



MINISTRY OF
EDUCATION



NATIONAL CENTRE
FOR CURRICULA
AND EDUCATIONAL
RESEARCH (NCCER)



SMILE

SERIES

SUDAN
MODERN
INTEGRATED
LEARNING OF
ENGLISH

1

ONE

PUPIL'S BOOK

GRADE 3

BASIC LEVEL





The Republic of the Sudan
Federal Ministry of Education
The National Centre for Curricula and
Educational Research (NCCER)



Sudan Modern Integrated Learning of English

SMILE Series: Book 1

Pupil's Book Grade 3: Basic Level

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Introduction

More than 20 years have passed since the publication of SPINE, the current English curriculum taught at basic and secondary stages in Sudan. Since the publication of SPINE, a lot has changed in terms of methodologies, learning trends and educational guidelines.

This new English language curriculum, SMILE (Sudan Modern Integrated Learning of English), is specially tailored to Sudanese pupils in general education and it is intended to replace the SPINE Curriculum. It is a response to the decision made at the 2012 Educational Policy Conference to introduce Sudanese pupils to the English language earlier to improve the English language standard in Sudan.

The Federal Ministry of Education and the NCCER-Bakhter-Ruda in partnership with the World Bank Basic Education Recovery Project (BERP) and in collaboration with the British Council in Khartoum, worked to produce the SMILE Curriculum.

The SMILE Curriculum is the result of collective work done by national and international material writers, consultants, special advisors and artists, all under the supervision and administration of the NCCER.

The introduction of English language learning in the basic level grades aims to prepare Sudanese pupils to participate productively in the 21st century. Pupils will become aware of the significance of English as an international means of knowledge and communication.

The SMILE series is comprised of the following components:

1. A Pupil's Book.
2. An Activity Book.
3. A Teacher's Book.
4. CD/ Mp3s.
5. Posters/ Flashcards.

The SMILE series is a pupil-centred, standards-based curriculum. It targets phonics and makes use of cross-curricular topics and enjoyable learning activities to motivate younger learners. Both print and cursive handwriting

are introduced from the very beginning of the course. The SMILE Curriculum intends to develop a positive attitude towards English as a foreign language and teaches the four language skills (listening, speaking, reading and writing) simultaneously.

The SMILE Curriculum adopts communicative approaches for teaching English as a foreign language at the basic level in Sudan. Communicative mechanisms such as Total Physical Response (TPR), storytelling, guessing games, roleplays, body language, problem solving drills, spelling practice, phonic drills and the incorporation of cross-curricular material ensure that pupils are exposed to many ways to practise English communicatively.

The SMILE Curriculum's evaluation and assessment methods utilise both formative and summative approaches. At all levels, assessment emphasises the achievement of both standards and their indicators for each grade, aiming to attain and guarantee a high quality assurance curriculum and to confirm a High Stake Standards Benchmark (HSSB) syllabus. Moreover, at all levels, a cross-curricular dimension that also includes life skills, morals, traditions and values has been incorporated thoroughly into the content of the syllabus; adding relevance and cohesion with the rest of the basic level curricula subjects.

By the end of the basic level at grade 9 pupils should:

1. have developed a positive attitude towards the English language.
2. have participated in enjoyable pupil-centred learning, which employs the use of interactive drills, simple stories, rhymes, chants, language games, phonic activities, arts, project work and integrated language skills development.
3. have built their confidence and self-esteem through active use of the language.
4. have acquired a strong foundation for the four linguistic skills: listening, speaking, reading and writing.
5. be able to understand, reply to and participate in dialogues, roleplays and interviews using a variety of lexical sets and formulaic expressions.
6. be able to read and write a variety of different text types for a variety of purposes suitable to their age group.
7. have developed various life skills, including critical thinking, problem solving and decision making.

8. have received positive input about their own Sudanese culture and that of English speaking countries.
9. have raised their awareness about the diversity of cultures within Sudan.
10. have developed cross-curricular skills.
11. be able to read and understand national and international supplementary readers in later grades.
12. have received inclusive teaching and encouragement regardless of linguistic aptitude and performance through the use of special educational teaching strategies.
13. have been exposed to examples of modern technology.
14. have achieved level B1 of the Common European Framework (CEF).

SMILE textbooks consist of twelve units which follow a consistent format: every unit has eight lessons. Lesson 8 is always a revision of the previous lessons of the unit. Most units include two recordings; these are of dialogues, chants and/or stories. Most units also include a story. Unit 12 revises learning from previous units, while for Books 2 – 7, Unit 1 consolidates learning from the previous year's book.

We hope that the SMILE Curriculum will be accessible to pupils, teachers, supervisors and parents.

With best regards,

Dr Hamdan Ahmed Hamdan Abuanja
Head of the English Language Department – NCCER
Bakht-er-Rudha, November 2016.



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The Director General of the National Centre for Curricula and Educational Research (NCCER) would like to extend his sincere compliments and thanks to the following people and institutions for their hard efforts and invaluable contributions to the development of the SMILE Series particularly Book 1 for Grade 3 - Basic Education.

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Sudan

Modern

Integrated

Learning of

English

SMILE Series: Book 1

Pupil's Book

Grade 3: Basic Level

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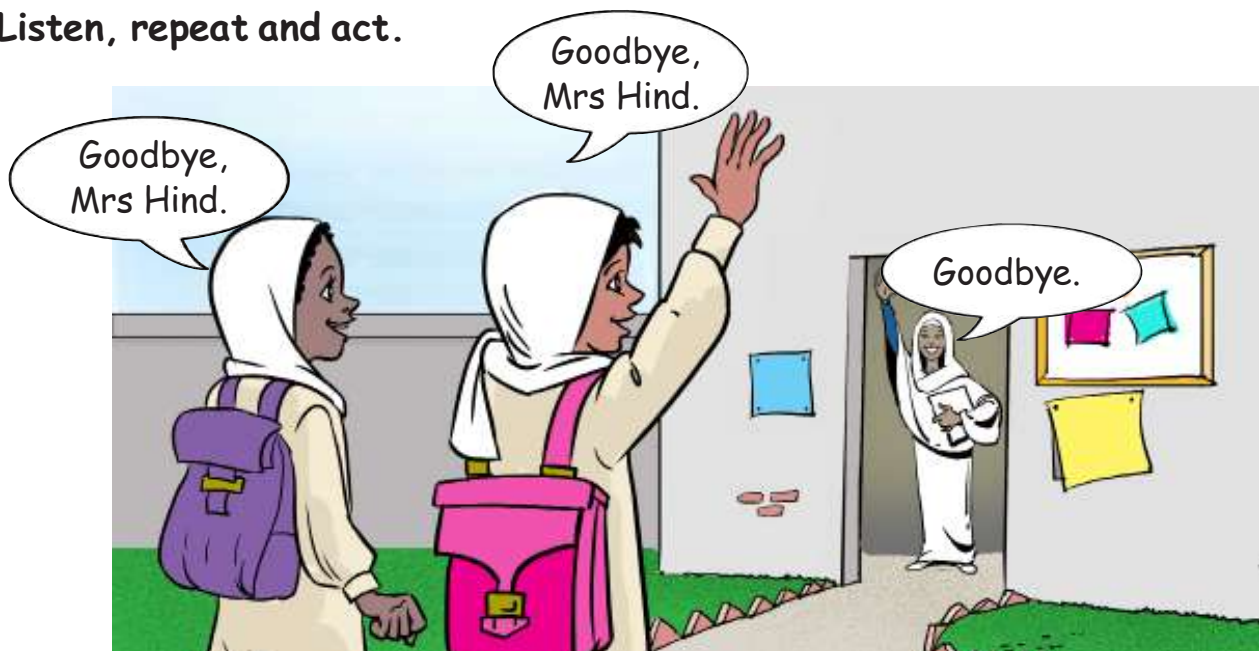
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2. Listen, chant and point.

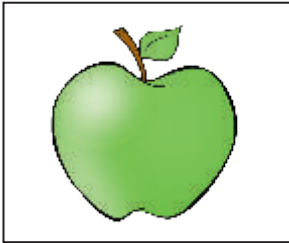


3. Listen, repeat and act.



1. Listen, point and say.

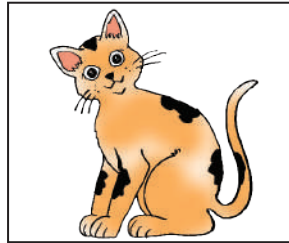
1



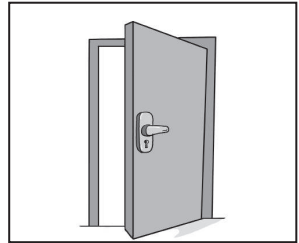
2



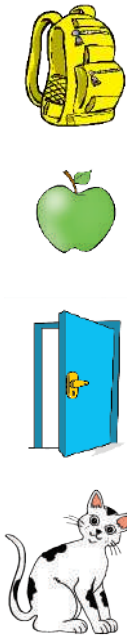
3



4



2. Point and say.



3. Point, read and say.

apple



cat



bag

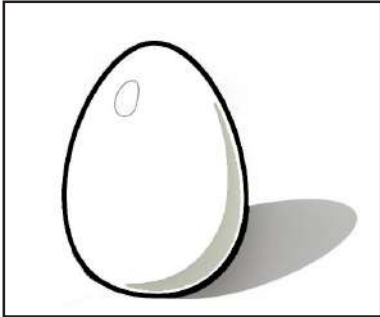


bed

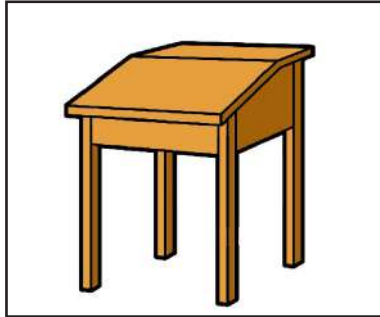


1. Listen, point and say.

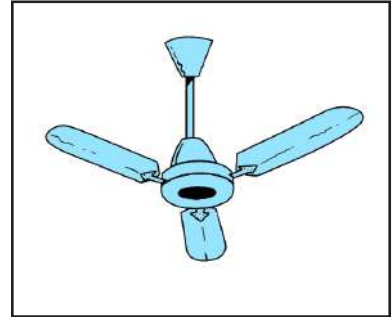
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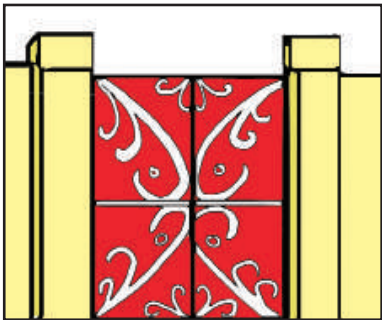
6



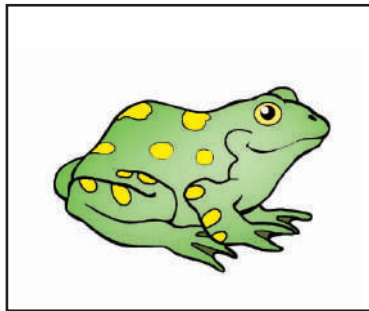
7



8



9



10



2. Point, read and say.

cap



desk



c

d

cat



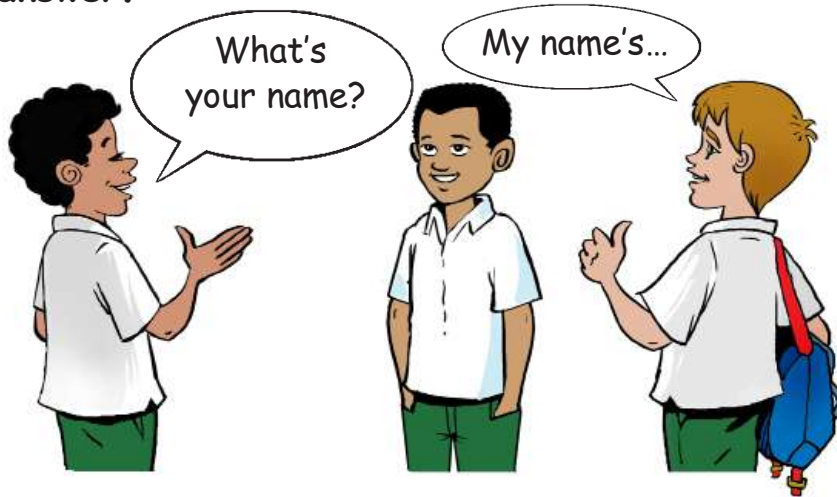
bed



1. Listen, repeat and act.



2. Ask and answer.

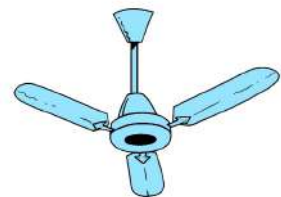


3. Point, read and say.

egg



fan



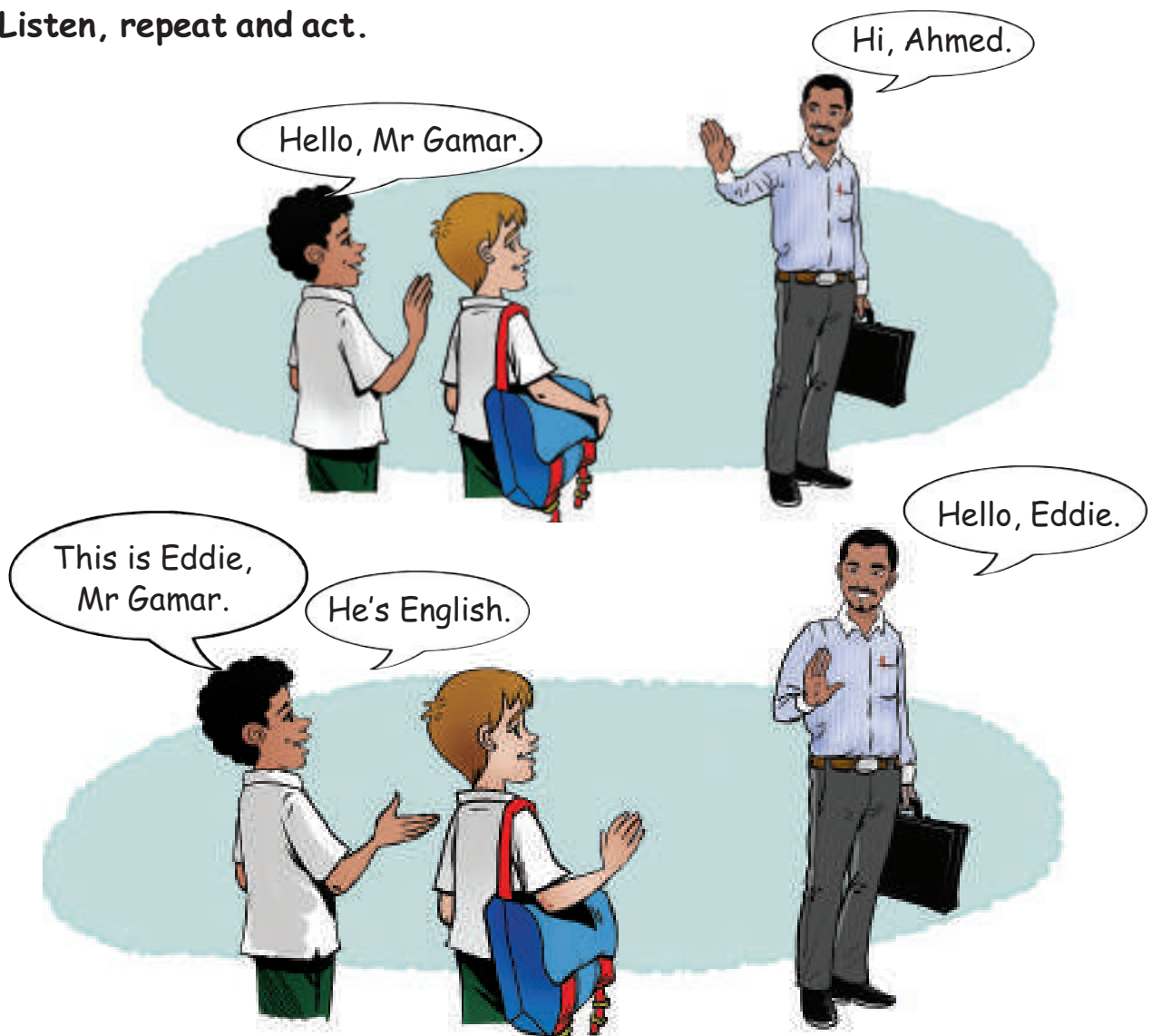
desk



flag

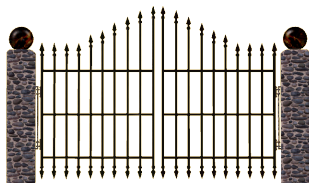


1. Listen, repeat and act.



2. Point, read and say.

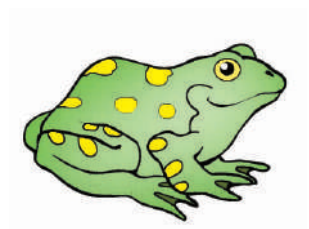
gate



hat



frog



hen



1. Listen, repeat and act.



2. Point, read and say.

insect



i

six

6

jam

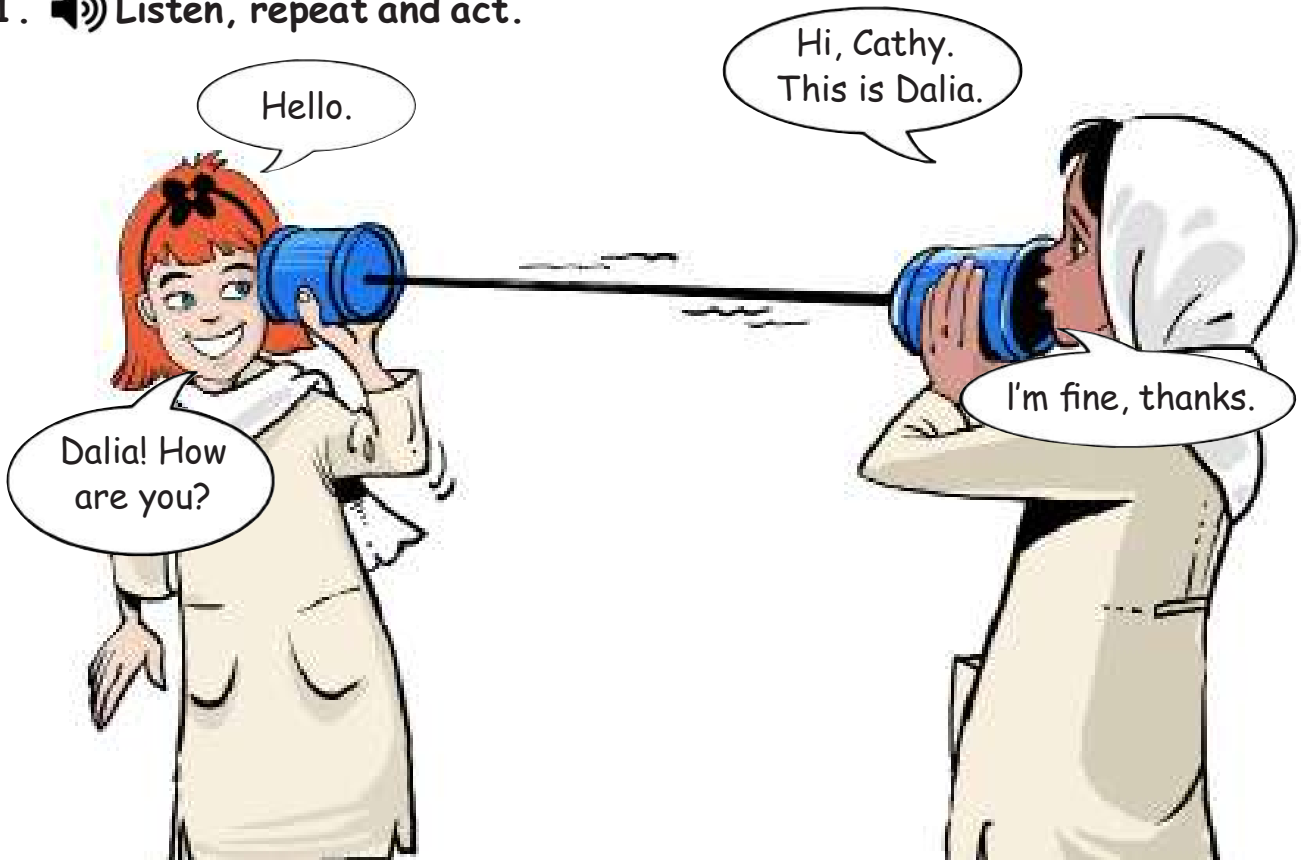


j

jug



1. Listen, repeat and act.



2. Point, read and say.

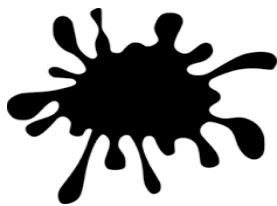
kick



lamp



black



leg



1. 🎧 Listen and point. Then read and say.

a is in apple.



b is in bed.



c is in cat.



d is in desk.



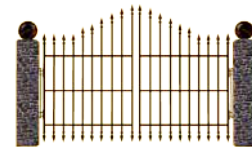
e is in egg.



f is in flag.



g is in gate.



h is in hat.



i is in insect.



j is in jam.



k is in kick.

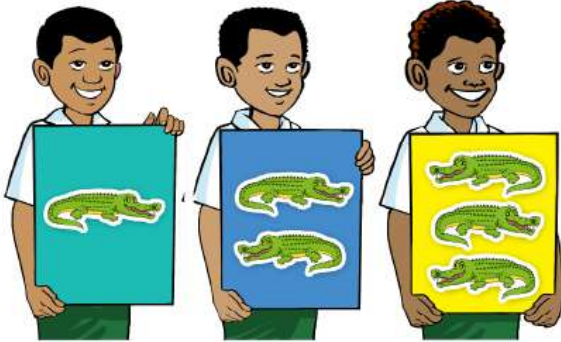


l is in lamp.



1. Listen, chant and act.

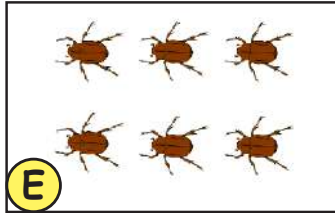
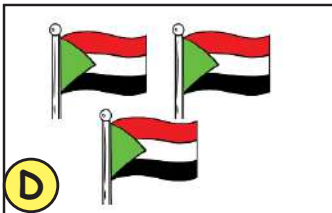
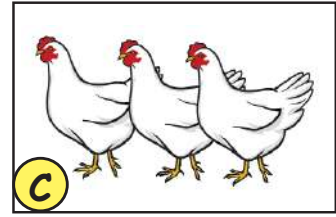
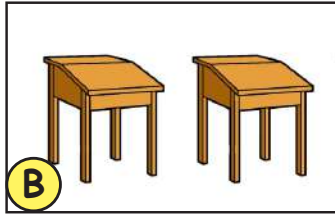
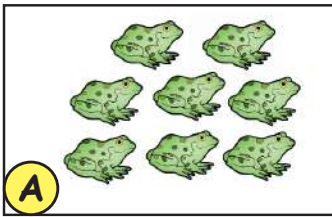
1 little, 2 little, 3 little...



... crocodiles!



2. Point, count and say.



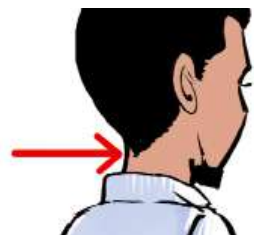
3. Point, read and say.

man



m

neck

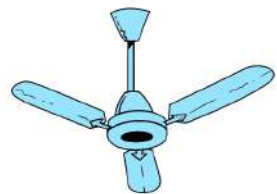


n

jam



fan



1. Listen, repeat and act.



2. Count and say.



3. Point, read and say.

on



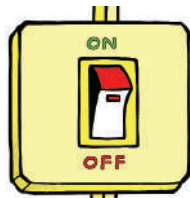
pen



o

p

off



lamp



1. Listen, point and say.



2. Count and say.



3. Point, read and say.

quiet



q

rabbit



r

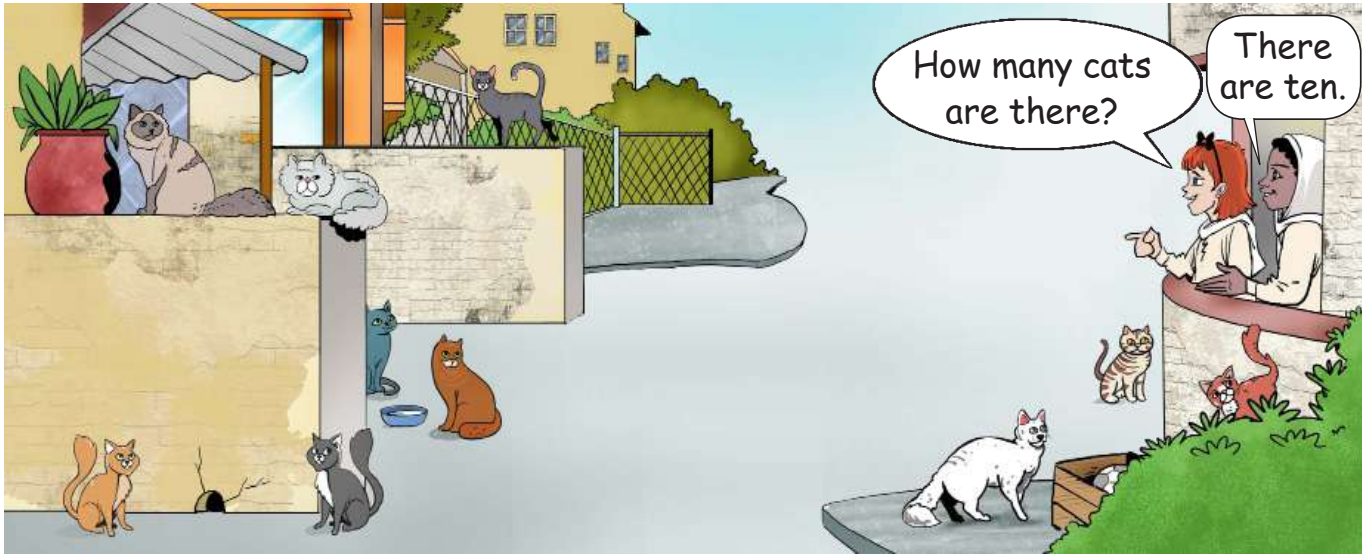
mosque



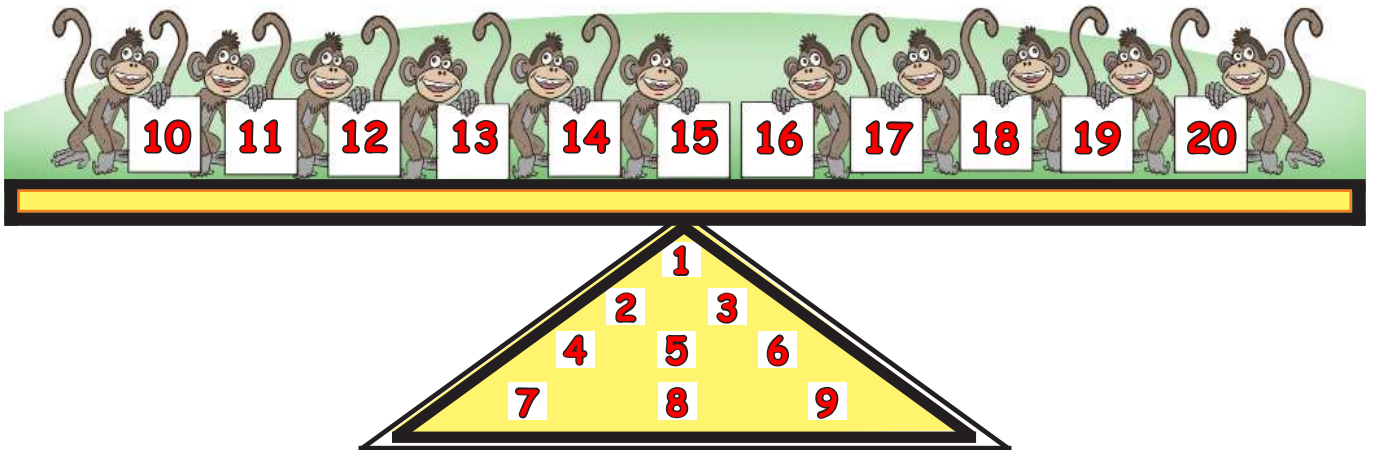
red



1. Listen, repeat and act.



2. Count and say.

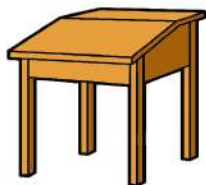


3. Point, read and say.

six **6**

s

desk



ten **10**

t

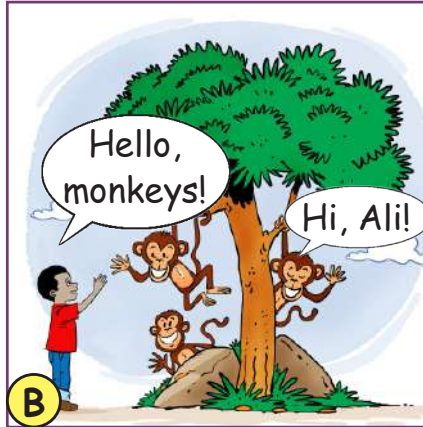
rabbit



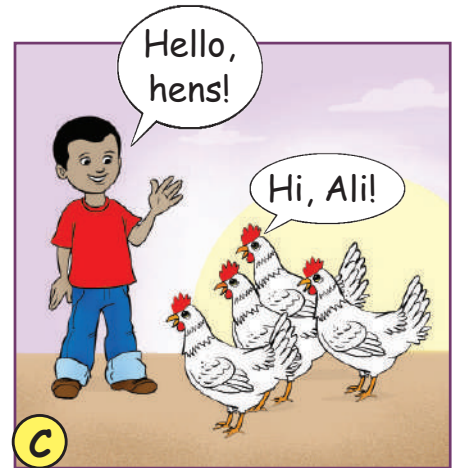
1. Listen, repeat and act.



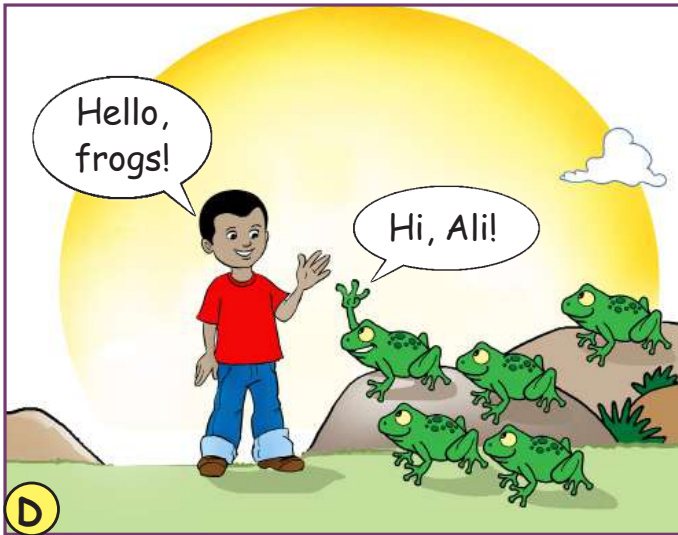
This is Little Ali.



This is Ali with 3 monkeys.



This is Ali with 4 hens.



This is Ali with 5 frogs.



Ali is sad.

2. Point, read and say.

up



sun



van



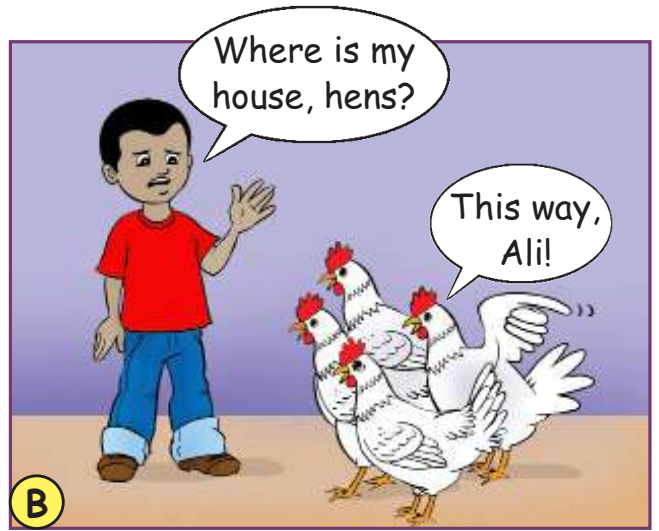
seven



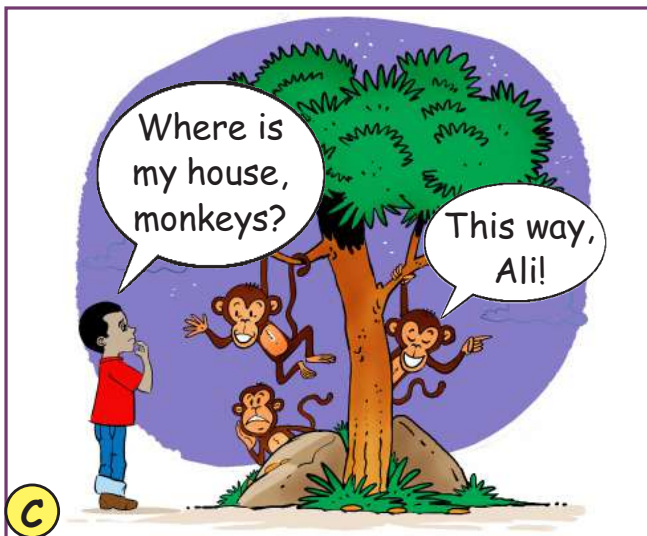
1. Listen, repeat and act.



This is Ali with the frogs.



This is Ali with the hens.



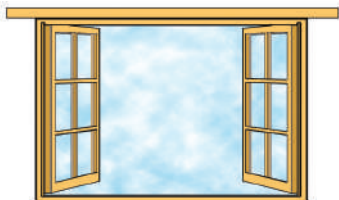
This is Ali with the monkeys.



This is Ali with his mum.

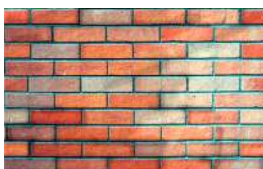
2. Point, read and say.

window



W

wall



box

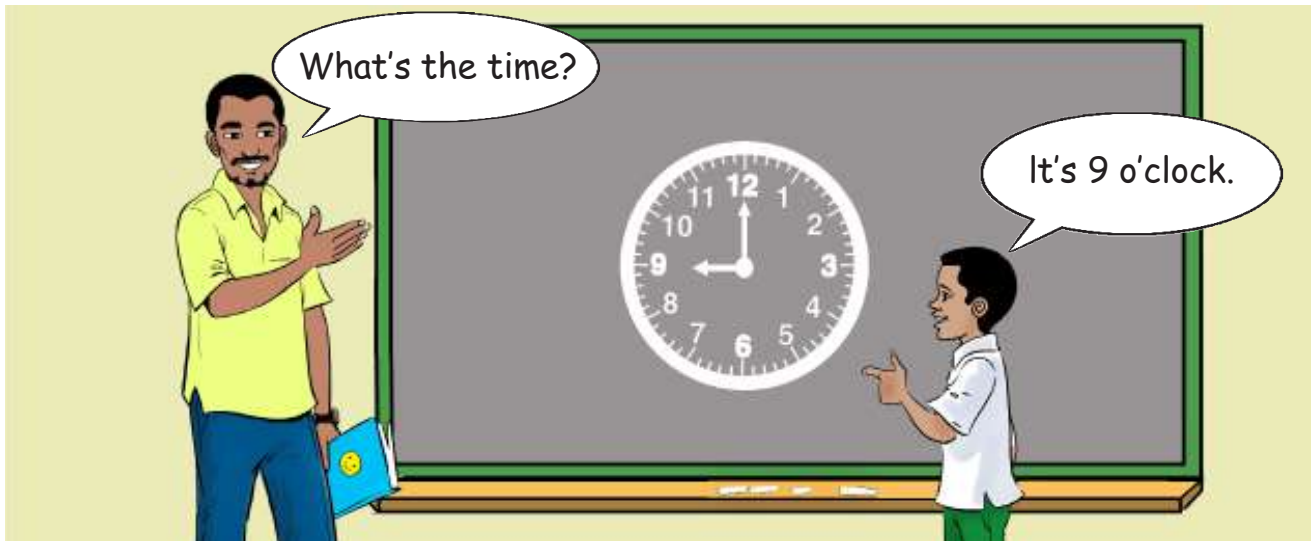


x

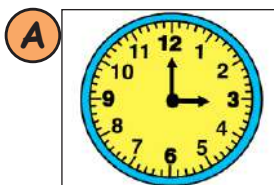
six

6

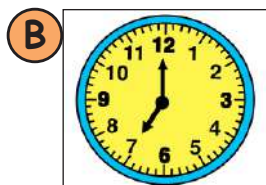
1. Listen, repeat and act.



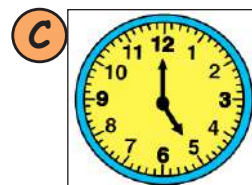
2. Ask and answer.



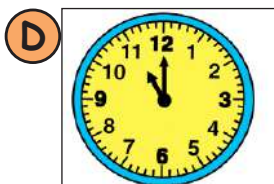
3 o'clock



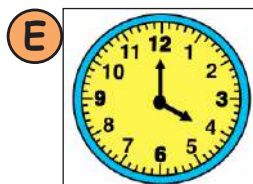
7 o'clock



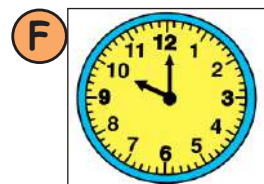
5 o'clock



11 o'clock



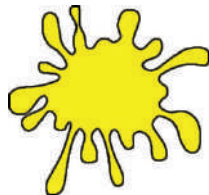
4 o'clock



10 o'clock

3. Point, read and say.

yellow



zero



you



zoo



1. 🎧 Listen, read and say.

m is in **man.**

n is in **neck.**

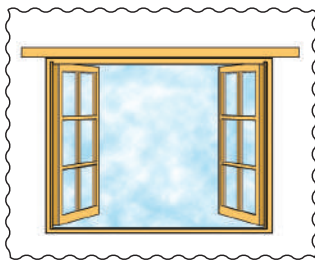
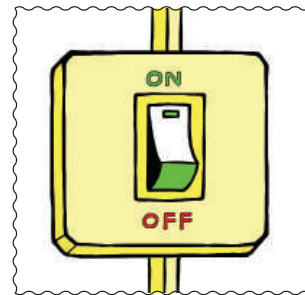
o is in **on.**

p is in **pen.**

q is in **quiet.**

r is in **red.**

s is in **sun.**



t is in **ten.**

u is in **up.**

v is in **van.**

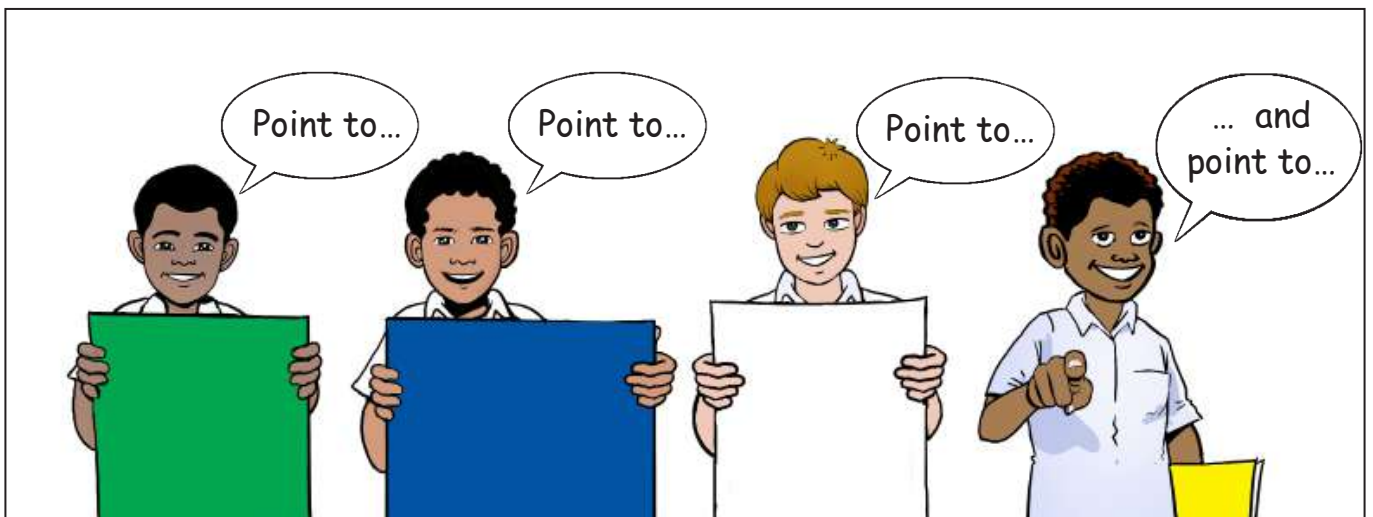
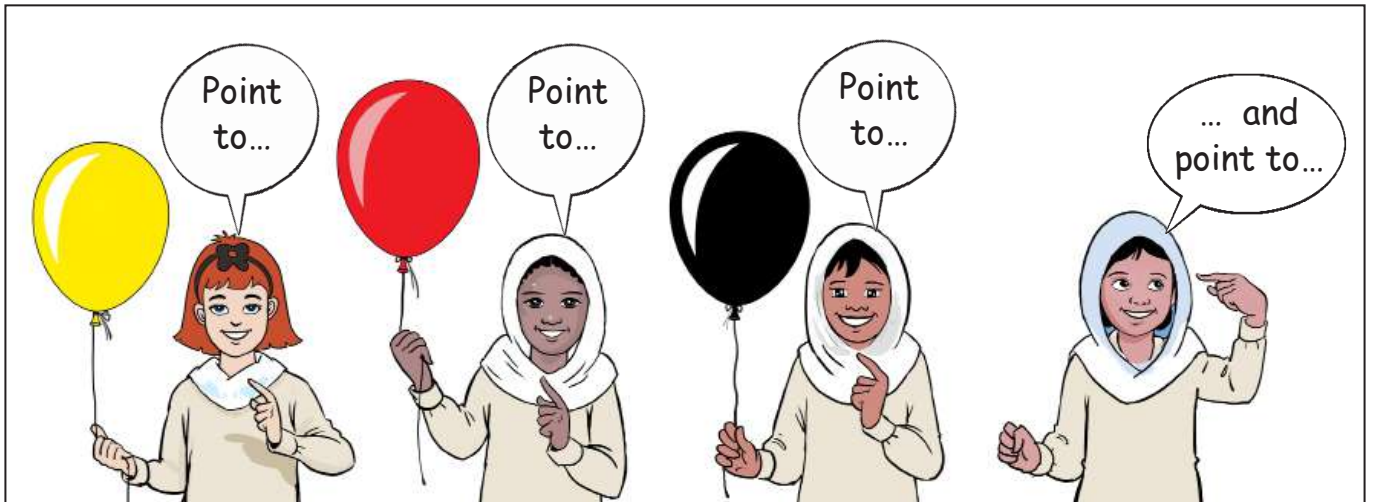
w is in **window.**

x is in **box.**

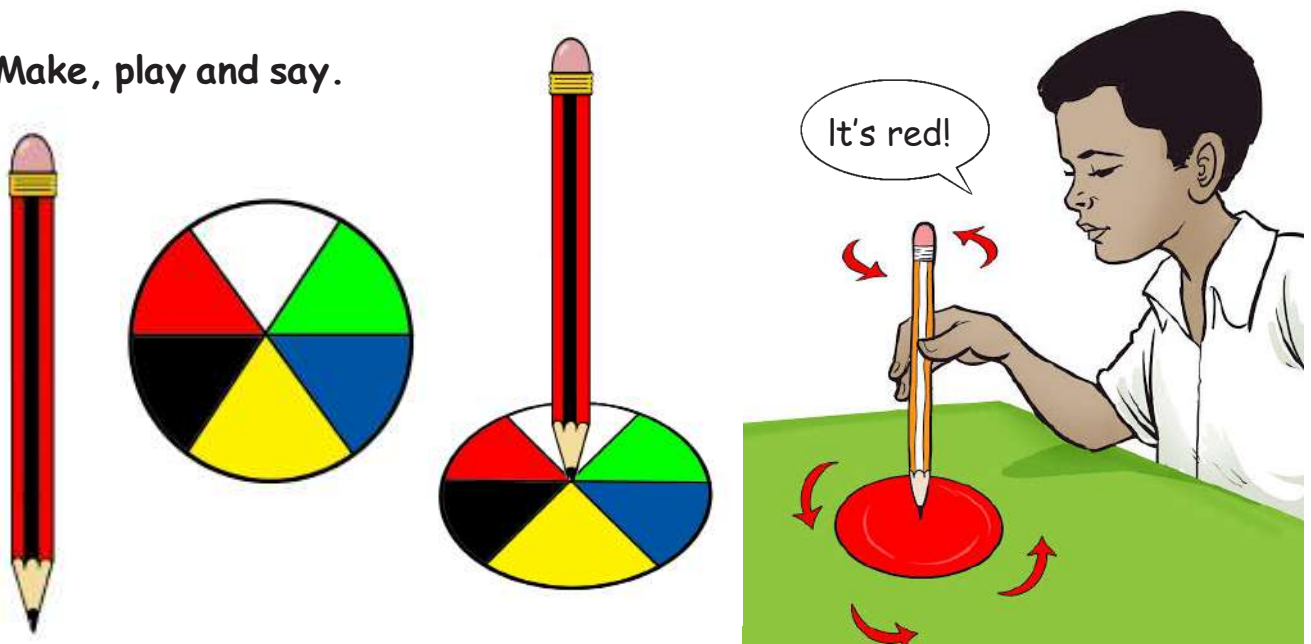
y is in **yellow.**

z is in **zoo.**

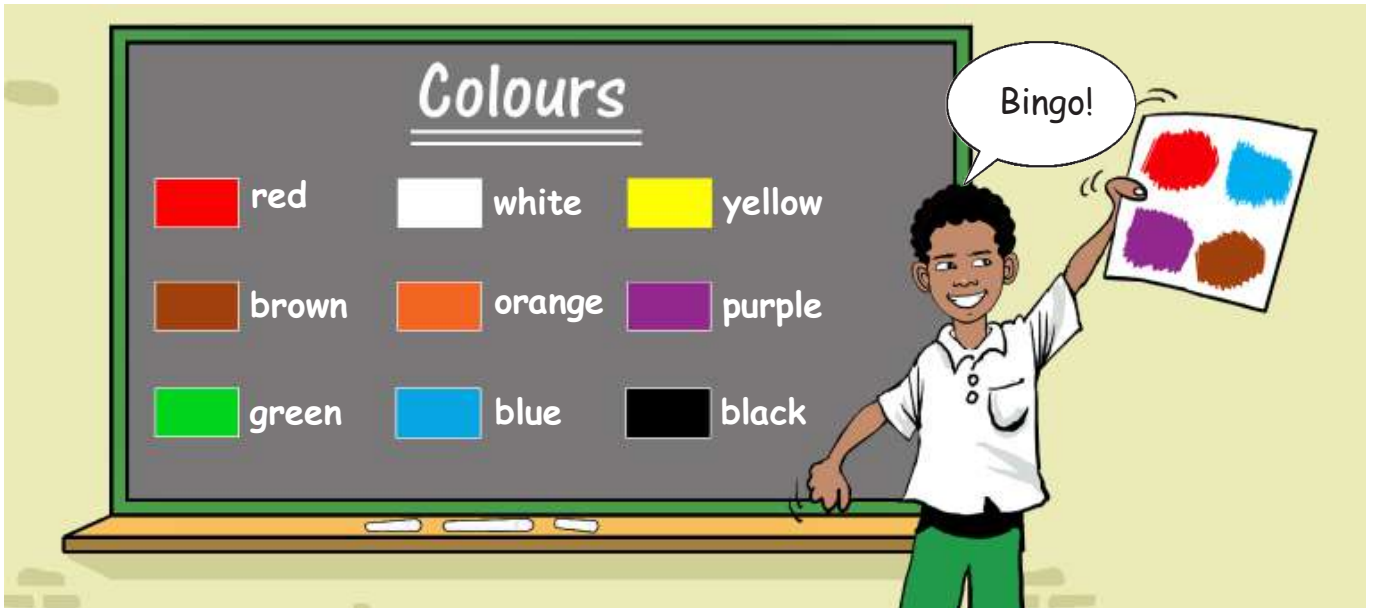
1. Listen, point and say.



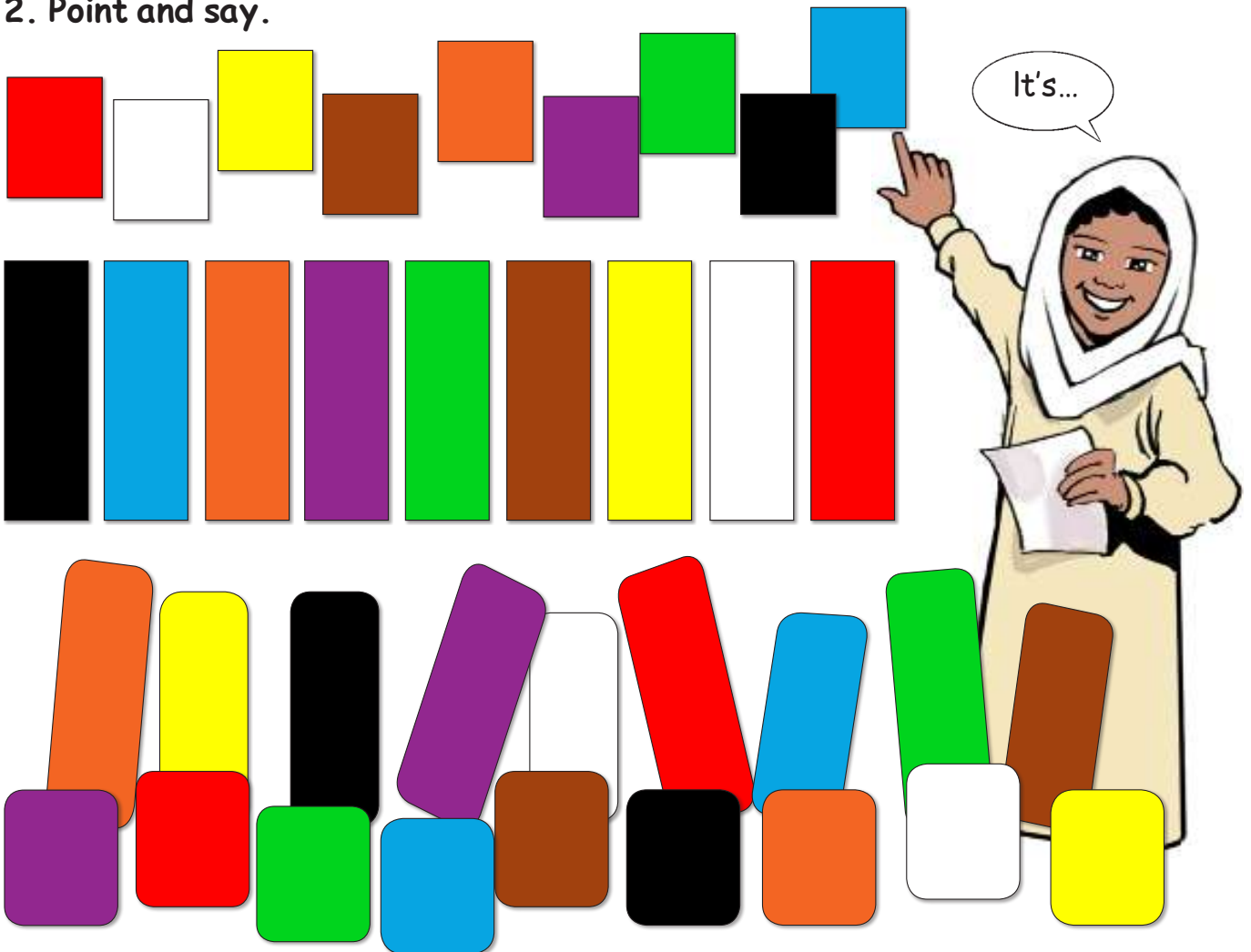
2. Make, play and say.



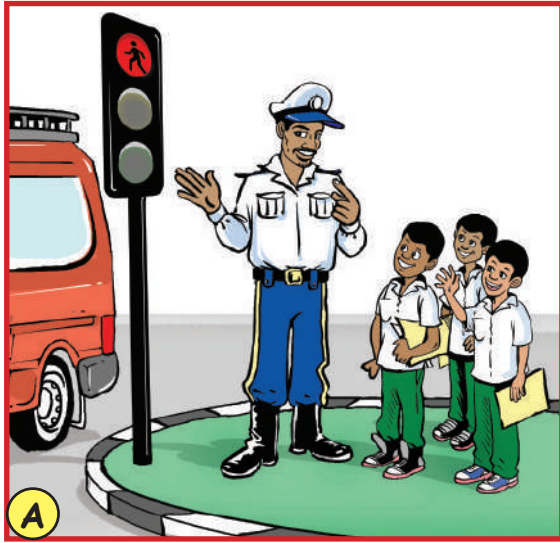
1. Play 'Colour Bingo'.



2. Point and say.



1. Listen, point and say.



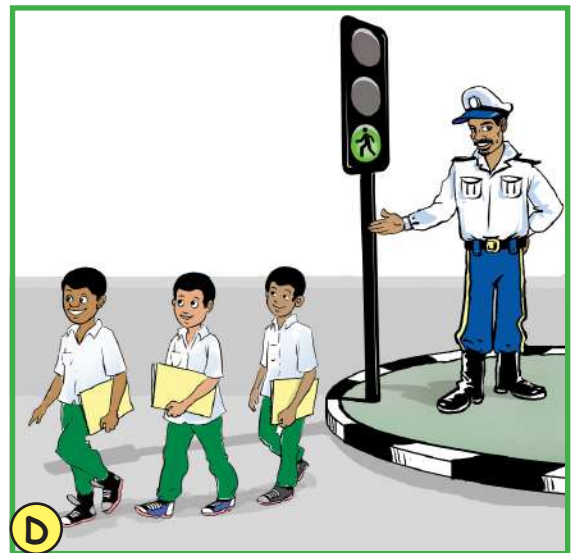
Stop!



Wait!



Go!

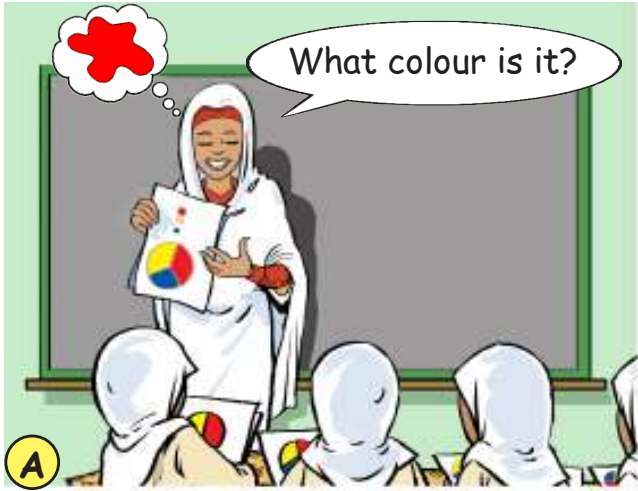


Go! Go! Go!

2. Draw, colour and say.



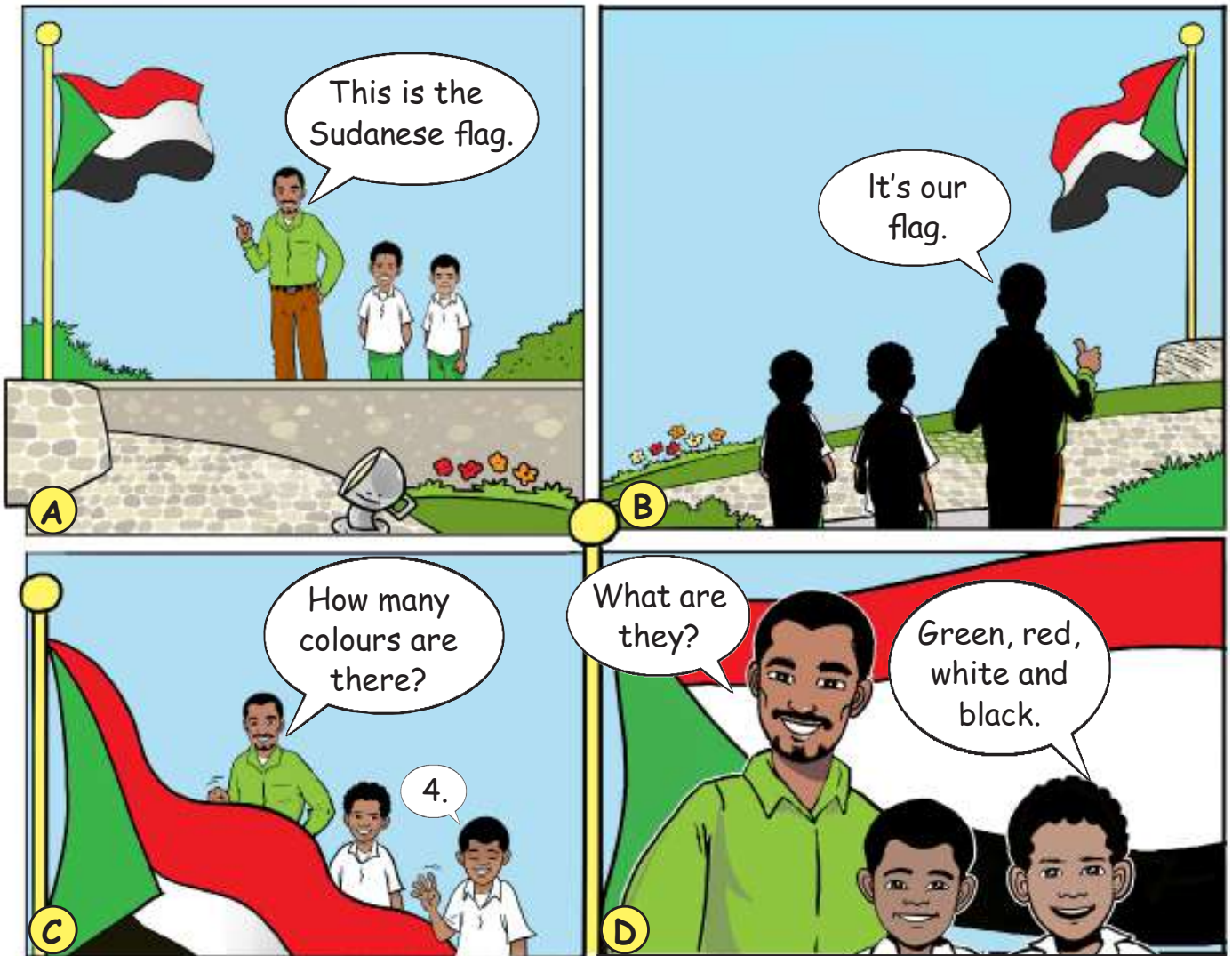
1. Listen, repeat and act.



2. Play, ask and answer.



1. Listen, repeat and act.



2. Talk about the flags.



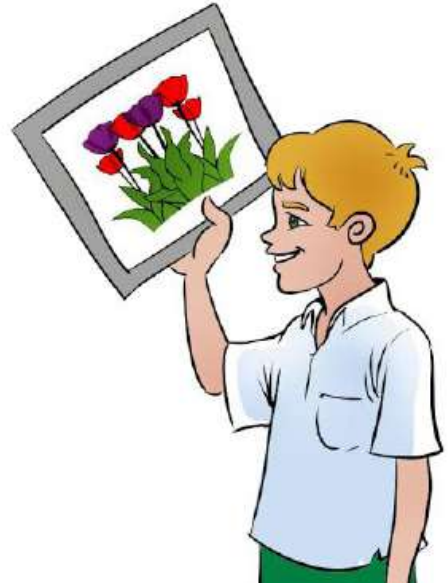
1. Listen, point and say.



Badr's picture



Ahmed's picture



Eddie's picture

2. Point and talk about the pictures.



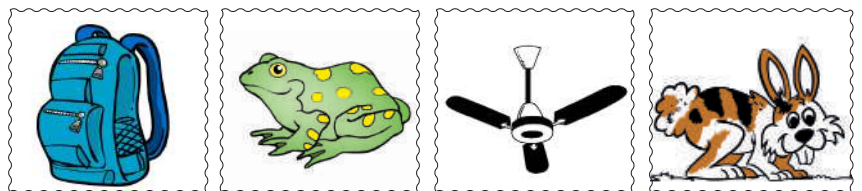
Fatma's picture

Dalia's picture

Cathy's picture

Mrs Hind's picture

This is Cathy's picture. It's a bag. It's blue.



1. Listen, repeat and act.



2. Look, ask and answer.



Cathy



Badr



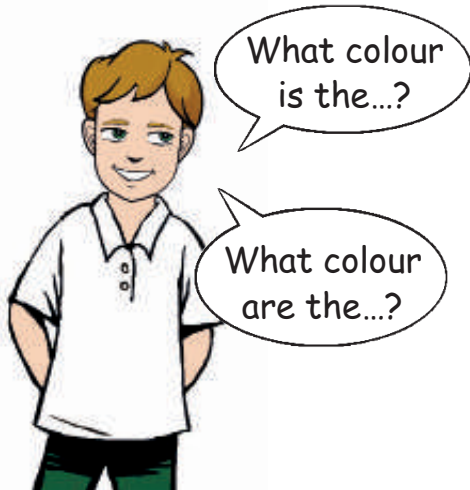
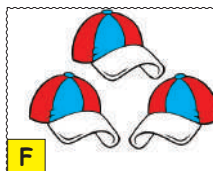
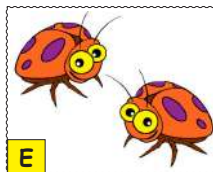
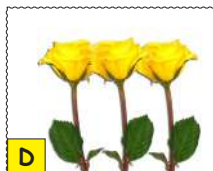
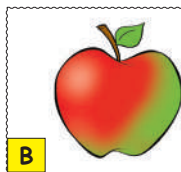
Eddie



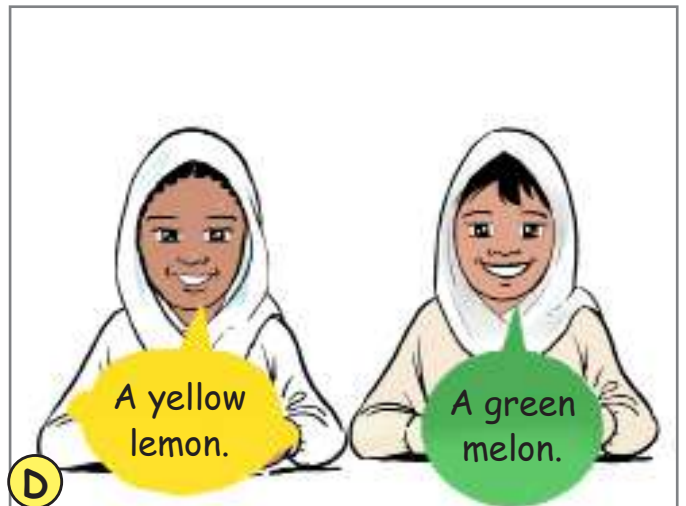
1. Listen, repeat and act.



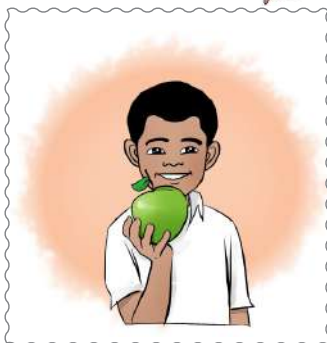
2. Look, ask and answer.



1. Listen, read and say.



2. Point and say.



Badr



Eddie



Cathy



Ahmed

1. Listen, repeat and act.



2. Look, ask and answer.

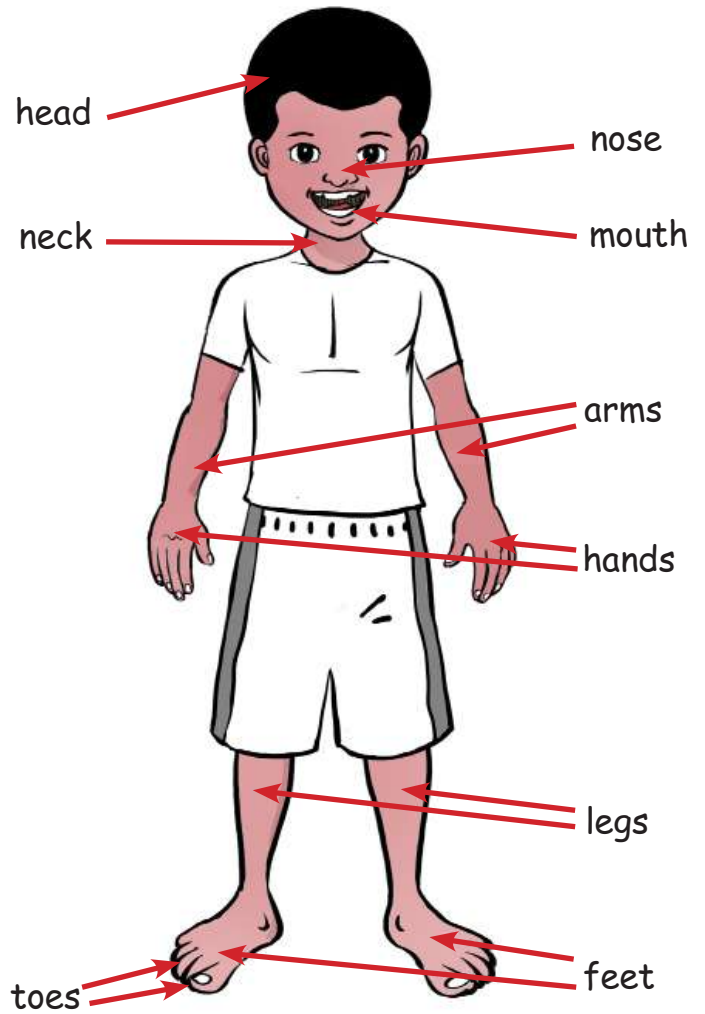


Tom Class 3

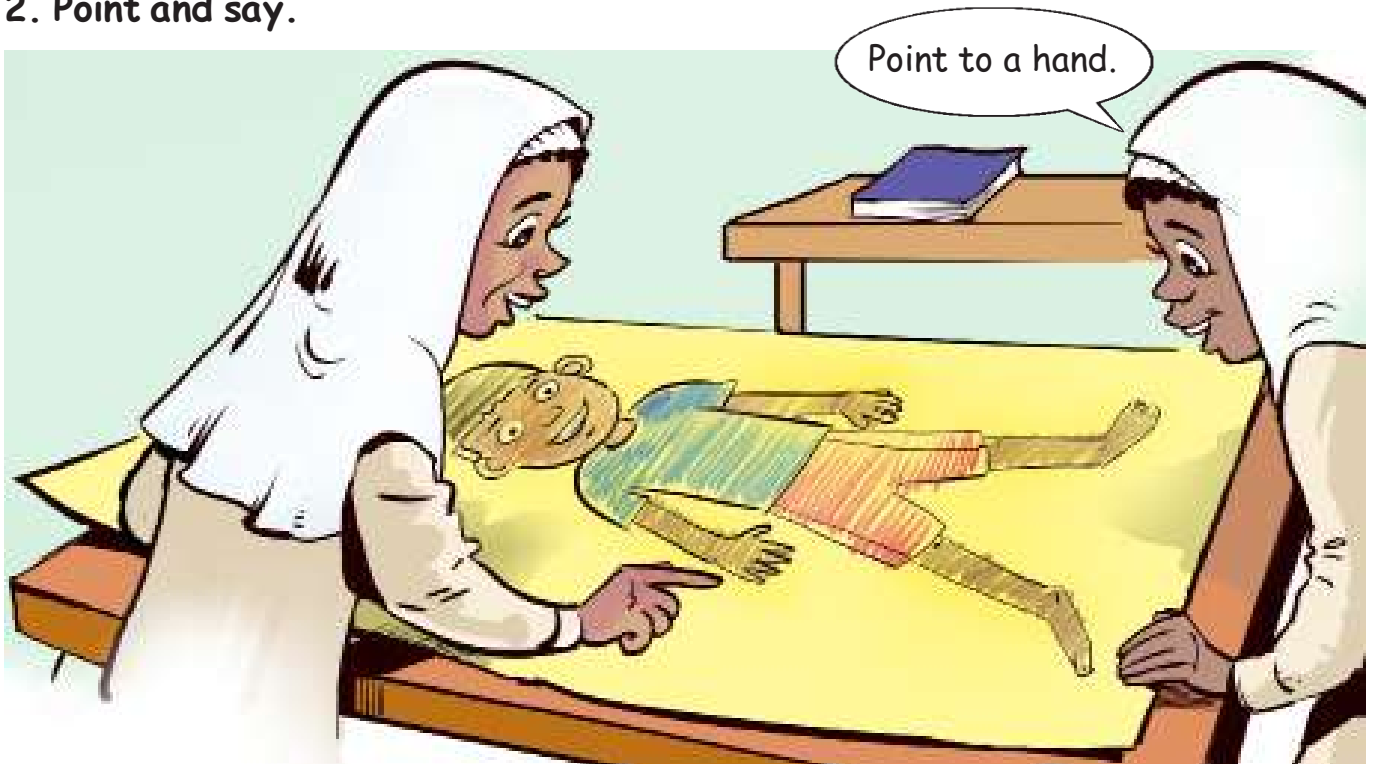


Lisa Class 5

1. Listen, point and say.



2. Point and say.



1. Listen, repeat and act.



2. Look, ask and answer.



Hiba Sudanese
9 Class 4



Tom English
8 Class 3

1. Read, match and say.

A This animal has got a long neck.

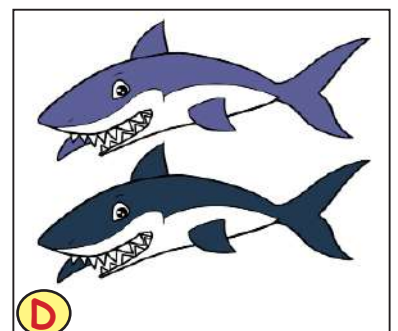
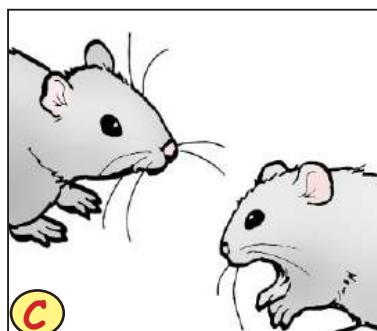
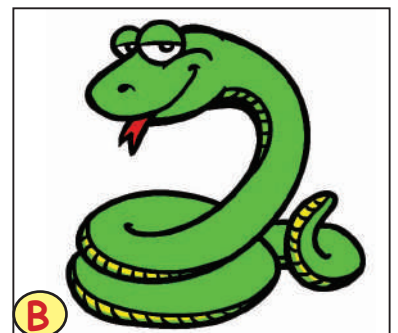
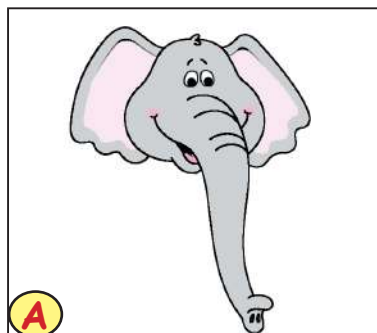
B They've got big eyes.

C This animal has got long hair.

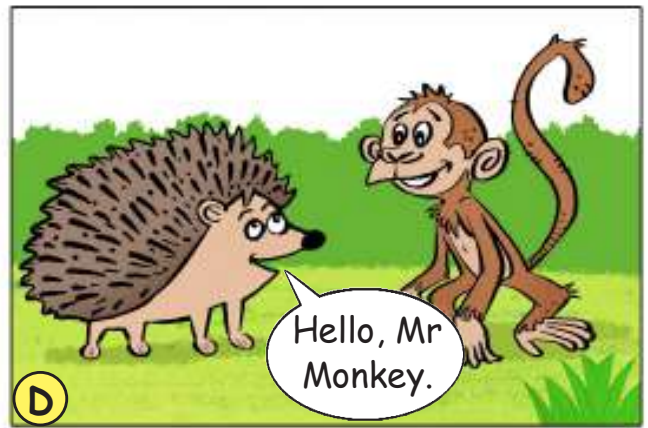
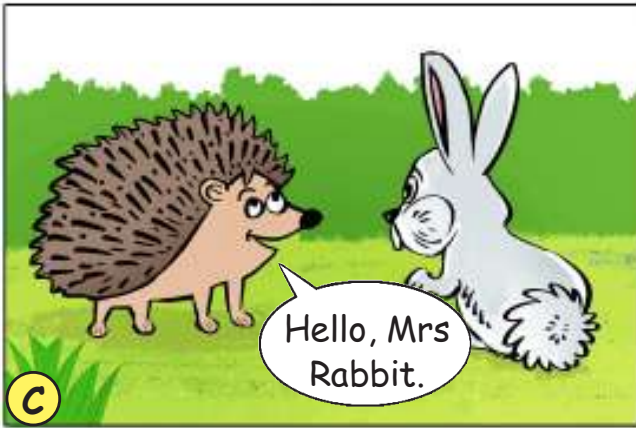
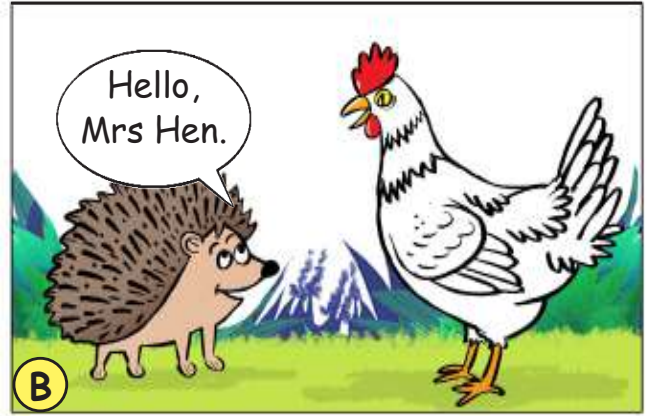
D They've got big teeth.



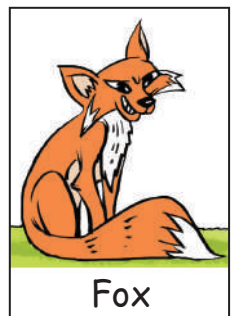
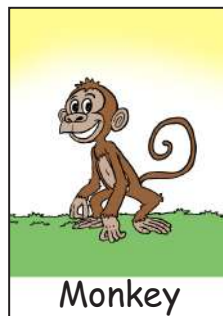
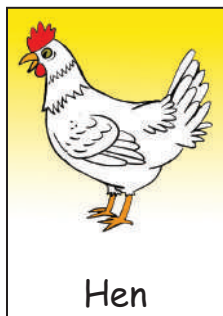
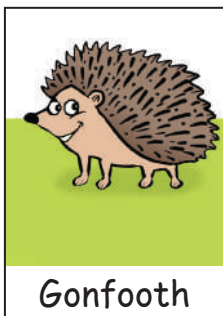
2. Talk about the animals.



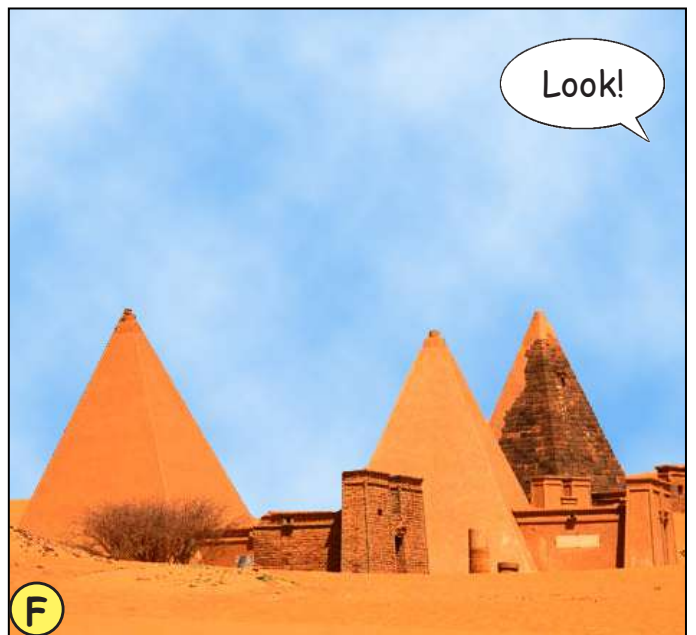
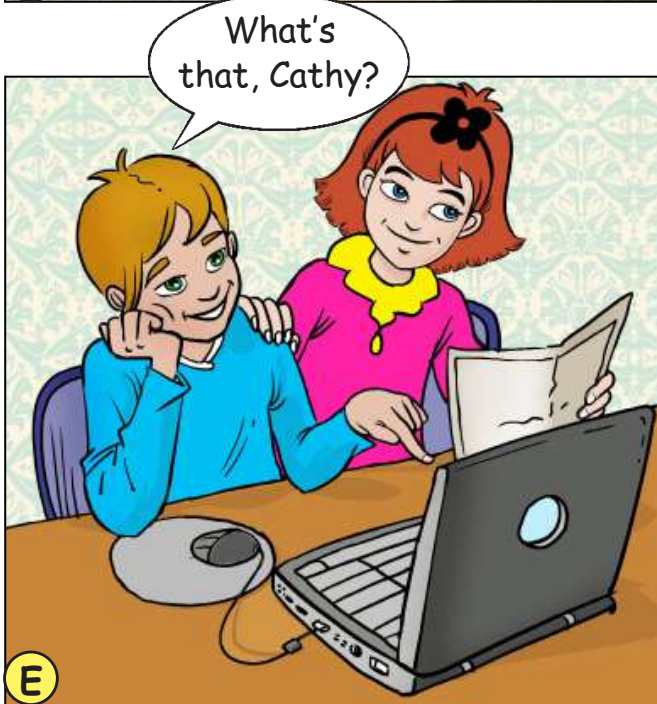
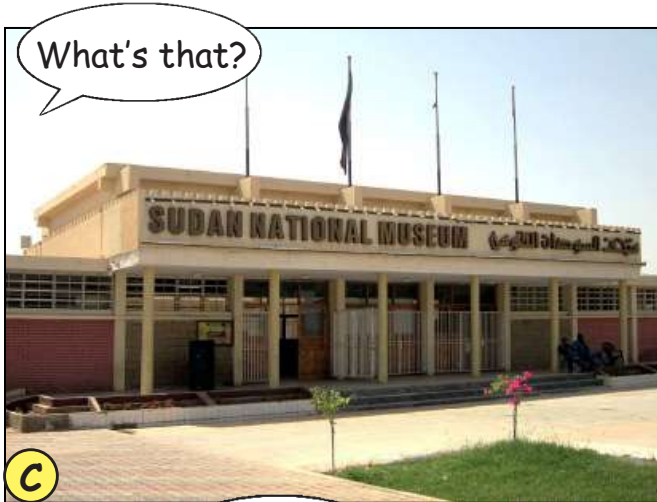
1. Listen and repeat.



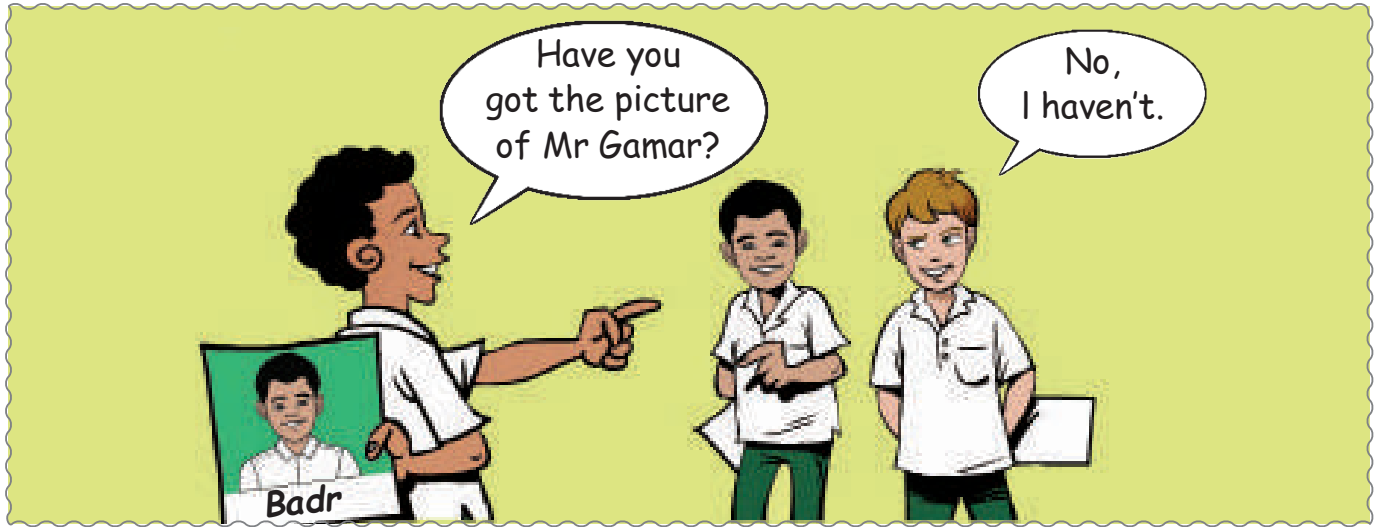
2. Act and say.



1. Listen, repeat and act.



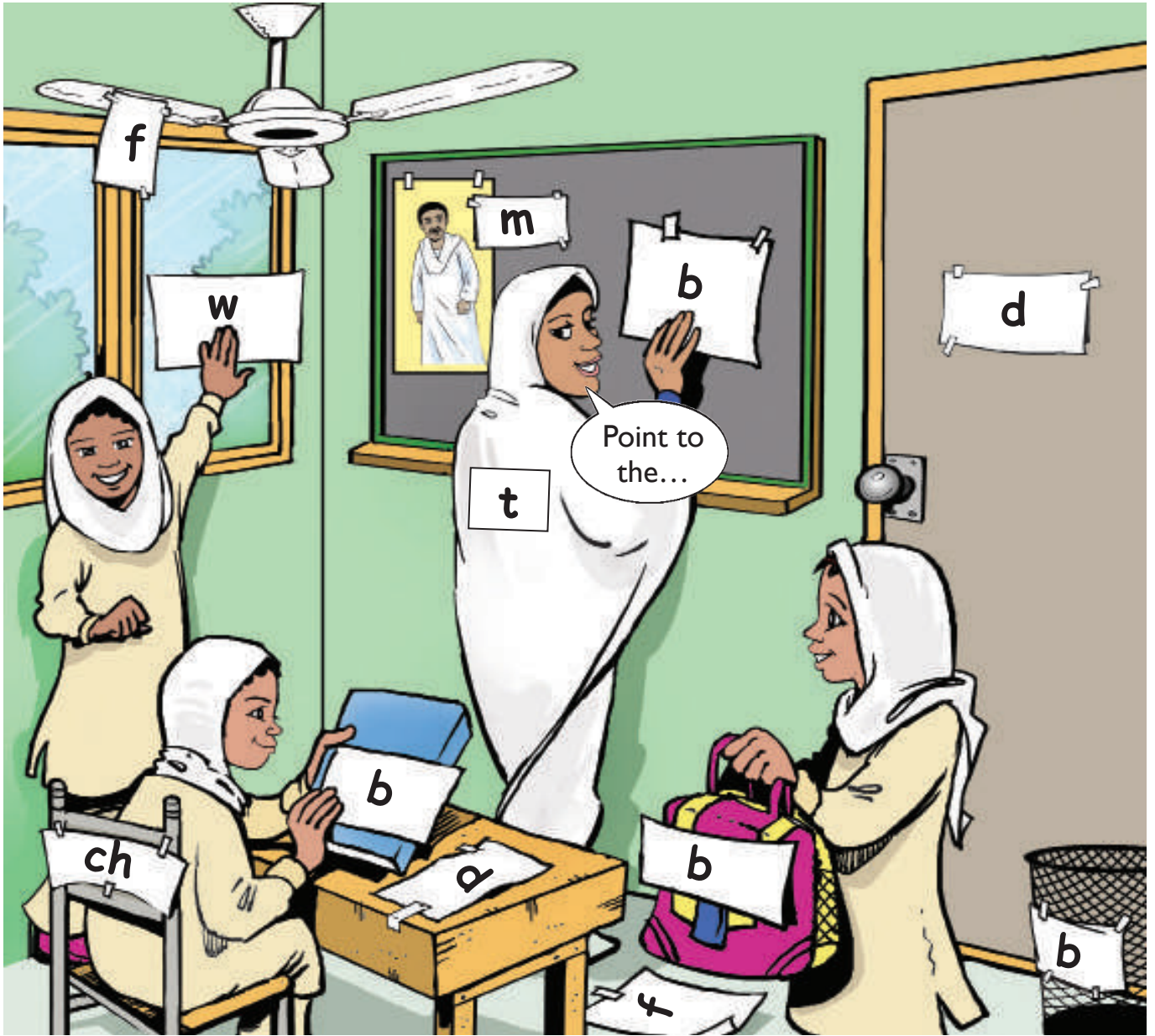
1. Listen and read. Then play the game.



2. Write class names with your teacher.

Names with A/a	Other names
Adam Ali Badr	Eddie Helmi Mohsin

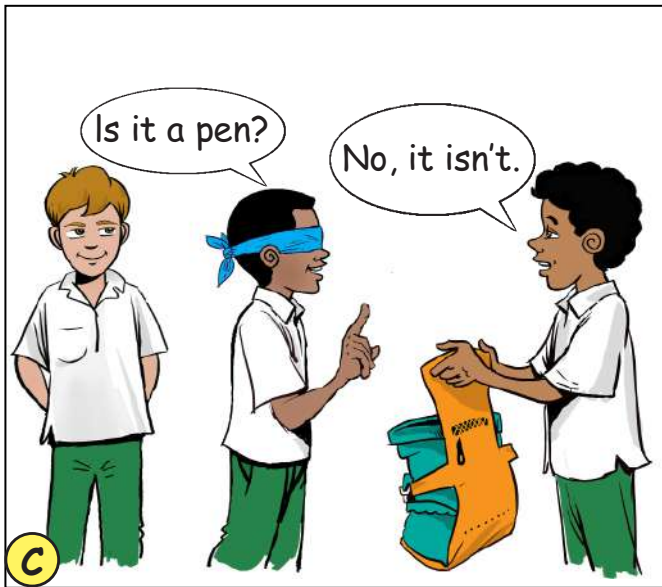
1. Listen, point and say.



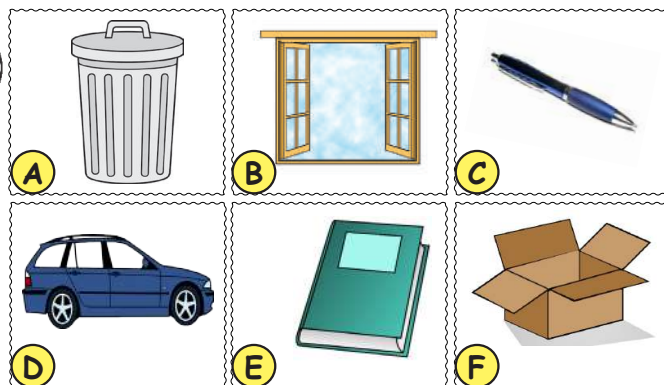
2. Draw and spell.



1. Listen, read and say.



2. Look, ask and answer.



1. Listen and point. Then ask and answer.

- A Where is Mrs Hind?
- C Who is next to Cathy?

- B Who is next to Mrs Hind?
- D What is next to Dalia?



Mrs Hind

Marwa

Cathy

Dalia

2. Look, ask and answer.



1. Say and act. Then ask and answer.

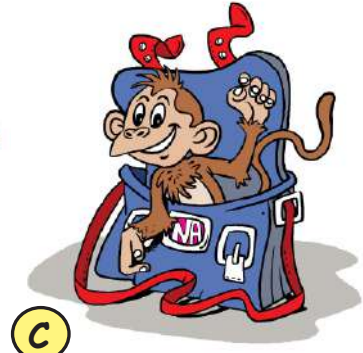


A

The monkey's on the chair.



B



C

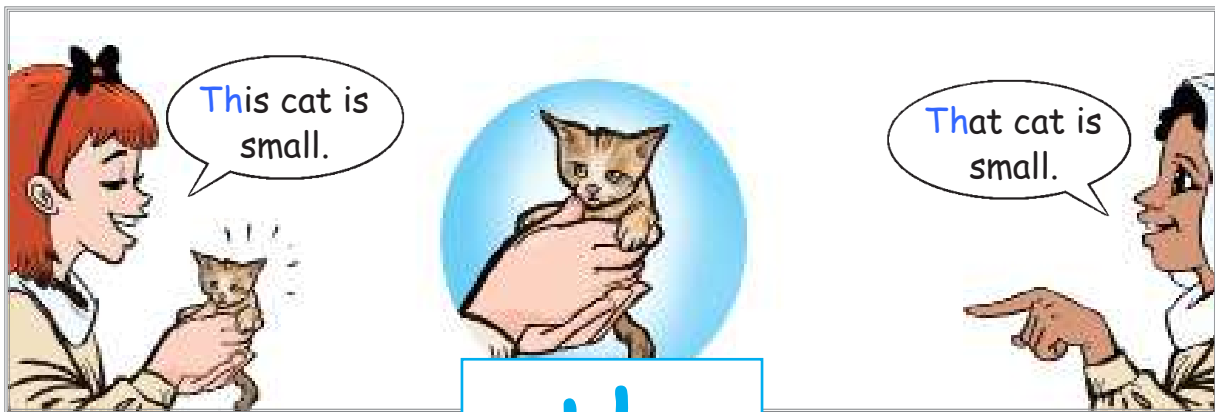


D

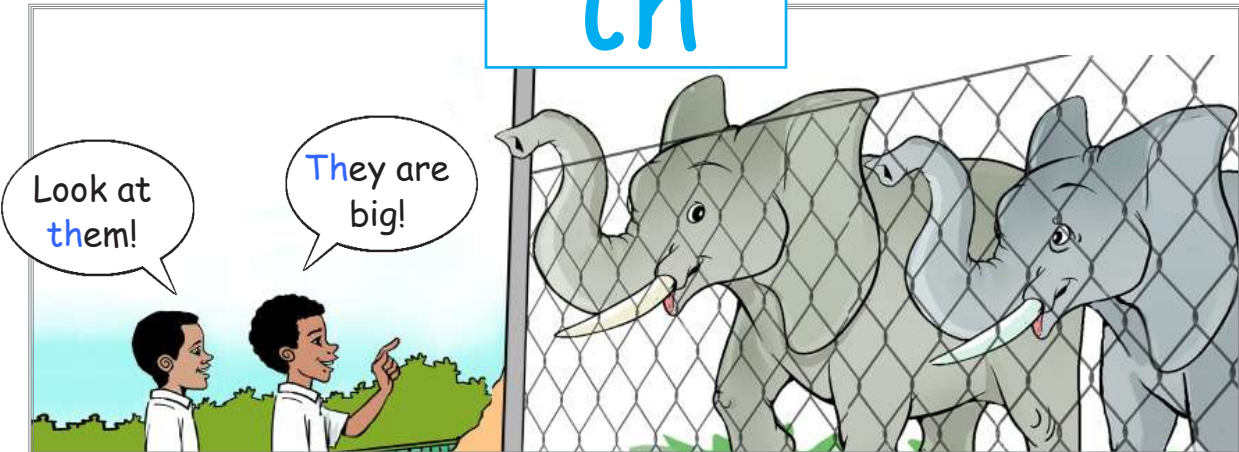


E

2. 🎧 Listen and point. Then read and say.



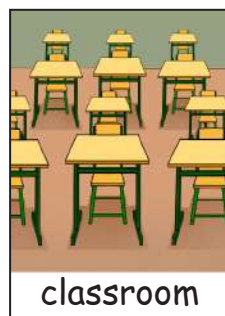
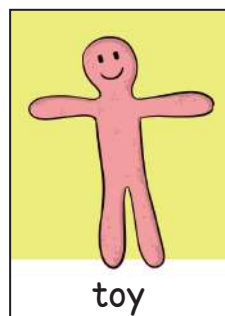
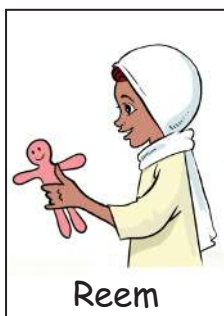
th



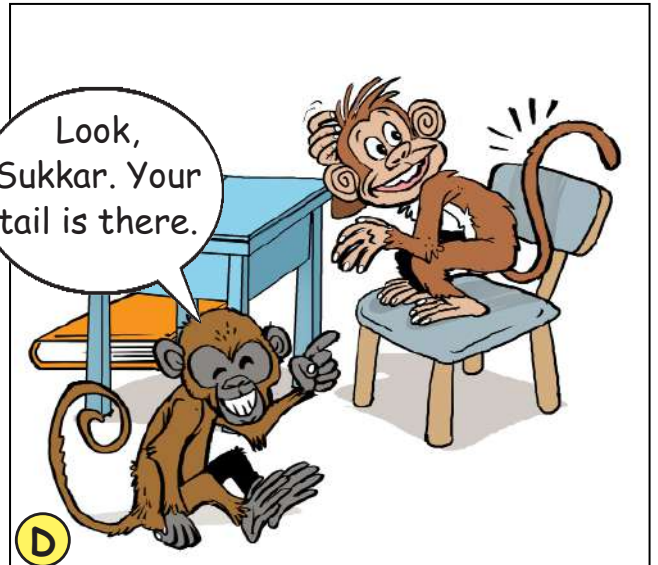
1. Listen, read and repeat.



2. Act and say.



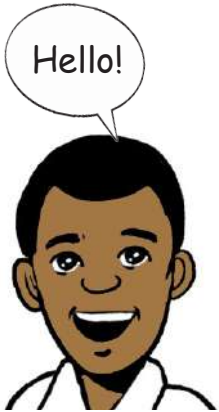
1. Listen, repeat and act.



2. Play the game.



1. Listen and answer. Then point and say.



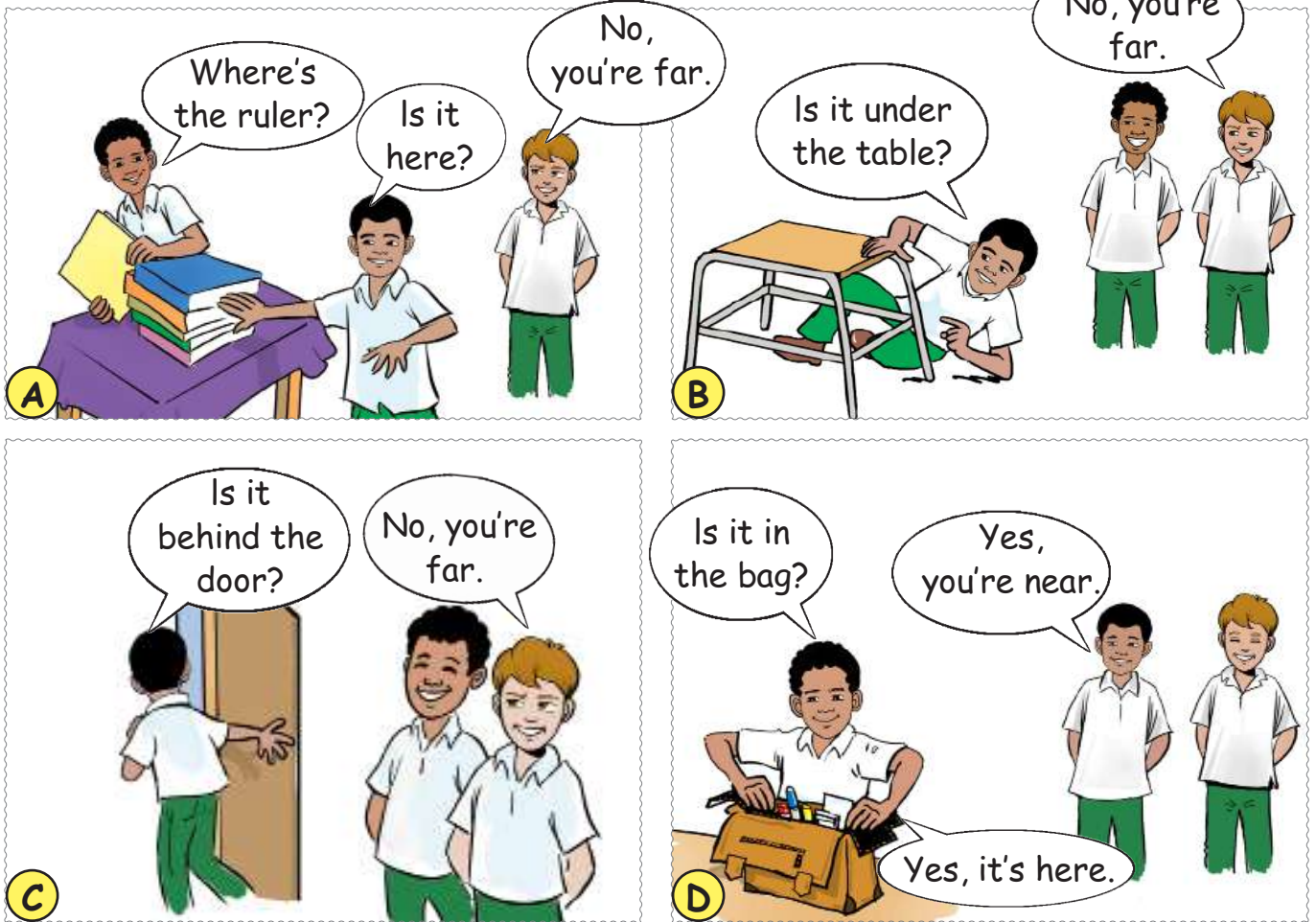
- A What is the boy's name?
- B Where is the boy from?



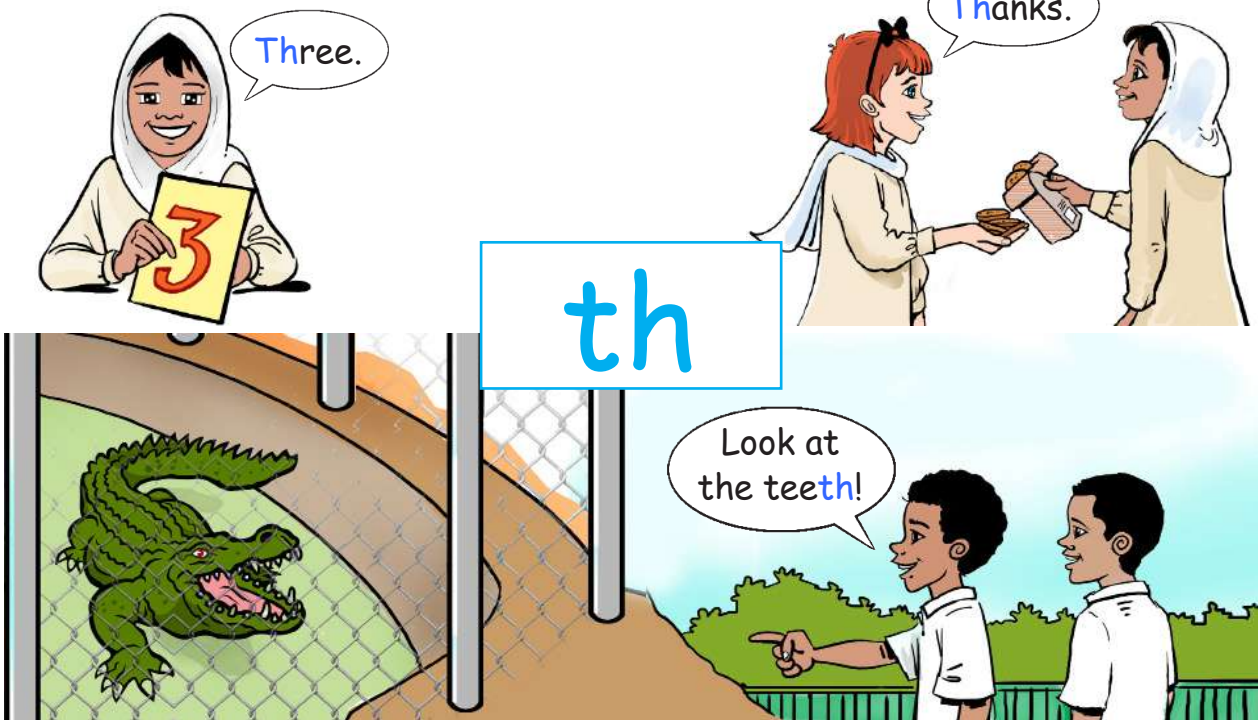
2. Read, ask and answer.



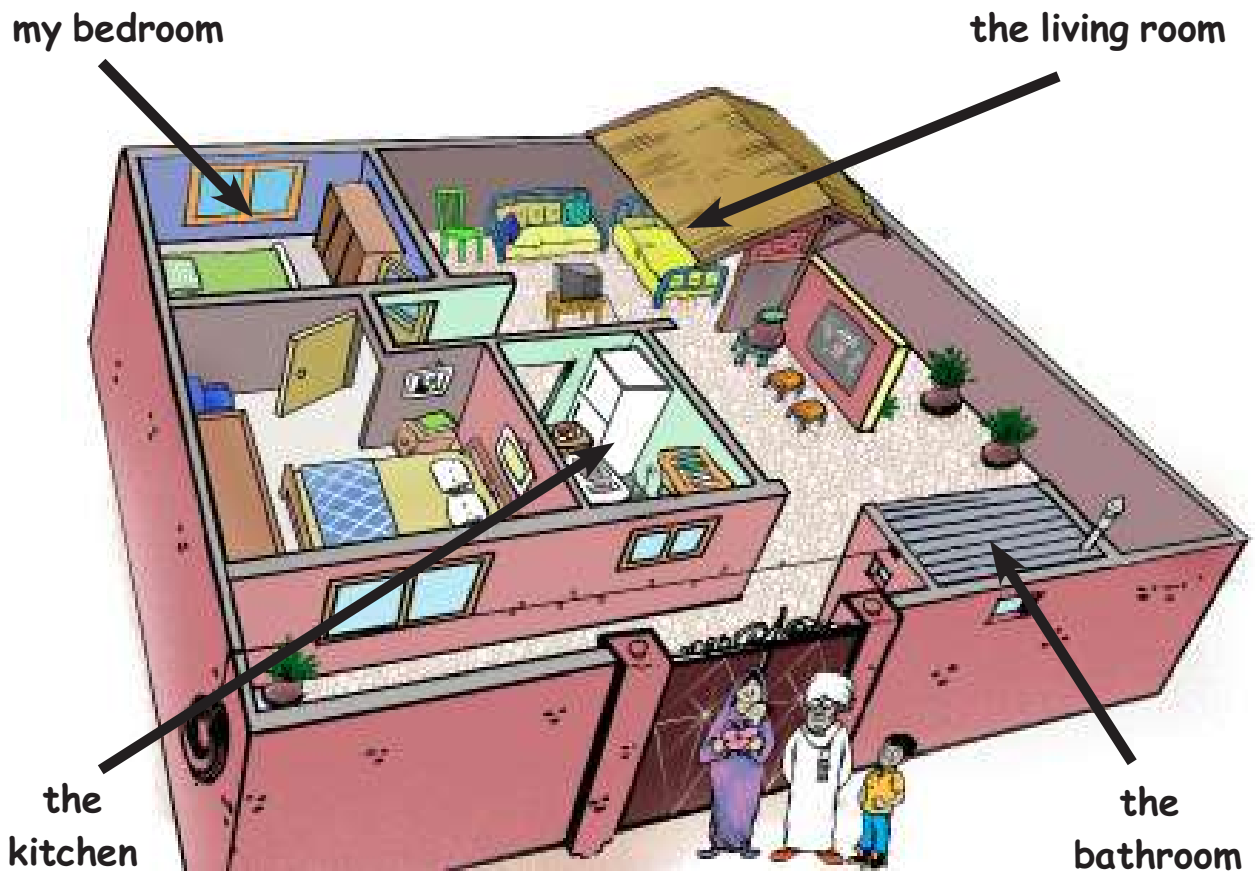
1. Read and say. Then play the game.



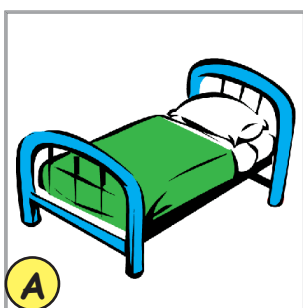
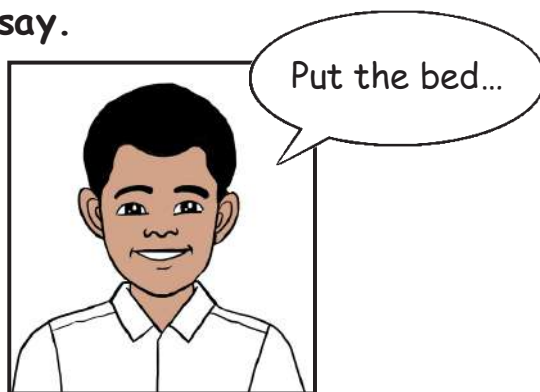
2. Point, read and say.



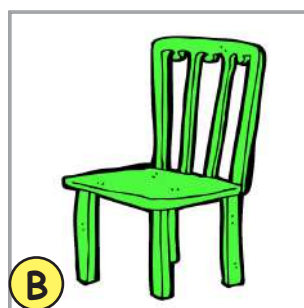
1. Listen, point and say.



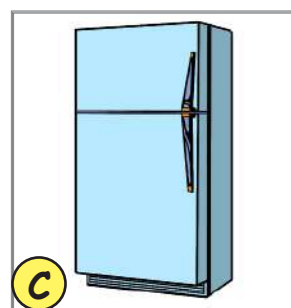
2. Point and say.



bed



chair



fridge

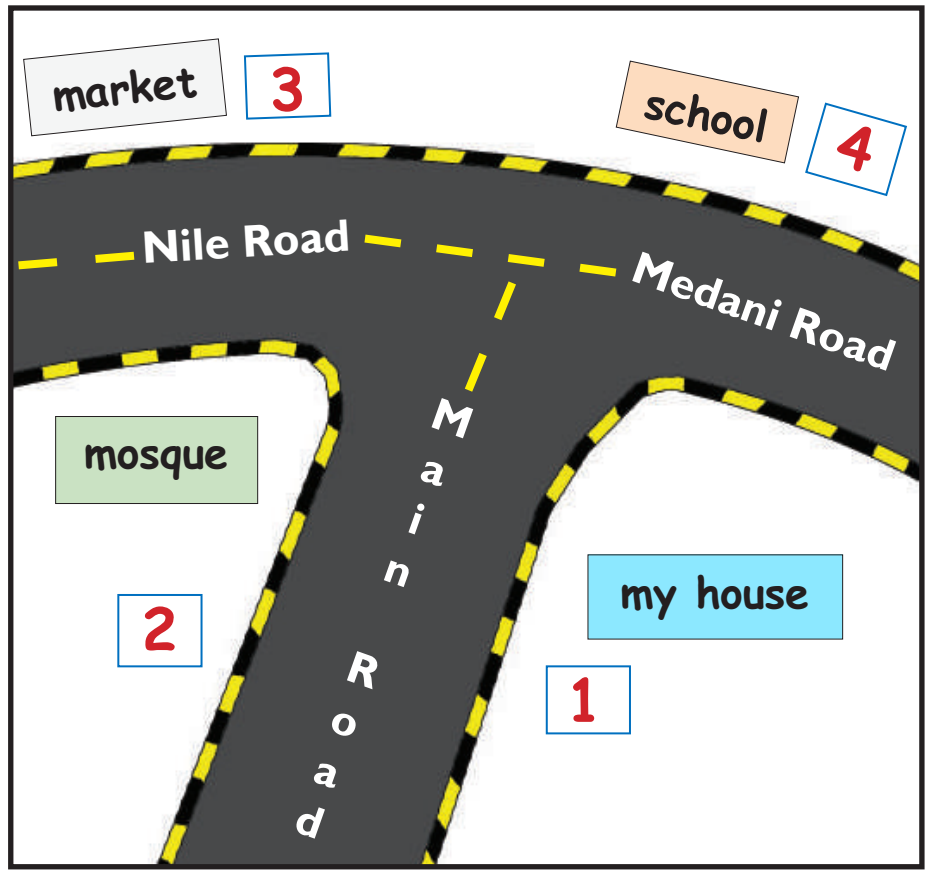


TV

1. Listen and point.



	park
	library
	hospital
	shop



2. Look, ask and answer.



1. Listen and read. Then say and act.



A

I'm a cat.
I live in a flat.



B

I'm a mouse.
I live in a house.



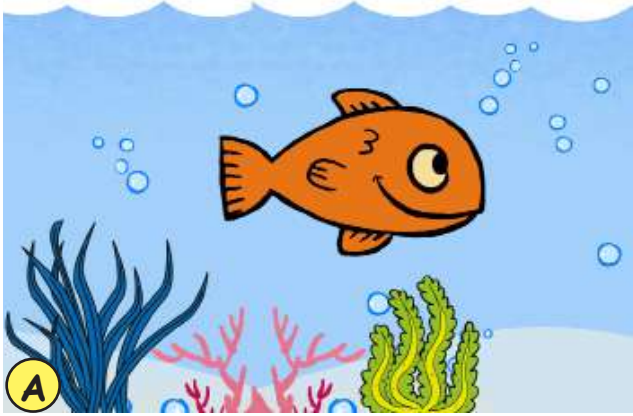
C

I'm a bird.
I live in a tree.

2. Talk about you.



1. 🗣️ Listen and read. Then say and act.



A

I'm a fish.
I live in the sea.



B

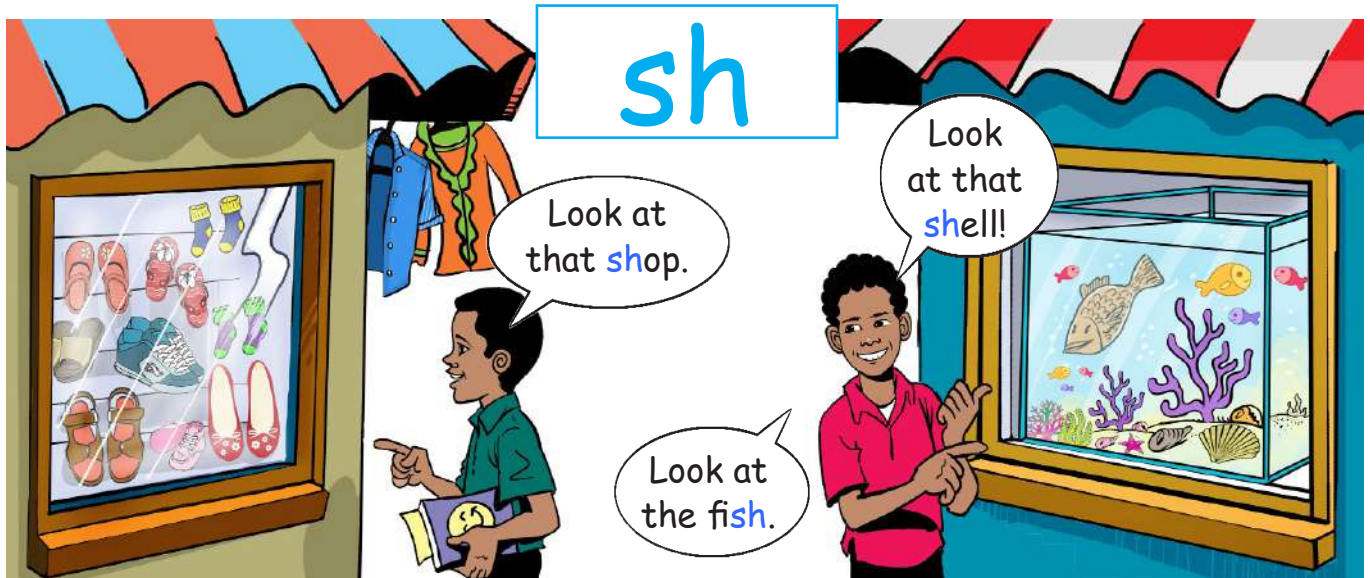
I'm a snail.
I live in my shell.



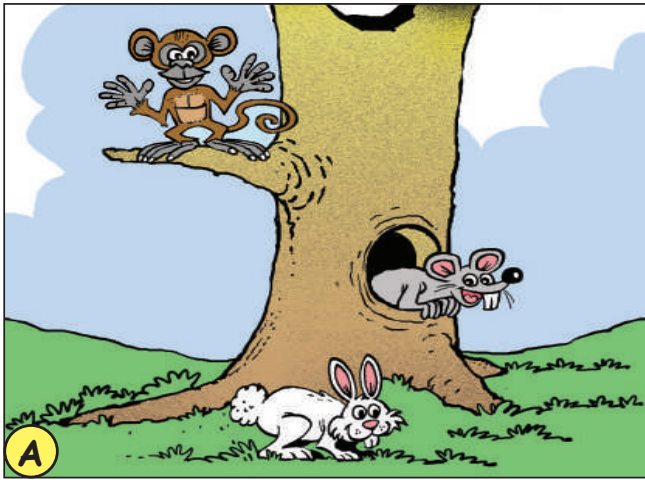
C

I'm a frog.
I live in a well.

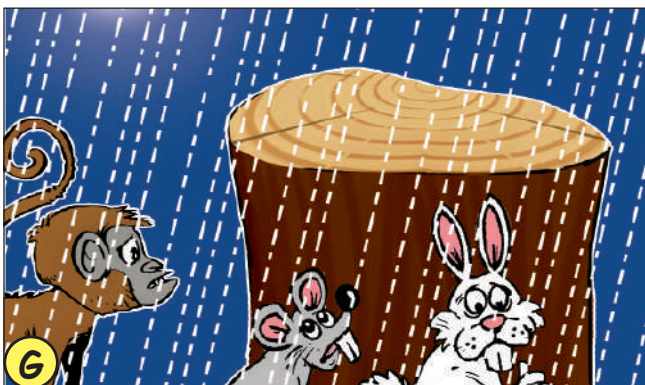
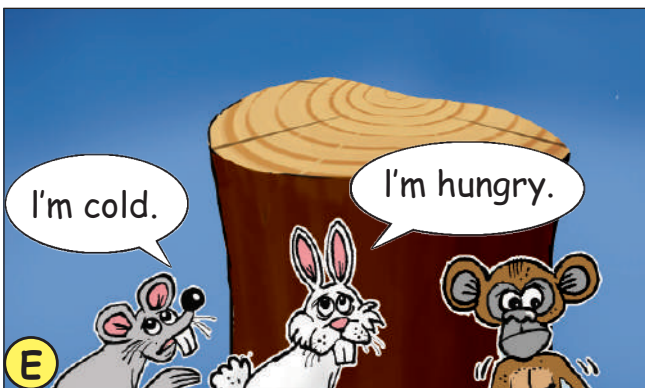
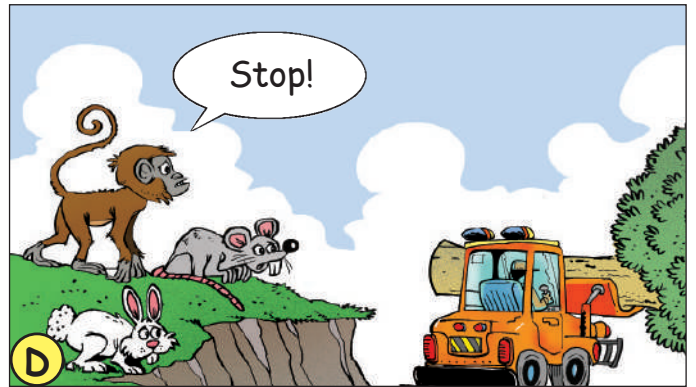
2. 🗣️ Listen and point. Then read and say.



1. Listen, read and repeat.



A monkey, a mouse and a rabbit live in a tree.



The animals need a new home.



They need a new tree.

1. Listen, read and repeat.



The animals walk and walk.



This is a nice tree.



Wait!



Look at the seeds!



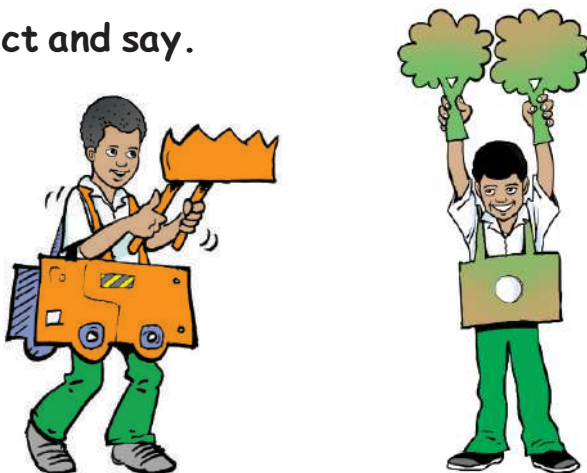
Plant the seeds and grow new trees.



Yes, grow them for our children...

... and for our children's children.

2. Act and say.



1. Listen and answer. Then point and say.

- A Where is the girl from?
- B Where is the girl's flat?
- C What is the boy's name?
- D What number is his house?



2. Read and say.

My name is...
I'm from...
I live near...
I live in a...



1. Listen, read and say.

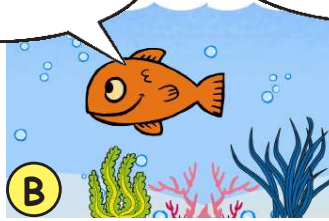
I've got a home.
I live in a field.

A



I've got a home.
I live in the sea.

B



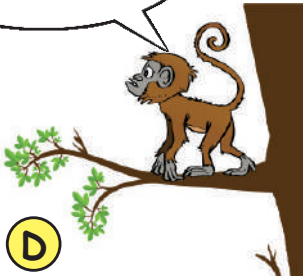
I've got a home.
I live in a river.

C



I've got a home.
I live in a tree.

D



I've got a home.
I live in my shell.

E



I've got a home.
I live in a nest.

F



I've got a home.
I live in a flat.

G



My house is my home.
My home is best.

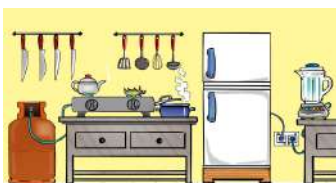
H



2. Listen and point. Then read and say.



chair



kitchen

ch

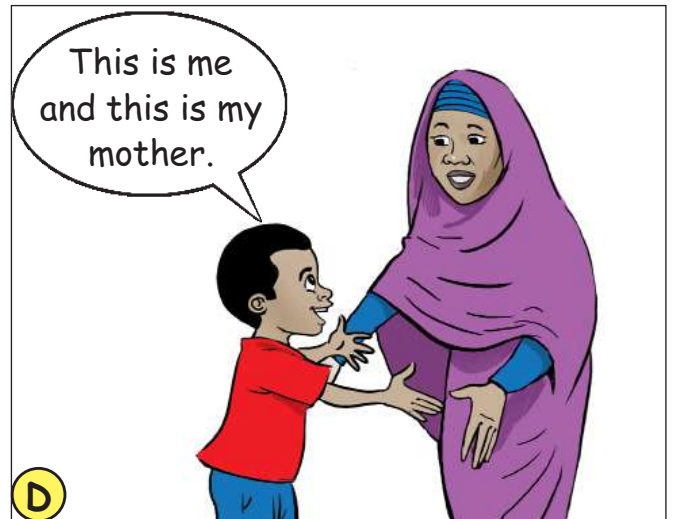


children



teacher

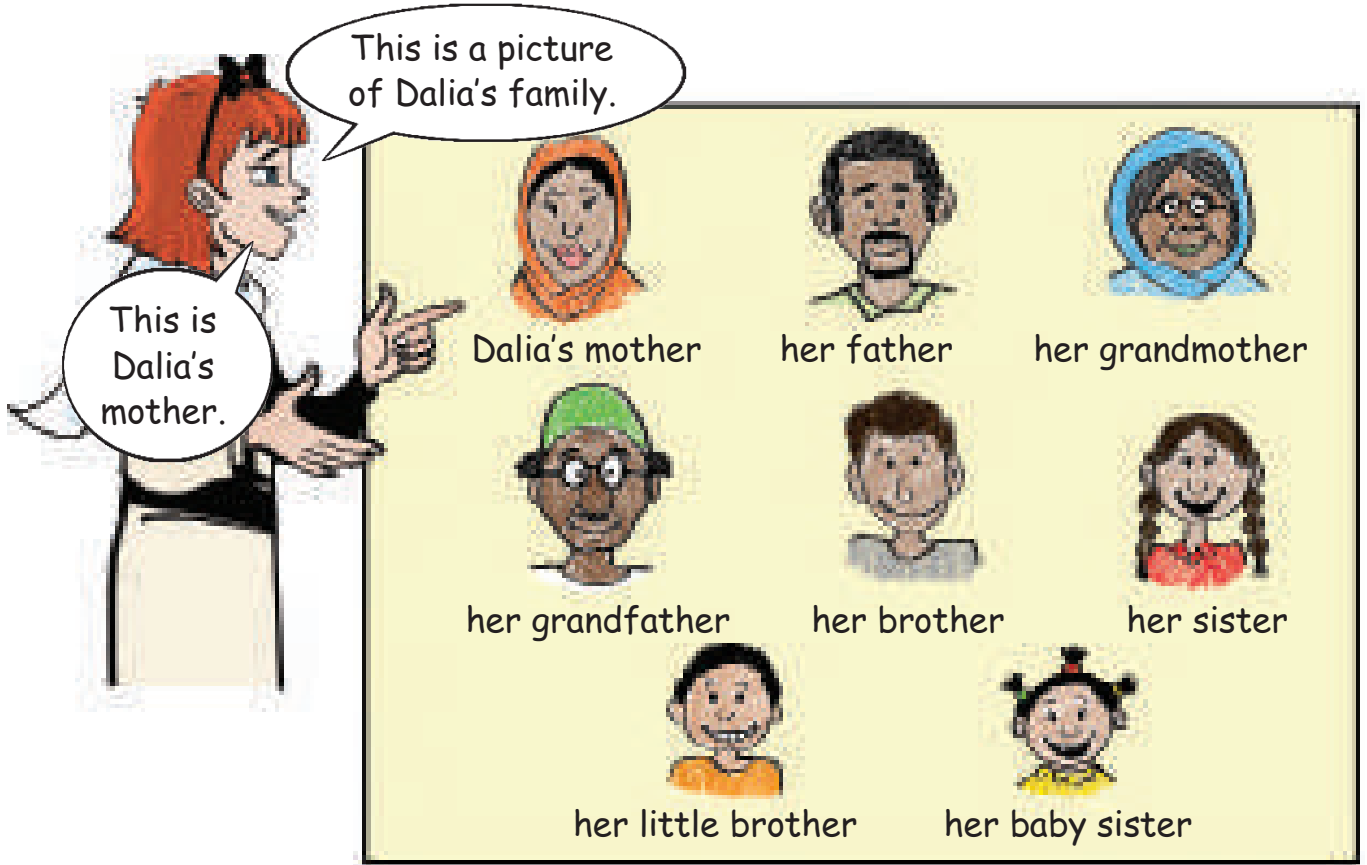
1. Listen, read and repeat.



2. Make a card.



1. Listen and repeat. Then point and say.



This is a picture of Dalia's family.

This is Dalia's mother.

Dalia's mother

her father

her grandmother

her grandfather

her brother

her sister

her little brother

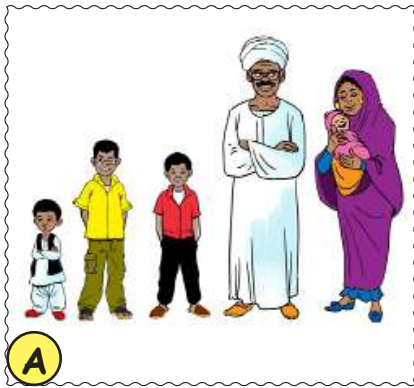
her baby sister

2. Draw, point and say.



This is my father.

1. Listen and answer. Then repeat and act.



2. Ask and answer.



1. Listen, point and say.



2. Listen and point. Then read and say.



car

ar



arm

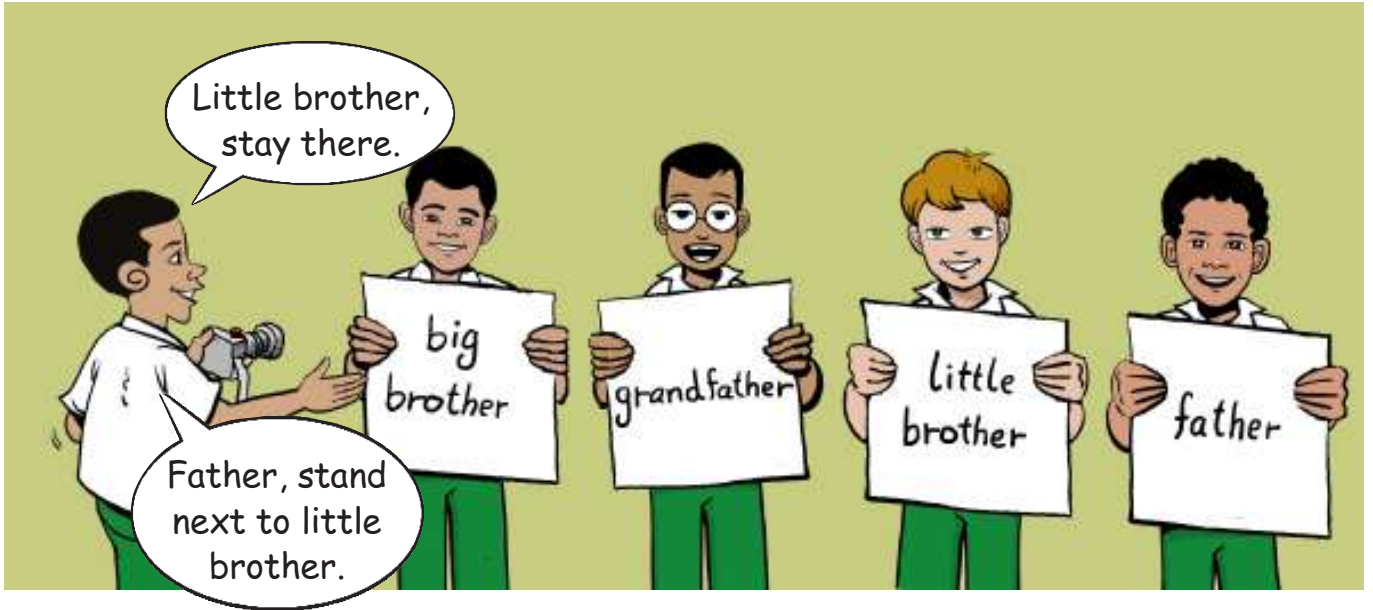


star



market

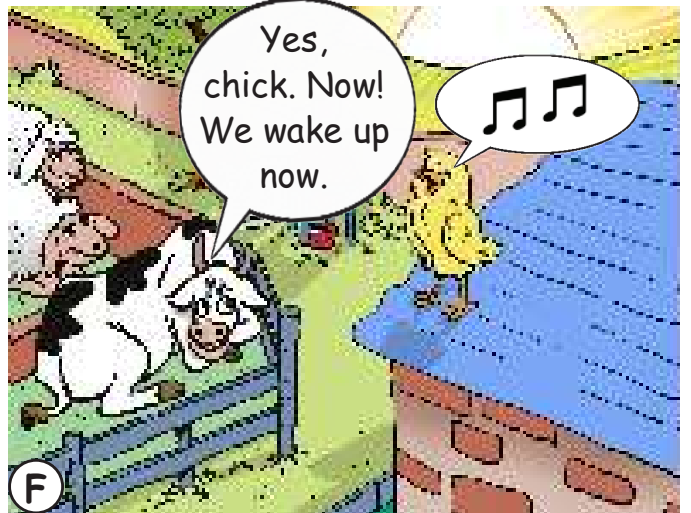
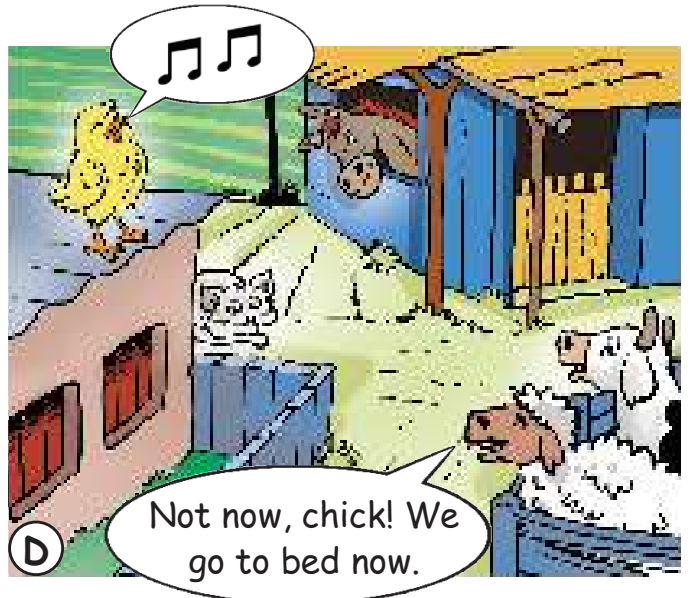
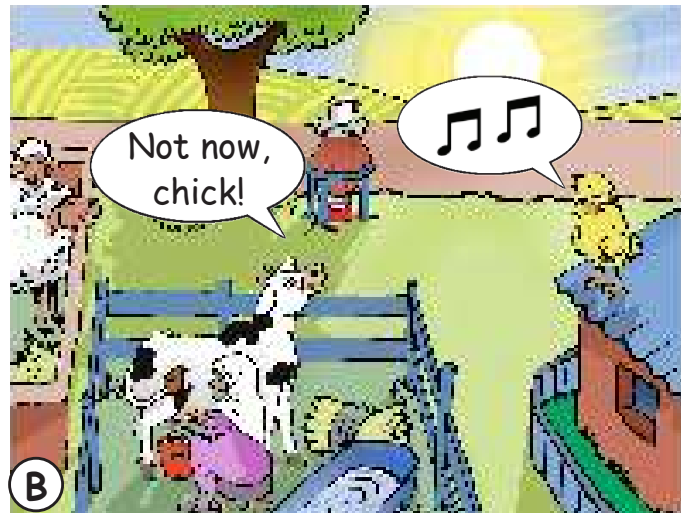
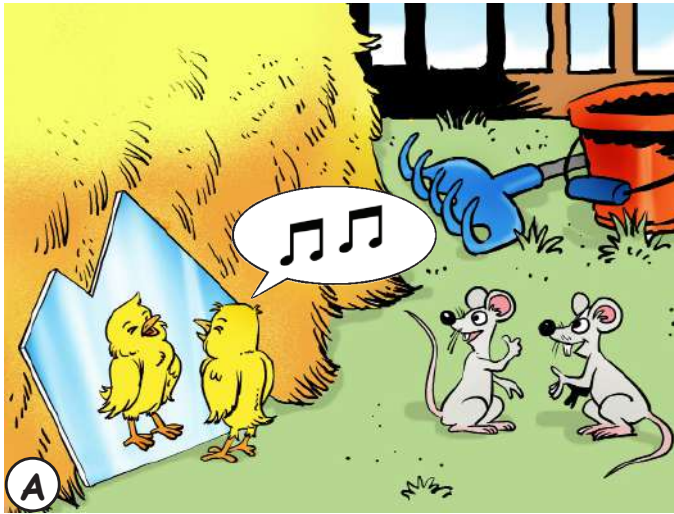
1. Listen, say and act.



2. Play 'Bingo'.



1. 🎧 Listen and read. Then repeat and act.



1. Read, match and say.



- A My brother and I wake up at 6 o'clock.
- B We go to school at 7 o'clock.
- C We eat breakfast at 10 o'clock.
- D After school, we walk home.
- E We go to bed at 9 o'clock.



2. Read and say.

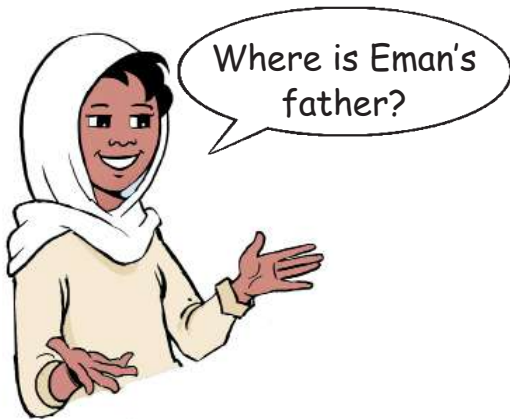
My name is...
 I wake up at...
 I go to school at...
 I eat breakfast at...
 I go to bed at...



1. Read and match. Then ask and answer.



- (A) Eman's father
- (B) Eman's mother
- (C) Eman's grandmother
- (D) Eman's grandfather
- (E) Eman's sister
- (F) Eman's brother



2. Listen and point. Then read and say.



mother



under

er

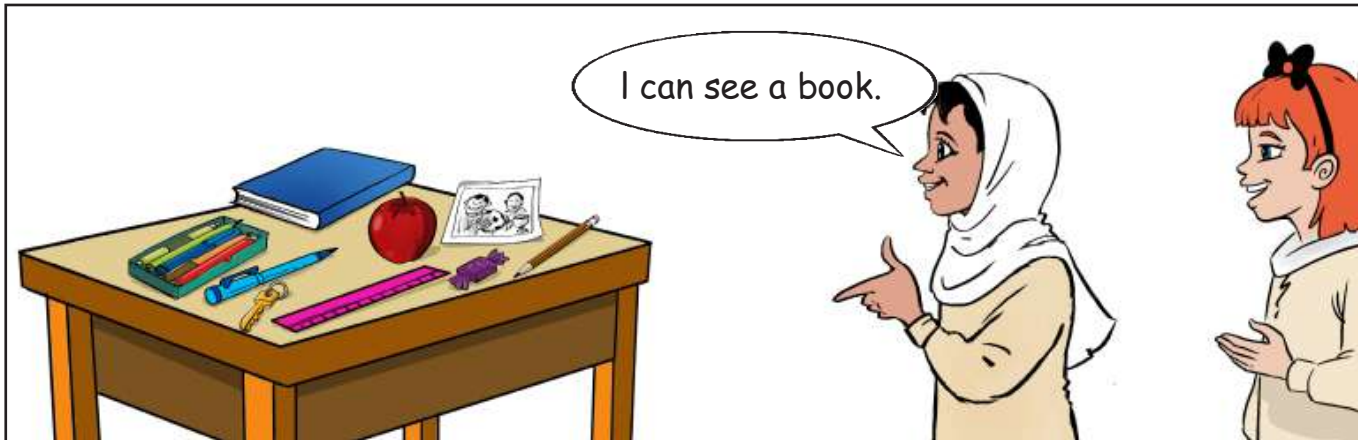


brother



teacher

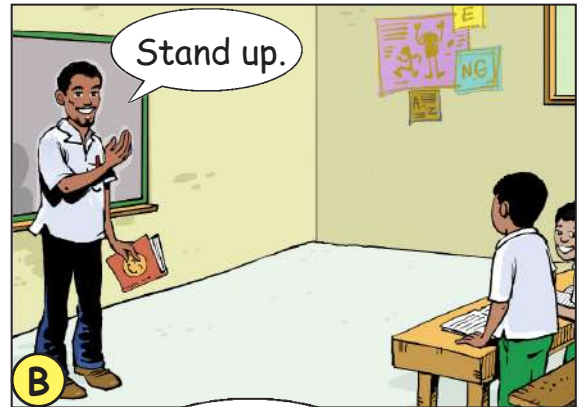
1. Listen, say and play.



2. Point and say.



1. Listen and read. Then repeat and act.



2. Read and say.

- Play a game.
- Come here.
- Stay here.
- Sit down.

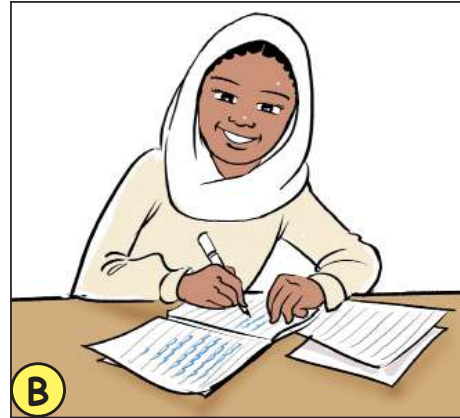


- Stand up.
- Write your name.
- Go to your desk.

1. Listen, read and say.



I can point and I can look.
I can read an English book.



I can write and I can talk.
I can stand and I can walk.



I can skip and I can hop.
I can run and I can stop.

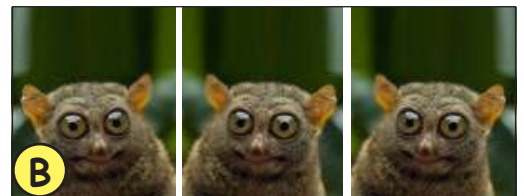
2. Look, ask and answer.



legs



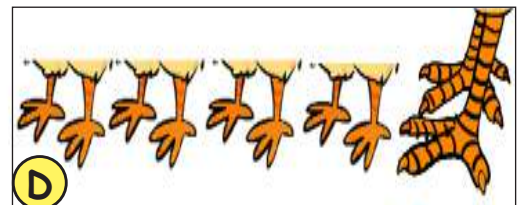
eyes



people



feet



1. Look and say.

2	7	6
9	5	1
4	3	8

What is 2 and 7 and 6?



2 and 7 and 6 make 15.

What is 9 and 6 and 3?



9 and 6 and 3 make...

5	9	
	6	7
8	3	

2. Listen and point. Then read and say.



see

ee



tree

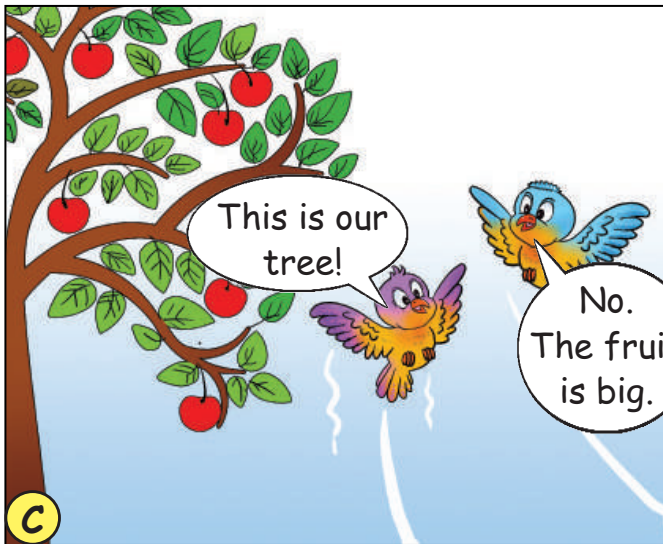


feet

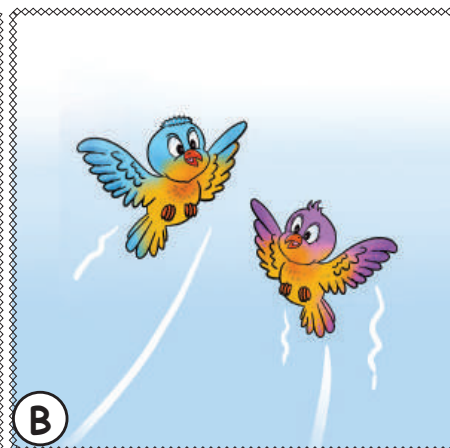
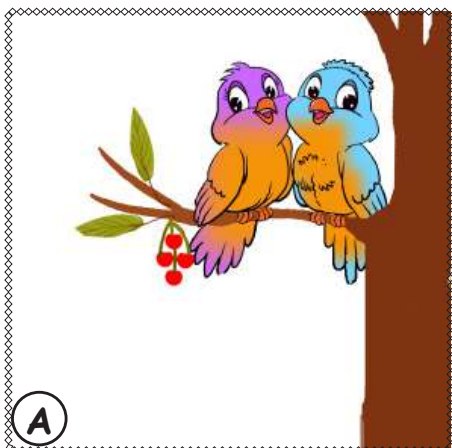


street

1. Read and say.



2. Listen, point and repeat.

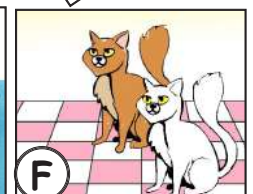
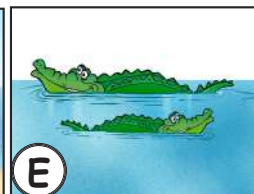
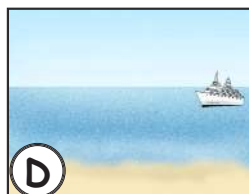
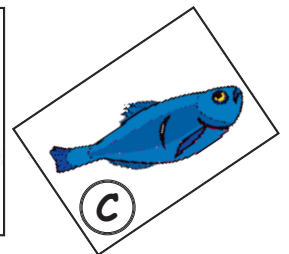
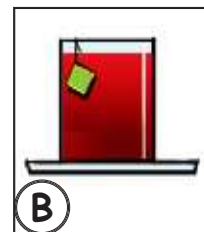


Two little birds in the tree. Two little birds in the air. Two little birds in the sky.

1. Listen, read and say.



2. Point and say.

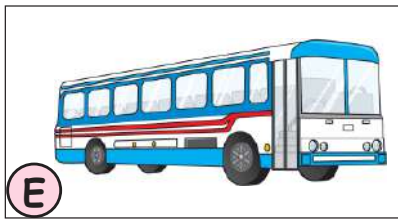
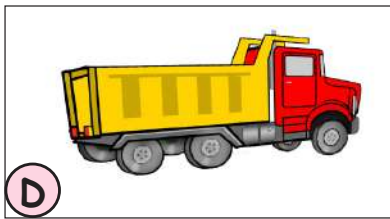
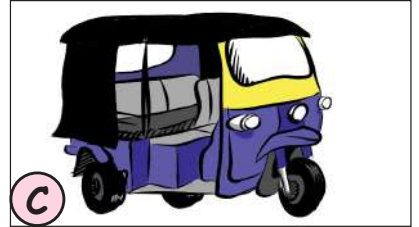


1. Listen, chant and act.



The wheels on the car go round and round...
 The windows on the car go up and down...
 The doors on the car open and close...

2. Look, ask and answer.

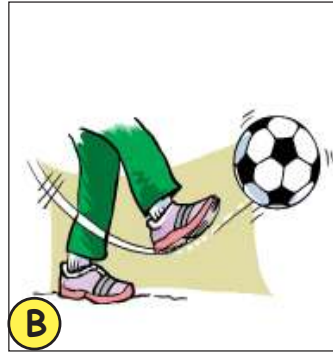


1. Look, read and say.



A

Stand with it.



B

Kick it.



C

Catch it.



D

Throw it.



E

Cut it.



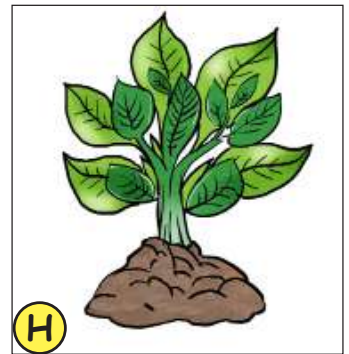
F

Plant it.



G

Water it.



H

Grow it.

2. Say sentences with Don't.



Don't kick it.

3. Listen and point. Then read and say.



eat



read

ea

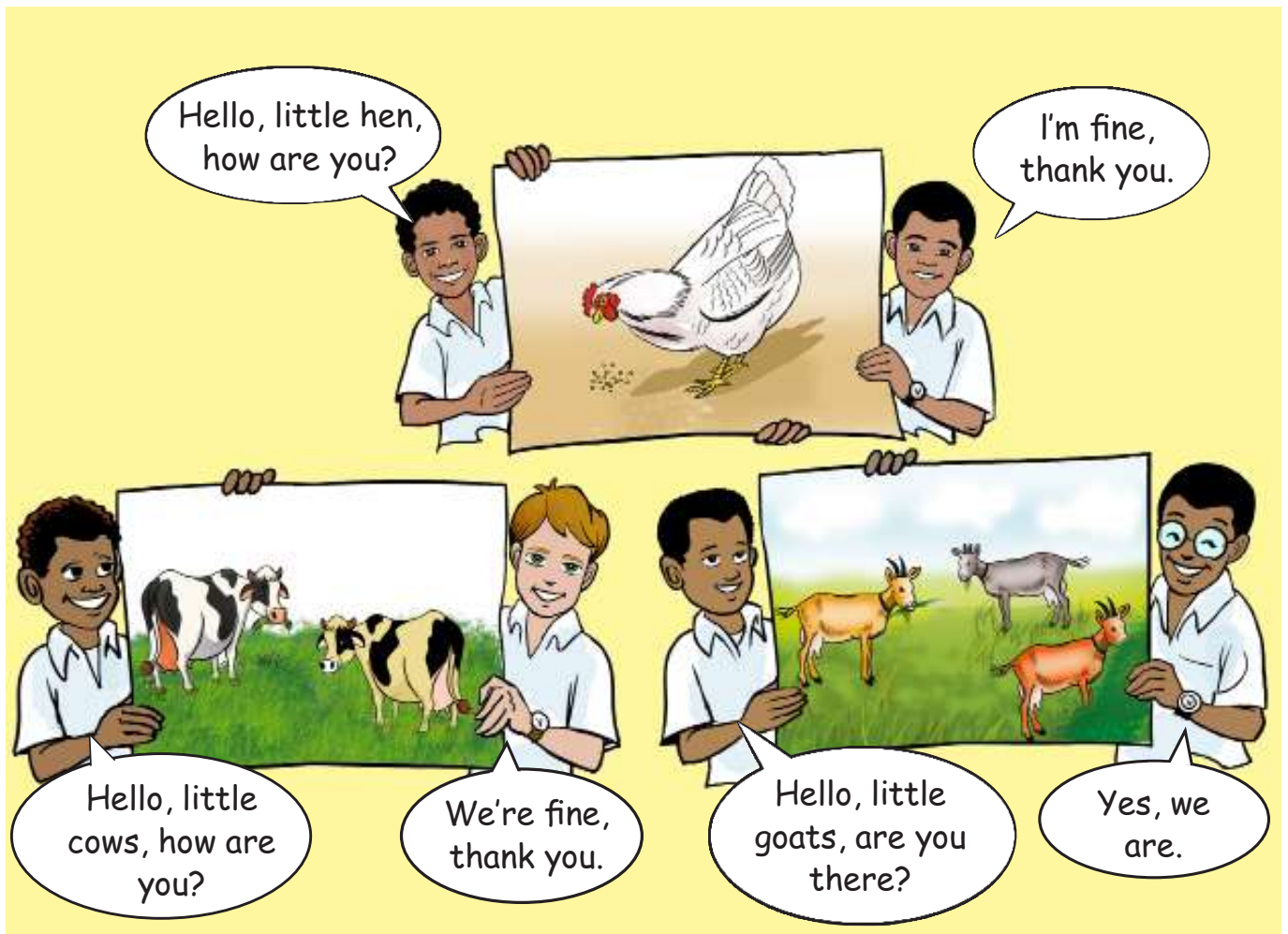


beach



teacher

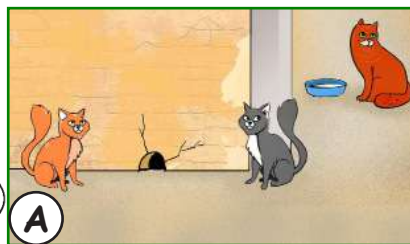
1. Listen, say and act.



2. Point and say.



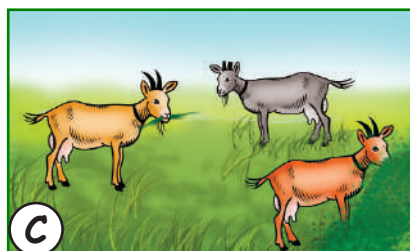
Cats say...



cats



hens



goats

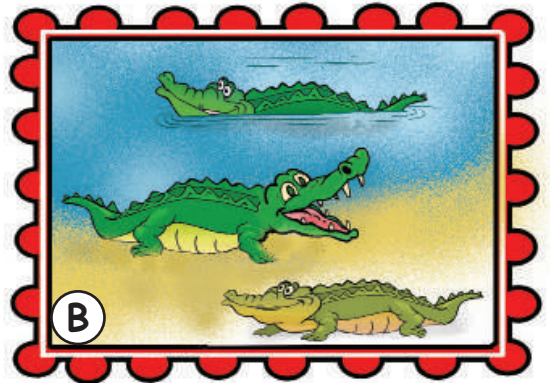


cows

1. Read and match. Then listen and check.



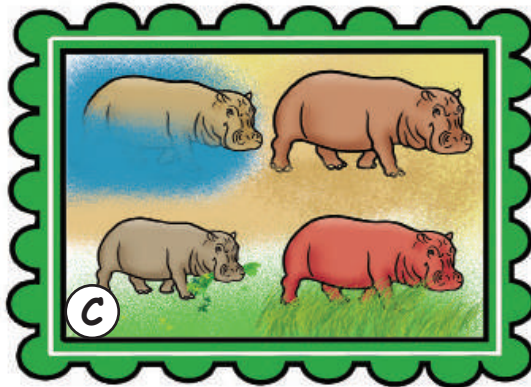
Nile fish



Nile crocodiles

1

We're 5 metres long.
We've got sharp teeth.
We lay eggs.



Nile hippos

2

We're 1 metre long.
We've got sharp teeth.
We lay eggs.

3

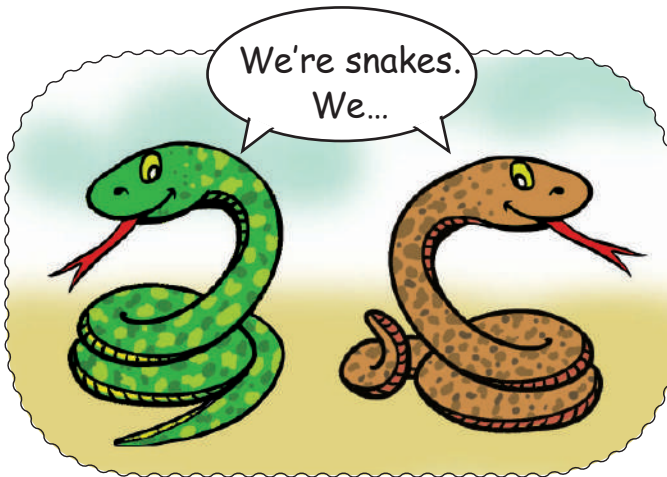
We're 4 metres long.
We've got long teeth.
We don't lay eggs.

2. Read and say.

... are 3 metres long.

... have got sharp teeth.

... eat frogs and insects.







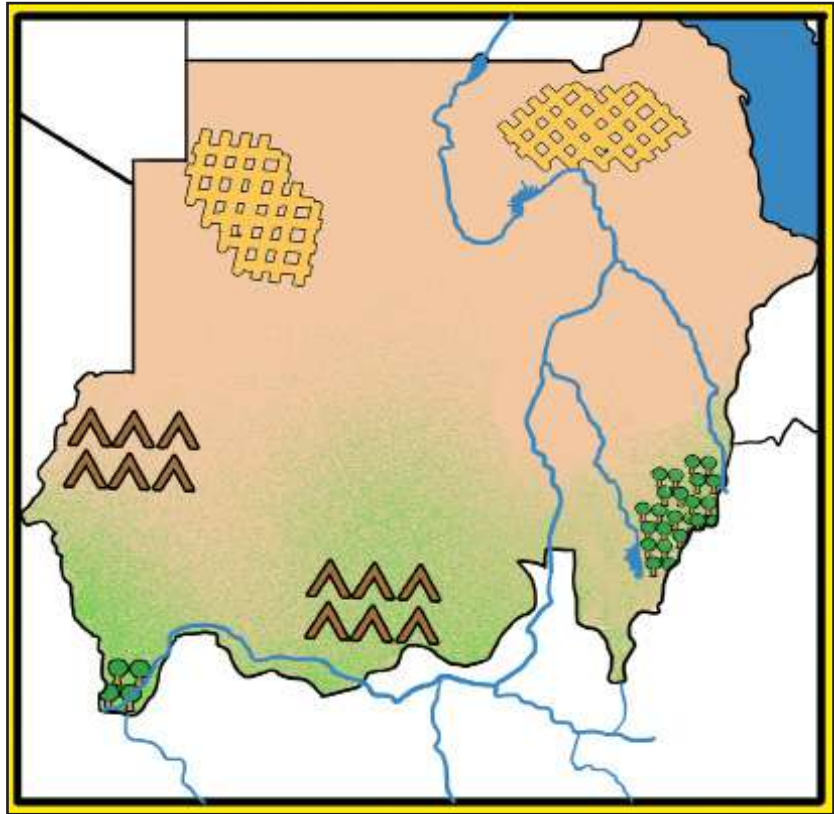
... haven't got legs.

... lay eggs.

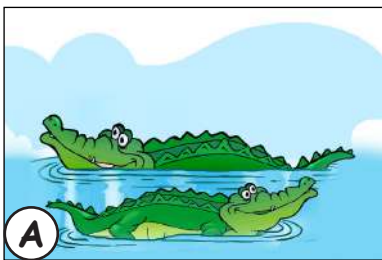
1. Read and point.

This is a map of Sudan.
There are deserts, mountains and forests.
We can see rivers and the sea.

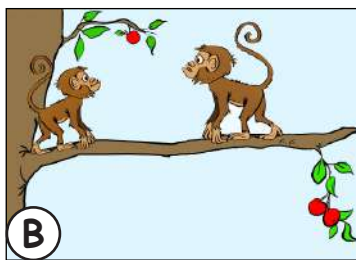
mountains	
desert	
forest	
sea and rivers	



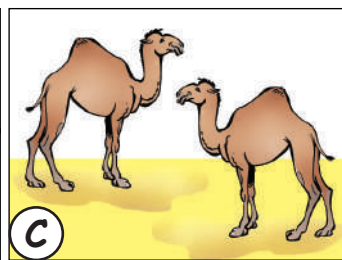
2. Say. Then listen and check.



A crocodiles

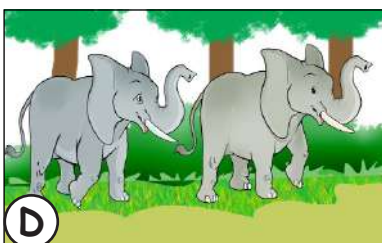


B monkeys

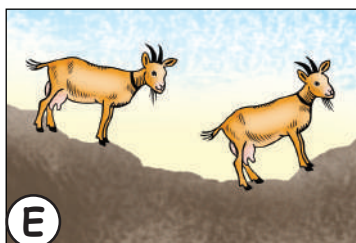


C camels

Crocodiles live in rivers.



D elephants

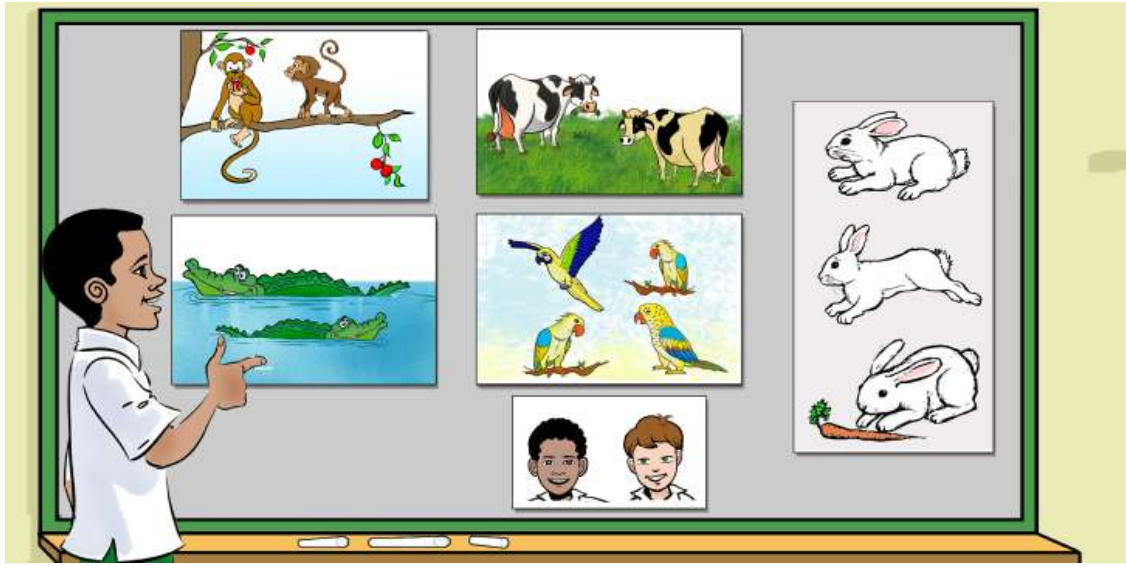


E goats



F snakes

1.  Listen, point and say.



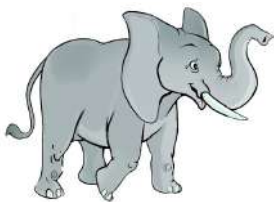
2. Point and say.



3.  Listen and point. Then read and say.



phone



elephant

ph

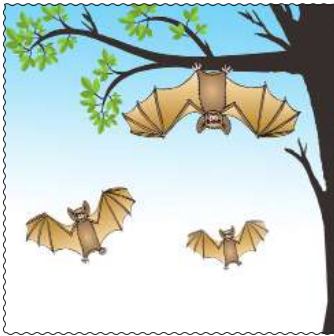


photo

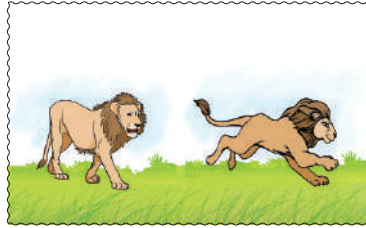


alphabet

1. Read and think.



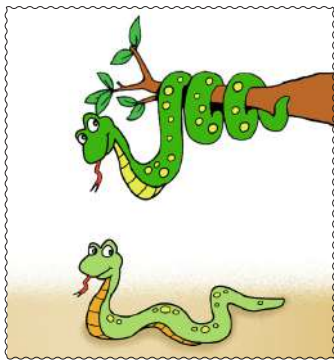
bats



lions



parrots



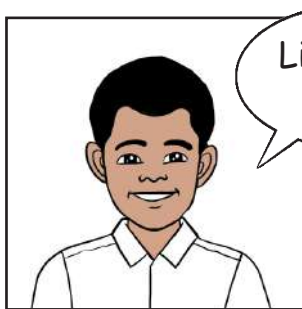
snakes



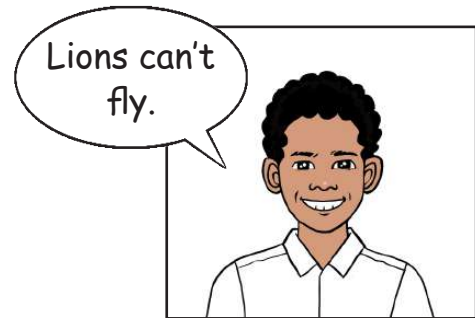
people

can	walk
	swim
	hop/jump
can't	fly
	talk

2. Point and say.

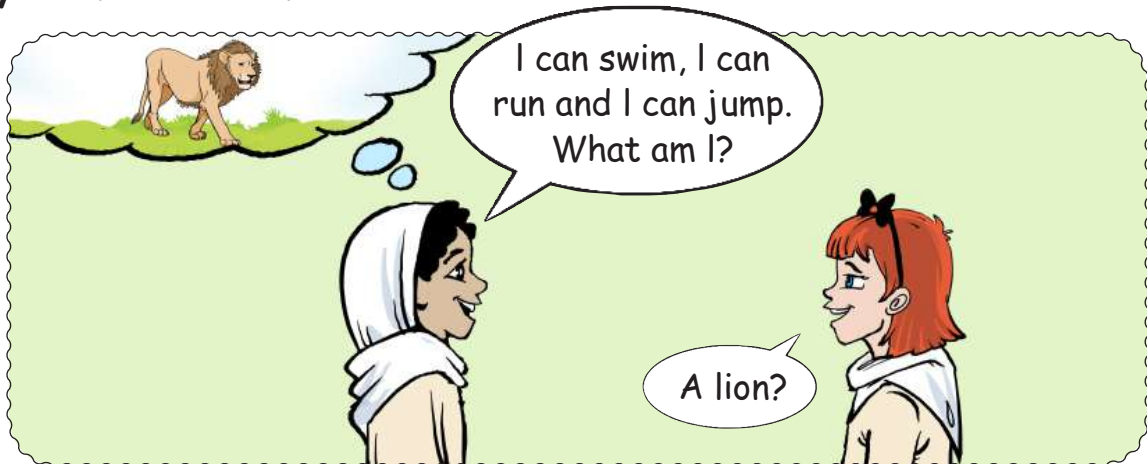


Lions can walk.

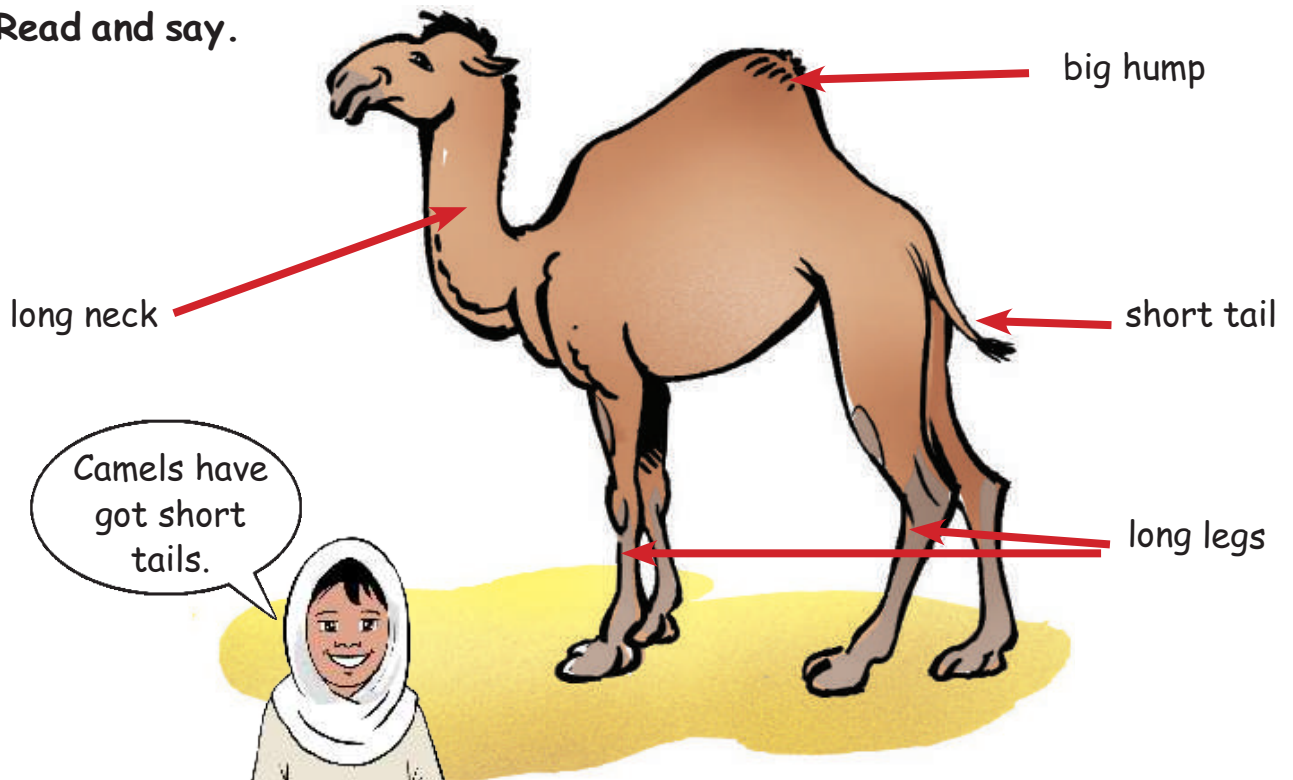


Lions can't fly.

3. Play 'Name the Animal'.



1. Read and say.



2. Read and say the words in the correct order.

- A sand. / Camels / on / can / walk
- B deserts. / live / Camels / can / in / big
- C Camels / water. / lots / drink / can / of

3. Read, ask and answer.

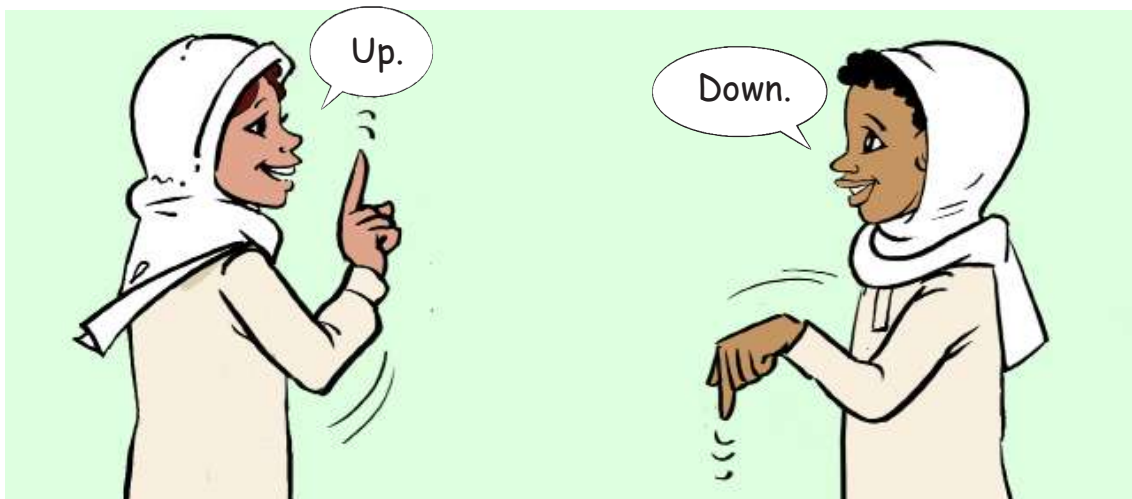
Camels are about 2 metres tall.
They are about 3 metres long.



1. Listen and read. Then say and act.



2. Play 'Waheed Says'.



1. Listen and point. Then read.

	A lion can sleep in the long grass.	
	A monkey can swing in a tree.	
	A hippo can walk in the river.	
	A whale can sing in the sea.	
	A lion can run in the long grass, and a monkey can climb up a tree.	
	A hippo can swim in the river, but a whale can sing in the sea.	

2. Listen and point. Then read and say.

Hello!



say

ay



way



play

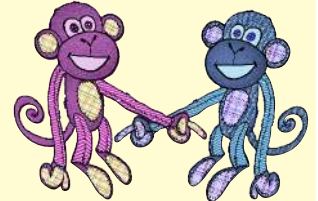


today

1. Read, say and point.



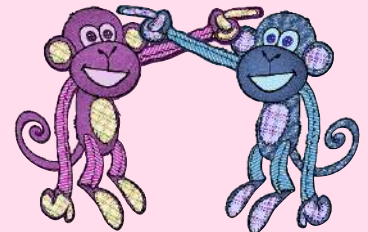
Point to the lemons. Point to the eggs.
Point to the tomatoes and point to your legs.



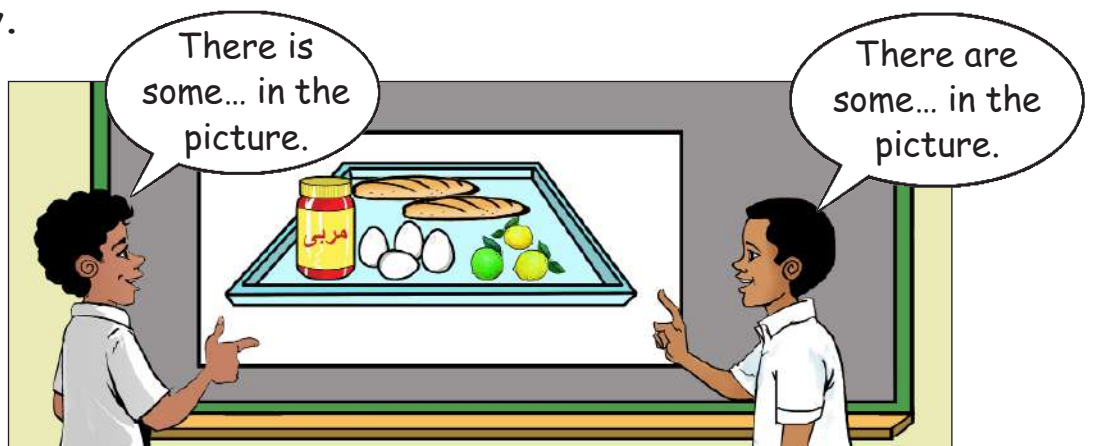
Point to the milk. Point to the sweets.
Point to the bananas and point to your feet.



Point to the water. Point to the bread.
Point to the juice and point to your head.



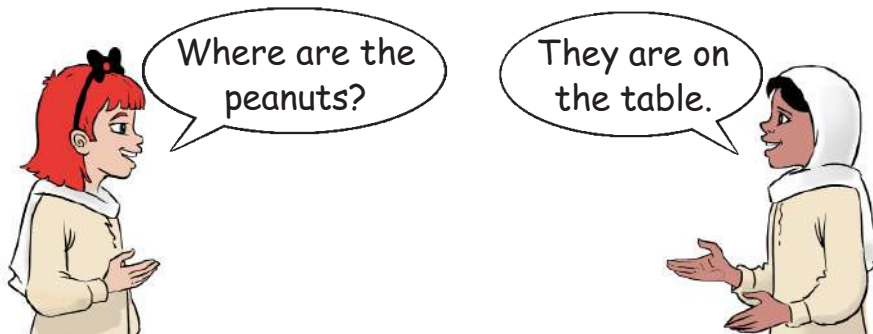
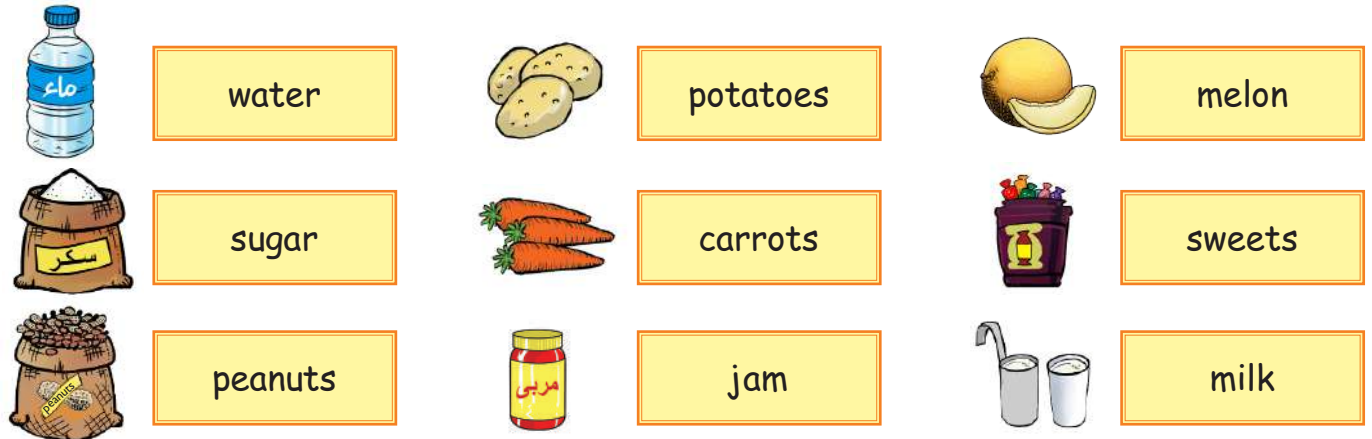
2. Point and say.



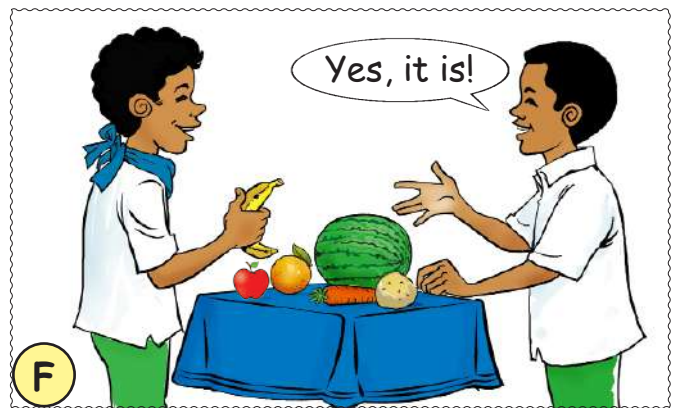
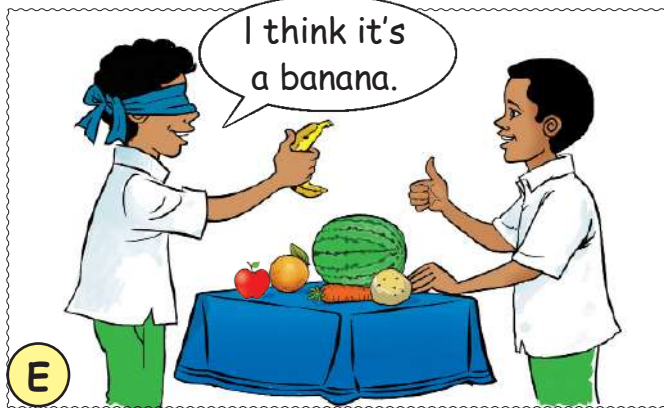
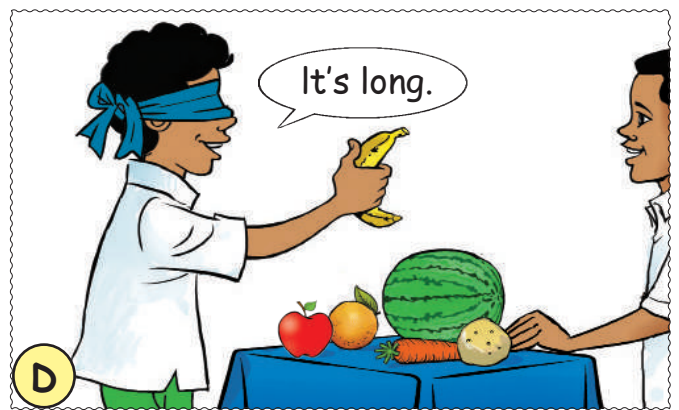
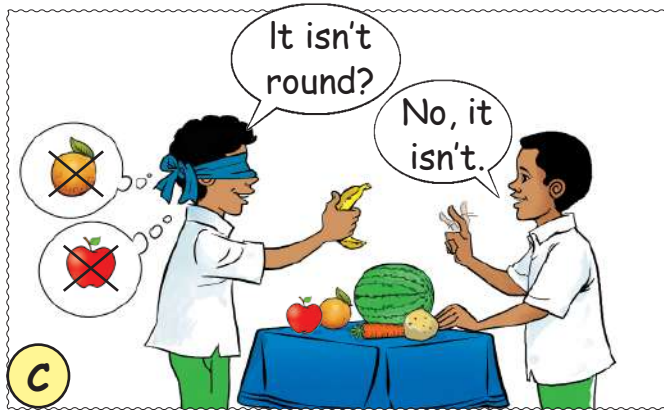
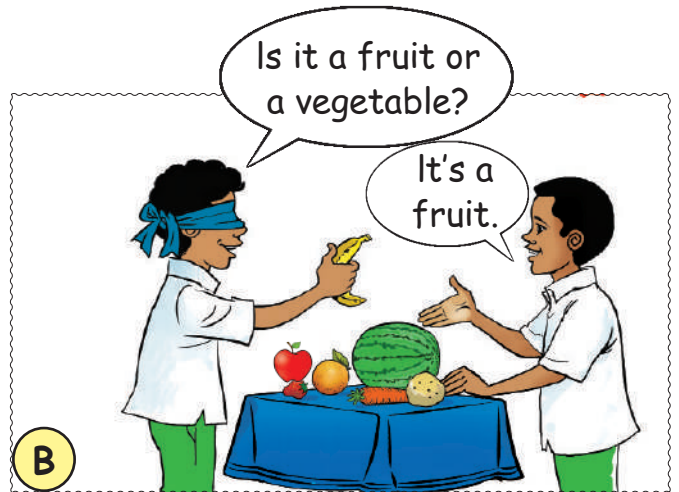
1. Listen, point and say.



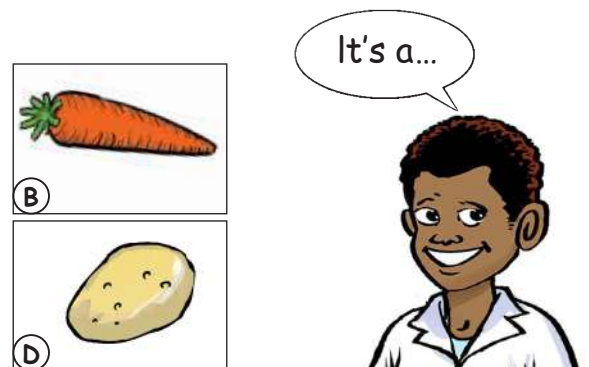
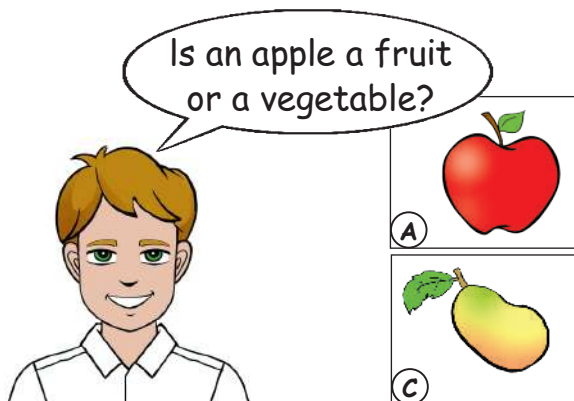
2. Look, ask and answer.



1. Listen, read and repeat.



2. Look, ask and answer.



1. Read and match.

- (A) Wash your hands and the mangoes.
- (B) Cut up the mangoes.
- (C) Put them in a mixer.
- (D) Add some clean water.
- (E) Add some sugar.
- (F) Mix the sugar, water and the mangoes.
- (G) Put the juice in a glass.
- (H) Sit down and drink the juice.



2. 🗣️ Listen, read and say.

how

ow

down

cow

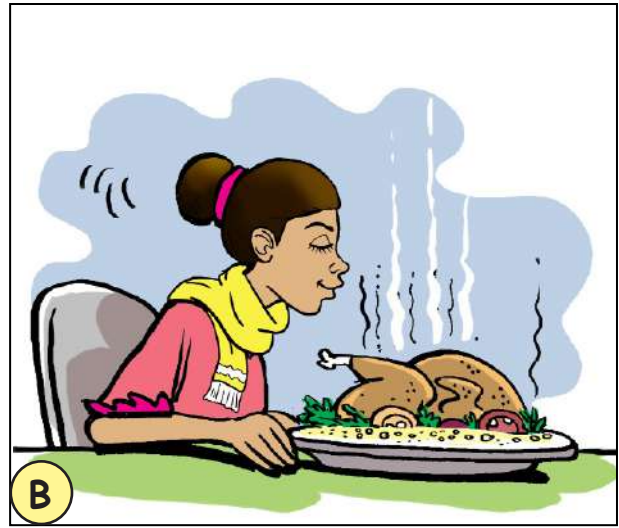
now

brown

1. 🗣️ Listen, say and act.



With my eyes, I can see food.



With my nose, I can smell food.



With my mouth, I can eat food.



I can taste the food is good.

2. Ask and answer.



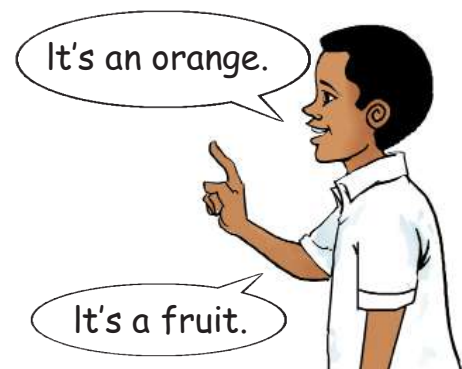
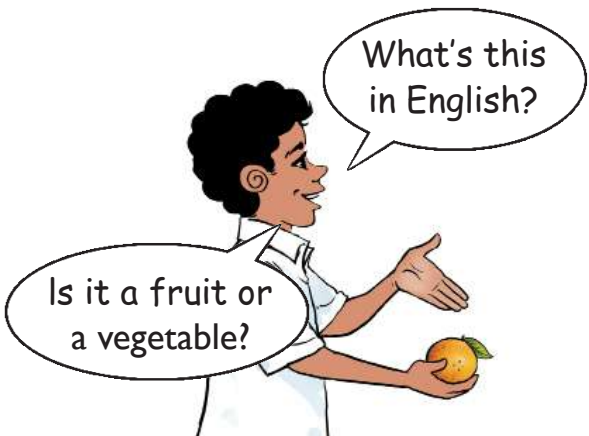
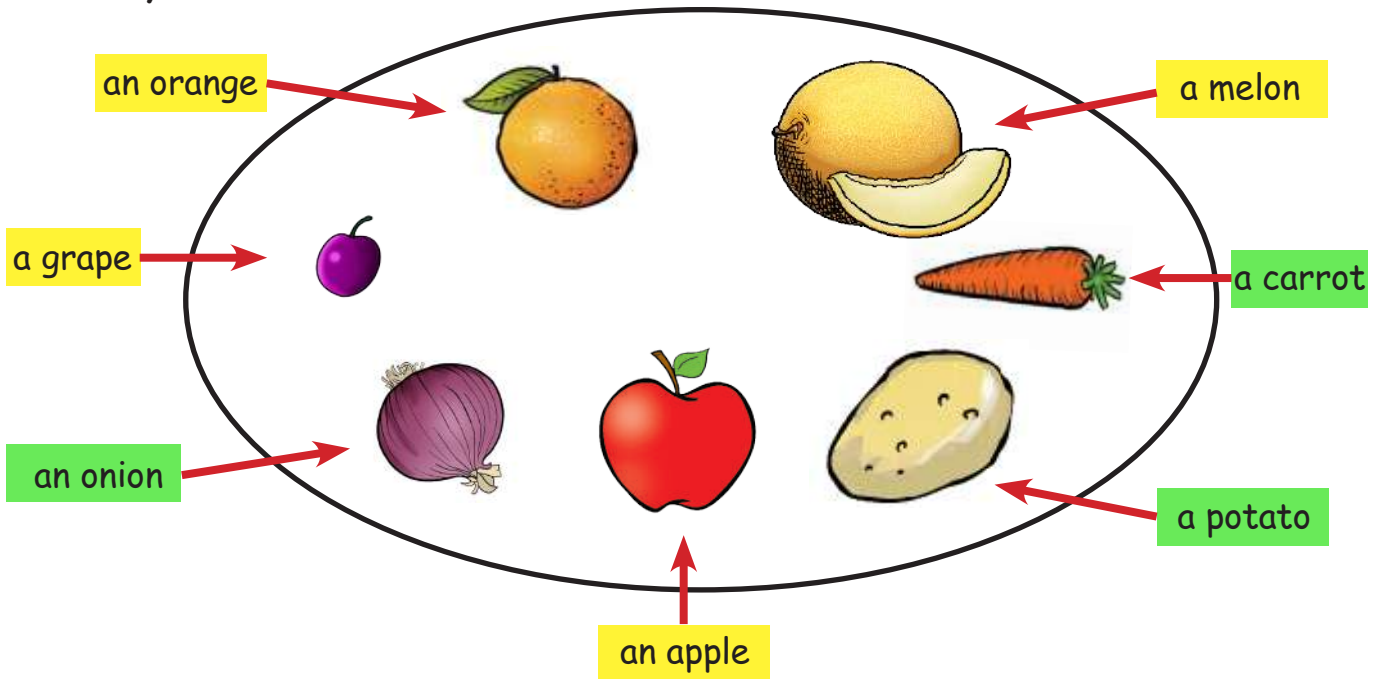
- (A) drink
- (B) food
- (C) colour
- (D) animal

1. Read and point to ✓ or X.

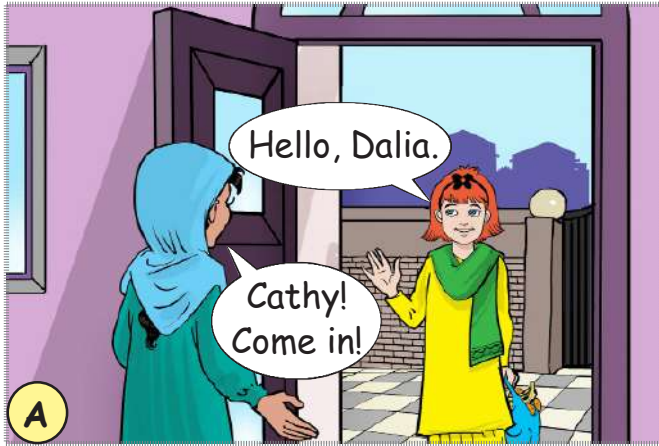
A fruit or a vegetable?
 Fruit and vegetables are not the same. Most fruit is sweet and there are seeds in it. A banana is a fruit. Vegetables are different. They haven't got seeds in them. A potato is a vegetable.

(A) Fruit and vegetables are different.	✓	X
(B) Fruit has got seeds in it.	✓	X
(C) There are seeds in vegetables.	✓	X
(D) Bananas are vegetables.	✓	X

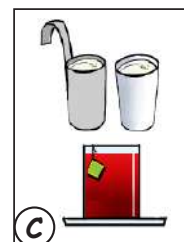
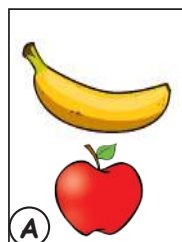
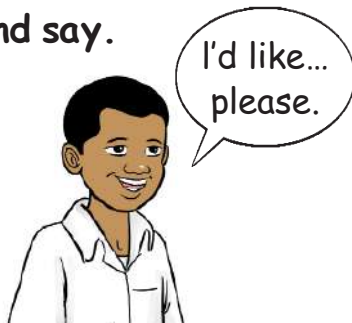
2. Point, ask and answer.





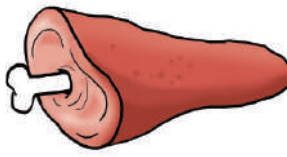
1. Listen, read and repeat.













2. Point and say.




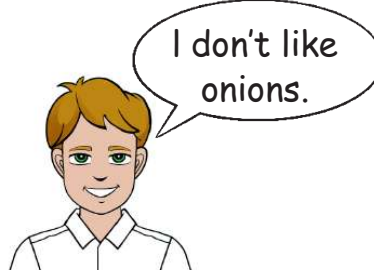
1. Look, point and say.

Fruit	Vegetable	Not a fruit or a vegetable
 a mango	 garlic	 meat

An apple is a fruit.

 A	 B	 C
 D	 E	 F
 G	 H	 I
		 J

2. Point and say.

 I like apples.	 I don't like onions.
---	--

3. Listen, read and say.

gate	<div style="border: 2px solid blue; padding: 10px; font-size: 2em;">a_e</div>	name
make		same
game		grape

1. Look, read and say.



2. Look, ask and answer.

museum



school



Nile Street

Nile Street

zoo



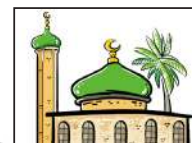
market



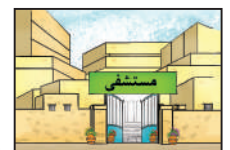
park



mosque



café



hospital

Main Road

Medani Road

1. Read and match.

- | | |
|-------------------------------|---------------------------------|
| (A) We can study there. | (B) We can buy food there. |
| (C) We can read books there. | (D) We can see doctors there. |
| (E) We can buy sweets there. | (F) We can walk and play there. |
| (G) We can see animals there. | (H) We can catch buses there. |



1

a market



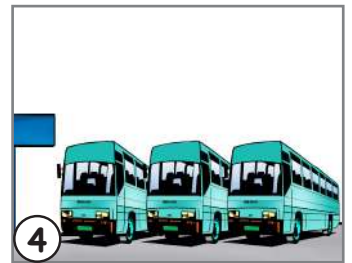
2

a school



3

a park



4

a bus station



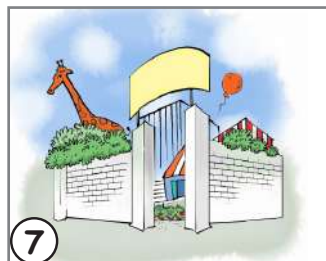
5

a hospital



6

a library



7

a zoo



8

a shop

2. Ask and answer.



1.  Listen, read and say.



What can we do, can we do today?
 We can go to the park, to the park and play.
 The sky there is blue. The grass there is green.
 There are trees and the air is clean.
 We can skip. We can jump. We can hop. We can run.
 We can talk to our friends. We can sit in the sun.
 What can we do? We can play in the park.
 And then we go home to sleep when the sky is dark.

2. Ask and answer.



A swim



B read



C run



D cook



E drive



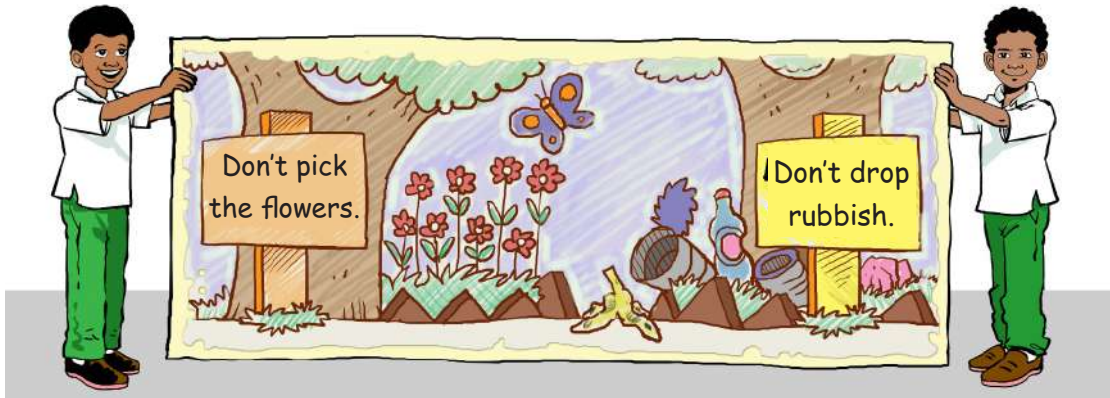
F walk

1. Listen, say and act.

- (A) The sky is...
- (B) You are in the...
- (C) There is a tall...
- (D) Under the tree, you can see...



2. Read, choose and say.



- | | |
|-------------------------|---------------------------|
| (A) Drop rubbish. | Don't drop rubbish. |
| (B) Pick the flowers. | Don't pick the flowers. |
| (C) Keep the park tidy. | Don't keep the park tidy. |

3. Listen, read and say.

five
time
Nile

i_e

nine
drive
fine

1.  Read and complete. Then listen and say.



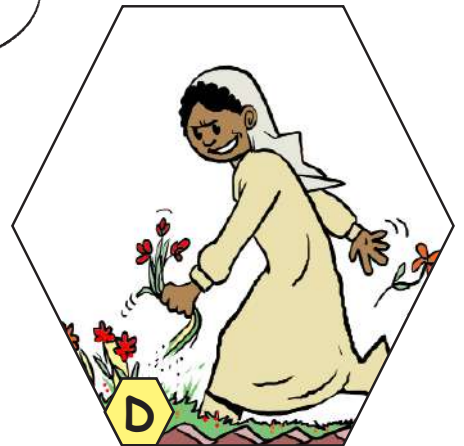
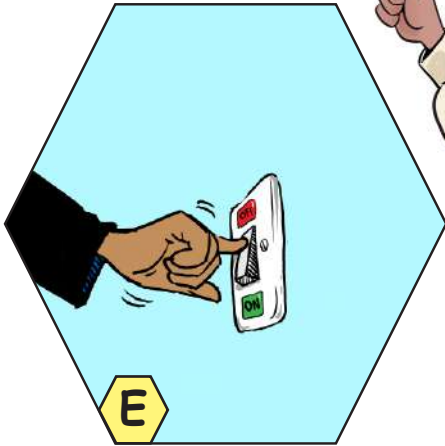
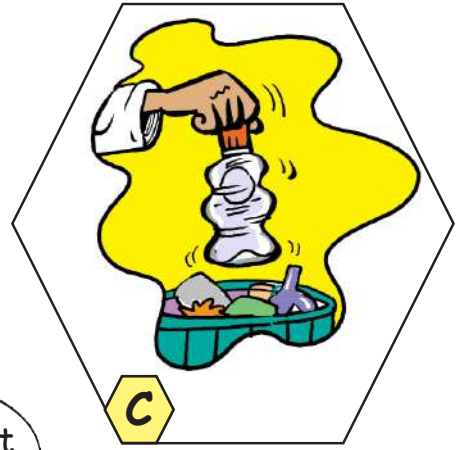
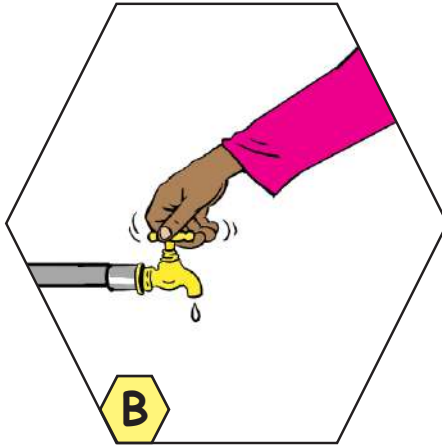
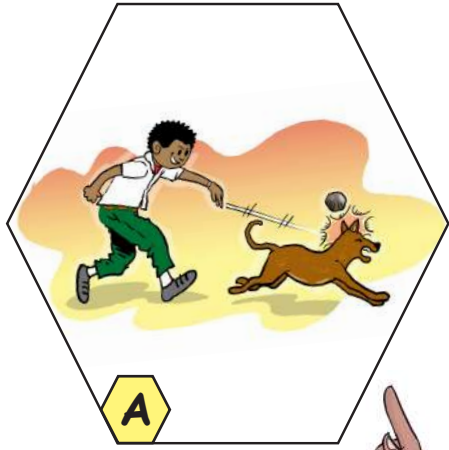
behind classroom paper there window

- (A) There's rubbish in the... It's on the floor.
- (B) There's rubbish in the classroom,... the door.
- (C) It's next to the..., and under a chair.
- (D) Don't drop it on the floor. Don't leave it...
- (E) Plastic bags and..., food, cans and tins.
- (F) Pick them up and put them in the rubbish bins.

2. Act and say.



1. Listen and point. Then say and act.



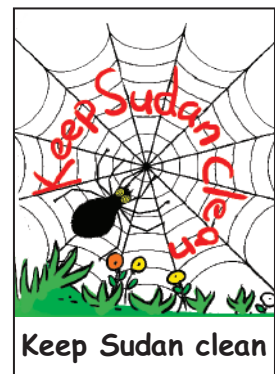
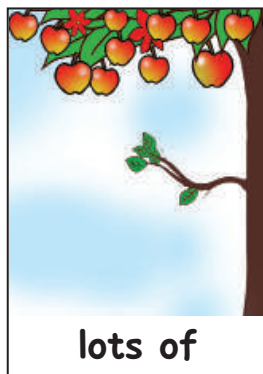
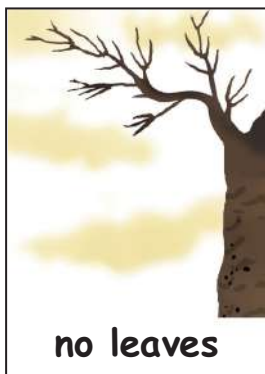
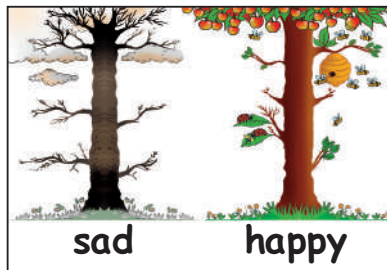
2. Make a poster. Then say.



1. Listen, point and repeat.



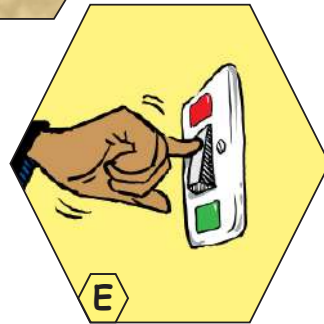
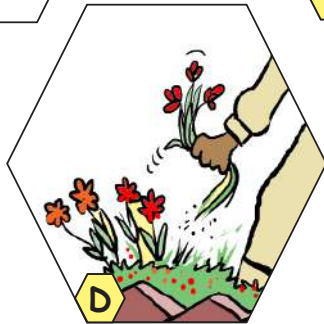
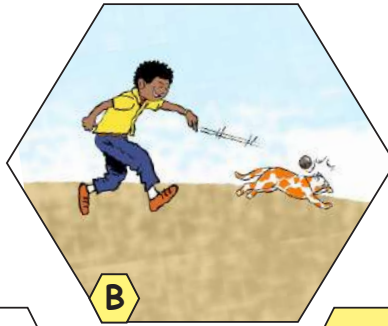
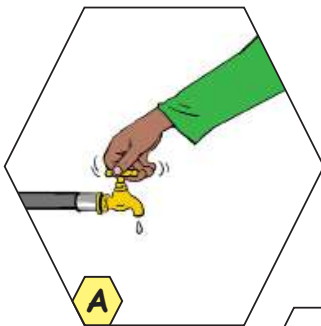
2. Act and say.



1. Look, point and say.



2. Point and say.



3. Listen, read and say.

zoo

food

oo

room

school

1. Listen, read and point.



Look at the garden, what can you see,
there on the clothes line under the tree?
There are shorts and trousers.
There's a red T-shirt.
There's an orange dress and a long grey skirt.
There's a blouse. There's a shirt.
There's a cap. There's a hat.
There are two jalabeyas and a small black cat.

2. Look, ask and answer.

What colour is the T-shirt?



What colour are the trousers?

It's...



They're...

1. Point and say.



A



C



E



G



Ahmed



Hassan



B



D



Cathy



F



H

2. Look, ask and answer.



1.  Listen, read and say.



2. Listen and say.



1. Read and look. Then ask and answer.

Welcome to the Zoo. Happy Eid El Fitr.

- Ⓐ How many people are there?
- Ⓑ How many animals are there?
- Ⓒ How many elephants are there?
- Ⓓ How many girls are there?



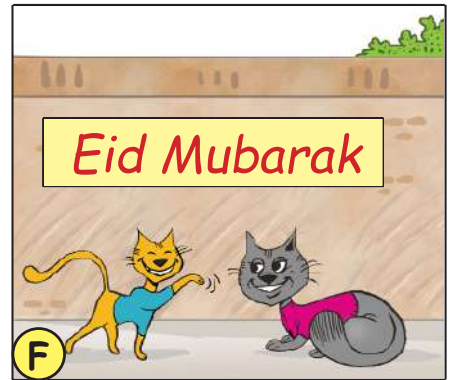
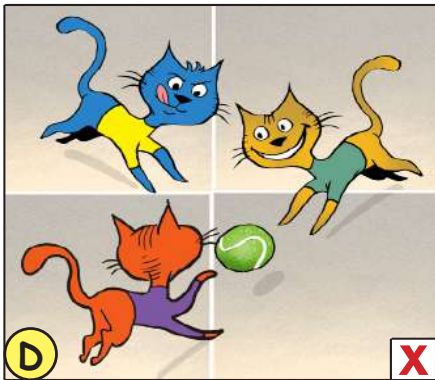
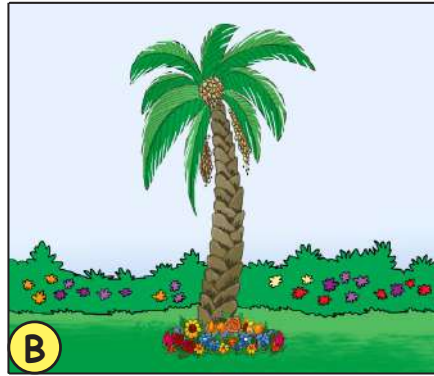
2. 🗣️ Listen, read and say.

- girl
- shirt
- skirt

ir/ur

- turn
- hurt
- purple

1. Listen and point.



2. Point and say.



3. Read, match and say sentences.

A over

B out of

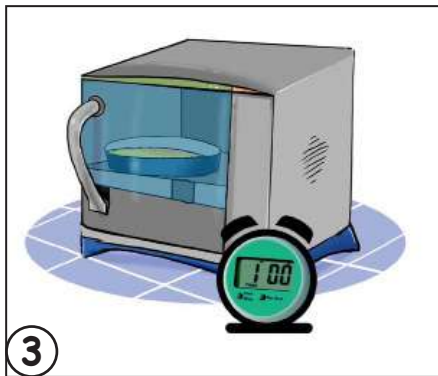
C through

D past



1. Read and match.

- (A) Wash your hands.
- (B) Put flour, oil, milk, salt and sugar in a bowl.
- (C) Mix.
- (D) Add four eggs and mix.
- (E) Put into a cake tin.
- (F) Cook the cake for two hours.



2. Draw or make an Eid bag.



1. Listen, match and point.



A



B



C



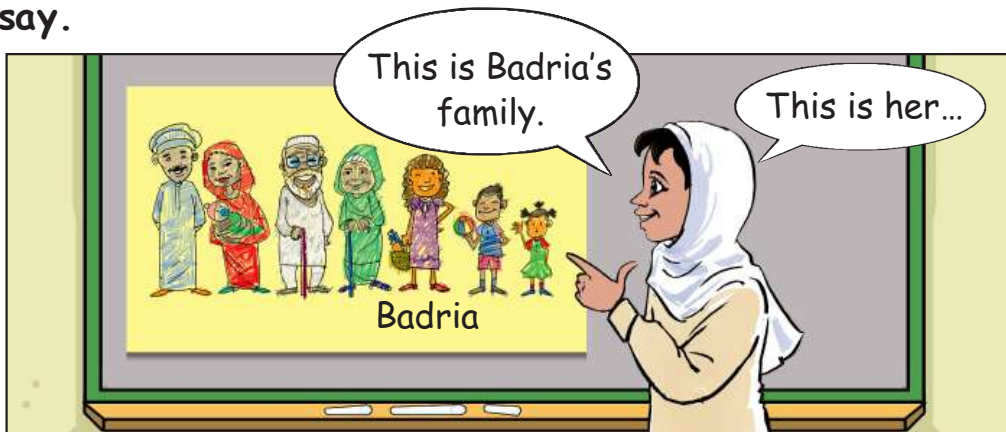
D



2. Point, act and say.



3. Point and say.



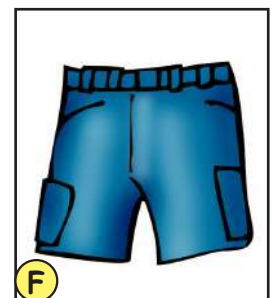
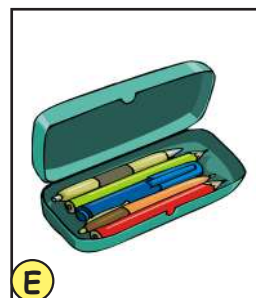
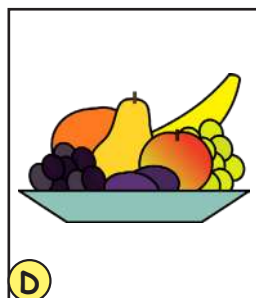
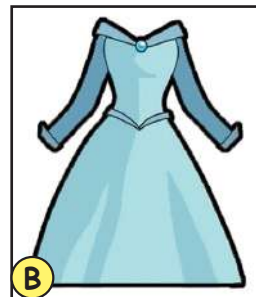
1. Read and say.

Good or bad?

- (A) Visit your family.
- (B) Eat lots of sweets.
- (C) Say Eid Mubarak to everyone.
- (D) Pick flowers in parks.
- (E) Play in the sun.
- (F) Swim in a river.
- (G) Eat lots of fruit.
- (H) Visit your friends.



2. Choose presents for Eid. Point and say.



3. Listen, read and say.

house
mouse
flour

ou

blouse
trousers
mountain



Book Map



Unit 1 Welcome to English

Unit 1	Grammar	New language
Lesson 1	present simple of <i>Be</i>	<i>act, and, chant, goodbye, hello, hi, I'm, lesson, Mr, Mrs, point to, trace, unit</i>
Lesson 2	use <i>a/an</i> with singular nouns; <i>-s</i> with regular plurals	<i>one, two, three, four, a, an, apple, bag, bed, cat, door</i>
Lesson 3	use <i>a/an</i> with singular nouns; <i>-s</i> with regular plurals	<i>five, six, seven, eight, nine, ten, cap, desk, egg, frog, gate, pen</i>
Lesson 4	present simple of <i>Be</i> ; sentences and questions with <i>is</i> and <i>are</i>	<i>answer, ask, fan, flag, name, no, yes, am, are, is, my, you, your, what's</i>
Lesson 5	present simple of <i>Be</i> (<i>This is...</i>)	<i>English, Sudanese, he, she, hat, hen, this</i>
Lesson 6	present simple of <i>Be</i> ; questions with <i>Are...?</i>	<i>insect, jam, jug</i>
Lesson 7	present simple of <i>Be</i> ; question word <i>How...?</i>	<i>black, fine, how, kick, lamp, leg, thanks</i>
Lesson 8	preposition <i>in</i>	<i>in, revision</i>

Unit 2 Numbers

Unit 2	Grammar	New language
Lesson 1	<i>in</i> (preposition); singular and plural nouns with numbers	<i>count, crocodile, little, man, neck, Nile, number, the</i>
Lesson 2	present simple of <i>Be</i> ; question word <i>How (old)...?</i>	<i>eleven, twelve, old, off, on, spell</i>
Lesson 3	present simple of <i>Be</i> ; question <i>How many...?</i>	<i>how many, mosque, quiet, rabbit, red, there, thirteen, fourteen, fifteen</i>
Lesson 4	present simple of <i>Be</i> ; <i>There (are)...</i>	<i>sixteen, seventeen, eighteen, nineteen, twenty</i>
Lesson 5	demonstrative pronoun <i>this</i> ; present simple of <i>Be</i>	<i>lost, monkey, sad, sun, up, van, with</i>
Lesson 6	possessive adjective <i>my</i> ; question word <i>Where...?</i>	<i>box, house, mum, that, way, wall, where, window</i>
Lesson 7	question word <i>What's...?</i> ; subject pronoun <i>it</i>	<i>o'clock, time, yellow, zero, zoo</i>
Lesson 8	preposition <i>in</i>	

Unit 3 Colours

Unit 3	Grammar	New language
Lesson 1	colour adjectives	<i>blue, green, white, head</i>
Lesson 2	colour adjectives	<i>bingo, brown, colour, orange, purple</i>
Lesson 3	nouns: <i>the (red) light</i>	<i>go, know, light (n), road, rule, stop, they, wait</i>
Lesson 4	<i>There are</i> ; questions in the present simple	<i>letter, OK</i>
Lesson 5	conjunction <i>and</i> ; possessive adjective <i>our</i>	<i>our</i>
Lesson 6	possessive 's	<i>ball, flower, picture</i>
Lesson 7	possessive adjective <i>my</i>	<i>draw, eye, hair, her, his, son</i>
Lesson 8	question words: questions with <i>Be</i>	<i>come, please, T-shirt</i>



Unit 4 About Me

Unit 4	Grammar	New language
Lesson 1	<i>have got</i>	<i>have got, lemon, melon</i>
Lesson 2	question word <i>Who...?</i> ; possessive adjectives <i>his, her</i> ; demonstrative adjective <i>that</i>	<i>book, boy, class, girl, who</i>
Lesson 3	noun phrases: <i>my ear, a hand</i>	<i>arm, body, feet, hand, mouth, nose, toes</i>
Lesson 4	questions with <i>Be</i> ; <i>yes/no</i> answers	<i>not, repeat</i>
Lesson 5	present simple 3 rd person singular and plural of <i>have got</i> ; adjectives of size	<i>animal, big, long, match, small, teeth</i>
Lesson 6	sentences with <i>have got/-'ve got</i> singular; answers with <i>yes</i> ; adjectives of size and colour	<i>fox, grey, hedgehog, hungry, spine</i>
Lesson 7	question words <i>Where's...? What's...?</i> ; demonstrative pronouns <i>this, that</i>	<i>look at, market, museum, of, photo, pyramid, school</i>
Lesson 8	questions with <i>have got</i> ; answers with <i>yes/no</i>	<i>other</i>

Unit 5 My School

Unit 5	Grammar	New language
Lesson 1	definite and indefinite articles; imperative of <i>point to</i>	<i>board, chair, floor, teacher</i>
Lesson 2	questions with <i>What's this?</i> and <i>Is it...?</i> ; answers with <i>Yes, it is</i> and <i>No, it isn't</i>	<i>car, hard, toy</i>
Lesson 3	question words <i>Who? What? Where?</i> with present simple of <i>Be</i> ; the preposition <i>next to</i>	<i>next to, pencil, pencil case, ruler</i>
Lesson 4	simple prepositions <i>in, on, under, behind, in front of</i> ; pronoun <i>them</i>	<i>behind, in front of, under, them</i>
Lesson 5	adverb <i>here</i>	<i>bin, classroom, here, library</i>
Lesson 6	adverb <i>there</i>	<i>for, tail, word</i>
Lesson 7	pronouns <i>this, that</i>	<i>from, Sudan, sultan, table, well, year</i>
Lesson 8	prepositions <i>under, behind, in, far, near</i> ; adverb <i>in</i>	<i>far, near</i>

Unit 6 Home

Unit 6	Grammar	New language
Lesson 1	the imperative of <i>put</i>	<i>bath, bathroom, bedroom, fridge, home, kitchen, living room, put, room, TV</i>
Lesson 2	<i>There is... There are...;</i> preposition <i>next to</i>	<i>hospital, park, shop</i>
Lesson 3	present simple; first person singular of <i>live</i>	<i>bird, flat, live (v), mouse, tree</i>
Lesson 4	present simple; first person singular of <i>live</i> ; definite and indefinite article: <i>the sea/a well</i>	<i>fish, sea, smell, snail</i>
Lesson 5	imperatives: <i>Cut! Stop!</i>	<i>cold, cut, need, new, nice</i>
Lesson 6	imperative of verbs: <i>wait, plant, grow, look at</i> ; possessive 's e.g. <i>our children's children</i>	<i>children, grow, hot, plant (v), seed, walk</i>
Lesson 7	determiner: <i>lots of</i>	<i>lots of, street</i>
Lesson 8	possessive adjective <i>my</i> ; simple present of <i>have got</i> and <i>live with I</i>	<i>best, cow, field, nest, river</i>



Unit 7 My Family

Unit 7	Grammar	New language
Lesson 1	conjunction <i>and</i> ; pronoun <i>this</i>	<i>brother, card, father, me, mother, sister</i>
Lesson 2	possessive 's: <i>Dalia's family</i>	<i>baby, family, grandfather, grandmother</i>
Lesson 3	numbers to 20; determiner <i>any</i> ; question word <i>which...?</i>	<i>any, very, which</i>
Lesson 4	present simple, third person singular of verbs <i>Be</i> and <i>have got</i> ; phrases with adjective + noun	<i>between, short, star, tall</i>
Lesson 5	imperatives <i>Stand..., Stay (there)</i>	<i>preposition, stand, stay</i>
Lesson 6	present simple, first person plural (<i>We</i>) of verbs <i>eat, go to bed, sleep, wake up</i> ; numbers 1-20	<i>chick, eat, now, sleep, wake up, we</i>
Lesson 7	subject pronouns <i>I, you, he, she, we, they</i>	<i>after, at, breakfast</i>
Lesson 8	prepositions <i>in, with</i>	<i>garden, people</i>

Unit 8 Toys and Games

Unit 8	Grammar	New language
Lesson 1	<i>can</i> for ability; articles <i>a, an, the</i> , no article with plurals	<i>can, key, remember, sea, sweet (n)</i>
Lesson 2	imperatives of common verbs (<i>Sit, Go</i>); imperatives with <i>don't</i> (<i>Don't sit, Don't go</i>)	<i>game, play, sit, down, write</i>
Lesson 3	<i>can</i> for ability; question <i>How many?</i> ; numbers 1-20	<i>hop, read, run, skip, talk</i>
Lesson 4	question <i>How many?</i> ; conjunction <i>and</i>	<i>make</i>
Lesson 5	possessive adjective <i>our</i> ; pronouns <i>this, that</i>	<i>air, fly (v), fruit, sky</i>
Lesson 6	present simple, first person singular (<i>I</i>) with verb <i>like</i> + noun; conjunction <i>and</i>	<i>beach, ice cream, like, sand, tea</i>
Lesson 7	questions and sentences in the present simple with <i>have got</i> and <i>can</i> (<i>see</i>)	<i>close (v), open (v), round (adv), wheel</i>
Lesson 8	imperatives of common verbs: affirmative and negative forms; object pronoun <i>it</i>	<i>catch, sentence, throw, water (v)</i>

Unit 9 Animals

Unit 9	Grammar	New language
Lesson 1	adverbs <i>here, there, today</i>	<i>farm, goat, say, today</i>
Lesson 2	noun phrases: <i>Nile fish, long tails</i> ; first person plural, present simple of verb + noun, e.g. <i>We lay eggs</i> .	<i>hippo, lay, metre, sharp, snake</i>
Lesson 3	<i>can</i> (for ability) + verb; nouns: singular and regular plurals	<i>camel, desert, elephant, forest, map, mountain</i>
Lesson 4	<i>can</i> (for ability); conjunction <i>and</i>	<i>alphabet, climb, jump, parrot, sing, swim, swing</i>
Lesson 5	<i>can/can't</i> (for ability); nouns: singular and regular plurals	<i>bat, but, lion</i>
Lesson 6	statements with <i>have got</i> and <i>can</i> + verb (<i>walk, drink, live</i>); noun phrases: <i>short tails, wide feet</i>	<i>about, drink (v), hump, order, water, wide</i>
Lesson 7	sentences in present simple with <i>haven't, don't</i> and <i>can't</i> + verb; common adjectives	<i>be, Bedouin, friend</i>
Lesson 8	<i>can</i> (for ability); prepositions <i>in, up</i>	<i>grass, phone, whale</i>



Unit 10 Food and Drink

Unit 10	Grammar	New language
Lesson 1	<i>there is/there are</i> some with countable and uncountable nouns	<i>banana, bread, juice, milk, some, tomato</i>
Lesson 2	<i>there is/there are</i> some with countable and uncountable nouns	<i>carrot, peanut, potato, shelf, sugar</i>
Lesson 3	conjunction <i>or</i>	<i>or, orange, round (adj), think, vegetable</i>
Lesson 4	imperatives of common verbs and <i>don't</i>	<i>add, clean, glass, mango, mix, mixer, wash</i>
Lesson 5	<i>can</i> (for ability); possessive adjectives <i>your, my</i>	<i>favourite, food, good, smell (v), sweet (adj), taste (v)</i>
Lesson 6	conjunction <i>or</i> ; <i>have got</i>	<i>different, grape, onion, same</i>
Lesson 7	<i>would like/'d like</i> + noun; conjunctions: <i>and, or</i>	<i>I'd like..., would</i>
Lesson 8	<i>is/is not</i> ; conjunction <i>or</i> ; present simple <i>like/ don't like</i>	<i>garlic, meat</i>

Unit 11 Our Environment

Unit 11	Grammar	New language
Lesson 1	question word <i>Where...?</i> ; preposition <i>near</i>	<i>café, excuse me</i>
Lesson 2	<i>can</i> (for ability); adverb <i>there</i>	<i>bus station, buy, catch (a bus), do, doctor, study (v)</i>
Lesson 3	<i>can</i> (for ability); <i>there are</i>	<i>cook (v), dark, drive, when</i>
Lesson 4	<i>there is/ there are</i> ; imperatives of common verbs and <i>don't</i>	<i>drop, keep, pick, pick up, rubbish, tidy (adj)</i>
Lesson 5	prepositions: <i>in, on, behind, next to, under</i> ; imperatives of common verbs	<i>can (n), complete, leave, paper, plastic, tin</i>
Lesson 6	imperatives of common verbs; <i>can</i> (for ability)	<i>help, hurt, tap, turn off</i>
Lesson 7	determiners <i>lots of/no</i>	<i>bee, dirty, happy, leaf (leaves)</i>

Unit 12 Eid El Fitr

Unit 12	Grammar	New language
Lesson 1	question <i>What colour...?</i> ; common adjectives of colour	<i>blouse, clothes, dress, line, skirt, trousers</i>
Lesson 2	possessive 's (<i>Fatma's bag</i>): demonstrative pronoun <i>this</i>	<i>whose</i>
Lesson 3	<i>have got</i> affirmative, negative, questions; possessive adjectives <i>my, your</i>	<i>everyone, greet, welcome</i>
Lesson 4	question <i>how many</i> ; <i>there is/there are</i> affirmative	<i>giraffe</i>
Lesson 5	prepositions <i>out of, over, past, through</i> ; imperatives of common verbs	<i>out of, over, past, through</i>
Lesson 6	<i>there is/there are</i> ; imperatives of common verbs	<i>bowl, cake, flour, hour, oil, salt</i>
Lesson 7	present simple affirmative with common verbs	<i>cup, early</i>
Lesson 8	present simple negative + <i>want</i> ; <i>would like/'d like</i> + noun	<i>bad, present, want</i>

Listening Scripts

Unit 1 Lesson 1 Activity 2

ABCD
EFG
HIJK
LMNOP
QRS
TUV
WX
Y and Z.

Unit 1 Lesson 2 Activity 1

One, two, three, four,
an apple, a bag, a cat, a door.

Unit 1 Lesson 3 Activity 1

Five, six, seven, eight,
an egg, a desk, a fan, a gate.
Nine, ten, a frog and a pen.

Unit 1 Lesson 7 Activity 1

Cathy: Hello.
Dalia: Hi Cathy. This is Dalia.
Cathy: Dalia! How are you?
Dalia: I'm fine, thanks.

Unit 1 Lesson 8 Activity 1

a is in apple.
b is in bed.
c is in cat.
d is in desk.
e is in egg.
f is in flag.
g is in gate.
h is in hat.
I is in insect.
j is in jam.
k is in kick.
l is in lamp.

Unit 2 Lesson 1 Activity 1

1 little, 2 little, 3 little crocodiles.
4 little, 5 little, 6 little crocodiles.

7 little, 8 little, 9 little crocodiles.
10 crocodiles in the Nile.

10 little, 9 little, 8 little crocodiles.
7 little, 6 little, 5 little crocodiles.
4 little, 3 little, 2 little crocodiles.
1 crocodile in the Nile.

Unit 2 Lesson 8 Activity 1

m is in man.
n is in neck.
o is in on.
p is in pen.
q is in quiet.
r is in red.
s is in sun.
t is in ten.
u is in up.
v is in van.
w is in window.
x is in box.
y is in yellow.
y is in you.
z is in zero.
z is in zoo.

Unit 3 Lesson 1 Activity 1

Point to yellow. Point to red.
Point to black and point to your head.
Point to green. Point to blue.
Point to white and point to you.

Unit 3 Lesson 3 Activity 1

Policeman: The light is red.
Red is for "Stop".
The light is yellow.
Yellow is for "Wait".
The light is green.
Green is for "Go".
Go! Go! Go!

Unit 3 Lesson 7 Activity 1

A: Amna: Hello, I'm Amna. I'm Ali's mum.
Officer: Hello.
B: Amna: I'm sad. My son is lost.
C: Officer: How old is your son?

Amna: He's 5.
Officer: What's his name?
Amna: Ali.
D: Officer: What colour is his hair?
Amna: Black.
Officer: What colour are his eyes?
Amna: Brown.

Unit 3 Lesson 8 Activity 1

A: Officer: What colour is Ali's t-shirt?
Amna: Red.
Officer: Red?
B: Officer: This way, please.
C: Officer: Is this your son?
Amna: Yes!
D: Amna: Hello, Ali.
Ali: Hello, mum.

Unit 4 Lesson 1 Activity 1

Fatma: I've got a lemon.
My lemon is yellow.
Dalia: I've got a melon.
My melon is green.
Boys: Fatma's got a lemon.
Dalia's got a melon.
Fatma: A yellow lemon.
Dalia: A green melon.

Unit 4 Lesson 3 Activity 1

I've got a body,
a neck and a head.
I've got two arms,
I've got two legs.
I've got feet, hands,
a mouth, and a nose.
I've got ears, eyes,
and I've got ten toes.

Unit 4 Lesson 6 Activity 1

A. Gonfooth: Hello. I'm Gonfooth. I'm a hedgehog. I've got a small body.
B. Gonfooth: Hello, Mrs Hen.
Mrs Hen: Hello, Gonfooth.
Gonfooth: You've got a big white body.
Mrs Hen: Yes, I have.
C. Gonfooth: Hello, Mrs Rabbit.

Mrs Rabbit: Hello, Gonfooth.
Gonfooth: You've got long grey ears.
Mrs Rabbit: Yes, I have.

D. Gonfooth: Hello, Mr Monkey.
Mr Monkey: Hello, Gonfooth.
Gonfooth: You've got big hands and big feet.
Mr Monkey: Yes, I have.

E. Mr Fox: Hello, Gonfooth.
Gonfooth (sounds afraid): Hello, Mr Fox.
Mr Fox: I've got big teeth.
Gonfooth: Yes, you have.

F. Mr Fox: And I'm hungry.
Gonfooth: Yes, Mr Fox. I've got long spines.
Mr Fox (sounds cross): Yes, you have. Grr.

Unit 4 Lesson 7 Activity 1

Cathy: Look at my photos of Sudan, Eddie.
Eddie: OK, Cathy.
Cathy: This is the River Nile.
Eddie: Yes.
Eddie: What's that? A school?
Cathy: No, it's the museum.
Eddie: Where's that?
Cathy: It's in Shendi. It's a market.
Eddie: What's that, Cathy? A pyramid?
Cathy: Yes.
Cathy: Look! There are three pyramids.

Unit 5 Lesson 1 Activity 1

Point to the window. Point to the door.
Point to the board and point to the floor.
Point to the teacher. Point to the man.
Point to the bin and point to the fan.
Point to the book, the desk and the chair.
Point to the bag and point to your hair.

Unit 5 Lesson 3 Activity 1

Cathy: Look at this photo from school, Eddie!
Eddie: Is that your teacher next to the board?
Cathy: Yes, that's Mrs Hind.
Eddie: And who's next to Mrs Hind?
Cathy: That's Marwa, and the girl next to the door is Dalia.

Unit 5 Lesson 4 Activity 2

This cat is small.
That cat is small.
Look at them.
They are big.

Unit 5 Lesson 6 Activity 1

1. Sukkar: I've got a tail. It isn't here. Where's my tail?
2. Second monkey: Is it under your chair?
Sukkar: No, it isn't.
3. Second monkey: Is it in your desk?
Sukkar: No, it isn't.
4. Second monkey: Look, Sukkar. You have got a tail.
Sukkar: Where?
Second monkey: Your tail is there. It's under your body.

Unit 5 Lesson 7 Activity 1

Hello, I'm Hassan. I'm from Al Fasher in Sudan and I'm nine years old. This is a photo of the museum in Al Fasher. This is a photo of the Sultan's old table and chair. This is a well in Al Fasher. Al Fasher has got a market. This is a photo of it.

Unit 6 Lesson 1 Activity 1

This is my home
and this is my house.
This is the kitchen.
This is the bathroom.
This is the living room.
This is my bedroom.

Unit 6 Lesson 2 Activity 1

Hello. My house is in Main Road. It's next to a shop.
The hospital is in Main Road next to the mosque. The market is in Nile Road. There's a library next to it.
There's a park in Medani Road. It's next to my school.

Unit 6 Lesson 3 Activity 1

Cat: I'm a cat. I live in a flat.
Mouse: I'm a mouse. I live in a house.
Bird: I'm a bird. I live in a tree.

Unit 6 Lesson 4 Activity 1

Fish: I'm a fish. I live in the sea.
Snail: I'm a snail. I live in my shell.

Frog: I'm a frog. I live in a well.

Unit 6 Lesson 4 Activity 2

sh
Look at that shop.
Look at that shell.
Look at the fish.

Unit 6 Lesson 7 Activity 1

Hello. I'm Mona and I'm nine years old.
I'm from Port Sudan.
I live in a flat in Main Street.
It's a big street with lots of cars.
My flat is near the park.
I live in flat twelve.

Hi. I'm Faisal and I'm eight years old.
I'm from Khartoum.
I live in house number twenty.
It's near the River Nile in Museum Street.
There are lots of trees in my street.

Unit 6 Lesson 8 Activity 1

Cow: I've got a home. I live in a field.
Shark: I've got a home. I live in the sea.
Crocodile: I've got a home. I live in a river.
Monkey: I've got a home. I live in a tree.
Snail: I've got a home. I live in my shell.
Bird: I've got a home. I live in a nest.
Cat: I've got a home. I live in a flat.
Boy: My house is my home.
My home is best.

Unit 6 Lesson 8 Activity 2

ch
chair
children
kitchen
teacher

Unit 7 Lesson 2 Activity 1

Cathy: This is a picture of Dalia's family.
This is Dalia's mother.
This is her father.
This is her grandmother.
This is her grandfather.
This is her brother.

This is her sister.
This is her little brother.
This is her baby sister.

We go to bed now. It's 7 o'clock.

Baby Chick: Chick! Chick!
Cat: Not now, Chick.
We sleep now. It's 3 o'clock.

Unit 7 Lesson 3 Activity 1

Eddie: Is your family big?
Badr: No, not very big.
Eddie: Have you got any brothers, Badr?
Badr: Yes, I have.
Eddie: How many brothers have you got?
Badr: Two. And I've got a sister. She's very small.
She's a baby.

Baby Chick: Chick! Chick!
Cow: Yes Chick, now.
We wake up now. It's 6 o'clock

Unit 7 Lesson 4 Activity 1

My name is Rami.
This is me with my four sisters.
Samia's between me and Sara.
Sara has got short hair.
Samia has got long hair.
Lamees is between me and Zeinab.
She's got long hair.
Zeinab is tall and has got long hair.

Unit 7 Lesson 8 Activity 2

er
mother
under
brother
teacher

Unit 7 Lesson 4 Activity 2

ar
car
star
arm
market

Unit 8 Lesson 4 Activity 2

ee
see
feet
tree
street

Unit 7 Lesson 5 Activity 1

Little brother, stay there. Father, stand next to little brother. Grandfather, stand next to little brother. Big brother, stand next to grandfather.

Unit 8 Lesson 5 Activity 2

Two little birds in the tree.
This is Bulbul. This is Billi.
Two little birds in the air.
See them here. See them there.
Two little birds in the sky.
See them go. See them fly.

Unit 7 Lesson 6 Activity 1

Baby Chick: Chick! Chick!
Chick! Chick!
Cow: Not now, Chick.

Baby Chick: Chick! Chick!
Donkey: Not now, Chick.
We eat now. It's 11 o'clock.


Unit 8 Lesson 7 Activity 1

The wheels on the car go round and round,
round and round, round and round.
The wheels on the car go round and round,
round and round.


The windows on the car go up and down,
up and down, up and down.
The windows on the car go up and down,
up and down.

Baby Chick: Chick! Chick!
Sheep: Not now, Chick.

The doors on the car... open and close,
open and close, open and close.
The doors on the car... open and close,
open and close.

Unit 8 Lesson 8 Activity 3 

ea
eat
beach
read
teacher

Unit 9 Lesson 1 Activity 1 

Children: One little hen is here to play
on a wall in the farm today.
Hello little hen, how are you?
Hen: I'm fine thank you.
Cockle doodle doo.

Children: Two little cows are here to play under a
tree in the farm today.
Hello little cows, how are you?
Cows: We're fine thank you,
Moo, moo, moo.


Children: Three little goats are here to play in a
field in the farm today.
Hello little goats, are you there?
Goats: Yes, we are.
Maaa, maaa, maaa.

Unit 9 Lesson 2 Activity 1

A. We're one metre long. We've got sharp teeth. We lay
eggs. We're Nile fish.
B. We're five metres long. We've got sharp teeth. We
lay eggs. We're Nile crocodiles.
C. We're four metres long. We've got long teeth. We
don't lay eggs. We're Nile hippos.


Unit 9 Lesson 3 Activity 2

Crocodiles live in rivers.
Monkeys live in forests.
Camels live in deserts.
Elephants live in forests.
Goats live in the mountains.
Snakes lives in deserts.

Unit 9 Lesson 4 Activity 1 

We can walk and we can run.
We can hop and we can jump.
We can swim and we can walk.

We can fly and we can talk.
We can climb and we can swing
We can talk and we can sing.

Unit 9 Lesson 4 Activity 3 

ph
phone
elephant
photo
alphabet


Unit 9 Lesson 7 Activity 1

A. Waheed is in the desert with a fox:
Waheed: Hello Mr. Fox. I'm Waheed. I'm a camel. Can
you be my friend, please?
Fox: No. Camels are big. I don't like camels.

B. Waheed is in the desert with a snake:
Waheed: Hello Mr. Snake. I'm Waheed. I'm a camel. Can
you be my friend, please?
Snake: No. Camels can stand on me. I don't like camels.

C. Waheed is in the desert with a bird:
Waheed: Hello Mrs Bird. I'm Waheed. I'm a camel. Can
you be my friend, please?
Bird: No. Camels can't fly. I don't like camels.


D. Waheed is in the desert with a Bedouin boy
Waheed: Hello. I'm Waheed. I'm a camel. Can you be
my friend, please?
Boy: Yes, I can. I like camels.

Unit 9 Lesson 4 Activity 1 


ay
say
play
way
today

Unit 10 Lesson 2 Activity 1

There are some peanuts on the table.
There are some potatoes on the table.
There is some milk in the fridge.
There are some eggs in the fridge.
There are some carrots on the table.
There are some sweets on the shelf.
There is some sugar on the shelf.

Unit 10 Lesson 3 Activity 1 

Badr: Ok, Ahmed. What's this?
Ahmed: Is it a vegetable or a fruit?
Badr: It's a fruit.
Ahmed: It isn't round?
Badr: No, it isn't.
Ahmed: It's long.
Ahmed: I think it's a banana.
Badr: Yes, it is.

Unit 10 Lesson 4 Activity 2 

ow
how
cow
now
down
brown

Unit 10 Lesson 5 Activity 1 

With my eyes, I can see food.
With my nose, I can smell food.
With my mouth, I can eat food.
I can taste the food is good.

Unit 10 Lesson 8 Activity 3 

ae
gate
make
game
name
same
grape

Unit 11 Lesson 3 Activity 1 

What can we do, can we do today?
We can go to the park, to the park and play.
The sky there is blue. The grass there is green.
There are trees and the air is clean.
We can skip. We can jump.
We can hop and we can run.
We can talk to our friends.
We can sit in the sun.
What can we do? We can play in the park.
And then we go home to sleep when it's dark.

Unit 11 Lesson 4 Activity 1

It's a nice day. The sky is blue. You can hear the birds.
You go to the park. You like it. You walk. There is a tall tree in the park. There are some small flowers near the tree. What's that? No! There's some rubbish under the tree. Pick up the rubbish. Put it in the rubbish bin.

Unit 11 Lesson 4 Activity 3 

i_e

five
time
Nile
nine
drive
fine

Unit 11 Lesson 5 Activity 1 

There's rubbish in the classroom, on the floor.
There's rubbish in the classroom, behind the door.
It's next to the window and under a chair.
Don't drop it on the floor. Don't leave it there.
Plastic bags and paper. Food, cans and tins.
Pick them up and put them in the rubbish bins.

Unit 11 Lesson 6 Activity 1

Don't hurt animals.
Turn off the tap.
Put your rubbish in the rubbish bin.
Don't pick the flowers.
Turn off the lights.

Unit 11 Lesson 7 Activity 1

This tree is sad. The air and the water are dirty here.
The tree can't see the sun or drink the water. There are no leaves on the tree or flowers or fruit. No insects or bees live in the tree.
This tree is happy. The air and the water are clean here.
The tree can see the sun and drink the water. There are lots of new leaves on the tree. It can grow lots of new fruit and new flowers. Lots of insects and bees live in the tree.
Remember: Keep [your city/village] clean. Keep Sudan clean.

Unit 11 Lesson 8 Activity 1

Chant: Ali, Ali, what can you see?

Ali: I can see two little birds. They're with a bee.

Chant: Ali, Ali, what can you see?

Ali: I can see three brown monkeys. They're in a tree.

Chant: Ali, Ali, what can you see?

Ali: I can see four small fish. They're in the sea.

Chant: Ali, Ali, what can you see?

Ali: I can see a yellow star with light for me.

Unit 11 Lesson 8 Activity 3

oo

zoo

food

room

school

Unit 12 Lesson 1 Activity 1

Look at the garden, what can you see,

There on the clothes line under the tree?

There are shorts and trousers. There's a red T-shirt.

There's an orange dress and a long grey skirt.

There's a blouse. There's a shirt. There's a cap. There's a hat. There are two jalabeyas and a small black cat.

Unit 12 Lesson 3 Activity 1

Grandmother: Eid Mubarak children!

I have got Eid clothes for you.

Children: Grandma! Thank you!

Mother: Have you got a new skirt, Rayan?

Rayan: No, I haven't got a new skirt...

Rayan: ... but I have got a new dress. Adam has got a new jalabeya!

Unit 12 Lesson 3 Activity 2

Welcome to Eid, everyone.

Happy Eid, everyone.

A time to eat.

A time to greet.

Eid Mubarak, everyone.

Unit 12 Lesson 4 Activity 2

ir

girl

shirt

skirt

turn

hurt

purple

Unit 12 Lesson 5 Activity 1

Look out of the window,

What can you see?

The flowers in the garden,

And the big tall tree.

Go through the garden,

And walk past the shop.

Don't play with friends.

Don't run, skip or hop.

Climb over the wall,

You know where you are.

Say Eid Mubarak,

To your nice grandma.

Unit 12 Lesson 7 Activity 1

On Eid El Fitr morning I wake up early. I wake up at five o'clock.

I wake up early on Eid El Fitr morning. I have a cup of tea and some cake at seven o'clock.

I say Eid Mubarak to my grandfather at nine o'clock on Eid El Fitr morning. Then I put on my new Eid clothes.

On Eid El Fitr morning I have breakfast with my family at ten o'clock.

Unit 12 Lesson 8 Activity 3

ou

house

mouse

flour

blouse

trousers

mountain



SUDAN
MODERN
INTEGRATED
LEARNING OF
ENGLISH

1
ONE