did not beat Ali but finished in front of El-Sheikh?

B. If you lie on your right side with your legs pointing to the south, in which direction are you facing ?

C. There are five people : Asma is the daughter of Badri, Tagwa is the mother of Rasha, Adam is the husband of Tagwa. Badri is the son of Adam.

What relation is :

a. Adam to Asma ?
b. Asma to Tagwa ?

c. Rusha to Adam?
d. Asma to Rasha?

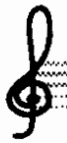
D. How many words can you find in the word 'Shakespeare' ? (not less than 10 words)

E. Read the joke :

Man : My wife thinks she is a chicken !
Doctor : How long has she been thinking that ?
Man : Two years now.
Doctor : Two years ! Why didn't you bring her to me earlier ?
Man : I couldn't. We needed the eggs !

F. Sing the song : **Blowing in the wind**

(The following is an adaptation of a song by the famous singer Bob Dylan)



Song

1. How many roads must a man walk down.
Before you call him a man ?
How many seas must a white dove sail,
Before she sleeps in the sand ?
How many times must the cannon balls fly
Before they're forever banned ?
The answer, my friend, is blowing in the wind,
The answer is blowing in the wind.
2. How many times must a man look up,
Before he can see the sky?
How many times must one man hear
Before he can hear people cry ?
How many deaths will it take him to learn
That too many people have died ?
The answer, my friend, is blowing in the wind,
The answer is blowing in the wind.

CHAPTER TEN : Modern Technology



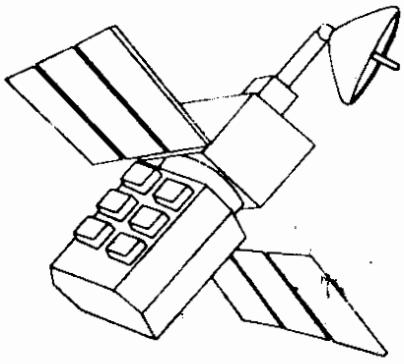
Section 1: Reading 1

The twentieth century has seen many advances in technology and here we look at two recent developments which both involve INFORMATION.

A) *Read the following passage quickly and answer the questions :*

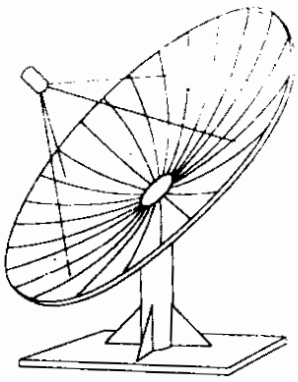
1. What makes satellites seem to stand still ?
2. Where do satellites receive signals from ?

SATELLITES AND COMPUTERS



Satellites are space stations sent into orbit round the earth. One major use of satellites is for communications using telephone, radio and T.V. signals. We call these "Communication satellites". They are sent into orbit thousands of kilometres away from the earth and they allow information to be sent and received all round the world. They seem to be fixed to the spot, because they make a complete circle round the earth in 24 hours.

A satellite receives signals sent to it from a station on earth and returns it at a very high frequency. On the earth this frequency is tracked by the antennae of the ground stations. The signals can also be sent to and received from ships at sea. It is strange to think that all around us people are 'talking' to each other and we don't hear them !



Why can a satellite now provide more telephone circuits ?

One of the world's first satellites, called Early Bird, was launched over the Atlantic ocean in 1965 when there

were only five stations to make use of the 66 telephone circuits it offered. Today there are several satellites on that part of the globe. They offer more than 25,000 two-way telephone circuits in addition to the many one-way T.V. channels they provide. This is because earth stations have greatly increased in number.

What's the name of the satellite used in the Middle East ?

The world's first regional satellite system was the Indonesian 'Palapa'. It was originally designed to support communications in the 1,800 inhabited islands of the country but later also served neighouring countries. Another regional satellite system in service now is ARABSAT which is used by countries in the Middle East.

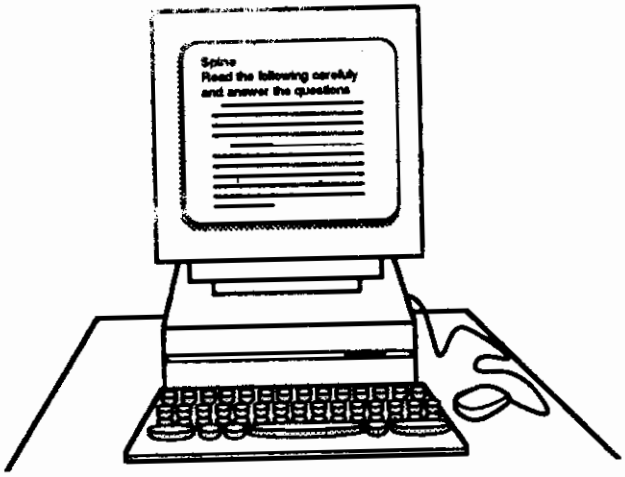
B) *Before you continue : Answer these questions:*

1. What is a satellite ?
2. What does it do ?
3. How far into space are satellites placed ?
4. What do earth stations use to track signals ?
5. What are 'Palapa' and 'ARABSAT' ?

C) *Now , read about information technology and answer the question :*

What is information technology ?

Nowadays information is gathered, up-dated and stored using electronic means. This is called INFORMATION TECHNOLOGY (IT).



Information can be in the form of words, (your book is a good example), numbers, music, or pictures

A computerised picture is a picture which exists as points of light on a

television screen. These points can be changed easily and quickly. This means that even a photograph which is usually fixed and unchangeable can be changed in different ways such as its size, shape, and colour. You can do the same with words and numbers.

What can you learn with information technology ?

Information technology can improve your learning. At the beginning, educational computer programmes were devised so that a pupil could respond to questions set out by a certain programme. If he responded correctly, the pupil could be rewarded with another set of questions. This kind of programme tended to be linked with one subject. However, as the computer has developed, the pupils can have different programmes not limited to one project. Moreover, you can use the technology to improve your own work or your friend's work. Another good example is that the computer can correct your spelling mistakes and change your work as many times as you wish till you reach the standard you want. Some people have even suggested that computers like this could eventually replace teachers. How do you like that idea ?!

D) *Read about information technology again and answer the following questions :*

1. Information can be stored in a computer in the form of words, numbers, music and pictures only. Is this true or false ? How can you tell ?
2. What helps to enlarge or reduce information stored in a computer ?
3. What is the difference between old and modern computers ?

E) Discussion Questions :

1. What are the fields in which computers are used in the Sudan ?
2. Do you believe that computers really can replace teachers ? Why ? Why not ?
3. Mention other uses of computers which you think are important to the Sudan as a developing country.
4. If your school was given a computer, what could it be used for ?

E) Match a picture with an object from column A and a function from column B

A	B
a. Computer	1. broadcasts radio programmes accompanied with pictures
b. Satellite	2. can solve a mathematical problem in a very short time
c. Video	3. receives and sends signals to earth.
d. T.V.	4. can record T.V. programmes and play them later.
e. Earth station	5. used by people at home to receive distant programmes.
f. Dish	6. sends and receives signals from satellites
g. Calculator	7. enables man to move a heavy object

Section 2 : Reading 2

A. Read the passage below and answer the question :

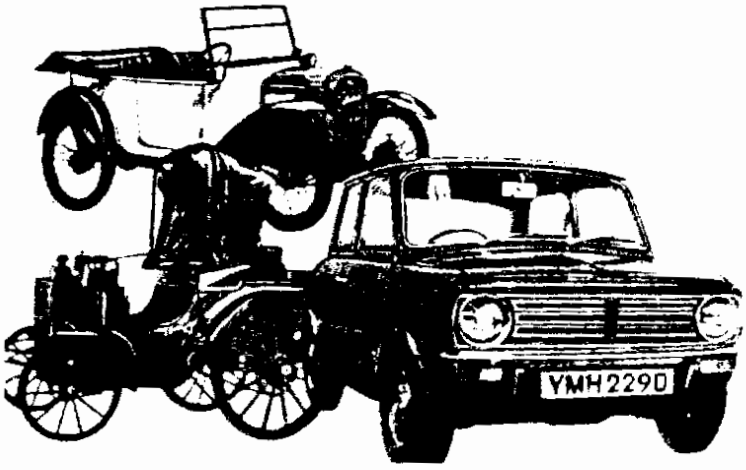
Why does the passage talk about trees and teeth ?

The story of the wheel is a good illustration of how man's creativity and imagination are used to invent new devices. It also shows he has changed and adapted existing machines to meet man's needs and fulfil his dreams and plans.

The wheel is not a recent technological development. It is, of course, thousands of years old. The idea, like most of man's 'inventions' came from nature. Before the invention of the wheel tree trunks were used as large rollers to move big blocks of stones and so the wheel was born. As people used these rollers, they came to see their possibilities - what other things they could be used for . They also discovered their limitations - what the

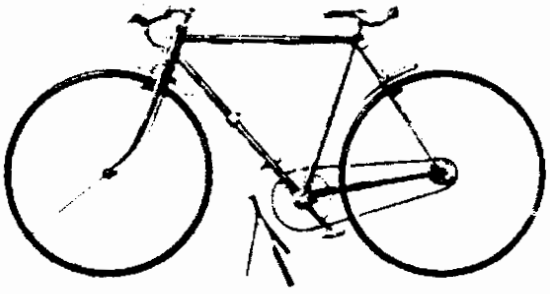
rollers could not do. The need to overcome these limitations led to change and adaptation.

This process of change led eventually to the wheel and axle. The wheel has the same round shape as the tree trunk. The wheel turns around a fixed axle which is usually a bar of wood or metal. The wheel and axle made it easier for the vehicle to move in different directions. The axle could also be fastened to a cart to carry things.



The gear-wheel came later. It is a wheel with teeth ! One wheel is linked with another one.

When one wheel turns, another wheel or many other wheels move.



This can be observed in machines such as clocks, sewing machines, video recorders and bioycles.

The bicycle, for example, consists of two (or more) gear wheels which, in turn, propel the larger wheels which move along the road. When a cyclist turns the pedal one complete circle, the bicycle travels a distance of about 18 feet.

Technology has continued to improve the shape and use of the wheel. Do you think the wheel itself will ever be replaced ?

B) Read the passage again in order to answer the following questions :

1. How long ago was the wheel invented ?

2. Why was : a- the wheel and axle better than trees ?
   b- the gear-wheel better than the wheel and axle?
3. Give examples of uses of the gear-wheel.
4. According to the passage, why do people keep making changes to the things they invent ?
5. Match the following words from the passage with those in the box below :

weaknesses, not proud, example, push forward seen, substituted, fixed, machines, made suitable, modern

a. illustration : (paragraph 1)
b. devices : (para 1)
c. adapted : (para 1)
d. limitations : (para 2)
e. recent : (para 2)
f. fastened : (para 3)
g. observed : (para 5)
h. propel : (para 6)
i. replaced : (para 7)
j. humble : (title)

6. Write these phrases from the passage in your own words :
a. fulfil his dreams (para 1)
b. they discovered their limitations (para 2)
c. (the wheel) was born (para 2)
d. move in different directions (para 3)
e. will not be replaced (para 7)

C) Discussion Questions :
1. Think of as many machines as you can that depend on some kind of wheel.
2. "Most men's inventions are imitations of nature". Can you think of examples of such inventions ?
3. Modern technology is both helpful and harmful. Do you agree ? Give examples.

Reading 3

Tom Brown's School Days is a novel which describes the early life of the book's hero - Tom Brown. In this extract Tom and his friends Tadpole and East are returning to the school after completing a cross-country run.

The extract begins when they hear Tadpole shouting for help.

A) *Read the extract to answer these questions :*

1. How were the boys feeling before they reached the school ?
2. Who went first into the Doctor's office ?



They heard a cry from the next field. They answered it. Then over a gate about twenty yards away came poor Tadople. He was almost dead with tiredness. He had lost a shoe in the stream. He was wet and as sad as a boy could be. Then the three went on and on along the never-ending lane. At last the lane led them to a road, and along the road came a coach. The boys climbed up behind the coach and sat there, shaking with cold. East fell off and went flat on his face on the road. Then he climbed up again. They reached Rugby about forty minutes after the gates were locked.

They went into the school through the servants' door. They met old Thomas, the man who was in charge of the gates. He stopped.

"Ah! " he said. " Three boys late for locking up ! You must go to the Doctor's room at once."

" Can't we go and wash first? "

" No. you must go straight to the Doctor's room", said Thomas.

They went up the stairs.

"Who shall go in first?" asked Tadpole.

"You, " said East." You are the eldest. "

" No, " said Tadpole. "Look at the state in which I am — covered with dirt."

"Well, look at me," said East. " I am as dirty as you are. --- Here, Brown, you are the cleanest. You must go first. There is the door."

East pushed Tom forward. The sound of happy voices and laughter came from inside. Tom knocked. The Doctor's voice said "Come in". He opened the door and they went into the room. The Doctor was making a boat. Round him stood three boys or four children. The Doctor looked at the three boys standing in front of him.

No.

"Well, run upstairs and get some clean things, and tell the cook to give you some tea. Good night."

"Good night, sir."

The three boys ran away.

"That was very nice of him," said Tadpole." "He did not give us any Latin to learn for being late, and his cook will give us a much better tea than we should get in the School Hall."

B) *Read the passage again and answer the following questions :*

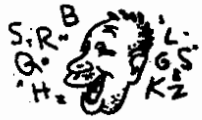
1. Why was Tadpole unhappy ?
2. How did Tom and his friends get to Rugby ?
3. Who was the first to meet them at the school ?
4. Why did the boys have to go to the Doctor's office ?
5. What kind of person is : a- the Doctor ?
   b- Tom ?
6. What did the Doctor offer the boys ?
7. What punishment was used in the school ?

C) *Discussion Questions :-*

1. Do you think the boys were good friends ? Give reasons for your answer .
2. Do you think the boys were surprised that the Doctor was kind ? Give reasons for your answer .
3. Which part of the story do you like best ? Why ?
4. Act out these conversations :
   a- between Tom and the boys.
      From : "Ah !"
      To : " There is the door."
   b- between the Doctor and the boys.

Section 3 : Exploring Language

A) Working with words :



Look at these two sentences and listen to your teacher say them :

a. My son got a prize for good conduct.

b. Metals conduct electricity.

What differences do you hear in the word 'conduct' ? Why ? Listen again.

1) Now, using these words complete the sentences

present, import, export, insult(s), conduct

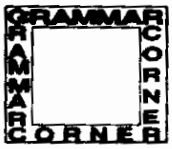
Read the sentences aloud ;

1. On her birthday, her father usually _____ her with nice_____.
2. Sudan _____ cotton and _____ cars.
3. Some _____ are very expensive like cars and petrol, but they are necessary.
4. However, the _____ which the country sends to other countries make up for these imports.
5. This friend of mine is rather forceful; he takes _____ from no one. So, please don't _____ him for any reason.
6. The prisoner was released early because of his good _____
7. In a museum, there is usually a guide who _____ visitors around the museum.

2) Go back to the passage 'The Wheel' and then match column 'A' with 'B' :

A	B
a. A wheel that has teeth b. A piece of metal with a wheel at each end c. A straight piece of wood or metal	1. a roller 2. a gear wheel 3. wheel and axle 4. bicycle

B) Grammar Corner :



1. Look back at the 'Grammar Corner' in chapter three, then complete this dialogue with must, should, can etc.

A Mother and her Naughty Child

Mother : You _____ not jump through the windows again.
Child : Sorry, _____ I go out to the park now ?
Mother : Oh, no. You _____ not go yet. This isn't the right time.
Child : What about helping you with the cooking.
Mother : That's a bit dangerous. You _____ wait until you are older. Thank you. Yes, try to be nice.
Child : But, what .....
Mother : Oh, no ! Not again.

2. Must not / Need not
Study these examples :
- You must not drink this water; it is dirty.
- You need not water the garden today; you can do it tomorrow.

Must not : means the same as 'don't'
Need not : means you can if you want to but it is not necessary.

In the following sentences, insert must not or need not :
1. Students _____ take their books into examination rooms.
2. You _____ make any noise, we are revising for the exams.
3. She _____ clean the room, it was cleaned this morning.
4. A child _____ be allowed to play with matches.
5. We _____ climb any higher, we can see well from here.
6. He _____ buy more bread; there is enough here.
7. People _____ forget to lock their doors at night.
8. I _____ turn on the light, I can see quite well.
9. You _____ make more sandwiches; we have had enough.
10. You _____ ask a woman about her age; it is not polite

= Now, decide who might have said these things, when and where =

3) Talking about Machines : This time, complete the spaces using one of the following : must, have to, must not, need not, should, can, could :

Student : Please sir, do we _____ type this written passage ?

Teacher : Of course you _____ type it.
Student : Shall we use a typewriter ? Ahmed's father has got one _____ we ask him to type for us ?
Teacher : No, you _____ do that. I want you to do it yourself. You _____ use my typewriter.
Student : _____ we ask a computer centre to help us, then ?
Teacher : You _____ certainly do that, but you would have to pay. _____ you afford that ? They _____ ask for some money.
Student : _____ a computer type?
Teacher : Yes, it can. Only you _____ know how to make it work.

C) Time for Tenses



1. You have seen before that the future simple can be expressed by either the present simple or the future simple using will/shall + verb e.g

- He leaves next month.
- He will come when he feels like it.

Complete the sentences to express the future using the verbs inbrackets.

1. In the near future, Sudan _____ (export) petrol.
2. The examinations _____(be) in June.
3. If she passes the examinations, her father _____ (give) her a valuable present.
4. You _____ (do) it tomorrow, won't you ?
5. Shaza _____ surely _____ (come) if you invite her.

2. **The Future Continuous** :-

Study these examples ;
Tomorrow I will be working all day.
She will be coming by bus, therefore
we don't know when she will arrive.

In these examples the underlined verbs are in the future continuous. They tell us what will happen in the future. Notice that no intention is expressed in the future continuous.

What will be happening in the future ??? Use the verbs in brackets in the future continuous.

1. In the twenty-first century people _____ (live) on the moon.
2. In fifty years' time, people _____ (use) trains more than cars.
3. The Republican Palace _____ (stand) fifty years from now.
4. In twenty years' time babies _____ still _____ (die) from lack of good food.
5. In the twenty-first century countries _____ still _____ (fight) with each other.
6. Next century, doctors _____ still _____ (look for) new medicines.
7. By the end of the next decade women _____ (do) all men's jobs.

Do you agree with all of these statements ?

Section 4 : Writing Description



A) Read this :

Today aeroplanes are the fastest means of transport. They can travel at a very high speed and, therefore, cover long distances in a shorter time compared to other means of transport.

Because of this high speed, people who are in a hurry like businessmen, politicians, holiday makers etc. use the aeroplane.

A passenger doesn't only travel fast in a plane but also enjoys himself and usually good service.

What features of air travel are described here ?



B) Step by Step

When we describe things it is helpful to think first about different points which we can talk about. Then to ask a question about each point. The answer will give you sentences for your composition.

e.g. Point = speed

Question = What is the average speed of an aeroplane ?

Answer = The average speed of a plane is 10,000 m.p.h
Now, answer these questions to help you write an essay.

a.
- What's the average speed of an aeroplane ?
- What's the advantage of this high speed ?
- What other advantages does the aeroplane have over other means of transportation ?
- What happens to passengers' luggage ?
- Why do sick people travel by plane ?

b.
- Do you find it exciting to be in the air, above the clouds ?
- How pleasant is the aeroplane from inside ?
- What does an air-hostess do ?
- What kinds of entertainment are there in the aeroplane ?

c.
- Can an aeroplane give help to victims of disasters ?
- How can an aeroplane or helicopter help people in trouble or danger?
- What other help can an aeroplane provide ?

C) Over To You



Write about transport by lorry
a. think of 10 points
b. make the questions.
c. write the essay

D) Homework :



Write a composition of about 200 words and 3 paragraphs on another means of transport.

Section 5 : SPINE Challenge



A) Play the game :

1. A player thinks of an object and the others ask him questions beginning with : when ? how ? where ? or why ? to find out what it is .

Note : if the object is not found out, yes/no questions can be used.

2. Think and measure :

You have a ten-pound container which is full of milk. You are given two other empty containers : a seven-pound container and a three-pound container.

Divide the milk into two equal amounts of five pounds each.

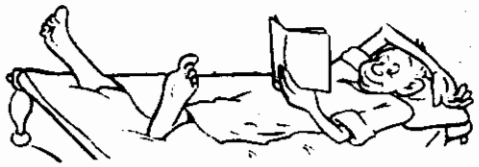
3. If two gear wheels are fitted together, they move in _____ directions.

B) Sing the Song :

Have you seen the old man,
Who walks the streets of London
Kicking up the papers with his worn-out shoes?
In his eyes you'll see no pride;
Hands held loosely by his side
Yesterday's papers telling yesterday's news
Chorus : So how can you tell me you're lonely
And say for you that the sun doesn't shine?
Let me take you by the hand,
I'll lead you through the streets of London;
I'll show you something to make you change your mind.

(Ralph McTell)

C) Read and Laugh :



An airline overbooked an internal flight three times. All the passengers turned up at the airport. The local security guards sorted out the problem by insisting that all passengers with boarding cards, should run round the plane twice, the fastest would get the seats.

D) Similar or different ?

In what ways are the following similar or different ? Find as many ways as possible ?

1. Kitten,	puppy,	calf	
2. Pyramid,	cylinder,	cube	
3. earthquake,	drought,	famine	
4. Arithmetic,	Algebra,	geometry	
5. Female,	woman,	lady	
6. Mr.,	Mrs.,	Miss.,	Ms.
7. Generation,	decade,	century	

E) Words of Wisdom



1. Don't fish in troubled waters.
2. There are as many good fish in the sea as ever came out of it.
3. Give a man a fish and you feed him for a day.
   Teach a man to fish - you feed him for a lifetime.



A. Read the first part of the passage quickly and say what was special about Helen Keller.

Helen Keller

Helen Keller was an American author and lecturer who was able to overcome great physical hardships. She suffered a serious illness and she became blind, deaf and dumb before she was two years old. However, she did not give up hope. She struggled very hard in order to live an active and useful life.

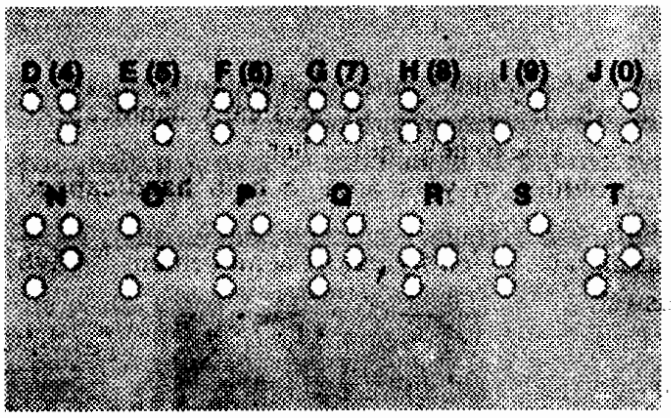
In her first book,'The Story of My Life', she tells us of her early childhood which was at first gloomy and sad. She was desperate until something happened which completely changed her life. The third of March 1887 was a day which she would remember for a long time.

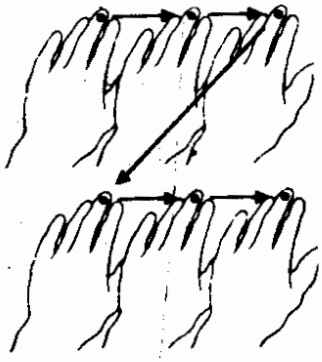
Can you guess what happened on that day ?

It marked a turning point in her life because on that day she met her teacher and guide, Miss Sulivan, for the first time. Like Helen, Miss Sulivan herself had lost her sense of sight when she was young, but she later recovered it. She was perhaps the best person to understand the problems of those who were blind. She volunteered to stand by Helen and take care of her education.

Why was Miss Sulivan a good teacher ?

She was a very loving and affectionate friend who spared no effort in teaching her how to spell simple words. Miss Sulivan worked patiently, step by step. She would put an object like a doll in Helen's hand. Helen would then feel the object and write the letters on her own hand over and over again. She then moved on to reading words written in small squares with raised letters. She learnt that every word has special meaning. Every day she improved, until finally she was able to read books written in Braille.





In 1888 Helen travelled to Boston with her mother and her teacher. There she joined a special institute for the blind. She soon developed feelings of happiness and security, finding herself amongst children of her own age who were also blind. Helen now had only one problem which she had to solve. She could no longer bear to remain silent and communicate with people only by making signs or by writing. She wanted to make sounds. Before she became blind and deaf she had been able to speak but she had eventually lost this ability, too. Learning to speak was not impossible for a person like Helen with strong will power and determination.

Can you guess how Helen learnt to speak ?
(Remember how she learnt to read and write)

Her first efforts at learning to speak were by feeling with her fingers the movements of her own and her mother's lips and throat. In a very short time she was able to say the six basic sounds : M P A S T I.

It was her ambition now to study at Radcliffe University. She sat the entrance exam with other students who were neither blind nor deaf. To her great joy, she passed. As well as English, she studied many foreign languages such as Latin. French and German. During her four years of study at the university she did not ignore her talents and creative imagination.

B) Read the passage again carefully and answer these questions.

1. Make a list of the things which Helen was able to do despite her blindness.
2. How did she communicate with people ?
3. Describe Helen's character.
4. In what ways did a) her mother and b) her teacher help her ?
5. Why was Helen's life difficult ?

C) Discussion questions.

1. Do you know anyone who is blind, deaf or physically handicapped ? How are you and others able to help him or her ?
2. What services are provided in your area to help handicapped people?
3. What, in your opinion, was Helen's greatest achievement ? Give reasons for your answer.

Section 2 : Reading II

(A) Look at this picture.
- Who is this man ?
- Why is he famous ?



Ali Ahmed has just written a biography of the Egyptian writer Taha Hussein. John from *Radio Spine* is interviewing him.

(B) Now read the interview and answer the questions below.

John : Could you tell us about Taha Hussein's early life ?

Ali : Yes, he tells us a lot about it in his book "The Stream of Days". He lost his sight when he was a baby, but he had a good family to help him. His parents and his twelve brothers and sisters treated him in a special way and tried to make life easy for him.

John : How did he feel about this 'special treatment' ?

Ali : At first, of course, he was puzzled by it, but he soon realised the reason for their special kindness. He soon discovered that his brothers and sisters could do things and describe things

that he could not. At first he felt angry and jealous, but his anger soon turned to deep sadness.

John : That's very understandable. It must have been terrible. But he didn't just give in, did he ?

Ali : No, far from it. At a very early age he showed himself to be a person with strong will power who was able to overcome his blindness and lead an active and useful life. He was curious and eager for knowledge. He also had a creative imagination and a talent for learning.



John : Yes. Tell us some of his achievements.

Ali : He went to the local school (Al Kutab) in his village and before he was seven he could recite the Holy Quran. In 1902 he travelled to Cairo and studied at Al Azhar. He then joined the university and got post graduate degrees. He was later sent to study at the Sorbonne University in Paris where he was awarded a doctorate degree.

John : Quite a man ! Thank you for talking to us, Mr. Ahmed. I'm sure many people will want to read your book.

A. *Questions*

1. When did Taha Hussein go blind ?
2. What showed us that he was a determined person ?
3. Why do you think 1902 was a turning point in his life ?
4. How do we know that Taha was very intelligent ?
5. List a) the similarities and b) the differences between Taha Hussein and Helen Keller.

C. Below are some of the ways in which well-known people stay FAMOUS FOREVER . Read them and complete the gaps with words or expressions taken from the box below.

poems	handwriting	£10,000	autograph
paintings	queens	museums	coins
plays	actors	sold	actresses

In Hollywood, _①_ and _②_
put their hands in wet cement.
When the cement dries the
hand-prints are left forever !

Poets and dramatists live on
through their _③_ and _④_ .
What they wrote is read by people
long after they themselves have died
When a famous person writes his
or her name in his or her own __⑤__
it is called an autograph. People often
wait for hours to get the_⑥_ of their favourite stars.
The heads and faces of kings,__⑦__
and presidents are usually found on
bank notes, __⑧__ and stamps.
When famous people die often even small
things which they have used are _⑨__ for
a lot of money. A pop star's pen might be worth __⑩__

Pictures, __⑪__ , photographs,
statues and wax models of
the rich and famous are
displayed in __⑫__ for everyone to see.
If you were famous.
In what way would
you choose to be
remembered forever ??

D. 'Mme. Tussaud's is a famous tourist attraction in London. People gather to see life-size wax models of famous people. They look so real, you think the models might speak to you !

Read about Mme Tussaud's own life and complete the chart below. (The information is from Hutchinson's 20th century Encyclopedia - 7th edition, 1984) Mme. Tussaud (1760 - 1850)

French wax modeller. Born Anne Marie Crosholz in Berne, Switzerland, She went in 1766 to live with her famous uncle Philippe Curtivs who made wax models. During the French Revolution, they were forced to take death masks of many victims and leaders. In 1749 she married Francois Tussaud. In 1820, she took an exhibition of her models to London. The exhibition was destroyed by fire in 1925, but re-opened in 1928. Ever since Mme Tussaud became famous.

Name	: _____
Nationality	: _____
Place of Birth	: _____
Husband's name	: _____
Occupation	: _____
Date of journey to London	: _____
Date of second exhibition	: _____

E. Write then role-play an interview with Mme Tussaud's biographer.

Section 3 : Exploring Language

A. Working with words



A) *Are you good at judging people ?*

Which of the following words will you use to describe each of these faces.

Words of Description

1. young
2. jealous
3. sad
4. determined
5. surprised
6. angry
7. popular
8. smiling
9. tired
10. strong
11. patient
12. honest









B. *Describe a person who would be good at these jobs :*

social worker - shopkeeper - teacher - lawyer - doctor - farmer

Example : mechanic . A mechanic should be a person who is clever with his hands, strong, patient, honest, and determined.

Act an adjective !

Your teacher will give one of you an adjective describing a person's character. Mime an action in a way that shows the meaning of the adjective. Do not say a word.

B. Grammar Corner



a. *Listen to your teacher say these statements.*

What happens to his/ her voice ?

1. Khartoum, the biggest city, is the capital of the country.
2. He's studying at the University of Nilein in Khartoum.
3. Just as I got to the station, the guard blew his whistle and the train left.
4. Please fasten your seat belts. We're about to land.

Did you notice that your teacher's voice went up and down when talking It wasn't just FLAT.
Listen to the same sentences again and see if you can hear what we mean.

b. *Now very carefully practise reading the dialogue in Activity B, Section 2: Reading 2, Chapter II, ___ . Go over the same part a few times until you get the sound right.*

c. *Listen to your teacher say these two questions.*

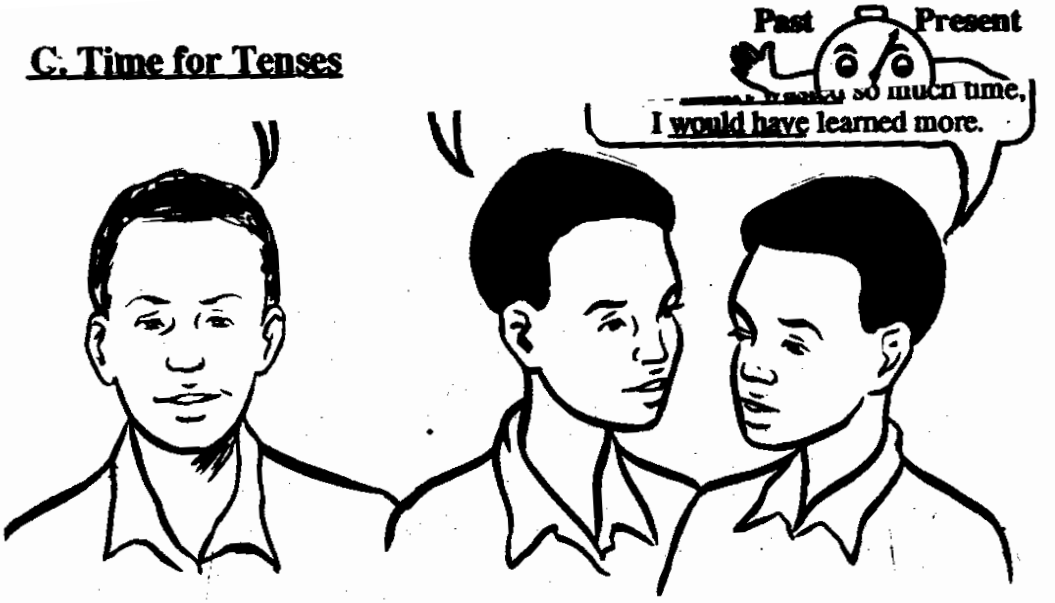
He/She will say them twice - What do you notice ?
1. Taha Hussein is Egyptian, isn't he ?
2. He isn't Sudanese, is he ?

Now with your partner practise saying these questions :-

1. The book is interesting, isn't it ?
2. He isn't going to Cairo, is he ?
3. Ali has a strong will, hasn't he ?
4. He won't finish this exercise, will he ?
5. We can do it, can't we ?
6. She doesn't need help, does she ?

= Who might ask these questions ? Where ? When ?

C. Time for Tenses



b. *Now complete these statements about our society. Do you agree with them ?*

1. If cigarettes become too expensive, people ..... (give up) smoking.
2. If there were no televisions, we ..... (go to the cinema).
3. If people didn't have cars, they ..... (walk).
4. If we can produce solar energy cheaply, we ..... (depend on petrol)
5. If we continue cutting down trees, the land ..... (be a desert)
6. If we had listened to the weather forecast, we ..... (change our plan).

c. *Now complete each sentence using suitable endings of your own. Does the class agree with your opinions ?*

Section 4 : Writing : Descriptive



A. Read this

My name is Ali. I am twelve years old. I go to Happy Days Secondary School. Happy Days School is in Ed Dueim.

I am studying English, French, maths. and Arabic. I like Arabic but I don't like maths because it is too difficult. I prefer English to French because I enjoy reading stories in English.

I also enjoy school activities. I am a member of the scout group. I also belong to the computer club because I enjoy playing games. I am a member of the school basketball team, too.



B. Step by Step

1. Copy down the phrases underlined above.
2. Complete them with information which is true about you. (You may not need to write every phrase).

C. Over to you

1. Write 3 paragraphs about a person in your class that you admire.
2. For Homework

Write three paragraphs about somebody famous or somebody you know who is not yet famous, but who should be.

Section 5 : Spine Challenge



A. Brain Teasers :

If you like word puzzles try these ones. Change one word into another word by changing ONLY ONE letter at a time. You MUST NOT change more than ONE letter at each stage. The new word formed at each stage must be a recognised English word in ordinary use. No proper nouns or foreign words, please.

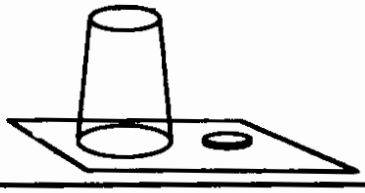
EXAMPLE : Change "mess" to tidy (in TEN moves)

Can you change 'sick' to 'well' in this way ? The target is 8 moves. See how many you can do it in ?

mess	'sick' to 'well'		'hate' to 'love'	
1. miss				
2. mist	sick		hate	
3. fist	....		.....	
4. fish	....		.....	
5. wish	....		.....	
6. wise	....		.....	
7. rise	....		.....	
8. ride	....		.....	(6 moves)
9.tide	....			
10. tidy	....	(8 moves)		

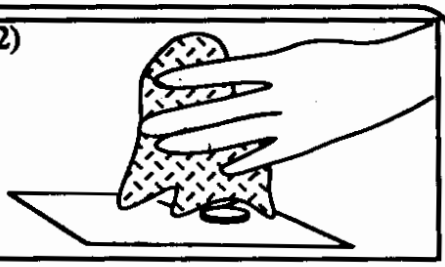
B. ***Read about this conjuring trick .... then do it !***

(1)



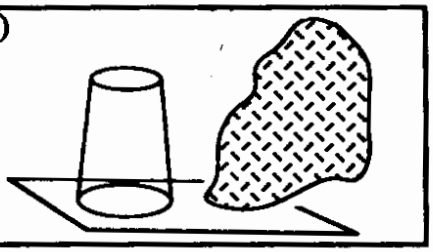
Get a glass, a cloth, a coin and a big piece of white paper. Cut a round piece of white paper and stick it over the end of the glass.

(2)



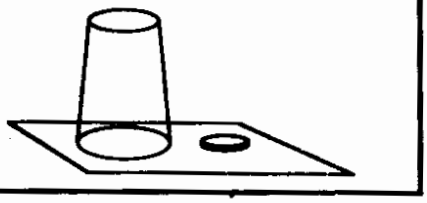
Cover the glass AND coin with the cloth (very carefully so that no one notices) then move the glass to cover the coin.

(3)



Lift the cloth and the money is gone, (The round piece of paper at the end of the glass covers the money so you friend can't see it.)

(4)



Remove the cloth, move the glass quickly and carefully and ..... there is the coin beside the glass !

C. ***English Lessons !***

A father wanted his son, Mohamed, to learn English perfectly, so he sent him to school. After a year, Mohamed could say very little in English. Mohamed's father then sent him to a small village in England. He thought that if he heard only English, he would speak it perfectly. After a year, the father went to see Mohamed in England. He took a taxi from Heathrow airport to the village where Mohamed had been living. When the English boys saw the man dressed in a jallabiya and 'Imma', they ran up and cried excitedly, " Abu Mohamed Ja ! "



D. GRAMMAR IN RHYME

A NOUN is the name of anything -
A school, a garden, child or king.

ADJECTIVES tell us about the noun -
Great, small, pretty, white or brown.

For nouns, the PRONOUNS Substitute -
I, you, me, us, she, he, they, it.

VERBS tell of something being done -
Read, count, carry, walk, jump, run.

How things are done, the ADVERBS tell -
Slowly, quickly, badly, well.

CONJUNCTIONS join the words together -
Men or women, wind and weather.

In front of nouns and pronouns, too-
PREPOSITIONS come - with love to you !

The INTERJECTION shows surprise -
Oh dear ! How stupid ! Ah! How wise.

Three little words you often see-
Are ARTICLES - a, an and the.

These parts of speech are friends and brothers
They help us COMMUNICATE with others !



The countries of the world often find it difficult to agree with each other ! However, in international sporting events, people try to forget the things which divide them. They come together to enjoy competing with each other. The World Cup and the Olympic games are the most famous international sporting events.

A. *Read the following passage quickly and answer the questions:*

What could the winning team do with the cup ?

A Great Match : World Cup Final 1970

The date was Sunday June 21st 1970. The place was the Aztec Stadium in Mexico City. 130.000 people can sit in this stadium and on that Sunday it was completely full of spectators. There were also 2.500 journalists, radio and television men, all waiting to send back news of the match to countries throughout the world.

This was football's most important match. It was the World Cup Final between two teams that love to play good football - Brazil and Italy. Both countries had won the World Cup twice before. Brazil in 1958 and 1962, Italy in 1934 and 1938. If a country wins the competition three times, they keep the cup for ever. No one had done this since the World Cup competition began in 1930. Now the whole world waited to see whether Brazil or Italy would take the cup home with them.

Who took the Italian free-kick?

The game began quickly. Riva of Italy took the ball and dribbled up into the Brazilian defence. Twenty-five yards from the goal, he kicked the ball hard and low at the Brazilian goal.

Felix, the Brazilian goalkeeper, had to move fast to stop the ball.

Riva's speed surprised the Brazilian backs. Soon he had the ball

again. Riva kicked the ball hard at the the Brazilian goal and Felix made a difficult save. A few moments later, Italy were given a free-kick.

The crowd became quiet as Mazzola took the kick. The ball flew in front of the Brazilian goal and again Riva was waiting for it. He jumped and headed the ball. The ball went just over the corner of the Brazilian goal-post.

How did Pele get the ball?

Brazil were playing more slowly than the Italians. But things changed quickly. The Brazilian team began to attack. Rivelino dribbled the ball down the left side of the pitch and Pele ran with him down the centre of the field. A very good pass by Rivelino carried the ball across from the left towards the Italian goal. Pele was there. He jumped high and strongly headed the ball into the back of the goal. The Brazilian spectators roared with happiness. Brazil had scored the first goal of the final.

How many goals were scored in the first half?

Italy needed a goal to equal the score. Eight minutes before half-time, they succeeded.

A Brazilian back lazily passed the ball back towards his goalkeeper, Felix. But it was a bad pass. Felix was too far away to reach the ball. He ran towards the ball from the edge of the penalty area. But Boninsegna of Italy reached the ball first. Calmly, he dribbled it past Felix and kicked the ball into an open goal.

So, at half-time, the score was Brazil-1, Italy-1

Did the goalkeeper make a mistake?

Three minutes after the second half began, Pele nearly scored again. He jumped in the air and headed the ball towards the goal. The crowd roared as they saw the chance of another goal by Pele. The ball flew off Pele's head and past the Italian goal. He missed a goal by a few inches.

Brazil now looked the better team. Their players were working well together and passing the ball forwards. Several fouls by the Italians now gave Brazil a large number of free kicks. Rivelino nearly scored from a free kick, as the ball hit hard against the post of the Italian goal. The Italian backs looked worried. The Brazilian forwards looked dangerous.

Jairzinho was now playing well for Brazil. He moved forward quickly and passed the ball to Gerson. Gerson found an open space and he kicked a

long hard shot at the Italian goal. No goalkeeper in the world could have stopped that ball.

The Brazilian supporters roared again. The score was 2-1 to Brazil.

Who scored the last goal of the match?

The Italians kicked off again. But Brazil were now looking for more goals and a few minutes later, Gerson kicked the ball across the front of the Italian goal. Pele was waiting as usual in the middle. He headed the ball down to the feet of Jairzinho. All Jairzinho had to do was to kick the ball into the Italian goal. In fact, Jairzinho did not kick the ball properly but it made no difference. It was another goal and Brazil were winning 3-1.

Only twenty minutes of the match remained. Italy brought on two substitutes to give the team new strength.

The last goal came three minutes before the end of the game.

Again, it was Brazil who scored. Pele passed the ball across to Alberto and Alberto kicked the ball into the goal. And that was that. The result was certain. Brazil had won the 1970 World Cup by four goals to one.

B. *Read the passage again and answer the following questions:-*

1. What was the date of the match?
2. How many journalists were there?
3. Why was the match very important?
4. What surprised Italy about Riva?
5. What lead to a draw?
6. Describe the Brazilian team at the beginning of the second half.
7. Why was an Italian substitute brought on?
8. How many goals were scored in the match?

C. *Discussion Questions:*

1. Who do you think was the best player of the match? Why?
2. Why do you think there were many fouls by the Italians in the second half?
3. Which countries are nowadays world leaders in football?

Section 2: Reading 1



A) Read the passage and answer the questions that follow it.

Faster and Faster

Tony Simmons of Great Britain won the 5.000 metre race at a recent international meeting. He is not Britain's best runner. There are others who did not take part in this race because they were training for the Olympic Games. However, if Simmons had run at this speed before 1966, he would have broken a world record. And if the unbeatable Paavo Nurmi had run in the same race at the speed which won him his world record in 1924, he would have been a minute and seven seconds behind; Simmons would have lapped him.



World records in all athletic events are broken, and although no one can imagine that they won't be broken, we wonder why it should happen. All that is involved in running is a courageous, trained athlete, a pair of shoes and a track. Tracks are now better than they used to be, but this improvement in running times can hardly be attributed to technological changes.

Whatever the changes are, they are not improvements in the efficiency of movement. Those who run a lot develop the style that is efficient for them. It is better training that produces the best results.

A good example of this is to be found in middle - distance running. This has greatly improved since Ethiopians and other East Africans began to take part in international athletics. They run and train at altitude and so their systems are adapted to getting oxygen from the thin air of the mountains. For this reason, they are very good at getting oxygen when they compete at normal heights. Now most distance runners have begun to include altitude training in their preparations for competitions.

1. Why did Tony Simmons win the race although he was not the best British runner ?
2. Is Paava Nurmi faster than Tony ? Explain.
3. Why are records always being broken ?
4. Make a list from the passage of the things that runners need in order to run well.
5. What advantages do East African runners have ?

B. Discussion Questions :

1. Have you ever taken part in a race ? How would you prepare for the race ?
2. Write down the names of some famous runners in the Sudan and the rest of the world. Tell the class what you know about them.

C. **Dive**

Can you swim ? Have you ever dived into a swimming pool or a river? What does it feel like when you come up for air ? Tell the class, then read this poem to see how the poet - who was a secondary school student in New York - describes his experience.

Read the poem then answer the questions :-

Dive

I pull
Up to the surface
Reaching .....
And with a splashing break ...
I find the world.
Wet hair clinging to my face
Water running in my eyes
Sun warmth close on my cheeks
Myself alive, light
Shaking hair out of my eyes
And water
Off my nose and cheeks
And seeing the world.

Questions

1. Look at each picture and read out the part of the poem which

describes it.

2. Fill in the blank with a word from the poem ,

a. When we meet people we usually _____ hands.

b. When we _____ water, it flies into the air

c. His clothes got wet in the rain, and they were _____ to his body.

d. The opposite of 'dead' is _____.

e. A submarine travels under water but a ship sails on the _____ of water.

C. *Discussion Questions :*

1. Do you think the writer likes being in the water ? Give reasons.
2. Do you like the poem ? Why / Why not ?
3. Try to mime the poem ! Do each part of the 'dive' carefully.

Section 3 : Exploring Language

(A) Working with words



Read this text and pick out the nouns and adjectives which indicate nationality.

Susan decided that her wedding party should be a small U.N Conference. She invited people of different nationalities. There were six Chinese, three Japanese, four British, two French, five Saudis, ! She served Indian food and Sudanese drinks and they all danced to European music !

Be careful.

When you are making nouns and adjectives of nationality, remember that they have different endings. They could end in e.g. (- ese), (- ch), (- ish), (- ian), (- an) or (- i). (There are some other possibilities)

Practice

(1) These things are found in the Duty Free Shop in Khartoum. They come from different countries. Make adjectives from the names of the countries in the box below to describe them.

Brazil, England, Japan
France, Switzerland, America

_____ cars
_____ coffee
_____ bed sheets
_____ watches
_____ perfume
_____ books

(2) Now add things from other countries to the duty free shop.

(3) Listen to your teacher read this dialogue. What do you notice about the teacher's voice?

Father: What are you doing here?
Son: I'm looking for the pen.
Father: Whose pen?
Son: Mine . The one I borrowed from you.
Father: My good Parker pen? Where is it? Who took it? Why are you so careless?
Son: Father, don't get angry. I'll find it.

(4) Listen to these words and listen to your teacher say them. What do you notice about them?

Know	listen	lamb
Kneel	castle	through
Wrong	often	though
Write	calm	column
Psychology	cupboard	high

Now, find answers to the following quiz questions using words from the lists.

1. What do you call a young sheep?
2. Where does a king live?
3. What do you do when your parents speak to you?
4. How can you make a deaf student see your words?
5. A university subject
6. Name something a carpenter makes.
7. The opposite of right.
8. In the past, what did people do when they met the king?
9. Complete this: The thread goes _____ the needle.
10. Which word comes between 'though' and 'high'?

B.Grammar Corner



1. *However:*

Read about these people:

1.Tarig is a rich man; however he doesn't like to spend money.

2.Waleed works from morning until night; however he still spends a lot of time with his family.

Notice the word 'however' is used to show contrast:

A rich man ___ does not spend money

A busy man ___ spends time with his family.

* Use 'however' and complete the sentences with an appropriate ending. Ahmed is telling his friend Omer about their arrangements to go to Darfur:

You can go to El Fasher by lorry; however _____ , you can take the plane.

Talha is busy; however _____. He has directed his driver to take us to EL Fasher.l

By the way, the car will travel very fast, however, _____

2.Therefore'

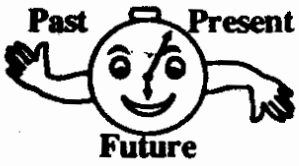
is often used to introduce a clause of reason.

Example: It was impossible to see the ball, therefor they stopped playing.

Now, join the two sentences about football into one sentence, using 'therefore'

a) 1.The best player missed the game.
   2.The team was beaten.
b) 1.He was injured in the last game.
   2.He couldn't play the final match.
c) 1.The captain insulted the referee.
   2.The referee asked him to leave the pitch
d) 1.One of the defenders felt tired.
   2.The manager brought a substitute.
e) 1.He was the best goal-keeper this season.
   2.He was given a big prize.

C.Time For Tenses:



Sequence of tenses

Read this and say which sport is being described.

In the last match Gollera scored three goals in one half of the game. He shot the first one from a distance of 20 yards. The goalkeeper was alert but he failed to catch the ball. The second goal was a penalty Gollera hit the ball directly into the net. Towards the end of the first half he had headed the third ball into the net.

Would you say this was a story, a poem or a report?
Where did it take place?
Which tense is used most?

When writing an English paragraph try to keep to one basic tense, or make sure the tenses match each other. Don't change the tense unless you have a good reason.

Fill in the blanks using the verbs given in brackets:

While I was walking along the street the other day, I _____ (happen) to notice a small wallet on the ground. I _____ (pick) it up and _____ (open) it to see if I _____ (can) get the owner's name and address. It _____ (contain) some money and a photograph inside it. Because I _____ (can) not recognize the owner, I _____ (take) the wallet to the police station where I _____ (hand) it to the officer in charge.

Some days later, I _____ (go) to visit a friend of mine. There _____ (be) another young man at my friend's house. The face was familiar but I _____ (can) not remember where I _____ (see) him before. In the course of conversation, however, he _____ (mention) that he _____ (lose) his wallet some days ago. At once I _____ (remember) where I had seen him. He was the young man in the photograph!

We _____ (go) to the police station and _____ (take) the wallet back. The officer _____ (laugh) and _____ (say): "You _____ (find) not only the wallet but also the person who _____ (lose) it !"

Section 4: Writing: Narrative

When printing the following story, the printer has made a mistake. He has printed the paragraphs in the wrong order, Can you sort them out?

At 4.30 the game started and there was a lot of shouting and excitement. The police tried to keep order, but nobody was listening. When the first goal was scored, there was even more excitement, chanting and drumming. Some fans waved their turbans and others waved burning newspapers. Five minutes before the end of the match, the second goal was scored and the whole place was turned upside down. The fans pushed their way onto the field and attacked the referee and the players.

It was only the second time in my life to go to a football stadium to watch a game live. We reached the stadium at three in the afternoon and it was very hot and dusty. Hundreds of people were trying to push their way through. We could hardly see the field or find a place to sit.

More police were rushed in and they had to use tear gas to control the crowd. The players and the referee were taken to hospital. Seven players, the referee and the team doctor were seriously injured.

(A) Notice the structure of this text.

Which paragraph:

a: sets the SCENE for the action, what does it describe here?

b: describes what happened i.e the ACTION. What took place?

c: describes the CONSEQUENCES, of the action, i.e what happened as a result of the action. What were the consequences in this story?

(B) Step by step



Put these sentences in the correct order to form a story.

a) The roads were flooded and it was difficult to see the way ahead.

b) I did not see that there was a big ditch at the side of the road.

c) Some policemen ran over and helped pull me out.

d) I drove straight into it and the car began to fill up with water.

e) It was raining heavily.

f) I was on my way to work in my car.

g) Unfortunately, the car had to stay in the ditch until the next

morning.

Which sentences are 1) scene 2) action 3) consequences ?

(C) Over to you



a) Write a story to describe your most frightening experience. Write three paragraphs : setting the scene - action - consequences.

b) For homework, think of a day in your life when something important or funny happened. Write the story of it in three paragraphs.



5. Spine Challenge

A. Brain Teasers :

Put in the next word, number or group of letters :-

1- Sunday, Monday, Wednesday, Saturday, ...

2- 10, 12, 16, 22, 30, ...

3- pac qbd, rce, sdf, ...

4- April, August, December, February, January, ...

B. Who does this ?

A. ..... guides the team.

A. ..... prevents goals being scored.

A. ..... sees that the game is played according to the rules.

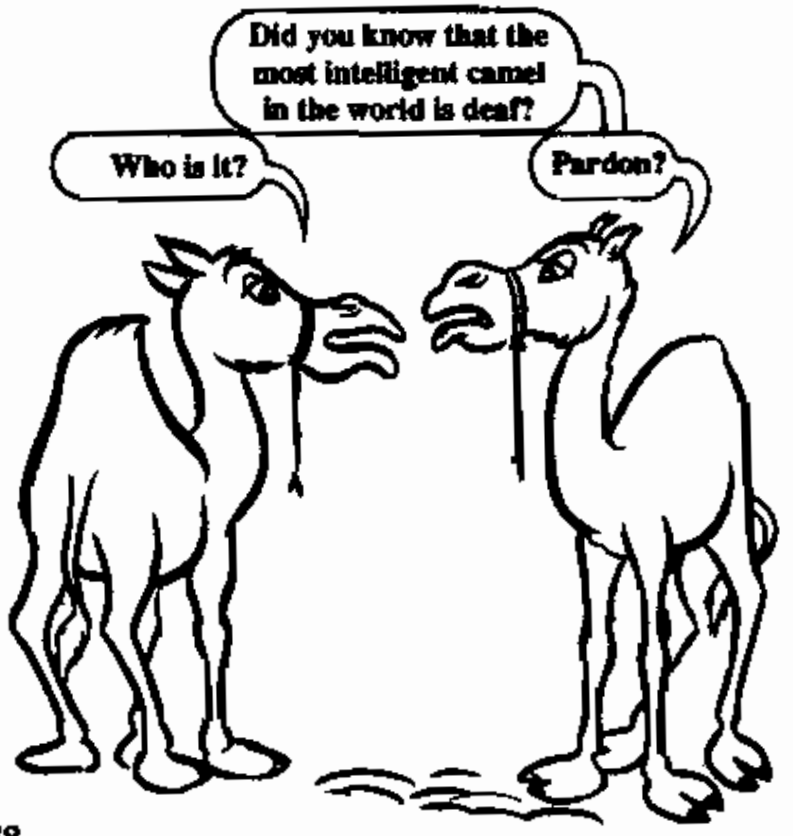
A. ..... helps the referee.

C. A poem for the end of the year .....

Be not the slave of your own past,
Plunge into the sublime seas,
Dive deep , and swim far,
So you shall come back,
With self-respect,
With new power,
With an advanced experience,
That shall explain
And overlook
The old.

(Ralph Waldo Emerson)

D. Read and Laugh



E. Find the hidden football words in this box.

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

جميع حقوق الطبع والتأليف ملك للمركز القومي للمناهج والبحث التربوي . ولا يحق لأي جهة، بأي وجه من الوجوه نقل جزء من هذا الكتاب أو إعادة طبعه أو التصرف في محتواه دون إذن كتابي من إدارة المركز القومي للمناهج والبحث التربوي.

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