



MINISTRY OF  
EDUCATION



NATIONAL CENTRE  
FOR CURRICULA  
AND EDUCATIONAL  
RESEARCH (NCCER)



# SMILE

## SERIES

SUDAN  
MODERN  
INTEGRATED  
LEARNING OF  
ENGLISH

# 2

## TWO

# PUPIL'S BOOK

# GRADE 4

# 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 2**

**Pupil's Book  
Grade 4: Basic Level**

### **Lead Writer and Consultant:**

**Stephen Thompson**

### **Written by:**

**Ahazeej Abdellateef Abdelkareem Ali**

**Emtithal Alwasila Abdallah Ahmed**

**Dr Helene Fatima Idris**

**Lona Louise Soiney**

**Mohammed Musaad Mohammed Elamin**

**Mohammed Omer Babikir Bashir**

**Salah Ahmed Mohammed Joda**

### **Developmental Editors:**

**Jacquelyn D. Kunz**

**Timothy McVicar**

### **Consultants and Special Advisors:**

**David Vale – International Consultant**

**Prof Abdelrahim Hamid Mugaddam Hammad – National Consultant,  
University of Khartoum**

**Dr Hamdan Ahmed Hamdan Abuanja – Special Advisor for Writing  
and Training, Head of English Language Department, NCCER**

**Dr Nada Sid Ahmed El Jack – Special Advisor for Editing, Director General,  
SUNACEL/SELT**

**Reviewed and Revised by:**

**Dr Hamdan Ahmed Hamdan Abuanja – Head of English Language  
Department, NCCER**

**Dr Yousif Khalid Mohammed Masaad – NCCER**

**El-Fateh Mohammed Abdul Essalam – NCCER**

**Illustrated and Designed by:**

**Amani Zain Elabden Mahgoub**

**Nader Ibrahim Genie**

**General Administration and Technical Supervision:**

**Her Excellency, Ustaza Suad Abdel-Razig – Minister of General  
Education**

**Dr Muawia Elsir Ali Mohammed Gashi – Director General, NCCER**

**Prof Attayeb Ahmed Mustafa Hayati – Director General (former),  
NCCER**

**Dr Abbas Sha'a Eddin – Deputy Director General, NCCER**

**Ali Mohammed El Jack – Deputy Director General (former) and Head  
of Curricula Administration (former), NCCER**

**Dr Abdalrauf Khidir – Head of Curricula Administration, NCCER**

**Dr Hamdan Ahmed Hamdan Abuanja – Head of English Department,  
NCCER**

**Hashim Hamza – Project Implementation Unit Manager, World Bank**

**Robin Davies – Country Director, British Council**

**Charles Nuttall OBE –Country Director (former), British Council**

**Liana Hyde – ELCR Project Director, Horn of Africa, British Council**

**Dr Yasir Hassan Hussein – Head of English for Education Systems,  
British Council**

**Reimaz Hashim Salih – ELCR Project Manager, British Council**

**Dr Wail El Kheir Shuaib – ELCR Project Manager (former), British  
Council**

**Eman Muawia Babiker Abdalla – ELCR Project Coordinator, British  
Council**

## 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.**



## Acknowledgements

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 2 for Grade 4 - Basic Education.

**British Council, Khartoum, Global Partnership for Education (GPE), Sudan National Centre for Languages (SUNACEL/SELT), English Language Institute – University of Khartoum, Department of Linguistics – University of Khartoum, Institute of Languages – Ahfad University, Khogali & Shoush – Media Production Company, Capital Radio, Khartoum International Community School (KICS), Council of British International Schools (COBIS), Sudan Volunteer Programme (SVP), Dr Amna Mohammed Bedri (Ahfad University), Dr Hala Salih Mohammed Nur (University of Khartoum), Dr Christine Thorne (ELT Consultant), Ali Idris Saeed El Haj (British Council), Yousif Karrar Eltahir (Basic Education Recovery Project (BERP), World Bank), Dr Thomas Ian Young (Music Consultant), Malik Ahmed Abdel-Khaliq (ELCRP Material Writer), Abdelsadig Awad Abdelsadig (ELCRP Material Writer), Hassan Taj Al-Sir Al-Hassan (ELCRP Material Writer), Attayib Tajaddin Attayib Mahmoud (ELCRP Material Writer), Jacklyn Nguyen (Music Teacher, KICS), Mohammed Farrah, AlRazi El Basheer, Azza Abdalla Elzaidabi, Ragad Hammad, Kareem Wail, Momin Amin Diyab, Ayman Mamoun, Ayia Mostafa, Tasneem Ahmed, Hala Mostafa, Shahd Amro, Aassir Amro Isam Mustafa, Ali Salman, Sabq Elsadig Awad, Abeer Abdalla Elzaidabi.**

**Sudan**  
**Modern**  
**Integrated**  
**Learning of**  
**English**

**SMILE Series: Book 2**

**Pupil's Book**

**Grade 4: Basic Level**



Bakht-er-Rudha – Sudan (NCCER), all rights reserved.

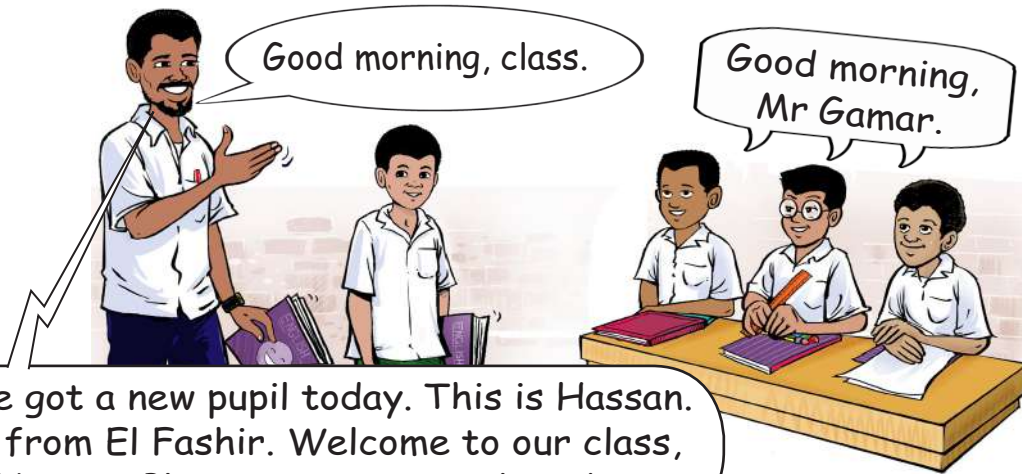
No part of this publication may be reproduced, stored in a retrieval system, transmitted in any form or by any means, electronic, mechanical, photocopy, recorded or otherwise, without the prior written permission of the copyright holder.

# Table of Contents

Unit	Topic	Page
1	Welcome Back to English	1
2	Family and Community	9
3	People, Plants and Numbers	17
4	Sports and Games	25
5	Places in Sudan	33
6	Amazing Animals	41
7	Time and Weather	49
8	Money and Home	57
9	Here to There	65
10	Machines	73
11	Free Time Fun	81
12	A Second Look	89
	Book Map	97
	Listening Scripts	107



1. Look, read and say.



We've got a new pupil today. This is Hassan. He's from El Fashir. Welcome to our class, Hassan. Please sit next to Ahmed.

2. Complete and say.

- (A) The teacher's name is...
- (B) Hassan is a new...
- (C) Hassan is... El Fashir.

3. Look, read and say.

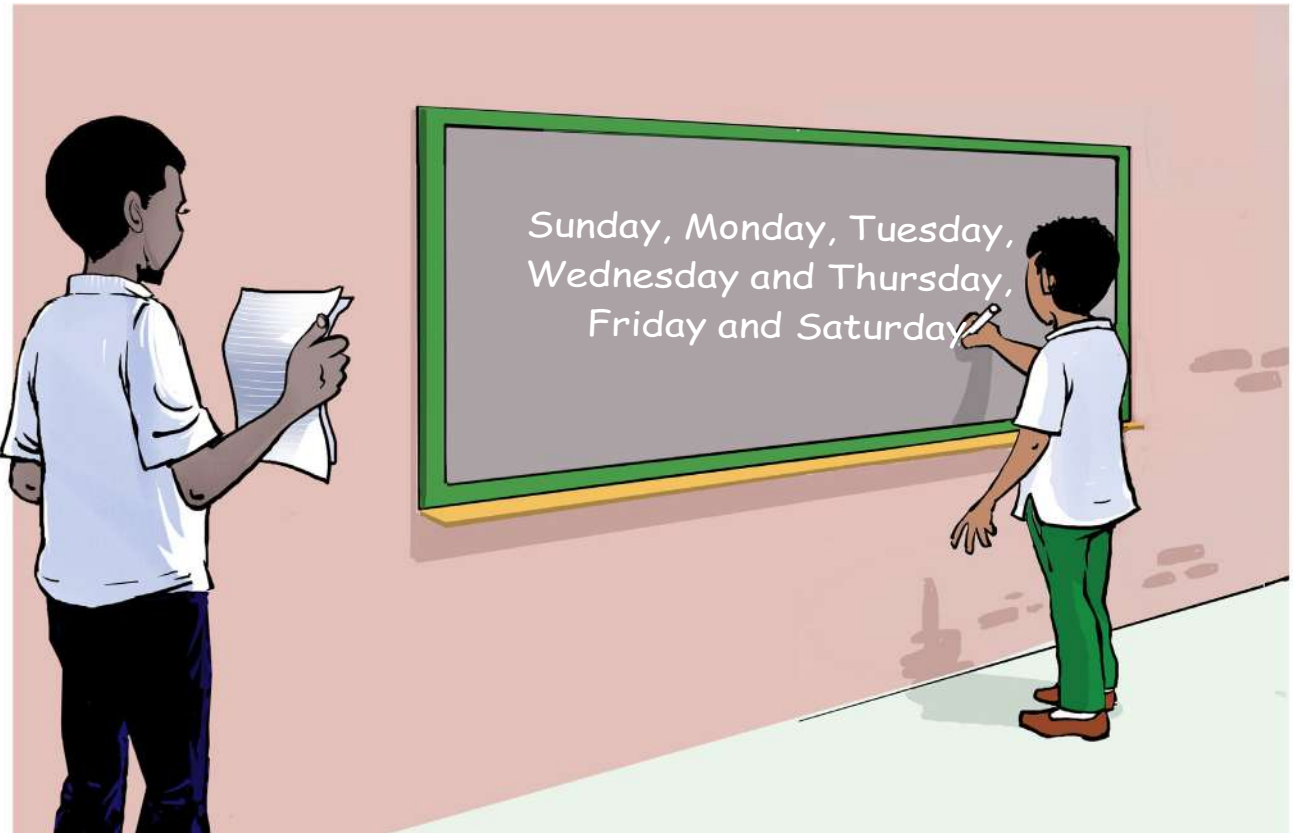
Mr Gamar			
1 Salah	2 Khalid	3 Mustafa	4 Nadir
5 Badr	6 Ahmed	7 Hassan	8 Abu Bakr
9 Ali	10 Babiker	11 Osman	12 Bilal
13 Abdullah	14 Malik	15 Hussein	16 Samy
17 Gasim	18 Amin	19 Fady	20 Awad



Hassan's seat is next to Ahmed and Abu Bakr. He is in front of Osman and behind Mustafa.



## 1. Listen, point and say.



## 2. Ask and answer.

Is Friday  
a school day or  
free day?



Friday is  
a free day.



What do you do  
on Tuesday?



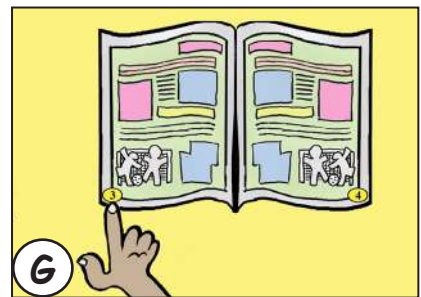
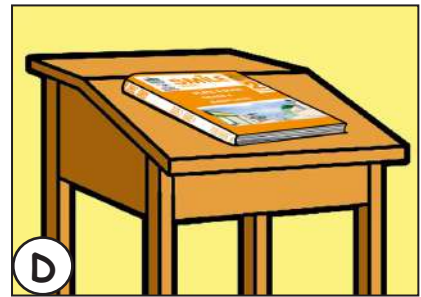
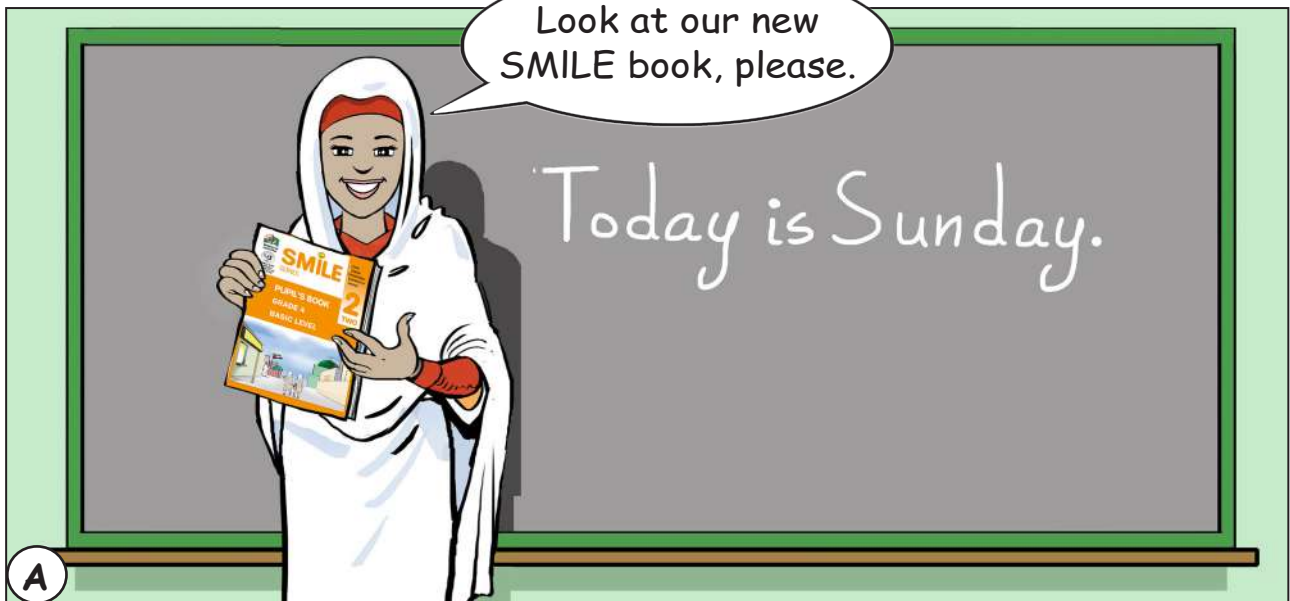
I go to school.



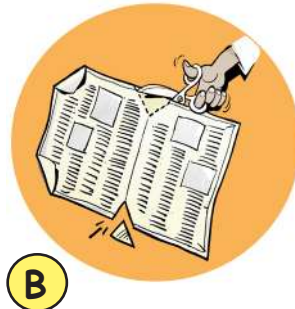




1. Listen, match and repeat.



2. Make a cover for your book.





1. Read the rules for your English class.



<b>A</b>	We speak English in our English class.	
<b>B</b>	We help other pupils.	
<b>C</b>	We keep the classroom tidy.	
<b>D</b>	We walk in the classroom.	
<b>E</b>	We eat in the playground.	

2. Match the new rules with the rules above.

- 1 We don't run in the classroom.
- 2 We don't speak in Arabic in our English class.
- 3 We don't eat in the classroom.
- 4 We don't throw rubbish on the floor.
- 5 We don't forget to help other pupils.

3. Listen, read and say.

air

hair

chair

air / ere

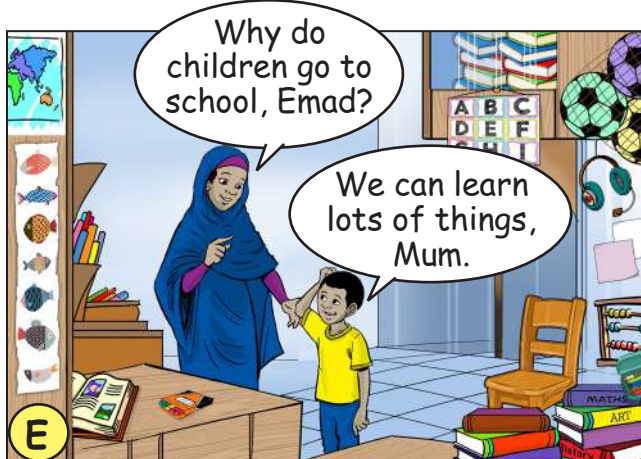
there

where

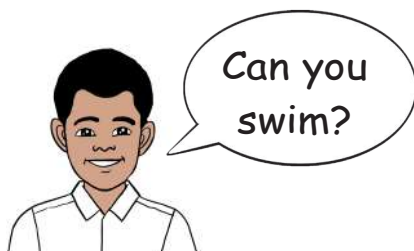




1. Listen, read and repeat. Then say and act.



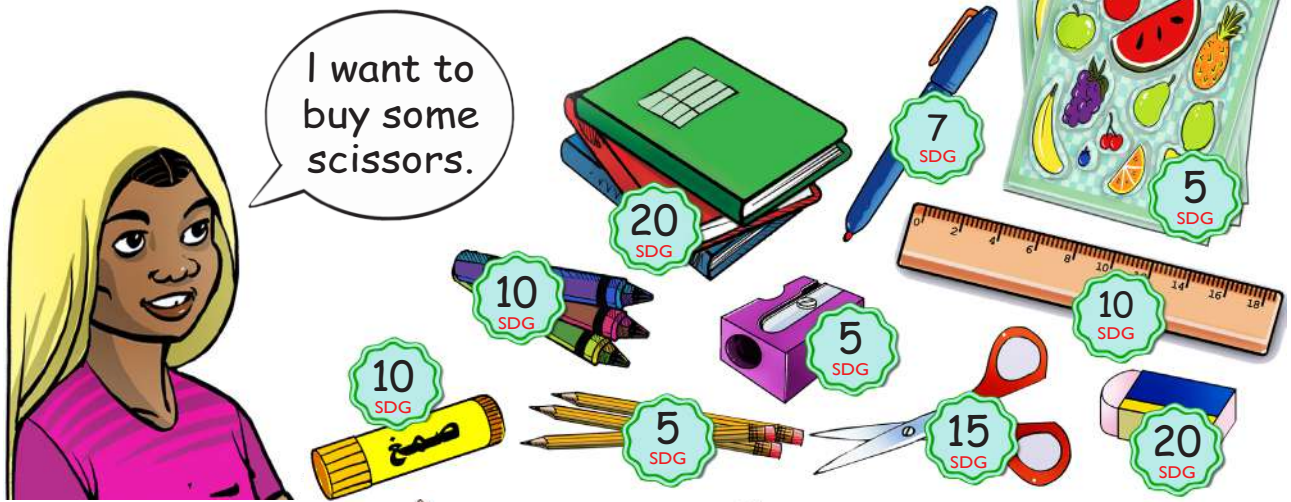
2. Ask and answer with Yes, I can or No, I can't.



- |                         |                           |
|-------------------------|---------------------------|
| <b>A</b> swim           | <b>B</b> skip and hop     |
| <b>C</b> read in Arabic | <b>D</b> drive            |
| <b>E</b> climb trees    | <b>F</b> speak in English |



1. Listen, point and chant.



2. Point and say.



3. Read, say and act.







## 1. Read and say **Yes** or **No**.



Hello, I'm Huda and this is my school. I like my school. It is near my house and I can walk to school in the morning. I can meet my friends here.



I like Maths, Arabic and reading. My best friend is Zeinab and my favourite sport is volleyball.

- |   |          |
|---|----------|
| <b>A</b> This girl's name is Hiba.      | Yes / No |
| <b>B</b> She likes her school.          | Yes / No |
| <b>C</b> She lives near her school.     | Yes / No |
| <b>D</b> She meets her friends at home. | Yes / No |
| <b>E</b> She likes Maths.               | Yes / No |
| <b>F</b> She doesn't like volleyball.   | Yes / No |

## 2. Listen and read. Then chant.



This is the way I carry my bag,  
carry my bag, carry my bag.  
This is the way I carry my bag,  
into Class 4 in the morning.

This is the way I open my book,  
open my book, open my book.  
This is the way I open my book,  
in Class 4 in the morning.

This the way I sing my song,  
sing my song, sing my song.  
This is the way I sing my song -  
with Class 4 friends in the morning!





1. Listen, act and say.

Look at your new SMILE book.  
Put your book...

2. Read and say the answers.

What is your name?  
What is your best friend's name?

3. Write three rules for your English class.

1. We eat in the playground.

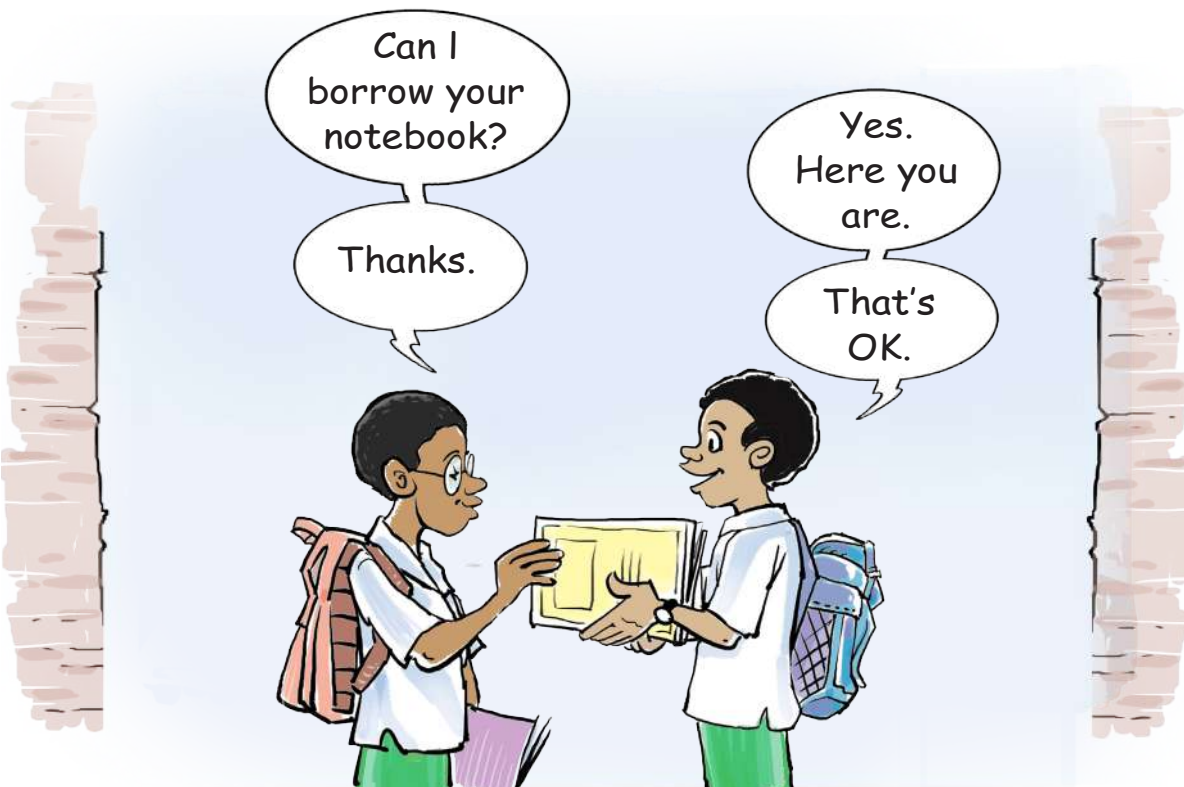
5. Add words.

School things	Days	Welcome
pencil case	Sunday	hello

4. Say it. Spell it.

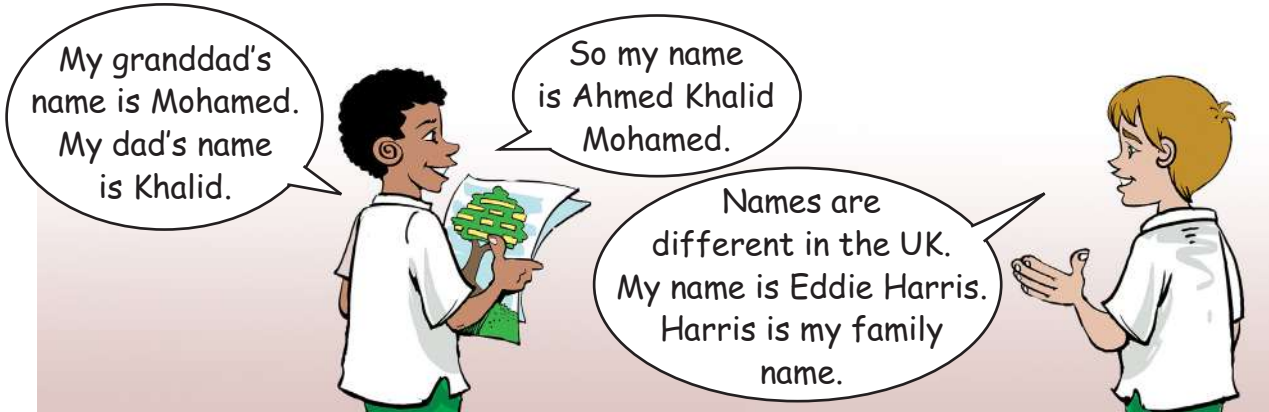


6. Speak together.



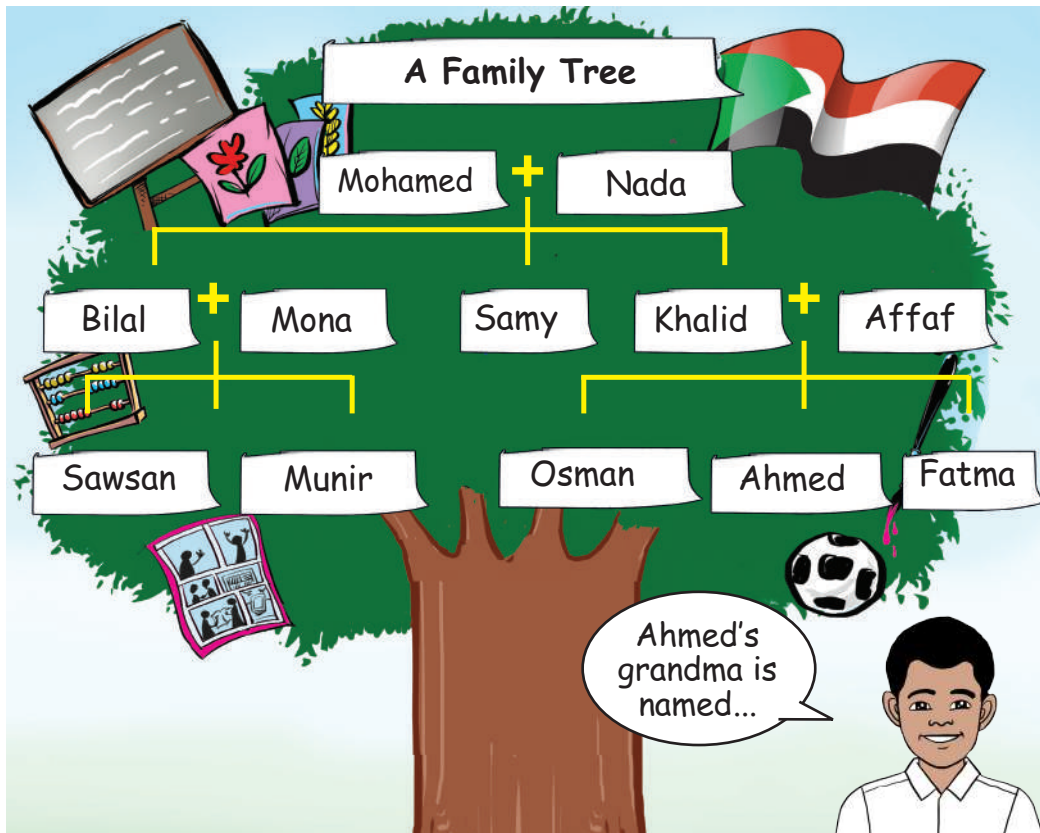


1. Listen and read. Then ask and answer.



- (A) Who is Khalid?
- (B) What's the name of Ahmed's granddad?
- (C) What is Eddie's family name?
- (D) How are names different in Sudan and the UK?

2. Say sentences about Ahmed's family.



3. Say sentences about your family.

My granddad's name is...

My...





### 1. Listen, read and say.



Ahmed isn't at home today. He's watching football with his father and his uncle. Ahmed is happy. His team is winning.



Dalia isn't at home today. She's visiting her grandma. Dalia's grandma is reading a story and Dalia is listening to her.

### 2. Listen and point. Then point and say.



Eddie / play with / a ball.



Cathy / read / a story.



Fatma / talk to / her friend.



Badr / eat / an / ice cream.





## 1. Listen, read and repeat.



**A** Dalia's grandma is reading a story to the children.



**B**



**C** Who is it? It's a hungry fox.



**D**



**E** The baby goats open the door.



**F** Mother goat is hitting the fox.

## 2. Read and complete. Then say and act.

asking      going      hitting      knocking      reading      opening

- A** Dalia's grandma is... a story.
- B** Mother goat is... to the shops.
- C** Someone is... on the door.
- D** Can I come in children? the fox is...
- E** The baby goats are... the door.
- F** Mother goat is... the fox with her bag.



1. Listen and match.



2. Say sentences about the pictures.



3. Listen, read and say.

sing

swing

thing

ing

asking

opening

watching

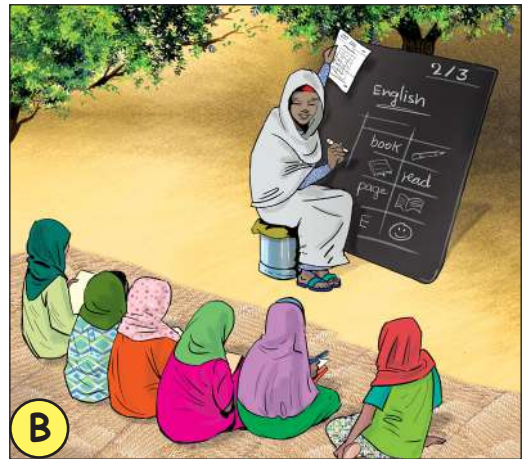




1. Listen, read and repeat.



I'm from Darfur. These are some pictures of my small village.



Here, I am teaching some children. I'm teaching them to read and write.



In this picture I am cooking for some old people. Everyone likes my food.

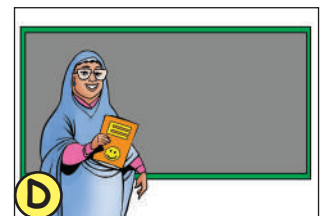


We are all working for our community and we are all helping our country.

2. Say sentences about Taja.



3. Say sentences about what these people are doing.





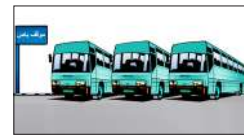
1. 🎧 Listen, point and match. Then repeat and act.



**A** Who is speaking?      **B** Where is he / she going?



mosque

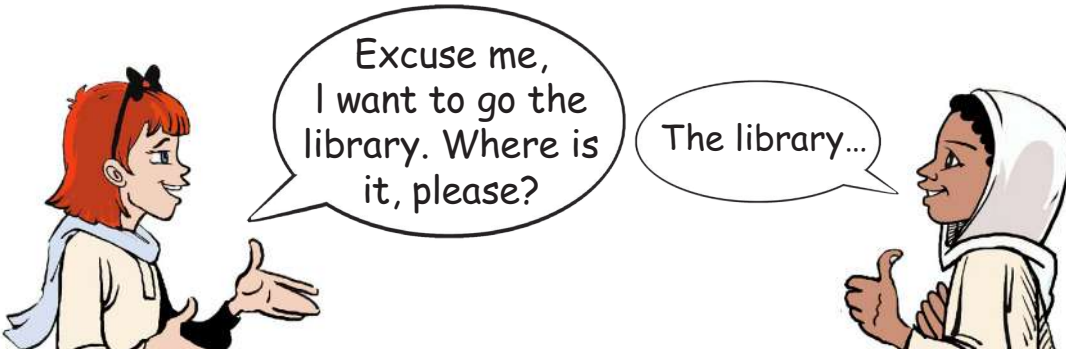


bus station

**New Road**

 bakery	S C H O O L R O A D	 clinic   library   museum	 shop	G R E E N S T R E E T	 hospital   park
---	--	---	--	---	--

2. Give directions from the park.



- A** library
- B** mosque
- C** clinic
- D** bakery

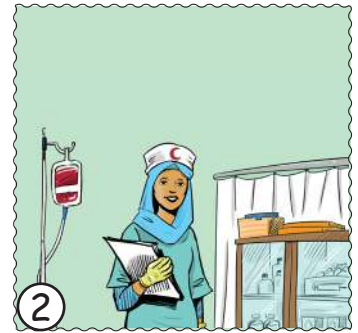




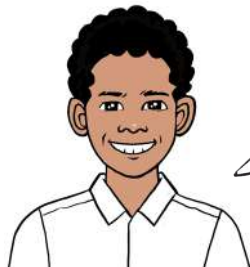
## 1. Read, answer and match.



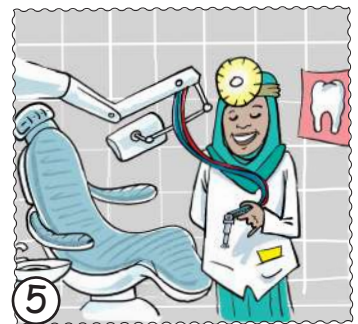
- (A) I work in a bakery. I make bread and cakes. Who am I?
- (B) I work with children in a school. I teach them. Who am I?
- (C) I work in a clinic. I help people with their teeth. Who am I?
- (D) I work in a hospital. I help the doctor. Who am I?
- (E) I work in a kitchen. I cook food for people. Who am I?



## 2. Say sentences about the jobs.



A baker works in a bakery and makes breads and cakes.



## 3. Chant and act.



There's a tall shop in my town.  
 People go up and people come down.  
 The doors are swinging in and out.  
 People are walking round and round.



1. Say and act.

I am going down the street.  
On my right, I can see...

2. Write about where you live.

I live in Omdurman.  
I like it here.  
There's a library on the...

3. Write about your family.

My granddad's name is...  
My dad's name is...

4. Say it. Spell it.



5. Add words.

Family	Job	Directions
mother	teacher	left

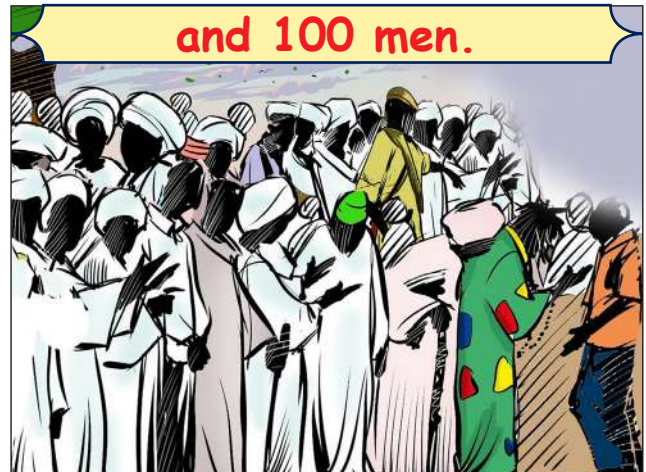
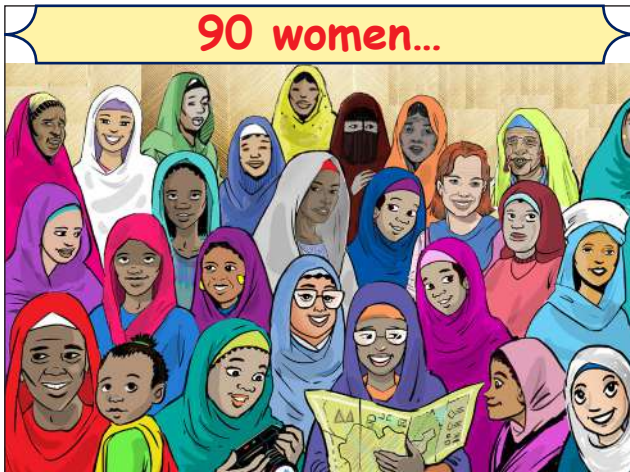
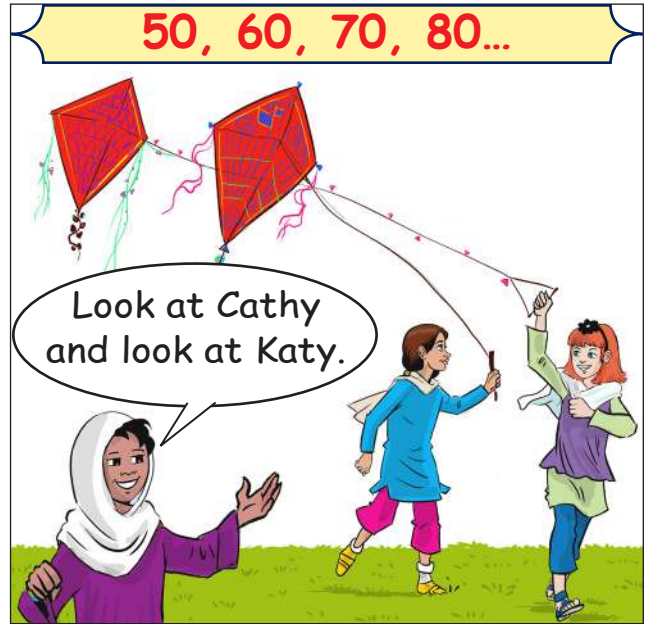
6. Speak together.







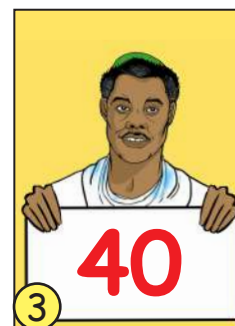
1. Look, read and repeat.



Now go back to 10 again.

2. Read and match. Then ask and answer.

- (A) How old is it?
- (B) How old are they?
- (C) How old is she?
- (D) How old is he?

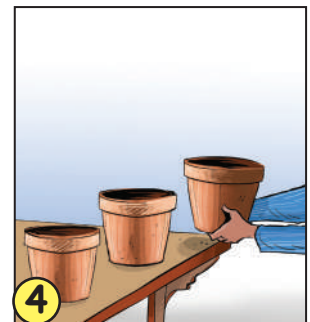
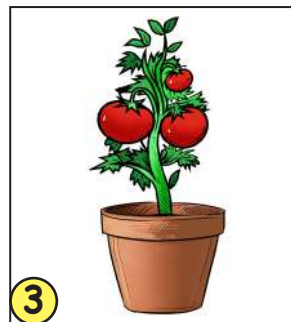




1. Read and match. Then say how to grow a tomato plant.



- (A) Get a plant pot.
- (B) Put soil in it.
- (C) Make a hole in the soil.
- (D) Put a tomato seed in the hole.
- (E) Cover the seed with soil.
- (F) Put the pot near a window.
- (G) Water the seed.
- (H) Wait for the plant to grow.







1. Listen, read and repeat.



spring



winter



autumn



summer

Summers are hot and winters are cold.  
 In autumn, leaves fall when they are old.  
 The weather is warm on nice days in spring.  
 And the birds in their nests in the trees all sing.  
 Winter days are white when winter snows fall.  
 Spring days are green. New plants grow tall.  
 Autumn days are cool. Autumn days are grey.  
 Summer days are blue and the sun shines all day.

2. Say sentences about the pictures. Use the words in the box.

falling

growing

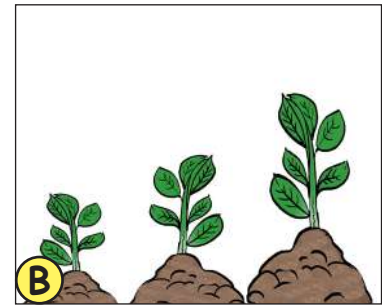
shining

singing

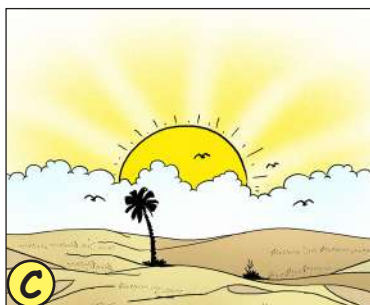
falling



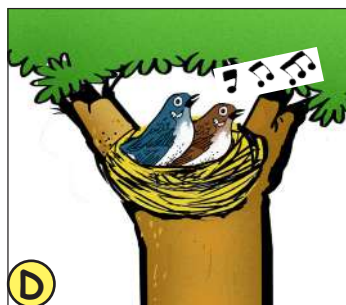
Snow...



The plants...



The sun...



The birds...



The leaves...



1. Read and match.



Nader



Amani



Ahmed



Asma

A This person is 1 metre 50 tall and is 13 years old. This person weighs 40 kilograms.

B This person weighs 60 kilograms and is 1 metre 70 tall. This person is 40 years old.

C This person is 11 years old and weighs 30 kilograms. This person is 1 metre 30 tall.

D This person is 1 metre 80 tall. This person is 40 years old and weighs 80 kilograms.

2. Ask and answer about the people.



3. Listen, read and say.

boy

oy / oi

toy

oil

point

soil





1. Listen, read and repeat. Then say and act.



Look! Abdullah is watering the potato.



Look! The potato is growing and growing.



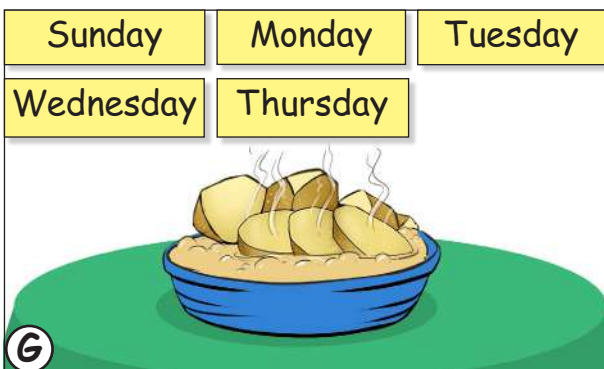
Abdullah, his family and his donkey are pulling the potato out of the ground.



Abdullah's wife is cooking the potato.



The children are having lunch now.



They eat potato on Sunday...

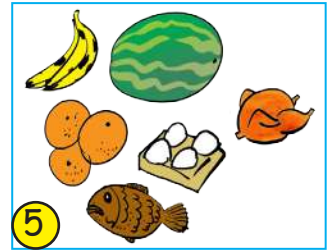
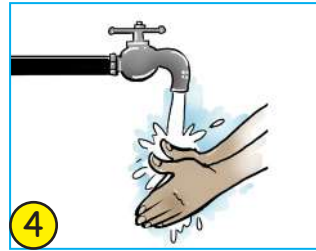
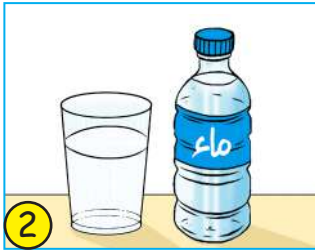




1. Read and match.

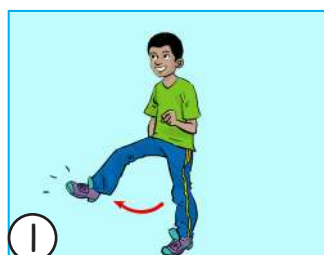
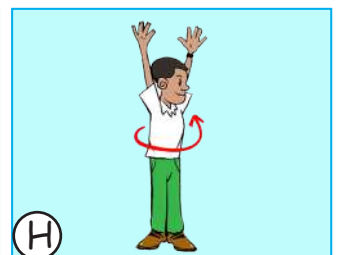
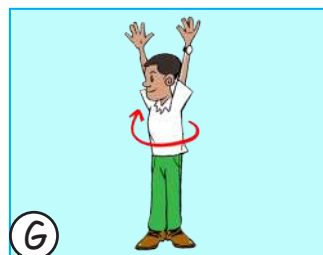
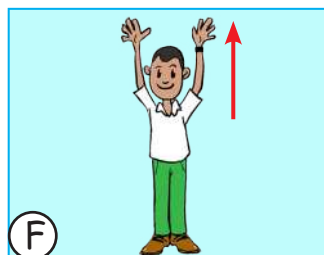
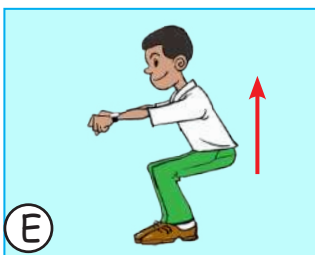
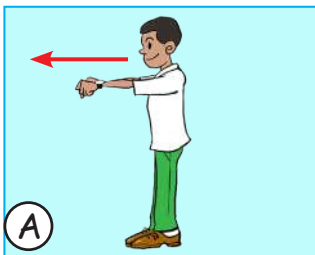
Grow Healthy

- (A) Always wash and keep clean.
- (B) Eat lots of fruit and vegetables.
- (C) Clean your teeth in the morning and at night.



- (E) Do lots of exercise.
- (F) Always drink lots of water.
- (G) Sleep for 8 to 10 hours at night.

2. Listen and match. Then say and do.







1. Read about Warda.



This was when I was 6 months old.  
I could smile.  
I couldn't talk.  
I couldn't walk or run.



This is me now.  
I am 10 years old.  
I can still smile.  
I can walk, talk and run.  
I can speak English.

2. Say sentences about Warda.



smile



talk



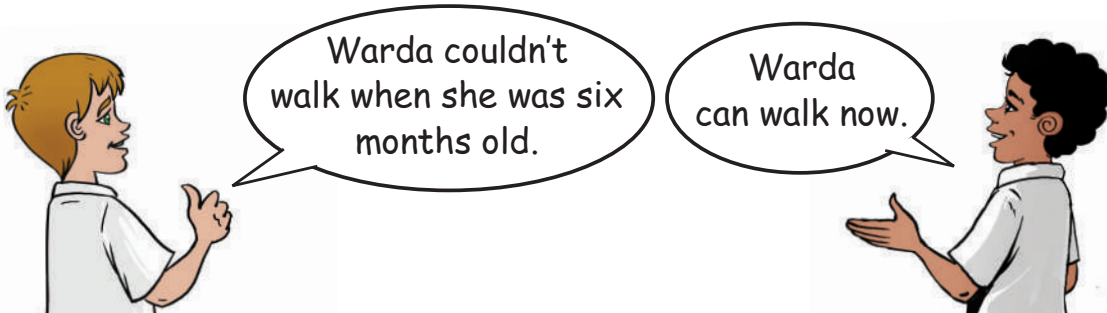
walk



run



smile



3. Play 'Yes, I can. No, I can't.'



- (A) skip
- (B) smile
- (C) drive
- (D) crawl
- (E) speak English
- (F) cook



1. Say sentences.

Get a plant pot.  
Make a hole...

2. Write about the seasons.

Summers are hot.  
The sun shines.

3. Write about how to grow healthy.

Drink lots of water.  
Do lots of sports.

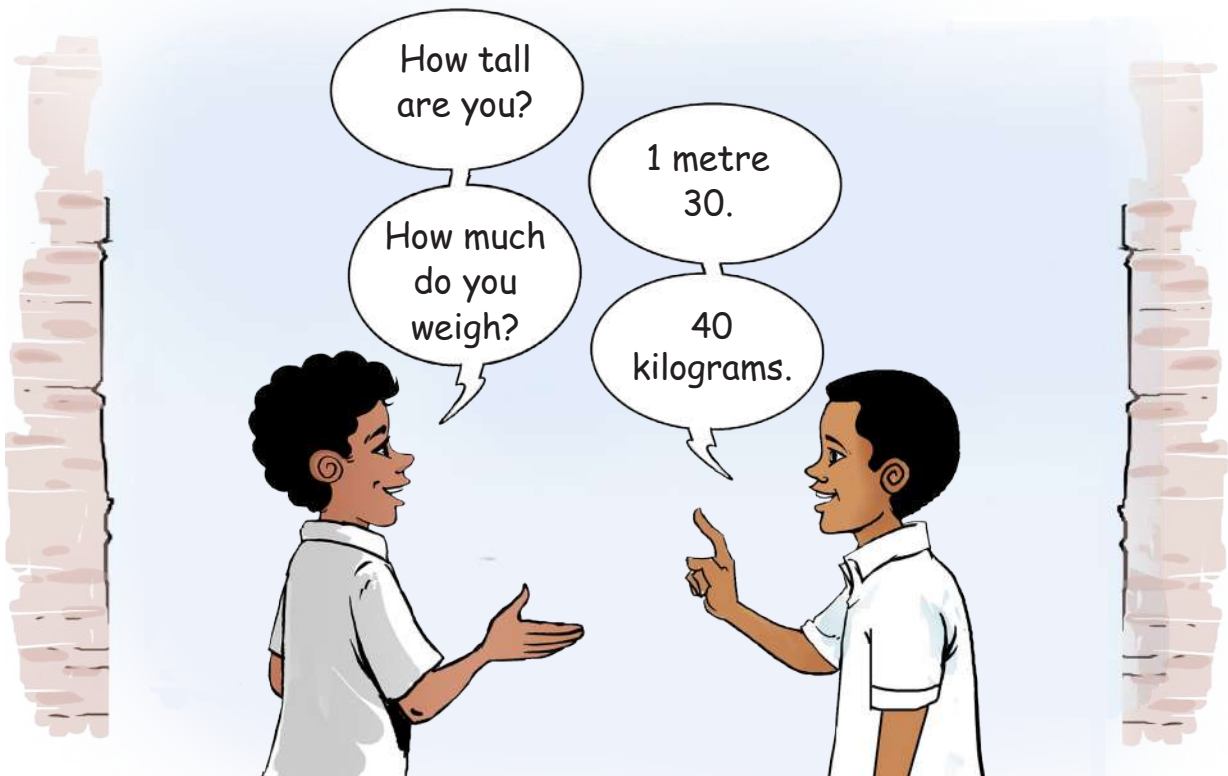
4. Say it. Spell it.



5. Add words.

Weather	Season	Numbers
hot	winter	20

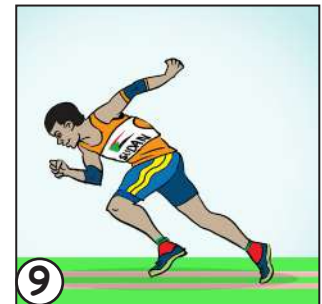
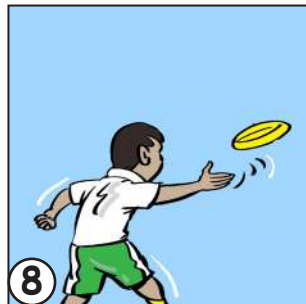
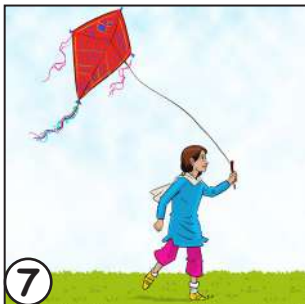
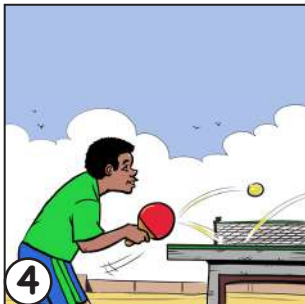
6. Speak together.





## 1. Read, match and say.

- (A) table tennis    (B) flying a kite    (C) football    (D) karate    (E) running  
 (F) volleyball    (G) swimming    (H) basketball    (I) throwing a frisbee



## 2. Say sentences about yourself and your friend.

Hi, I'm Ahmed.  
I like playing basketball.  
I don't like swimming.

This is Cathy.  
She likes volleyball.  
She doesn't like playing table tennis.






## 1. Listen, say and do.




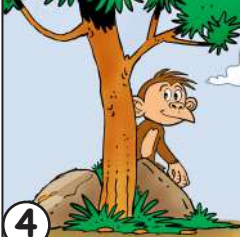



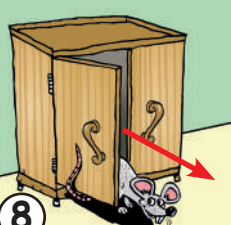


Clap, clap, clap. Stand up and wait.  
 Clap, clap, clap and shout out eight: "Eight!"  
 Stand up. Clap, clap. Now turn around.  
 Clap, clap, clap. Sit on the ground.

Clap. Stand up. Clap, clap. Be kind.  
 Point in front and point behind.  
 Look left. Look right. Look in the air.  
 Clap, clap, clap. Sit on your chair.



## 2. Read and match.

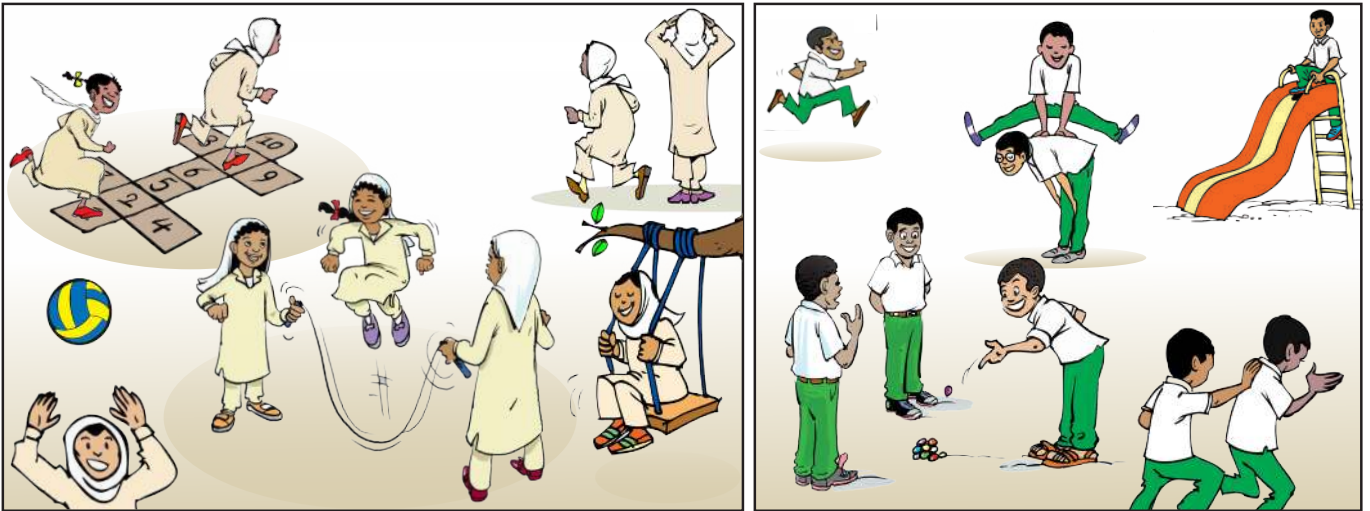
- (A) around    (B) on    (C) down    (D) in front    (E) in  
 (F) behind    (G) out    (H) over    (I) through    (J) up

 ①	 ②	 ③	 ④	 ⑤
 ⑥	 ⑦	 ⑧	 ⑨	 ⑩



## 1. Read and say sentences about the children and the games.

- (A)** play hide and seek    **(B)** play marbles    **(C)** play on a swing    **(D)** skip
- (E)** play leapfrog    **(F)** play tag    **(G)** play on a slide    **(H)** run
- (I)** play hopscotch    **(J)** play throw a ball



## 2. Ask and answer.



How many girls are playing hide and seek?

Two girls are playing hide and seek.



## 3. Play the 'Mime Game.'



What's he doing?

I think he's throwing a ball.



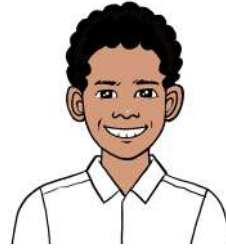
### 1. Listen and match.



Badr



Eddie



Ahmed



Mr Gamar

	sometimes	often	never
A			
B			
C			
D			

### 2. Ask and answer.



How often does Badr play basketball?

He sometimes plays basketball.



### 3. Listen, read and say.

pull

put

sugar

u / oo

foot

good

cook





## 1. Read and play.

1	2	3	4 You swim in a river. Go forward one square. 	5	6 You drop the ball. Miss a turn. 
					7
13	12	11	10	9 You win. Go forward one square. 	8
14 You win. Your turn again. 					
15	16	17 You win. Go forward two squares. 	18	19	20
					21 Go back one square. 
27 You eat a lot. Go back two squares. 	26	25	24	23 Miss a turn. 	22
28 You play basketball. Your turn again. 	 <p>It's my turn.</p> <p>No, it's my turn.</p>				
29					

## 2. Count to 30.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30



1. Listen, read and act.



Last year Maha couldn't run. She wasn't fit. But she is fit now.

Do you exercise now, Maha?

Yes. I exercise every day. I walk, run and I sometimes swim.



B



What do you eat and drink?

I eat some fish and meat and lots of fruits and vegetables. I drink water, milk or juice. I never drink cola.

C



Do you eat any chocolate?

A little. Not a lot.

D

2. Read and say Yes or No.

Are you fit and healthy?

Do you exercise?	Yes	/	No
Do you play any sports?	Yes	/	No
Do you eat any meat and fish?	Yes	/	No
Do you eat lots of vegetables?	Yes	/	No
Do you eat any fruit?	Yes	/	No
Do you drink any milk?	Yes	/	No
Do you eat lots of chocolate?	Yes	/	No
Do you drink lots of cola?	Yes	/	No



1. Read and match. Then say sentences about the other games.

**A** You play this sport with a ball. 2 or 4 players can play. You need a table and a net.

**B** This sport is for 1 person. You sit down and go forward and back on a seat.

**C** There are 2 teams and 11 players play in a team. You kick a ball with your feet. 1 player can catch the ball.

**D** You play this sport with 5 players in your team. There are 2 teams. You play with a ball and throw it. You throw the ball in a basket.

- 1 table tennis
- 2 leapfrog
- 3 volleyball
- 4 swinging
- 5 basketball
- 6 marbles
- 7 running
- 8 football

2. ✎ Write about volleyball.

## Volleyball



a net

a team  
6 players

a ball



Hit... hands and arms.







1. Listen, say and do.

Clap, clap, clap.  
 Stand up and wait.  
 Clap, clap, clap and shout  
 out eight: "Eight!"

2. Write about a sport or a game you like.

I often play tag.  
 I sometimes play volleyball.  
 I never do karate.

3. Write about a sport or a game.

You play table tennis with 2 players.  
 You can also play with 4 players.

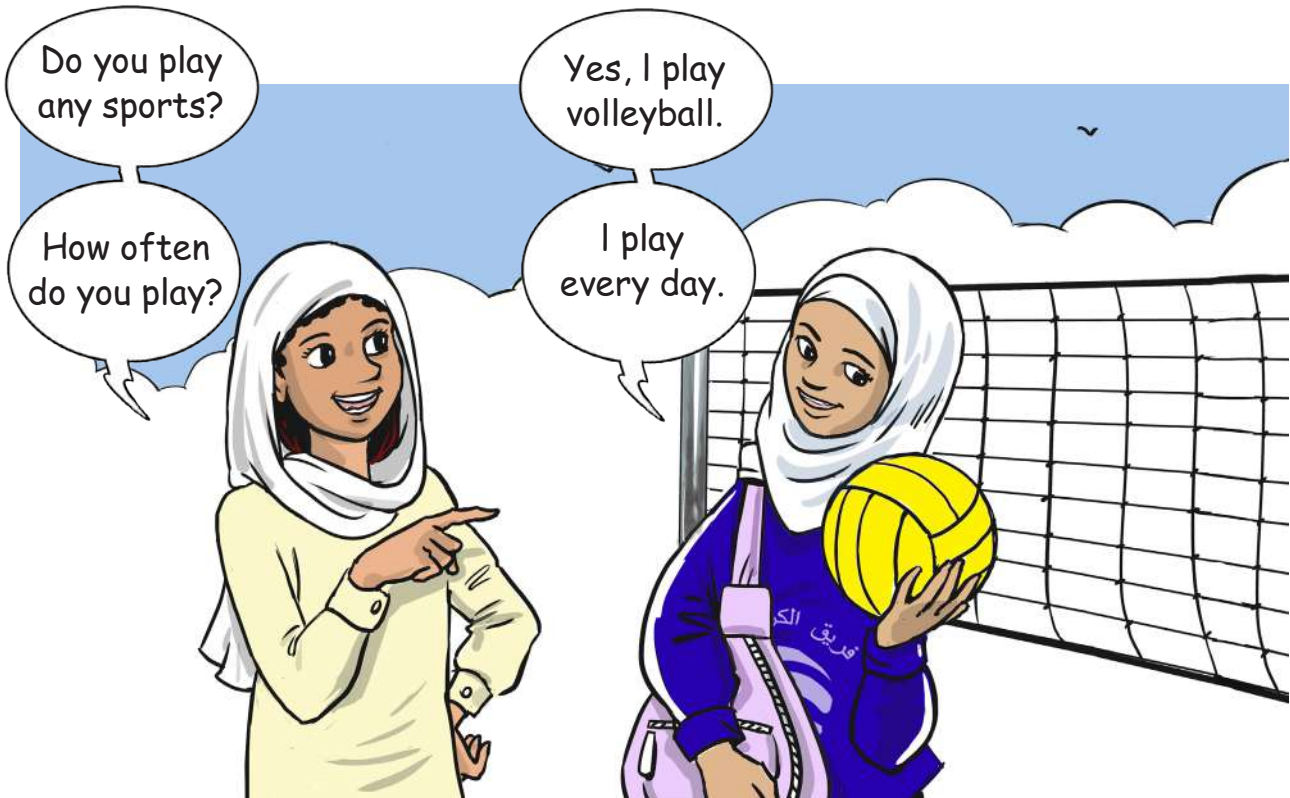
4. Say it. Spell it.



5. Add words.

Sports	Sports words
football	win score


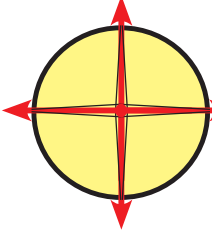
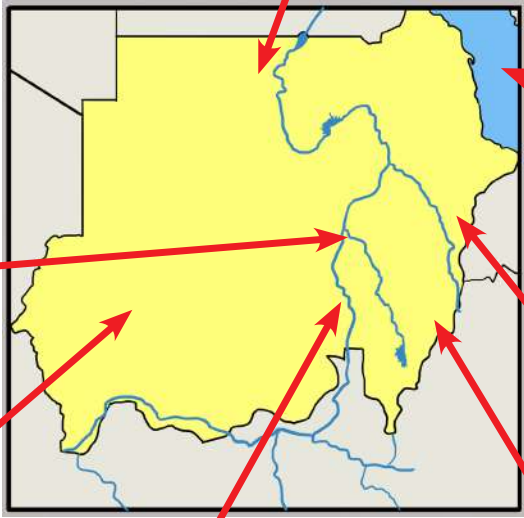

6. Speak together.






1. Listen, point and repeat.

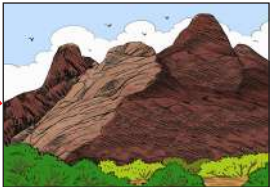
The Nubian Desert


Khartoum



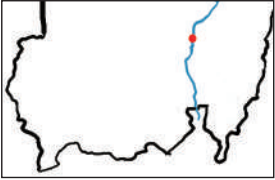
The Red Sea




Totil Mountains



Marra Mountains



The White Nile



Dinder Park

2. Say sentences about the places on the map.



3. Ask and answer.







### 1. Listen, read and repeat.

Water is for fishing and for washing our clothes.  
 Water is for swimming and for travelling by boat.  
 Water is for cooking food and for making sweet tea.  
 There's water in rivers, wells, lakes and the sea.

### 2. Point and say sentences about the pictures.



### 3. Ask and answer.



What are the people doing in picture B?



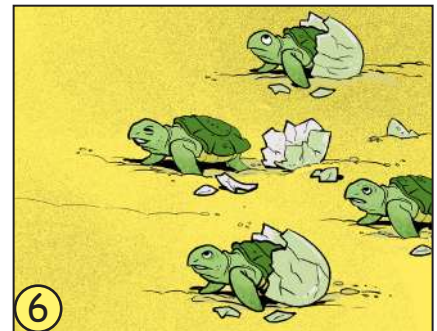
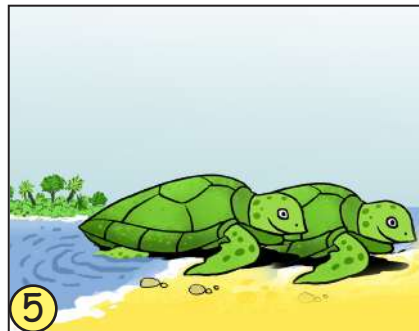
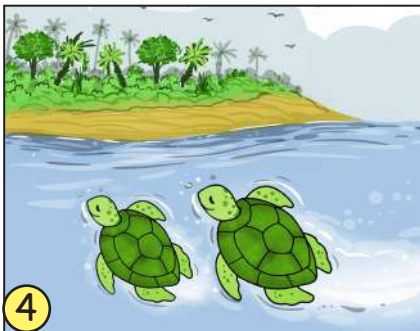
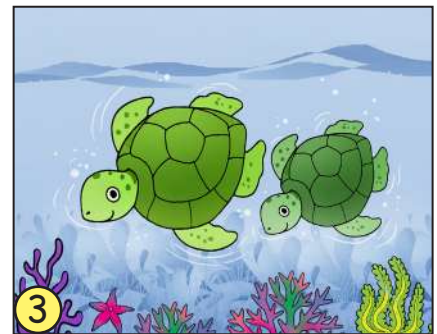
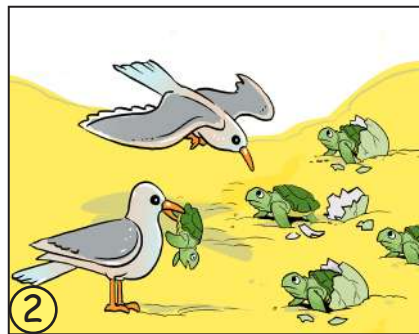
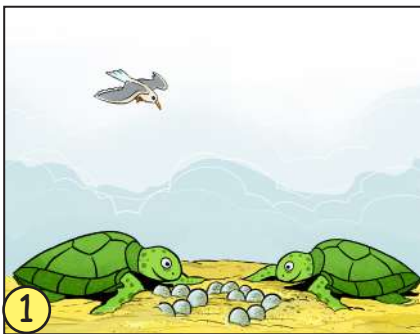
They are travelling by boat.





## 1. Read and match.

- (A) These are green turtles. Green turtles live in the sea.
- (B) In autumn, female turtles swim to the Red Sea and visit small islands.
- (C) They climb out of the sea and lay eggs on the beaches.
- (D) They cover the eggs with sand and then go back to the sea.
- (E) In winter, the eggs open and baby turtles come out.
- (F) They run to the sea but birds, fish and other animals eat a lot of them.



## 2. Ask and answer.

- (A) Where do green turtles live?
- (B) When do green turtles swim to the Red Sea?
- (C) Where do green turtles lay their eggs?
- (D) When do the baby turtles come out of their eggs?

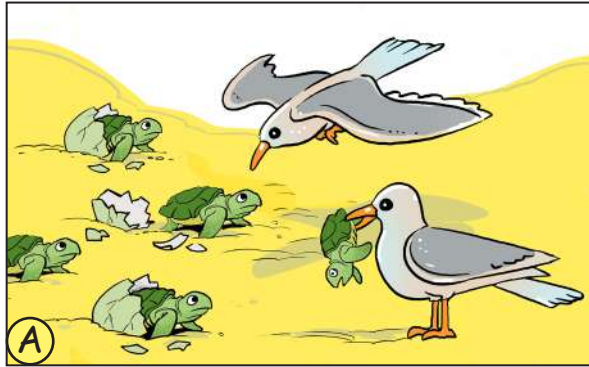


## 3. Read and match.

	1	2	3
(A) she	we	this	her
(B) he	them	these	him
(C) we	you	us	him
(D) they	we	I	them



1. Listen, read and repeat. Then say and act.



(A) Hungry birds see the baby turtles and eat them.



(B) Tiny Turtle is the last baby turtle. She's afraid and she hides.



I can help you.

No thanks. I'm afraid of your huge claws.

(C)



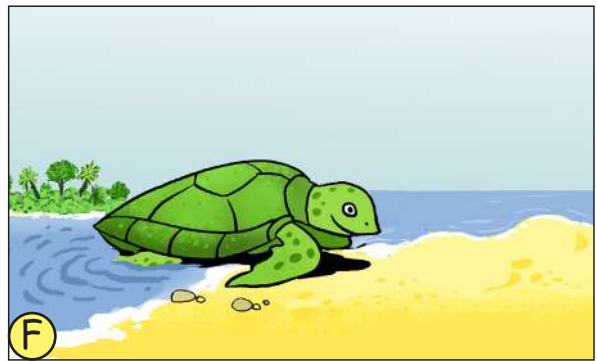
I can help you.

No thanks. I'm afraid of your sharp teeth.

(D)



(E) A big bird picks up Tiny Turtle and flies into the sky.



(F) Tiny Turtle comes back to the beach again after 25 years.

2. Listen, read and say.

boat

goat

road

oa / o\_e

nose

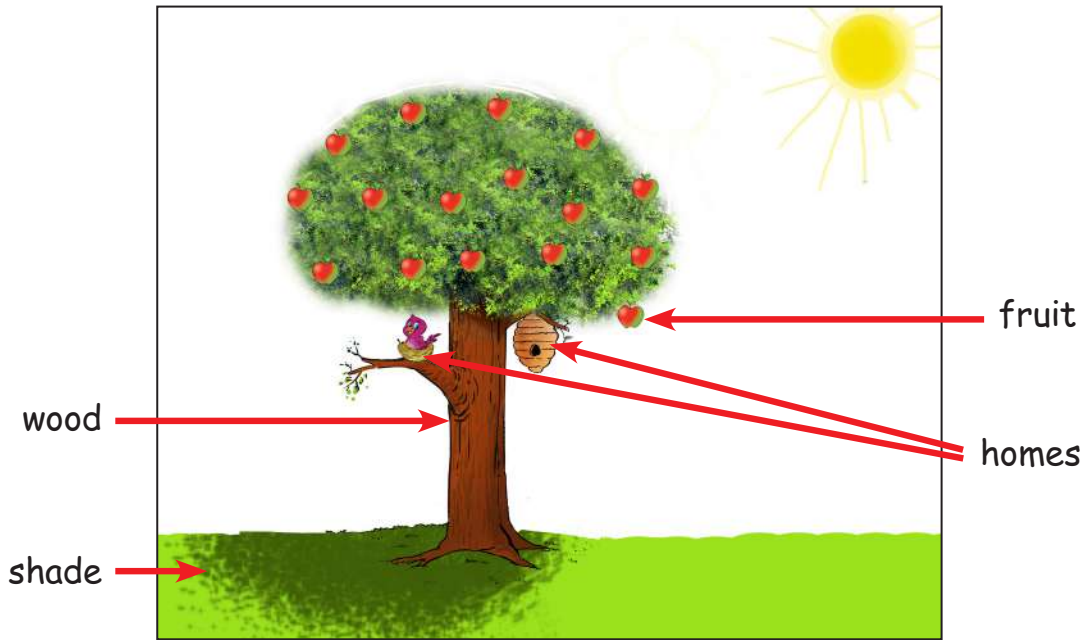
home

phone

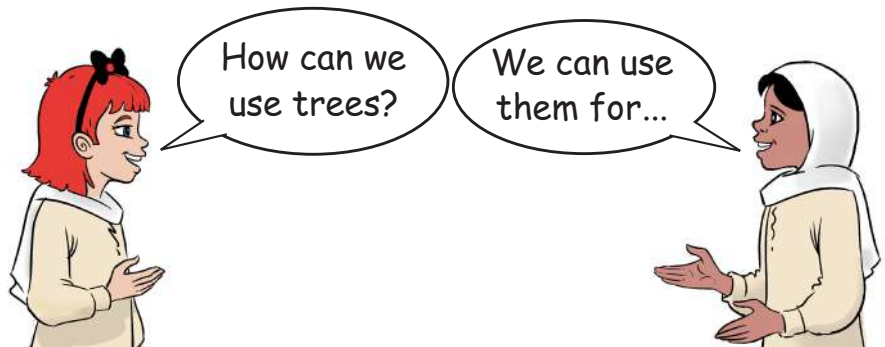




1. Listen and match.



2. Ask and answer.



3. Look, listen and repeat.

Today

Yesterday



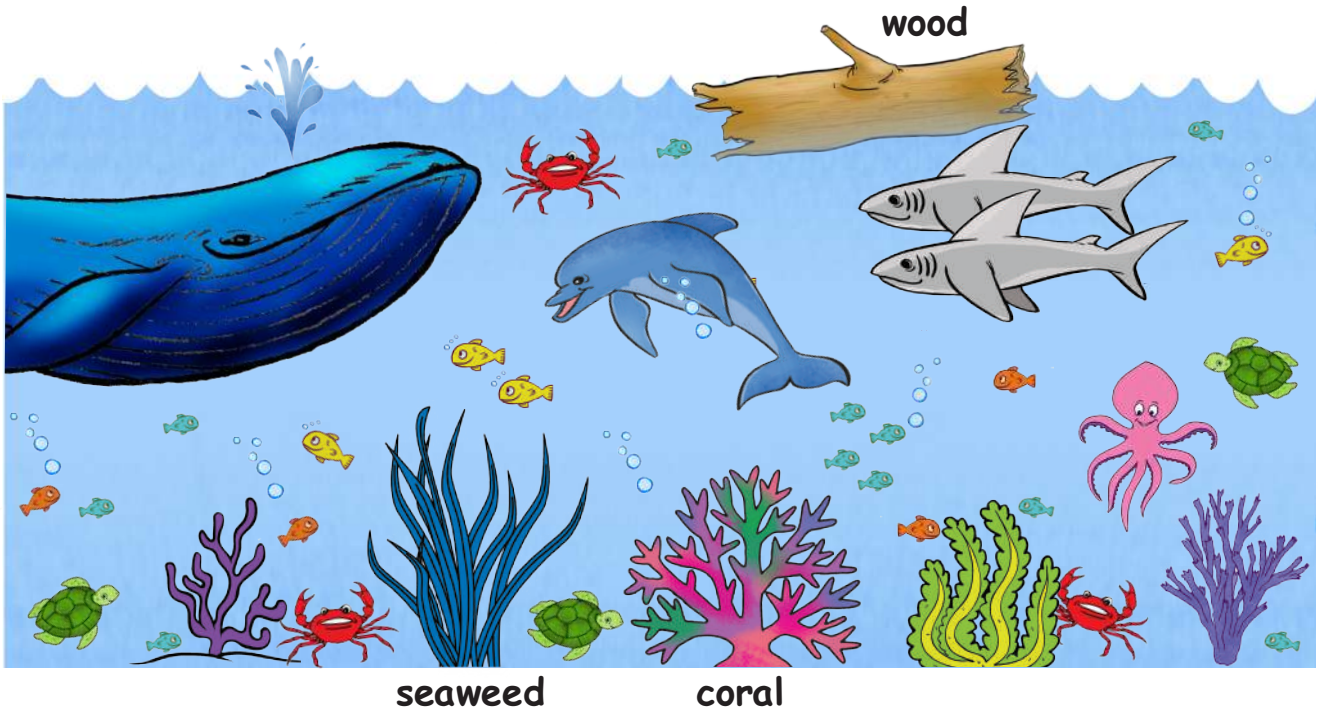
What is different?





1. Say and point.

- A crab
- B dolphin
- C octopus
- D shark
- E turtle
- F whale



2. Ask and answer.

How do you spell crab?



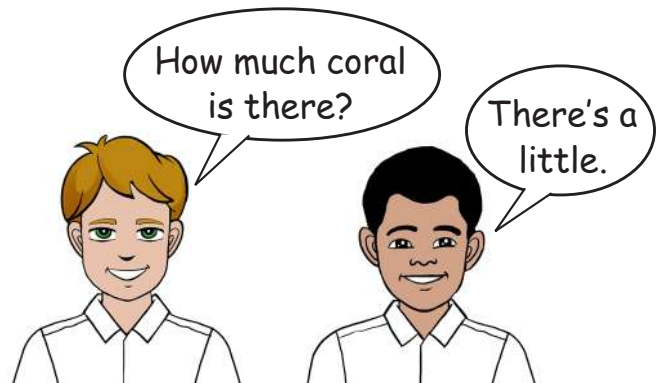
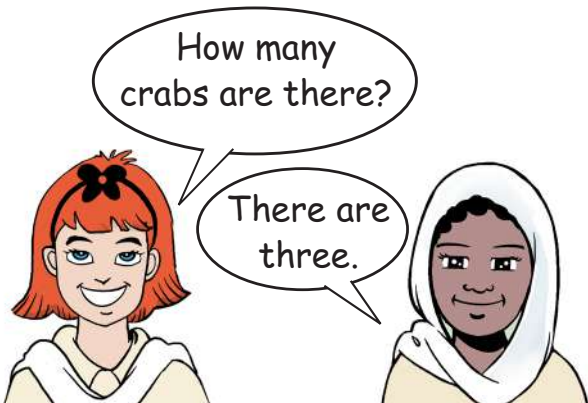
3. Ask and answer about the things in the picture.

How many

- A crabs
- B sharks
- C whales
- D octopuses

How much

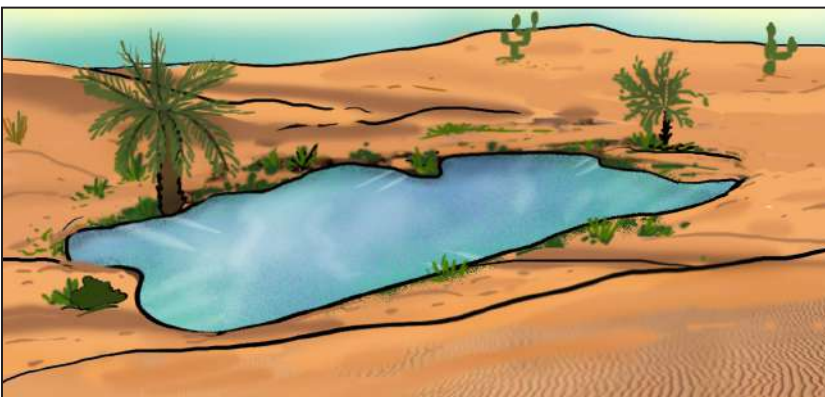
- A coral
- B seaweed
- C wood
- D water





## 1. Read about the desert. Then ask and answer.

The Nubian Desert is in the north of Sudan. There are a lot of deserts in Sudan. They are dry places. There's only a little rain and water in them. They are hot in the day but cold at night.



There aren't a lot of animals in deserts. There isn't a lot of grass. You can sometimes find water in deserts at an oasis but there aren't a lot of oases.

- (A) How many deserts are there in Sudan?
- (B) Why are deserts dry?
- (C) How many animals are there in deserts?
- (D) How much grass is there in deserts?
- (E) Where can you find water?
- (F) Are there a lot of oases?

There are a lot of deserts in Sudan.





1. Listen, say and act.

Water is for fishing and for washing our clothes.  
 Water is for swimming and for travelling by boat.

2. Write about the uses of water.

We use water for lots of things.  
 We use it for...

3. Write about green turtles.

Green turtles live in the sea.  
 In autumn, female turtles...

4. Say it. Spell it.



5. Add words.

Directions	Water words	Animals
east	river	fox

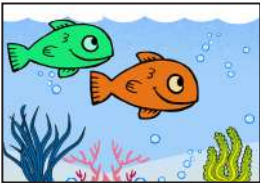
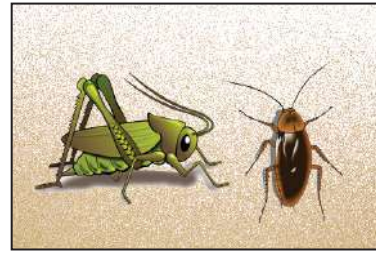
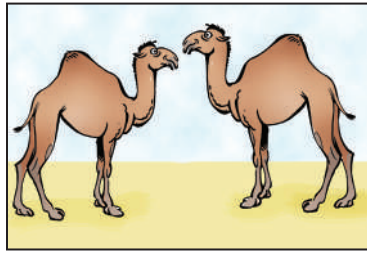
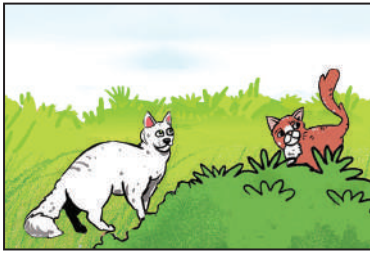
6. Speak together.



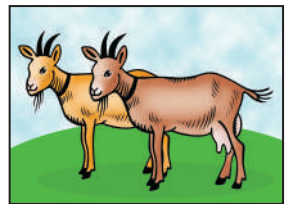
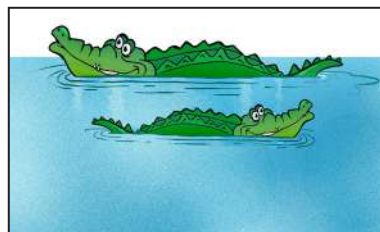
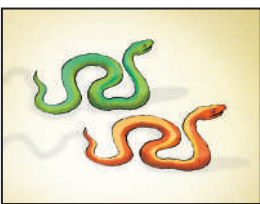
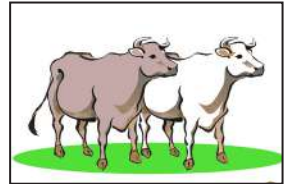
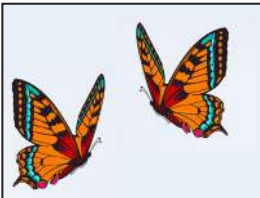




## 1. Listen, read and match.



There are different kinds of animals.  
 There are fish, birds and mammals.  
 There are insects and reptiles,  
 like butterflies and crocodiles.  
 There are goats, snakes and bats.  
 There are camels, cows and cats.

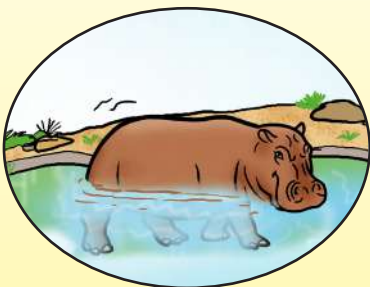


## 2. Point and say sentences about the animals.

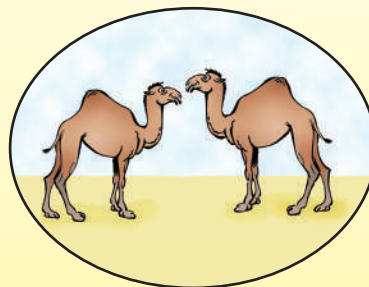


far

far



near



near

A This is a...

B That's a...

C These are...

D Those are...



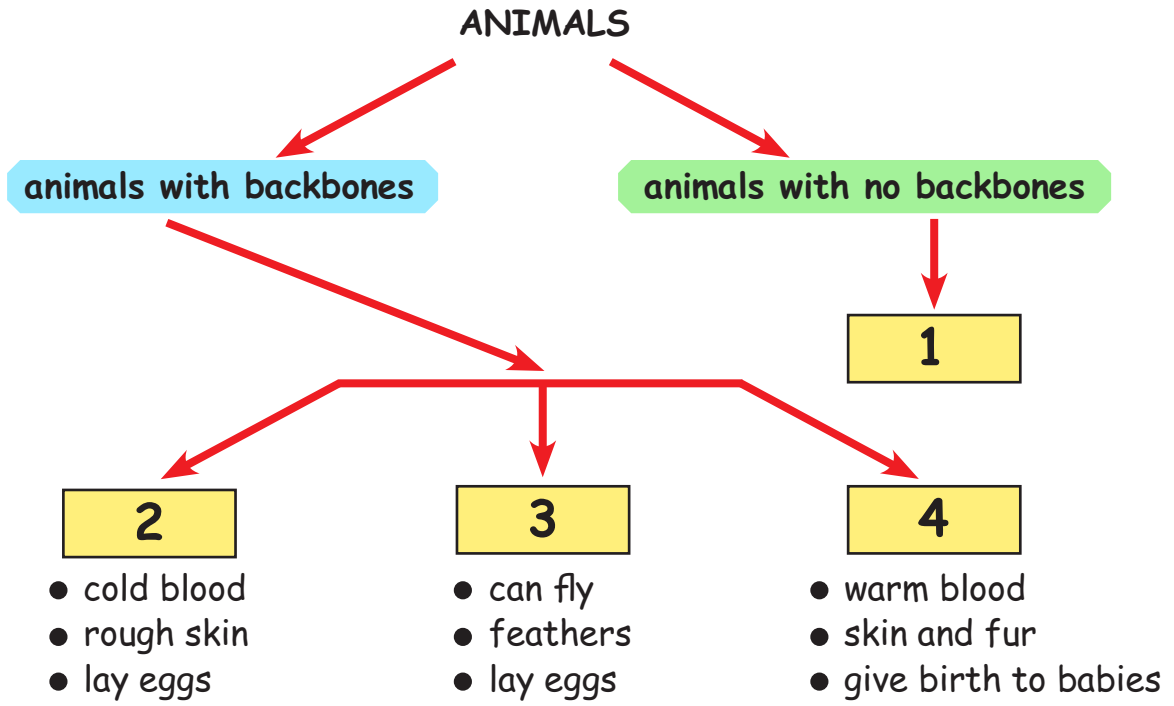
1. Listen, match and say.

(A) birds

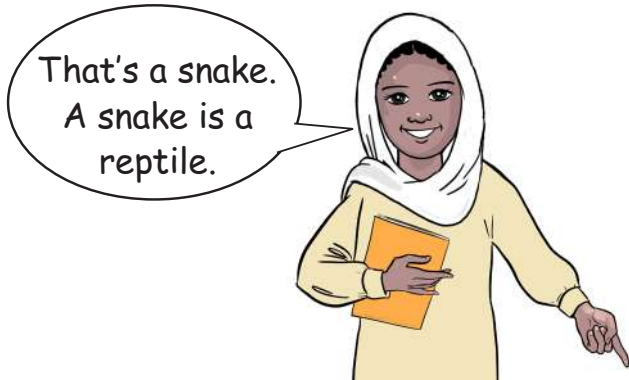
(B) insects

(C) mammals

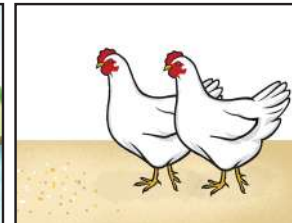
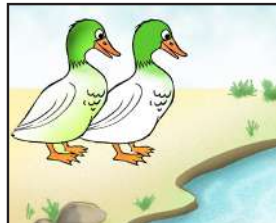
(D) reptiles



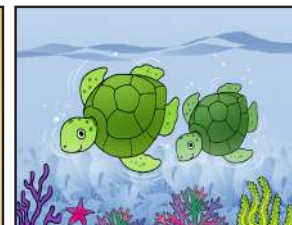
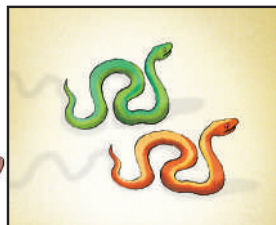
2. Say sentences about the animals.



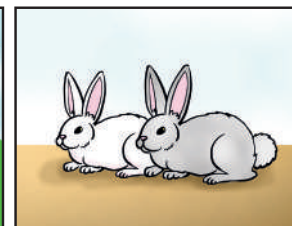
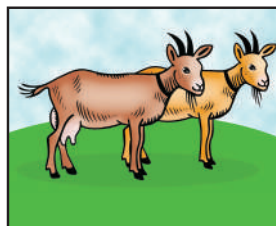
**Birds**



**Reptiles**



**Mammals**





1. Listen, read and say **Yes** or **No**.

**ANIMALS WITH NO BACKBONE**

**insects**

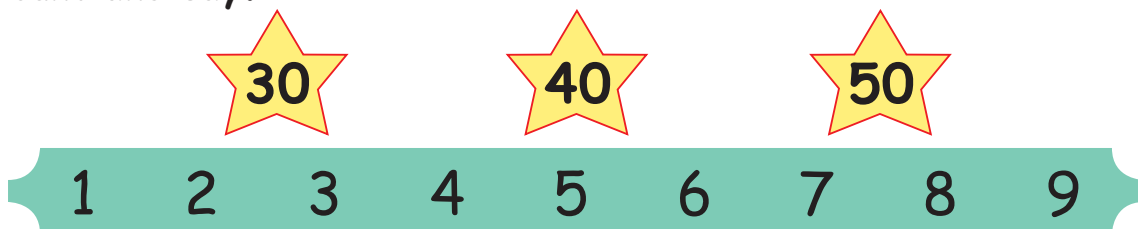
- All have got a head and a body.
- All have got six legs.
- Some can fly.

**other animals**

- All have got a head and a body.
- Some have got eight legs.
- Some have got no legs.

- |                             |          |
|-----------------------------|----------|
| (A) Bees are insects.       | Yes / No |
| (B) Mosquitoes can fly.     | Yes / No |
| (C) Snails can walk.        | Yes / No |
| (D) Spiders are insects.    | Yes / No |
| (E) Worms have got no legs. | Yes / No |

2. Count and say.



3. Ask and answer.

- (A) 5 spiders + 2 worms = ?
- (B) 4 bees + 2 snails = ?







### 1. Listen, read and do.

Let's move like a spider. Let's move like a spider.  
 Let's crawl like an ant. Let's crawl like an ant.  
 Let's walk like a hippo or a big elephant.  
 Let's fly like a bird. Let's fly like a bird.  
 Let's fly like a bee. Let's fly like a bee.  
 Let's swim like a duck or a fish in the sea.  
 Let's jump. Let's climb. Let's run. Let's hop.  
 Let's jump. Let's climb. Let's run. Let's hop.  
 Now let's sit down. It's time to stop.



### 2. Say sentences with Let's.



- A watch TV
- B go to the shops
- C play volleyball
- D eat an ice cream
- E walk in the park
- F have a cup of tea



### 3. Listen, read and say.

ear

year

near

ear / ere

hear

here

we're



## 1. Read and say.

**MOSQUITOES**

- insects
- 6 legs, a body and a head
- a long mouth
- can fly
- can bite and drink blood
- can give us malaria

## 2. Read and match.

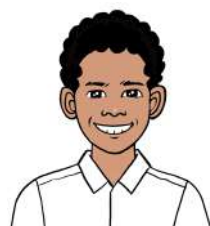
- (A) Mosquitoes like people in dark clothes. They don't like light clothes.
- (B) Mosquitoes lay their eggs in dirty water.
- (C) Mosquitoes don't like sprays.
- (D) Mosquitoes bite a lot when people are sleeping.
- (E) Mosquitoes like living in plants and long grass.



## HOW TO STOP MOSQUITOES

- 1 Use sprays.
- 2 Wear light clothes.
- 3 Sleep under a net.
- 4 Cut long grass.
- 5 Cover dirty water.

## 3. Say sentences with should.



We should use sprays.



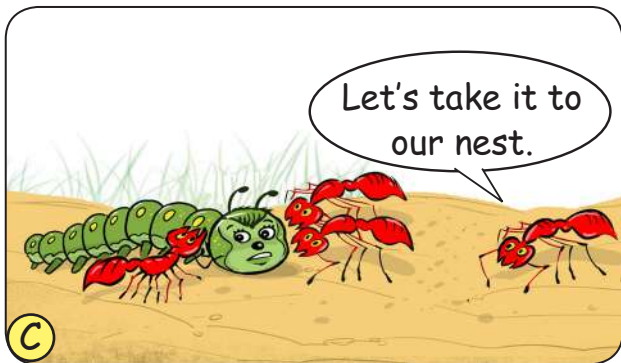
1. 🎧 Listen, read and repeat. Then say and act.



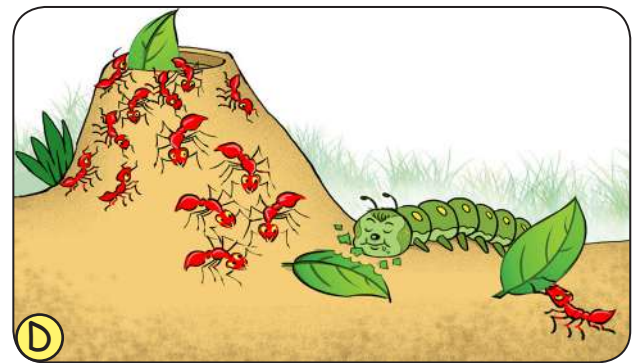
**A** This is a blue butterfly. It lays eggs near a nest of red ants...



**B** An egg opens and a caterpillar comes out.



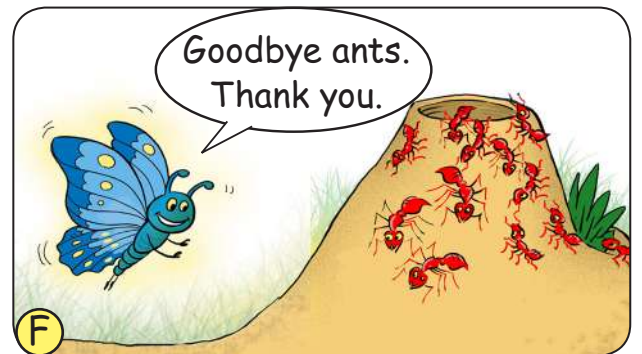
**C** The ants find the caterpillar and smell it.



**D** For nine months the ants look after the caterpillar.



**E** The caterpillar sleeps and its body changes.



**F** It flies into the sky.

2. 📝 Write a thank you note.

Dear Ants,  
 Thank you for the food and  
 water when I was at your nest.  
 From  
 Blue Butterfly



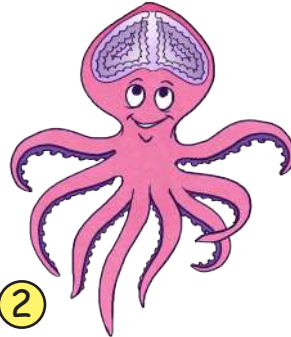


## 1. Read, complete and say.

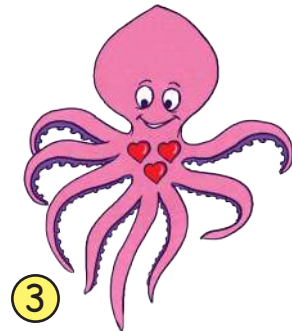
- (A) grow    (B) change    (C) hearts    (D) shells    (E) arms    (F) big



1 An octopus has got 8...



2 An octopus has got a... brain.



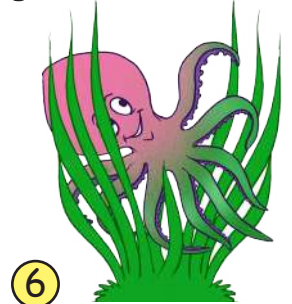
3 An octopus has got three...



4 An octopus can make a kind of garden with...



5 An octopus can ... a new arm.



6 An octopus can... colour to hide.

## 2. Play 'Guess the Animal.'

Can it

- walk
- swim
- fly
- jump
- crawl
- climb

?

Is it

- a bird
- an insect
- a mammal
- a reptile

?

Has it got

- skin and fur
- feathers
- rough skin
- a big body
- 4 legs
- 6 legs

?

Is it a reptile?

No, it isn't.



1. Listen, say and do.

Let's move like a spider.  
 Let's move like a spider.  
 Let's crawl like an ant...

2. Write a thank you note.

Dear friend,  
 Thank you for...

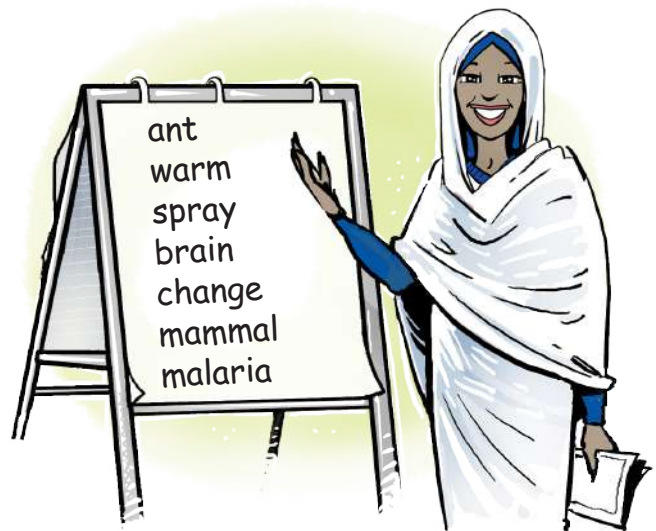
3. Write about mosquitoes.

Mosquitoes have six legs.  
 They are...

5. Add words.

Insects and animals	Kinds of animals	Verbs
butterfly	reptiles	change

4. Say it. Spell it.



6. Speak together.





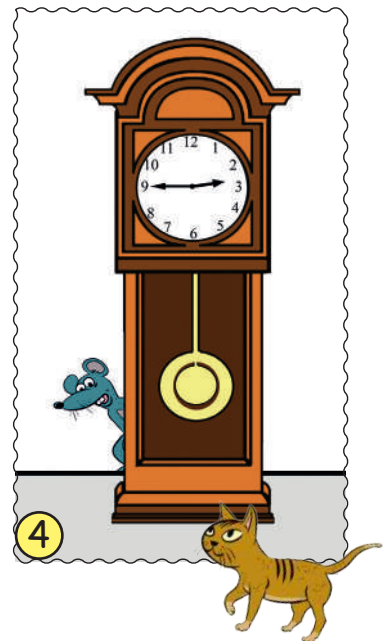
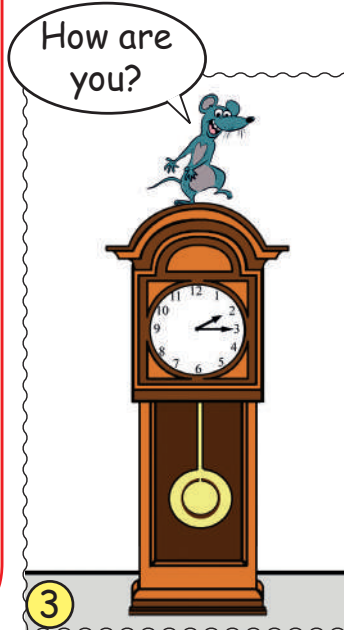
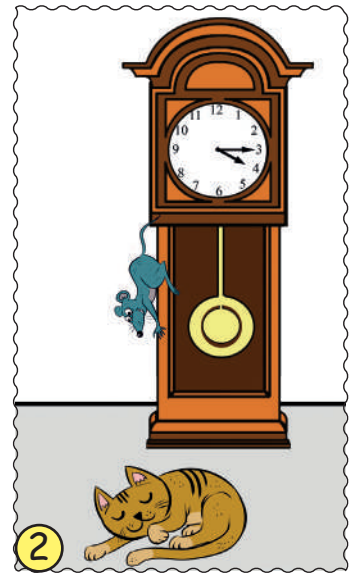
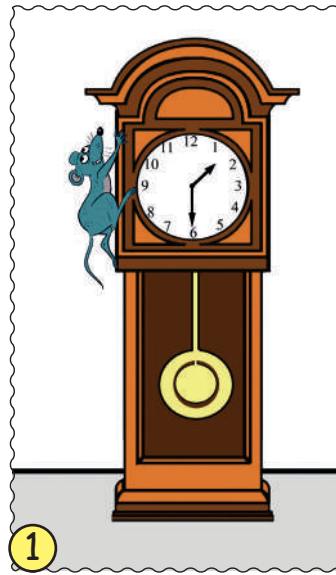
1. Listen, read and match.

**A** Tick tock, tick tock, tick tock.  
 I'm climbing up a clock.  
 It's half past one.  
 I'm having fun.  
 Tick tock, tick tock, tick tock.

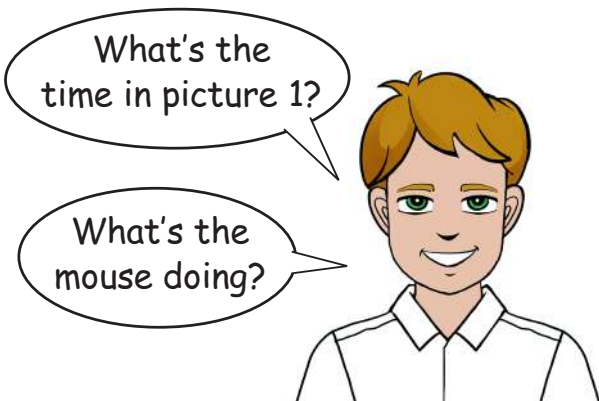
**B** Tick tock, tick tock, tick tock.  
 I'm standing on the clock.  
 It's a quarter past two.  
 I'm fine. How are you?  
 Tick tock, tick tock, tick tock.

**C** Tick tock, tick tock, tick tock.  
 I'm hiding behind the clock.  
 It's a quarter to three.  
 A cat's looking for me.  
 Tick tock, tick tock, tick tock.

**D** Tick tock, tick tock, tick tock.  
 I'm climbing down the clock.  
 It's a quarter past four.  
 The cat's sleeping on the floor.  
 Tick tock, tick tock, tick tock.



2. Ask and answer about the pictures.



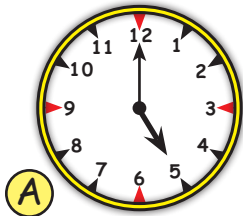




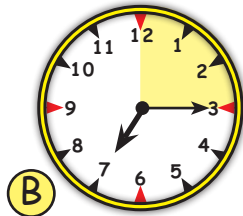
## 1. Read, complete and say.

one	two	three	four	five
-----	-----	-------	------	------

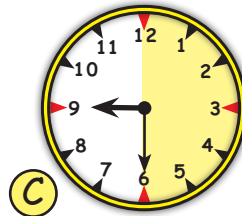
It's...  
o'clock on my  
clock.



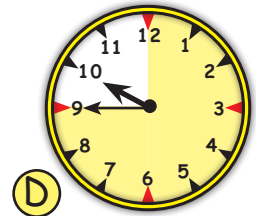
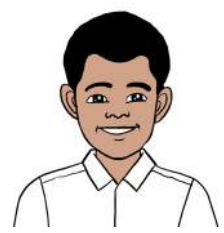
It's a quarter  
past... on Cathy's  
clock.



It's half  
past... on my  
clock.

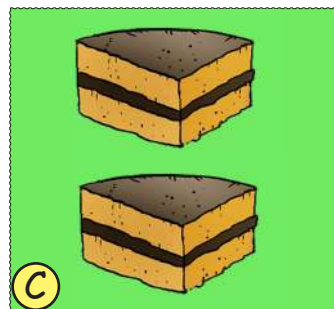
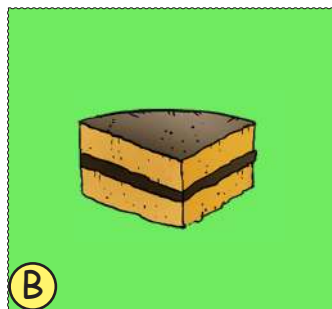
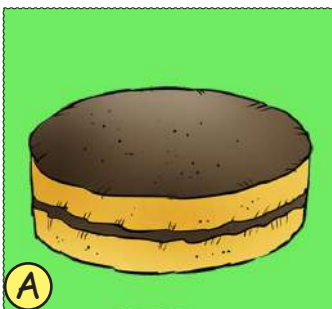


It's a quarter  
to... on Badr's  
clock.

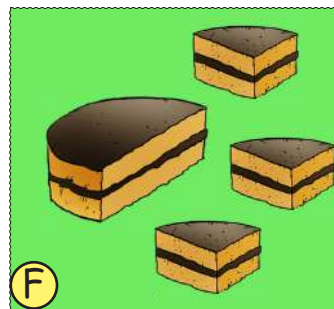
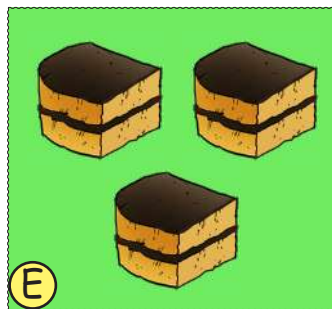
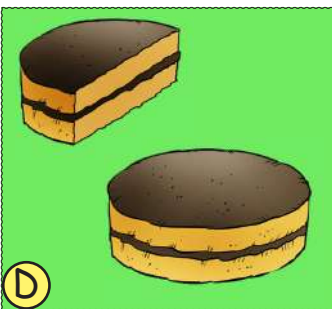


six	seven	eight	nine	ten
-----	-------	-------	------	-----

## 2. Look and say.



In picture A,  
there's half a  
cake.





1. Read, complete and say.

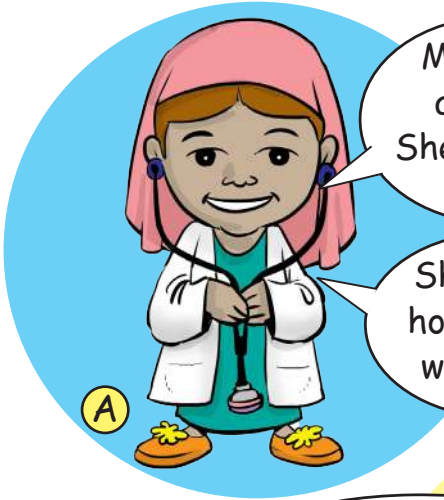
morning

night

day

12 o'clock

6 o'clock



My mum's a nurse. She works in the...

She comes home from work at...



My mum and dad are farmers. They start work at...



My dad works at... He's a taxi driver.

He doesn't work during the...

2. Say sentences about your dad or your mum.



3. Listen, read and say.

morning

short

forty

or / oor

north

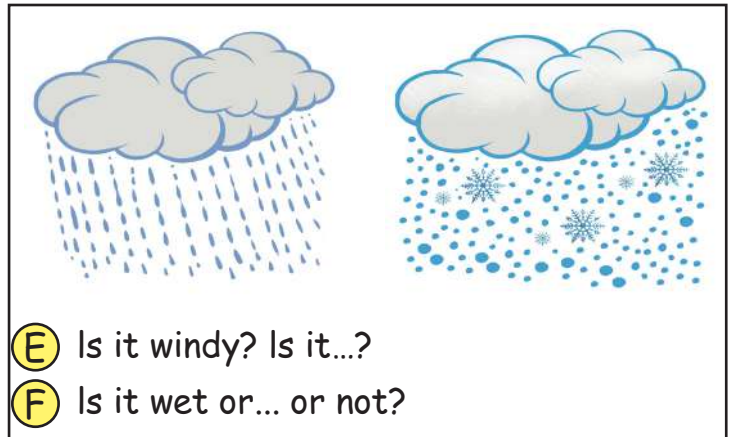
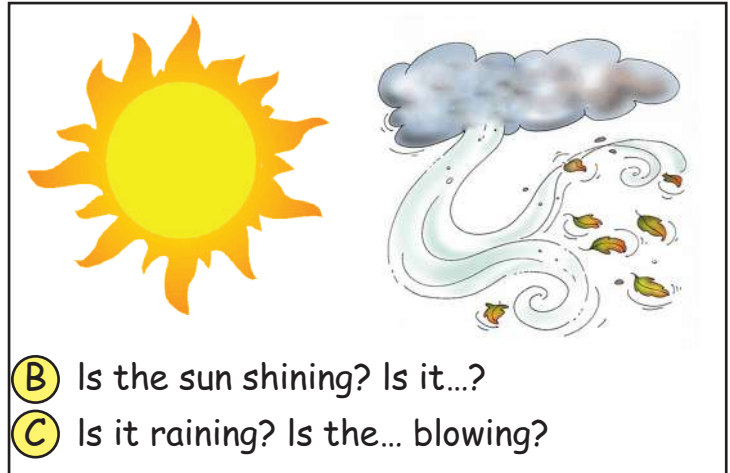
floor

door

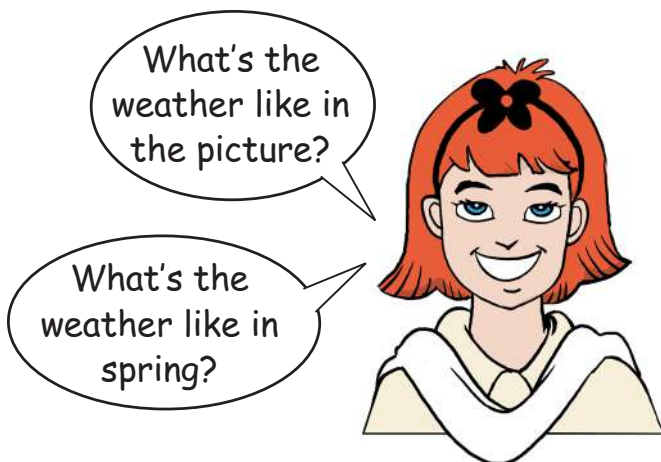


1. Listen and match.

What's the weather like today?



2. Ask and answer.

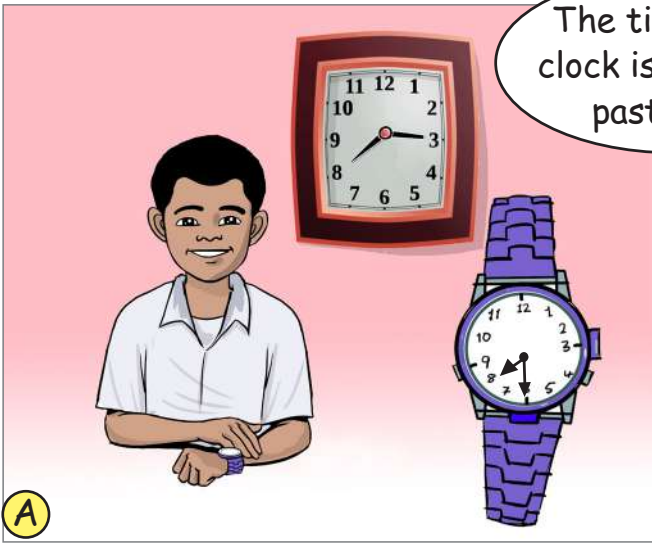


spring      summer      autumn      winter





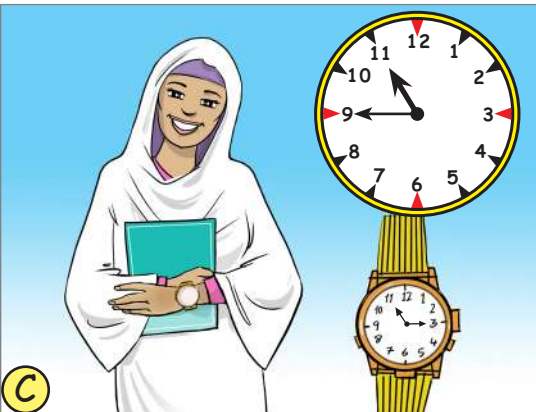
1. Look and say sentences about the time.



The time on his clock is a quarter past eight.



The time on Badr's watch is half past eight.



2. Look, read and say sentences about Dalia's timetable.

Dalia	School days	Weekends
gets up	6.00	7.30
goes to school	7.45	
eats breakfast	10.30	11.00
arrives home from school	3.00	
goes to bed	9.00	10.30

Dalia gets up at 6 o'clock on school days. At weekends...





1. Listen, read and repeat. Then say and act.



In January and February:



And in March and April:



In May and June:



In July and August:



In September and October:



In November and December:

2. Look, ask and answer.



summer



autumn



winter







1. Listen and chant.



I like sand  
in my hands  
on my clothes  
and between my toes.



I don't like sand  
from the skies  
in my eyes  
in my hair  
and in the air.



2. Read and choose.

In a sandstorm...		
	1	2
(A)	Open windows and doors.	Close windows and doors.
(B)	Stay inside.	Go outside.
(C)	Turn on air conditioners.	Turn off air conditioners.
(D)	Cover your eyes and mouth.	Open your eyes and mouth.



3. Say sentences with should and shouldn't about a sandstorm.



You should close doors and windows.

You shouldn't open doors and windows.







1. Listen and say.

Tick tock, tick tock, tick tock,  
I'm climbing up a clock...

2. Write about important times of the day.

I get up at...  
I go to school...  
I eat breakfast...

3. Write about the weather in different seasons.

In summer the weather is...

5. Add words.

Months	Weather	Time
January	shine	half past
February	blow	morning



6. Speak together.





1. Look, read and say.

### Sudanese money



It's 50 Sudanese pounds.

### British money



It's 10 British pounds.

### American money



It's 20 American dollars.

What's in the first picture?

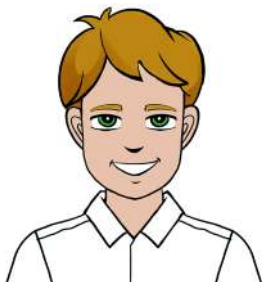
What's in the second picture?

What's in the third picture?



2. Ask and answer.

How much money is there in the first picture?



How much money is there in the second picture?



How much money is there in the third picture?

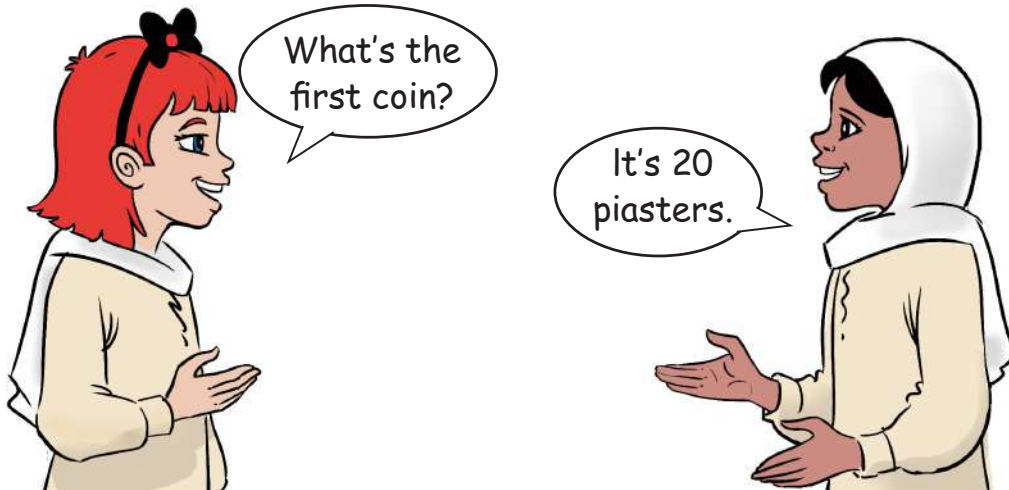
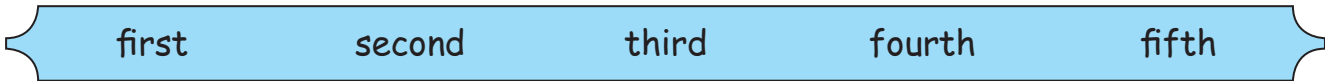




1. Listen, point and repeat.



2. Ask and answer.



3. Read and answer.

- A** Add the first coin and the third coin. What's the answer?
- B** Add the second coin and the fifth coin. What's the answer?
- C** Add the fourth coin and the second coin. What's the answer?
- D** Add the third coin, the fourth coin and the fifth coin. What's the answer?







1. Look and read. Then ask and answer.

School market

Prices

milk	30 for a litre	potatoes	20 for a kilo
juice	60 for a litre	tomatoes	15 for a kilo
jam	75 for a jar	eggs	100 for a box
honey	90 for a jar	cakes	30 for a bag

- (A) Who can you see in the picture?
- (B) Where can you buy these things?
- (C) What things in the picture can you drink?
- (D) What things in the picture can you eat?
- (E) How much milk can you buy for 50?

You can see a teacher in the picture.

2. Say sentences about what you can buy.

You can buy a litre of milk.

3. Ask and answer.

How much is milk?

How much are potatoes?

It's 30 a litre.

They are 20 a kilo.



1. Look, read and complete. 🎧 Then listen, check and say.

are

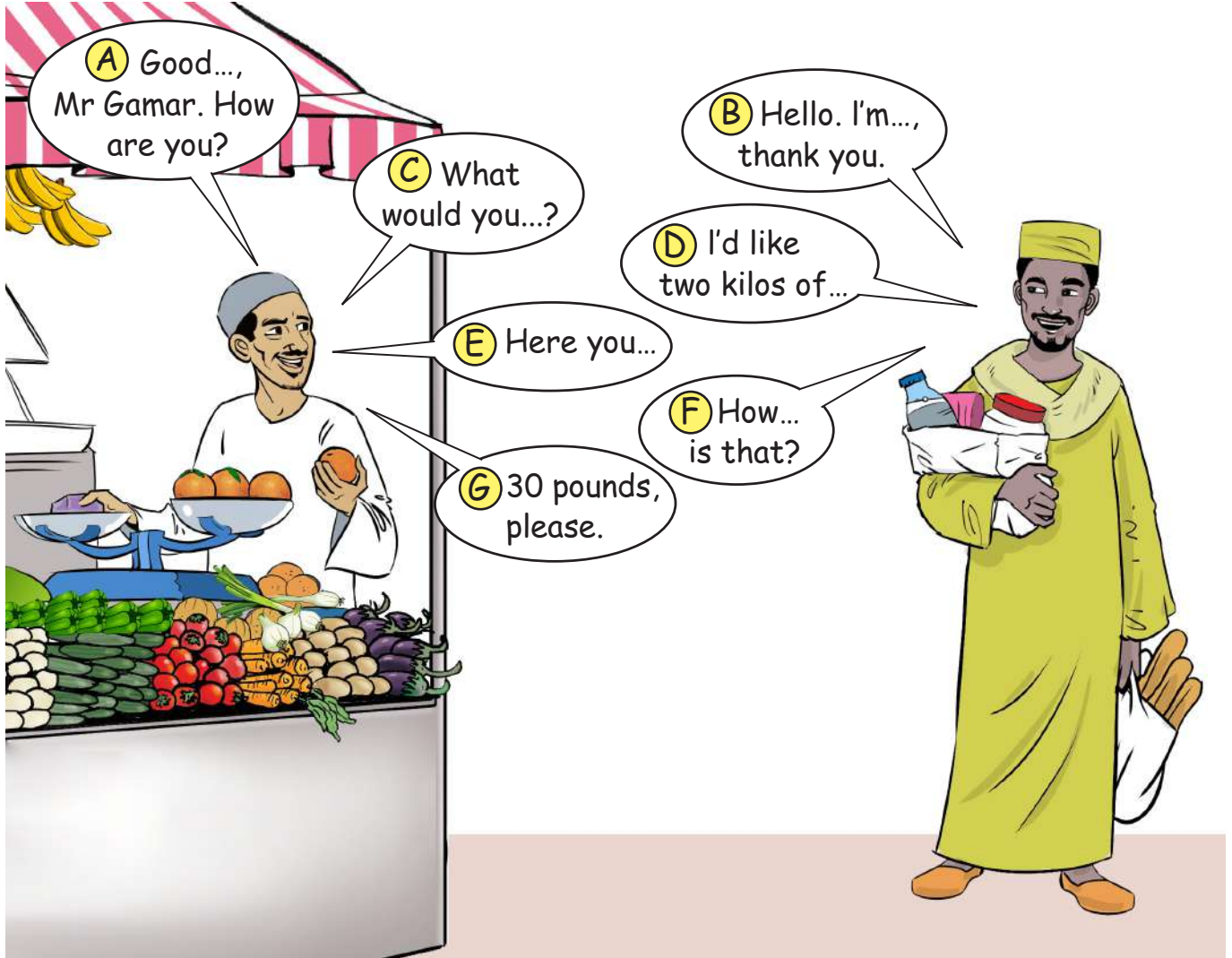
fine

like

morning

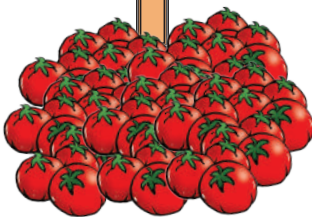
much

oranges



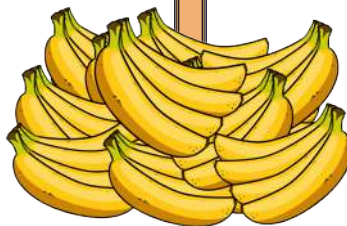
2. Say and act.

30 SDG



2 kg tomatoes

40 SDG



3kg bananas

20 SDG



2kg onions

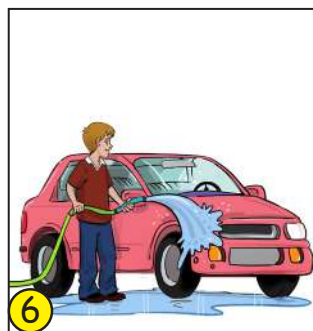




## 1. Read, say and match.



- |                                       |   |
|---------------------------------------|---|
| <b>A</b> I often wash the dishes.     | <b>B</b> I sometimes wash my dad's car.       |
| <b>C</b> I sometimes clean the floor. | <b>D</b> I always look after the cat.         |
| <b>E</b> I always tidy my bedroom.    | <b>F</b> I often water plants in the garden.  |
| <b>G</b> I often help my mum to cook. | <b>H</b> I often take the rubbish to the bin. |



## 2. Ask and answer.



How often do you wash the dishes?



I sometimes wash the dishes.





1. 🎧 Listen, read and say.

## Dangeil 2014



In 2014 there was a big surprise for people in Dangeil near the River Nile: treasure!

The treasure was in tombs under the village. The tombs are about 2000 years old.



In one of the tombs, there was a beautiful box with large eyes on it, and a silver ring for a woman.

The people in Dangeil were very excited about the treasure.

2. Read and match. Then ask and answer.

- Ⓐ What was the big surprise?
- Ⓑ Where was the treasure?
- Ⓒ What was in the tomb?
- Ⓓ What was on the box?
- Ⓔ Was the ring for a man?
- Ⓕ Were the people excited?

- ① No, it was for a woman.
- ② Yes, they were.
- ③ It was in a tomb under the village.
- ④ There was treasure under the village.
- ⑤ There was a box and a ring.
- ⑥ There were large eyes on the box.



1. Listen and point. Then say what the girls are doing.

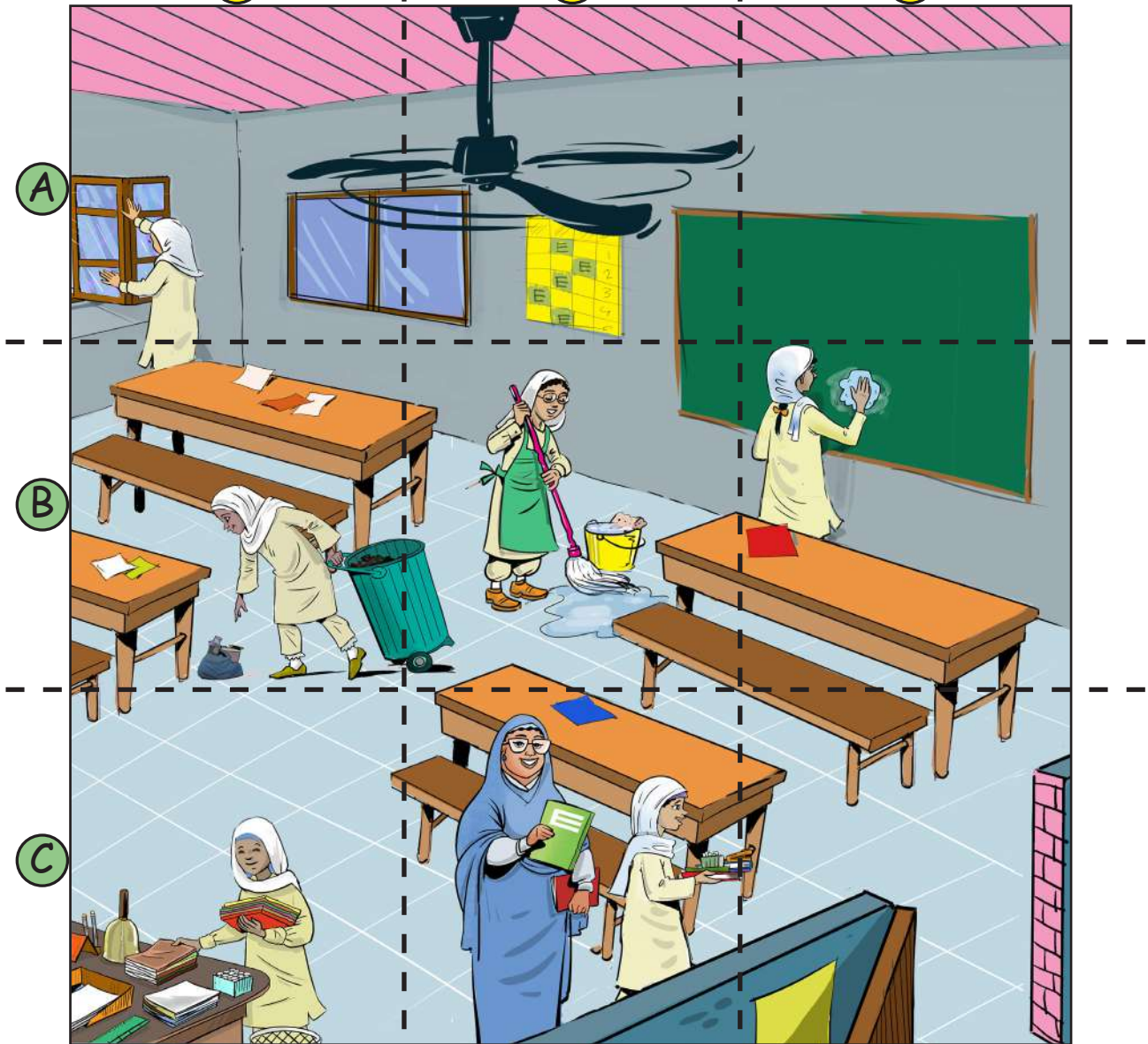


We help in class.

1

2

3



2. Ask and answer.

Is the girl opening the window in A1 or A2?



She is opening the window in A1.





1. Listen, say and do.

I tidy books.  
 I open the door.  
 I pick up rubbish.  
 I clean the floor.

2. Write how often you do these things.

I sometimes tidy my room.  
 ... cook at home.  
 ... make tea for my dad.

3. Write about the treasure in Dangeil.

In 2014, the people of Dangeil...

5. Add words.

Numbers	Measuring	Money
first	kilo	coin
second	jar	dollar

4. Say it. Spell it.



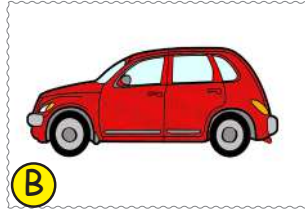
6. Speak together.



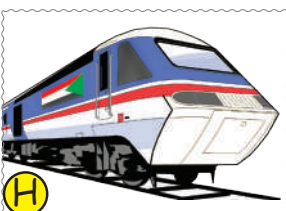
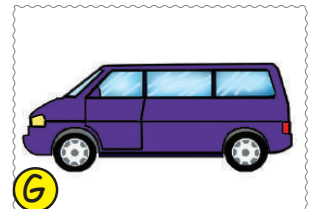




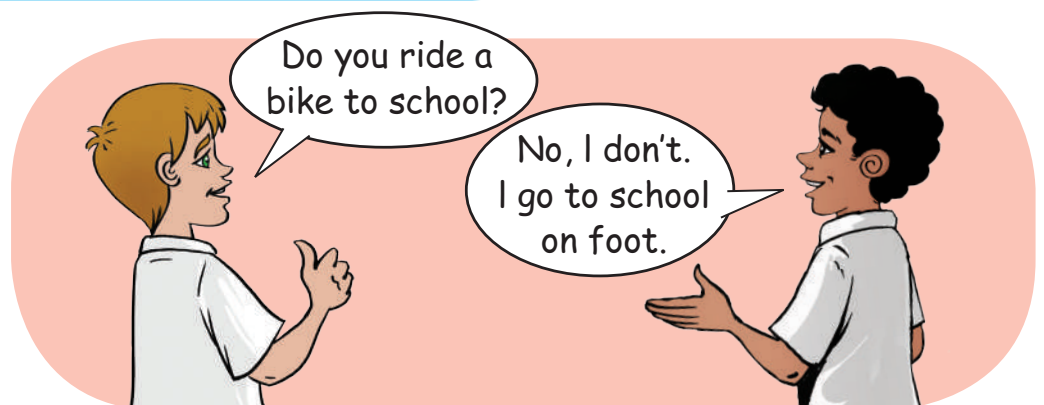
1. Read and match. Then say.



We can go by bike along the road.  
 We can go by bus or go by boat.  
 We can go by taxi or go by train.  
 We can go by rickshaw or go by plane.  
 We can go by van or go by car.  
 We can go on foot if it's not very far.



2. Ask and answer.





### 1. Read, match and say.

seventh	fifth	ninth	second	tenth
---------	-------	-------	--------	-------

**1<sup>st</sup> 2<sup>nd</sup> 3<sup>rd</sup> 4<sup>th</sup> 5<sup>th</sup> 6<sup>th</sup> 7<sup>th</sup> 8<sup>th</sup> 9<sup>th</sup> 10<sup>th</sup>**


first	sixth	third	fourth	eighth
-------	-------	-------	--------	--------

### 2. Read the tickets. Then ask and answer.



From: Khartoum  
 To: Atbara  
 Day: Friday  
 Date: 8th March  
 Time: 10:15  
 Price: 125 SDG

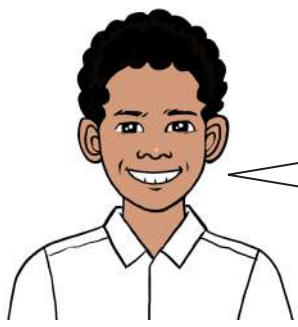
- A** Is this a bus ticket or a train ticket?
- B** What time is the bus?
- C** How much is this ticket?
- D** What date is this ticket for?



From: Khartoum  
 To: Wadi Halfa  
 Day: Sunday  
 Date: 6th May  
 Time: 6:30  
 Price: 400 SDG

- E** Is this a train ticket?
- F** What day is this ticket for?
- G** How much is this ticket?
- H** What date is this ticket for?

### 3. Say sentences about the tickets.



The first ticket is a bus ticket from Khartoum to Atbara.

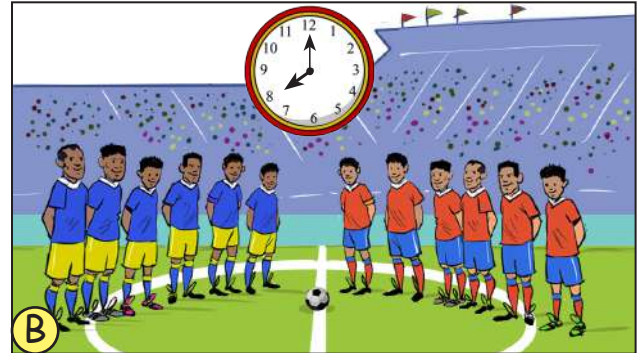




1. Listen, read and repeat.



A Ali and his dad live near Khartoum.



B They want to watch a football match at eight o'clock.



C They haven't got a car but they've got a donkey, Hamoor.



D Hamoor is small and slow but he's young and strong.



E Ali and his dad leave the village on Hamoor at two o'clock.



F The people in the village laugh.

2. Ask and answer.

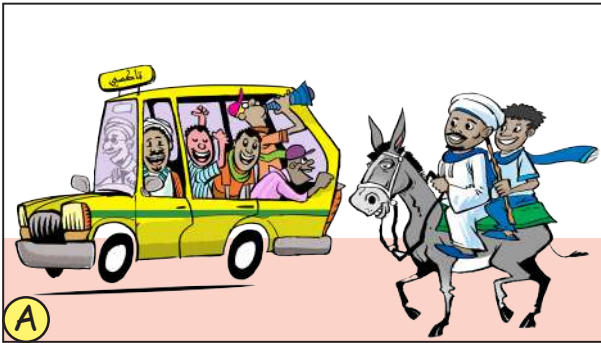
- A Where does Ali live?
- B What time does the match start?
- C How does Ali go to the match?
- D Is Hamoor old but fast?
- E What does Ali do at two o'clock?
- F What does Ali's dad say when the people laugh?



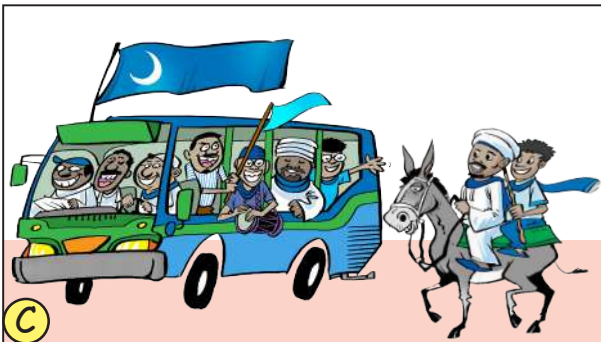




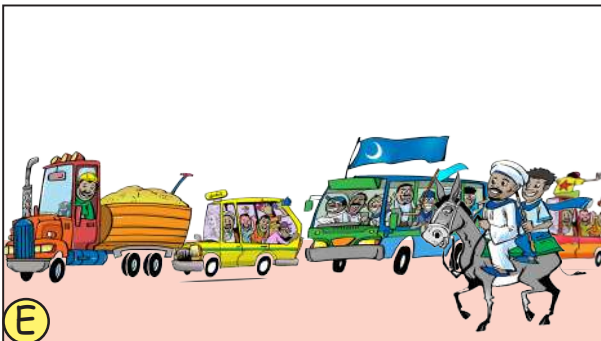
1. Listen, read and repeat. Then say and act.



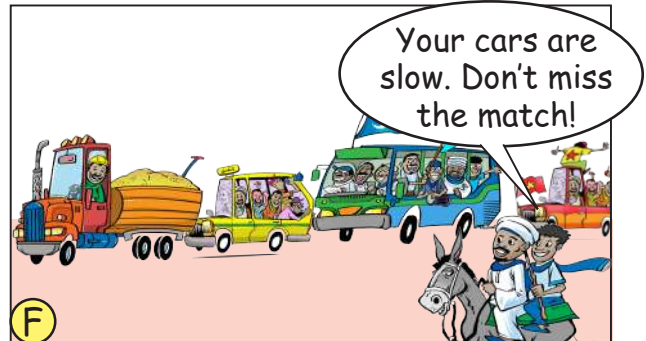
A taxi goes past Ali and his dad on the road. People laugh:



A bus goes past Ali and his dad on the road. People laugh:



Ali and his dad are near the match now. The traffic can't move.



Ali's dad is angry. He says:



Then Ali, his dad and Hamoor watch the match.



1. Read and say **Yes** or **No**.

Yes

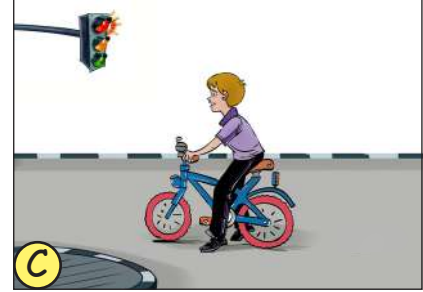
No



A Ride without a light.



B Keep traffic rules.



C Stop at traffic lights.



D Look after your bike.



E Take someone on your bike.



F Ride between cars.



G Wear a helmet.



H Wear bright clothes.



I Carry lots of things.

2. Say sentences with **should** and **shouldn't**.



3. Listen, read and say.

Ride, ride, ride your bike safely on the road. Look left, look right. Keep the safety rules.





1. Read and complete. Then listen, check and say.

doing

checking

controlling

giving

helping

working



A I like... for the traffic police.

B I enjoy... different things.

C I like... people to cross the road.

D I don't like... fines.

F I enjoy... the traffic.

E I like... licences.



2. Say sentences about the traffic policeman.

A traffic policeman does different things.







1. Read and answer. Then Write an email about yourself.



- (A) Who is writing?
- (B) Where is he from?
- (C) Where does he live?
- (D) What does he want?
- (E) What are his questions?

2. Draw and say.





1. Listen and say.

We can go by bike along the road.  
 We can go by bus or go by boat.  
 We can go by taxi or go by train.  
 We can go...

2. Write about what you can see outside the window.

Outside the window there's a...  
 I can see...

3. Write about Ali, his dad and Hamoor.

Ali and his dad live near Khartoum.  
 They want to see a football match.  
 They haven't got a...

4. Say it. Spell it.



5. Add words.

Transport	Adjectives	Numbers
bike bus	young strong	sixth seventh

6. Speak together.

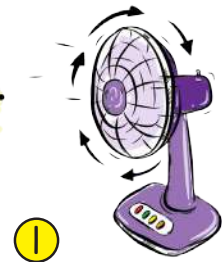
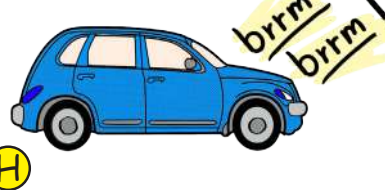
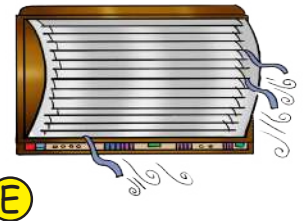




1. Read, match and say.



A washing machine, a phone and a fan.  
An air conditioner, a bike and a van.  
A mixer, a clock and a car.  
Do you know what all these things are?



2. Point, ask and answer.



3. Read and guess the name of the machines.

**A** I eat dirty clothes for my breakfast. I go round and round. What am I?

**B** I go fast. I go slow. I take you here to there. What am I?

**C** I play music. I speak to you and you speak to me. What am I?





1. Read and match. Then listen, point and say.



(A) a mixer

(B) a cooker

(C) a knife

(D) a phone

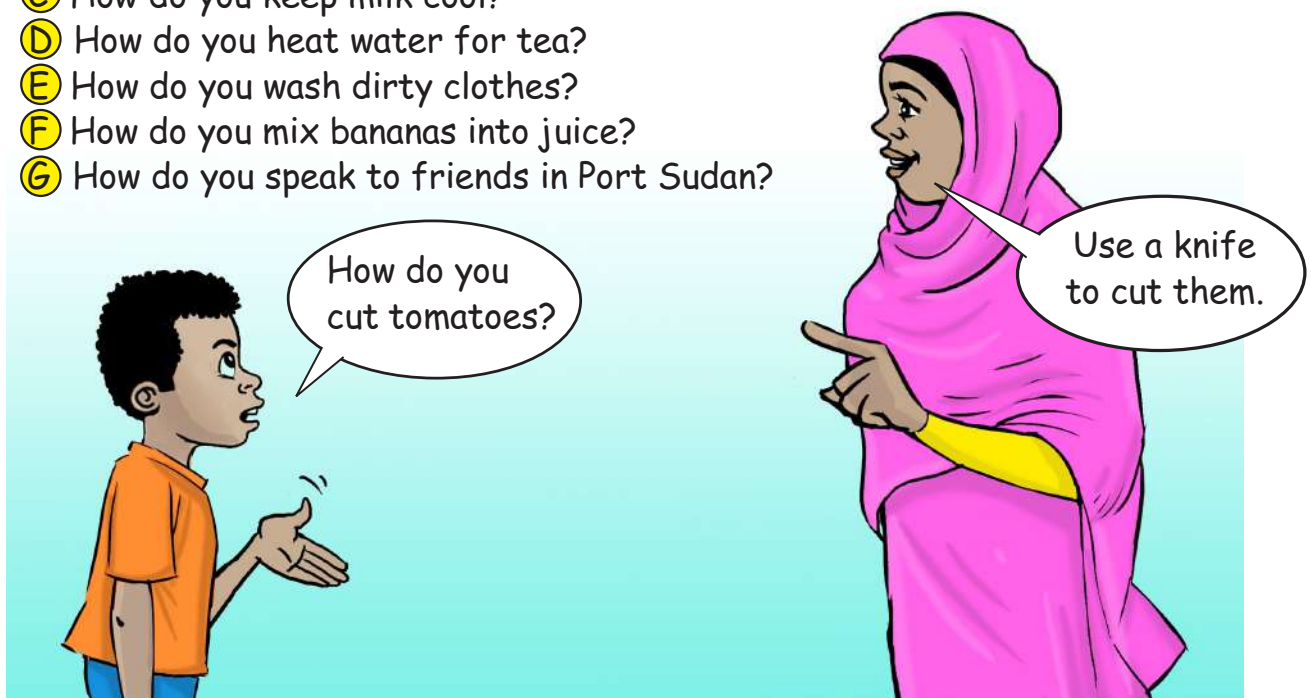
(E) a kettle

(F) a fridge

(G) a washing machine

2. Ask and answer.

- (A) How do you cut tomatoes?
- (B) How do you cook potatoes?
- (C) How do you keep milk cool?
- (D) How do you heat water for tea?
- (E) How do you wash dirty clothes?
- (F) How do you mix bananas into juice?
- (G) How do you speak to friends in Port Sudan?





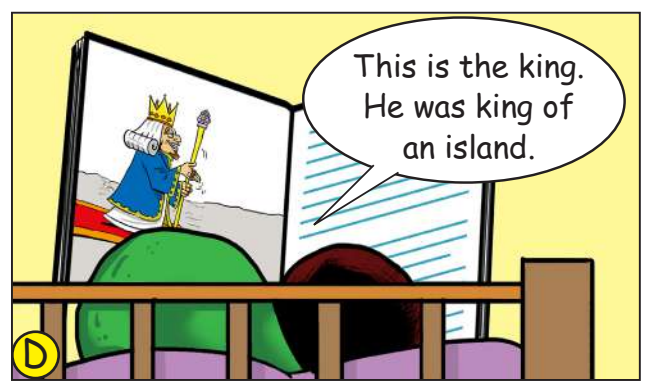
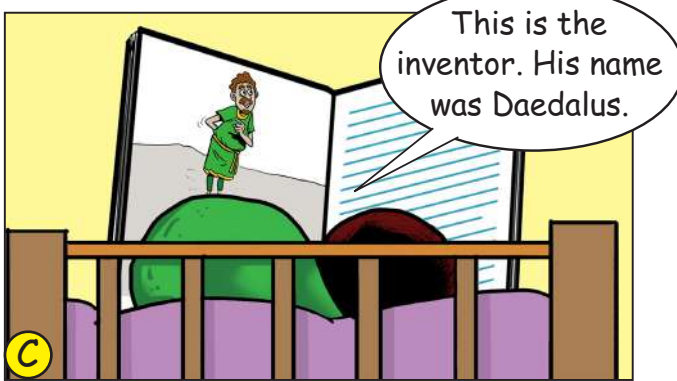
## 1. Listen, read and repeat.



Dalia likes reading stories with her grandma.



Today they are reading about an inventor and a king.



The king was not a good king.



Daedalus and his son Icarus couldn't leave.

## 2. Ask and answer.

- A** What was Dalia's story about?
- B** What was the inventor's name?
- C** Was the king a good king?
- D** Who was Icarus?
- E** Could Daedalus and Icarus leave?



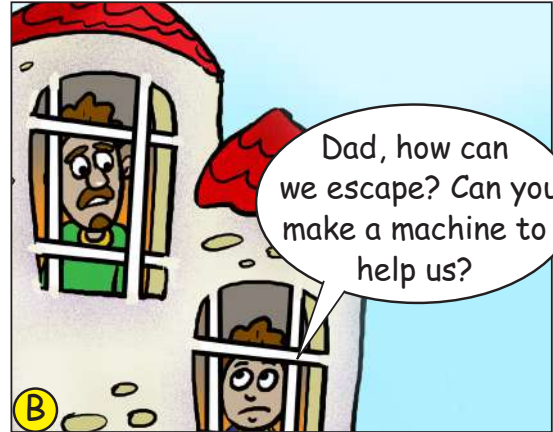




1. 🎧 Listen, read and repeat. Then say and act.



Daedalus and Icarus were in the tower for many days and nights.



Dad, how can we escape? Can you make a machine to help us?



Birds can fly. They have wings and feathers.



Let's make four big wings. We can use feathers and wax.



Look dad! I'm flying!



Be careful, Icarus. Don't fly near the sun. It can melt the wax on your wings.



Icarus!



Think about Icarus, Dalia.

You should always listen to your parents.





1. Read and complete. Then listen, check and say.

fast      flour      hard      like      way      young



- (A) This woman is making sorghum... She can make a kilogram in two hours. It's slow.
- (B) It's...



- (C) This... man is using a Pedal Mill. He can make a kilogram of sorghum flour in ten minutes.
- (D) It's... It's easy.

- (E) Would you like to make flour in the old way or in the new...?
- (F) Would you like to save time? Would you... to save money? If the answer is yes:

**Buy our new Pedal Mill!**

2. Ask and answer.

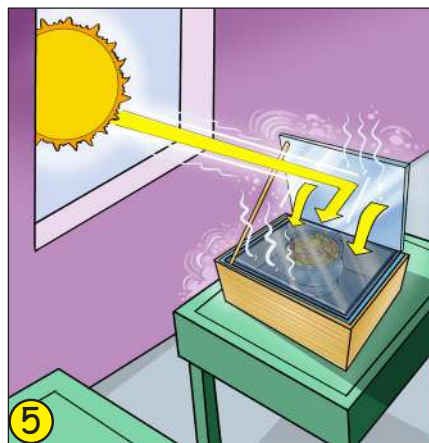
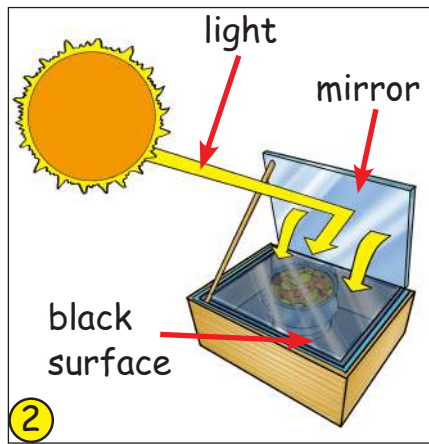


- (A) play / game / football
- (B) have / cup / tea
- (C) go / walk / park
- (D) fly / kite / outside



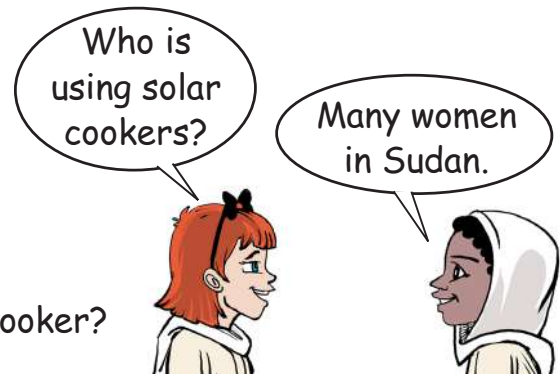
## 1. Read and match.

- A** Many women in Sudan are now cooking with solar cookers.
- B** Solar cookers change light from the sun into heat.
- C** Mirrors in the cooker shine light from the sun onto a black surface.
- D** The black surface in the cooker gets hot and can cook the food.
- E** Solar cookers are cheap. You don't need lots of money to buy them.
- F** They are clean. They don't make lots of smoke.



## 2. Ask and answer.

- A** Who is using solar cookers?
- B** What do solar cookers change into heat?
- C** Where does the light come from?
- D** Where do the mirrors shine the light?
- E** Do you need a lot of money to buy a solar cooker?
- F** Why are solar cookers clean to use?





1. Listen and point.

10   20   30   40   50   60   70   80   90

18

19

20

2. Say the dates.

A 2010   B 1930   C 1850   D 2018   E 1995

3. Say sentences about the inventions. Then listen and check.

A Alexander Bell	was the inventor of were the inventors of	the car.
B Karl Benz		the computer.
C The Wright Brothers		the phone.
D Konrad Zuse		the plane.

Alexander Bell was the inventor of the...

That was in	1876.
	1886.
	1903.
	1939.

That was in...

4. Say sentences about cars in 1920 and cars today.

Cars in 1920



cars / slow  
wheels / large  
engine / noisy  
seats / hard

Cars today



cars / fast  
wheels / small  
engine / quiet  
seats / comfortable





1. Listen and say.

A washing machine, a phone and a fan. An air conditioner, a bike and a van. A mixer, a clock and a car. Do you know what these things are?

2. Write about cars in 1920 and cars today.

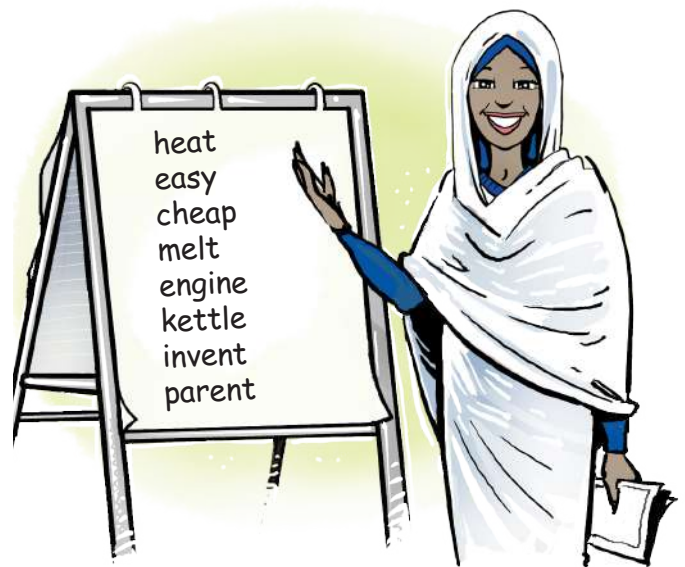
Cars in 1920 were slow.  
Cars today are...

3. Write about Daedalus, Icarus and the king.

Daedalus was an inventor.  
His son...

5. Add words.

Machines	Adjectives	Year date
mixer	cheap	2010
cooker	easy	1730

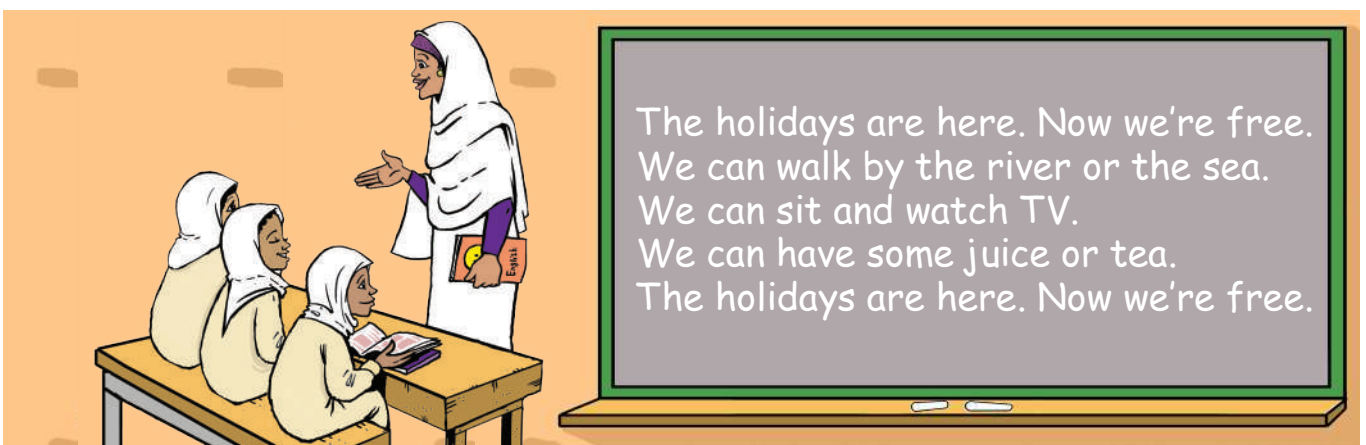
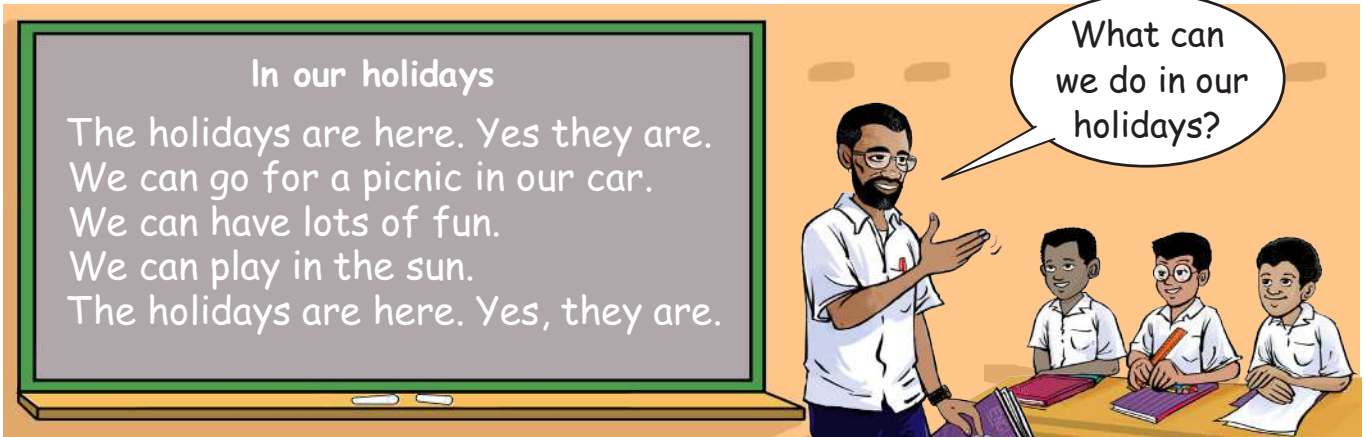


6. Speak together.





1. Listen, read and answer.



2. Point to the pictures. Say sentences with and and but.



A ride a bike



B have a picnic



C play volleyball



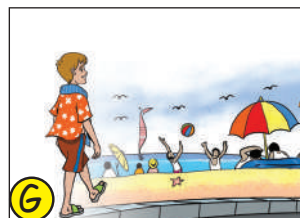
D fly a kite



E drink tea



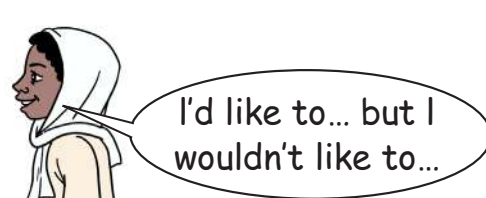
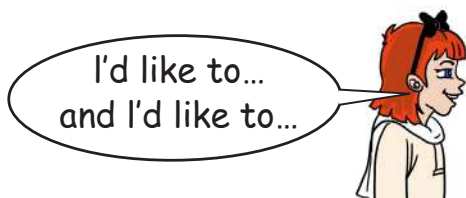
F watch TV



G walk by the sea



H play in the sun







1. Read the email. Then ask and answer.



**A** Who is the email to?

**B** Where is the summer camp?

**C** Who's Dan with?

**D** What's the weather like?

**E** Where are Dan and Eddie?

**F** Who is Eddie talking to?

Dear Mum and Dad,

This is my fifth day in Sudan. We're staying at the summer camp. It's near the beach. It's great here. I'm having lots of fun. I'm with my cousin Eddie. We go swimming and fishing every day. It's very hot and I'm drinking lots of water. We're in the café at the moment. I'm writing to you and Eddie is phoning his sister Cathy.

Bye for now,  
Dan

2. Imagine your holiday. Then ask and answer.

- A** Where are you?
- B** Who are you with?
- C** What are you doing?
- D** Are you having fun? Why?/ Why not?

Where are you?

I'm in summer camp.

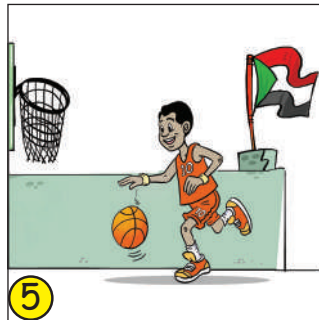
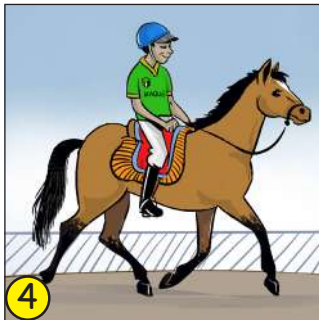
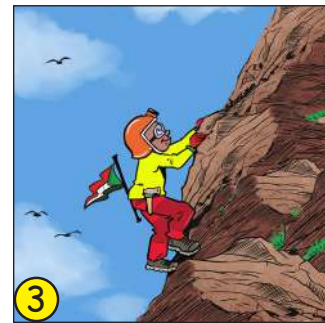
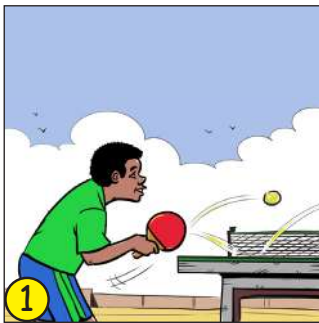




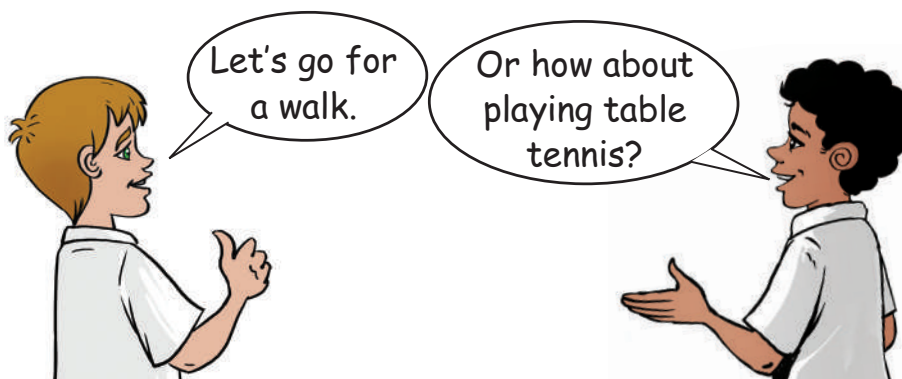


## 1. Listen and match. Then read and match.

- (A) play volleyball      (B) learn English      (C) go for a walk      (D) do karate  
 (E) do some painting      (F) play table tennis      (G) go climbing      (H) watch TV  
 (I) go horse riding      (J) play basketball



## 2. Say sentences about things to do.





1. Listen and match. Then say sentences.



Dalia

Fatma

Cathy

Eddie

Ahmed

Badr



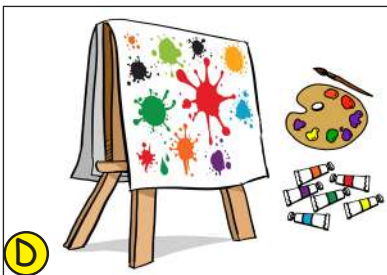
A



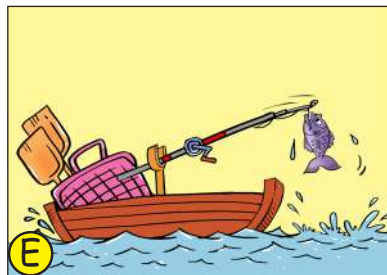
B



C



D

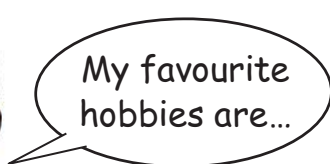


E



F

2. Say sentences about your favourite hobbies.



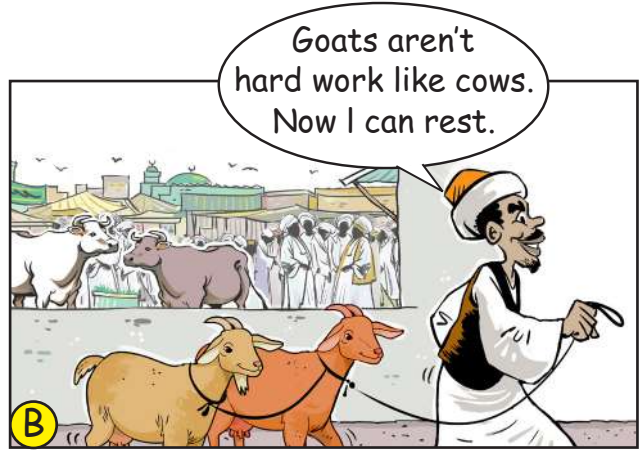




## 1. Listen, read and repeat.



**A** Samy keeps cows and chickens and grows maize. He wants to rest.



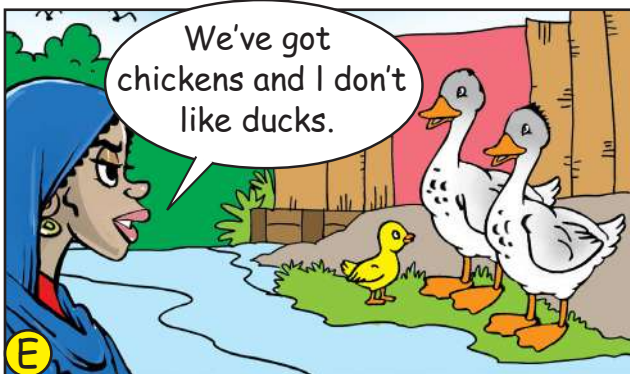
**B** Samy sells the cows and buys goats.



**C** The next day his wife, Hiba, is angry.



**D** Samy sells the goats and buys ducks.



**E** Hiba is angry again.



**F** Samy can't rest.

## 2. Ask and answer.

- A** What does Samy want to do?
- B** What does Samy sell at the market the first time?
- C** What does Samy buy the first time?
- D** What do the goats eat?
- E** What does Samy sell at the market the second time?
- F** What does Samy buy the second time?
- G** Why doesn't Hiba want the ducks?





1. Listen, read and repeat.



**A** Samy sells the ducks and buys seeds. He plants them.



**B** The seeds grow into plants.



**C** But Hiba doesn't like the plants.



**D** Samy gives the plants to the chickens. They like the food and lay lots of eggs.



**E** Samy sells the eggs for lots of money and buys goats and sheep.

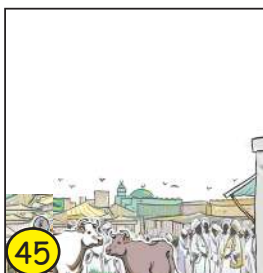


**F** Hiba is happy but Samy isn't. He hasn't got time to rest in his chair.

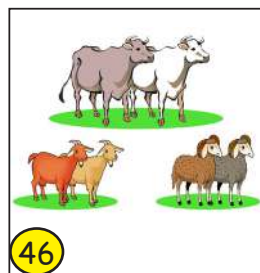
2. Say and act the story.



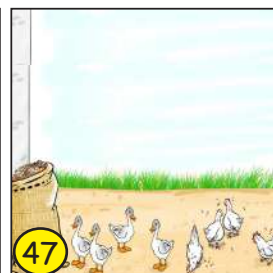
44



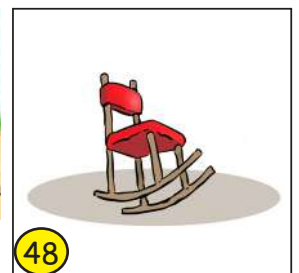
45



46



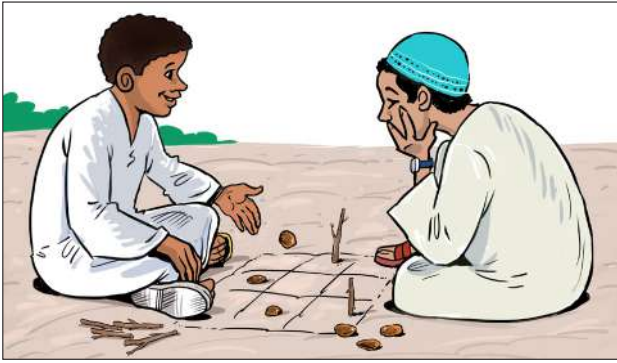
47



48



1. Read and think.



village



town



2. Read and answer.

**Free time in towns and villages by Dalia**

Children have free time after school and during weekends and holidays.

Children in towns often rest in their free time. They watch TV, read or play computer games.

They also visit interesting places like parks, libraries museums or zoos.

Children in villages usually spend their free time outside. They do sports or play games with their friends.

They often help their parents and sometimes travel to other villages.

3. Say sentences about your free time. Use words in the box.

never    sometimes    often    usually    always



What do you do in your free time?

I usually...







1. Listen and say.

The holidays are here. Yes, they are.  
 We can go for a picnic in our car.  
 We can have lots of fun.  
 We can play in the sun.  
 The holidays are here. Yes, they are.

2. Write about favourite hobbies.

My name is...  
 My favourite hobbies are...  
 My friend's name is...

3. Talk about Samy, Hiba and the animals.

Samy is a farmer.  
 He has got cows and chickens.

5. Add words.

<b>Hobbies</b>	<b>Animals</b>
painting cooking	sheep duck

4. Say it. Spell it.



6. Speak together.





1. Read and say **Yes** or **No**.

Hello, I'm Fahad and this is a photo of my school. I like my school a lot. It's a long way from my home and I can't walk. My dad drives me there in the morning and I go home by bus in the afternoon.



It's fun in class. We've got a nice teacher and new computers. My favourite subjects are Maths and Arabic and I like learning English, too. My best friend is Mahmood and my favourite sports are basketball and table tennis. I like football, too.

- (A) This boy's name is Fareed.      **Yes / No**  
 (B) He likes his school.              **Yes / No**  
 (C) He lives near his school.        **Yes / No**  
 (D) He goes home by car.            **Yes / No**  
 (E) He doesn't like Maths.          **Yes / No**  
 (F) He enjoys football.              **Yes / No**

## 2. Say sentences about the timetable.

Day/Time	08:00	08:45	09:30	10:15
Sunday	English		Arabic	Islamic Studies
Monday	Arabic	Islamic Studies	Maths	
Tuesday		Islamic Studies	Arabic	English
Wednesday	Islamic Studies			Maths
Thursday	Maths	Arabic	English	

We study English at 8 o'clock on Sunday.





1. Listen, point and say.

hospital      market      museum      school



bus station



park



2. Say where the building are. Use the words in the box.

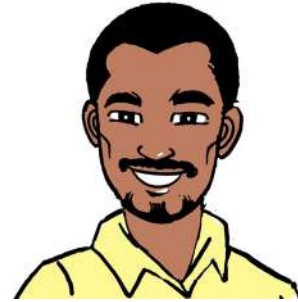


3. Say sentences with there is and it is. Use these words.

a red car      a bike      a tree      a blue car



1. Read and repeat.



**A** This was Mr Gamar when he was two years old. He could walk and run and he could speak Arabic. He couldn't cook, drive, ride a bike, shop or teach when he was two.

**B** This is Mr Gamar now. He is 32 years old. He can still walk, run and speak Arabic. He can now speak English. He can cook, drive and shop, teach and do many other things, too. He can't ride a bike. He doesn't like bikes.

2. Look and say **Yes** or **No**.

**Yes:** for what he could and can do.  
**No:** for what he couldn't and can't do.



drive



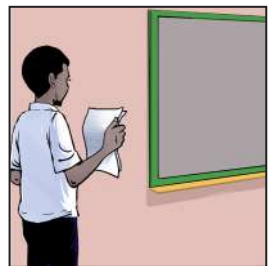
ride a bike



speak Arabic



shop

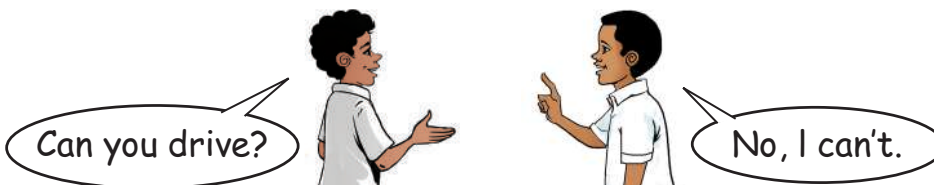


teach

3. Say sentences about Mr Gamar.



4. Ask and answer with **Yes, I can** or **No, I can't**.



- A. drive
- B. ride a bike
- C. speak English
- D. cook
- E. run
- F. teach





1. Read and complete. Then listen and check.

brothers      race      China      second      photo      Sudan



This is a **(A)**... of Ismail Ahmed Ismail with his silver medal. He was **(B)**... in the Men's 800 metre race at the Olympic Games in **(C)**... in 2008.

Ismail has got five **(D)**... and sisters and he is from Khartoum. He says about his **(E)**...: "First, this medal was wonderful for my country, **(F)**..., and then it is wonderful for me, too."

2. Say sentences about the table.

Name	Country	Flag	Place
Wilfred Bungei	Kenya		1 <sup>st</sup>
Ismail Ahmed Ismail	Sudan		2 <sup>nd</sup>
Alfred Kirwa Yego	Kenya		3 <sup>rd</sup>
Gary Reed	Canada		4 <sup>th</sup>
Yusuf Saad Kamel	Bahrain		5 <sup>th</sup>
Yeimer López	Cuba		6 <sup>th</sup>
Nabil Madi	Algeria		7 <sup>th</sup>
Nadjim Manseur	Algeria		8 <sup>th</sup>

Wilfred Bungei is from Kenya.

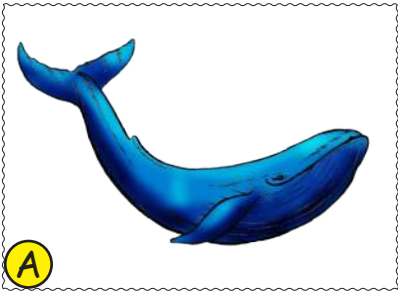


He was in first place in the race.



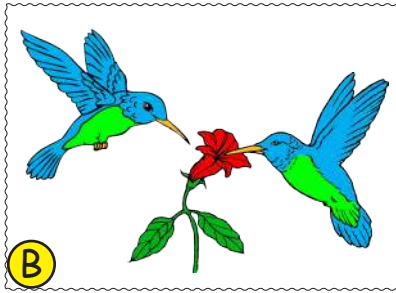


1. Listen and match.



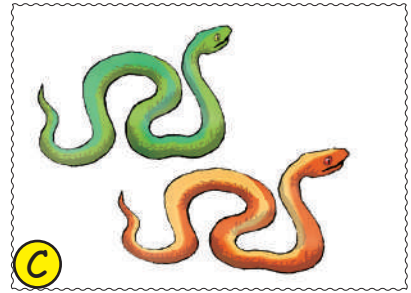
A

a whale



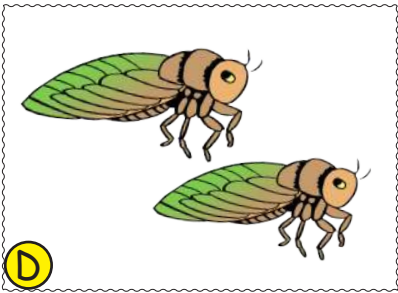
B

humming birds



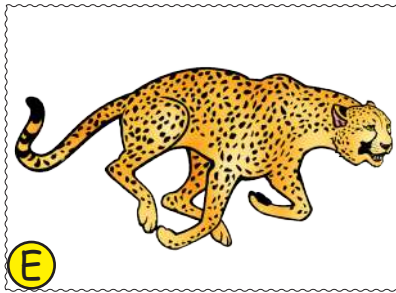
C

snakes



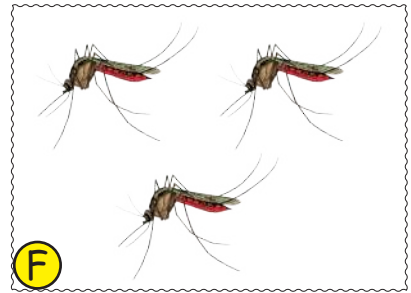
D

cicadas



E

a cheetah



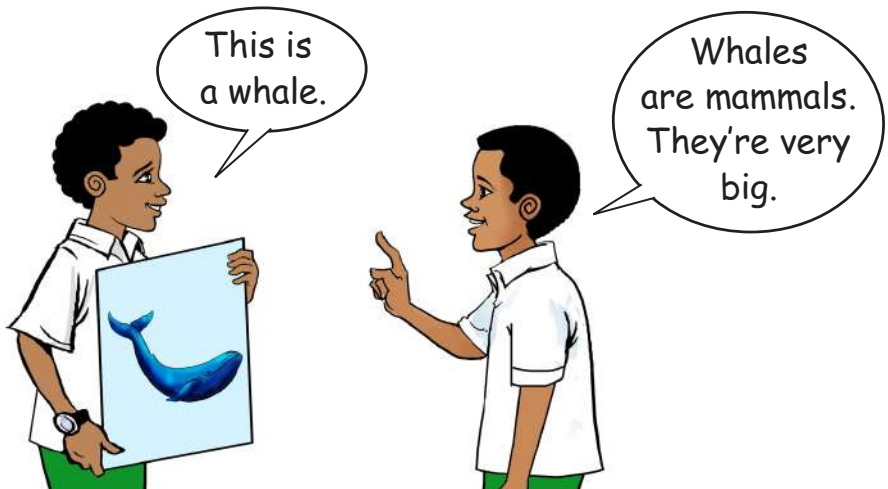
F

mosquitoes

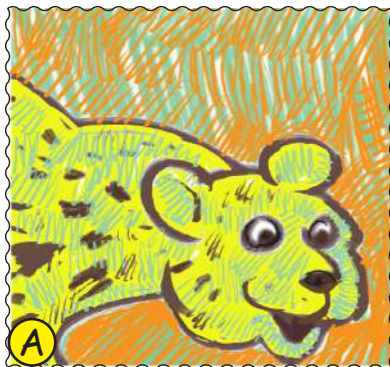
2. Say sentences about the animals. Use words from the boxes.

insect    bird  
mammal    reptile

big    small  
fast    long  
loud    dangerous

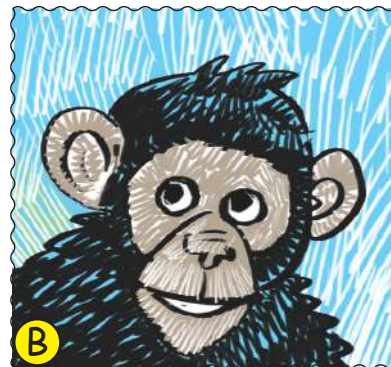


3. Paint your favourite animal. Show your picture to the class.



A

a cheetah



B

a monkey



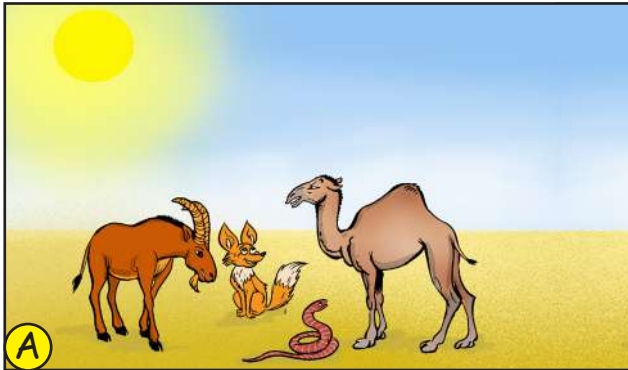
C

a rhino





1. Listen, read and repeat.



**A** Barood the camel and his friends Fox, Snake and Ibx live in a desert.



**B** The night of 10<sup>th</sup> February was very cold with dark clouds in the sky.



**C** The animals were in a cave:



**D** After a few minutes:



**E** There was a big surprise.



**F** In the morning, the desert was yellow again.

2. Say sentences about the weather and the animals.

- |                                     |                                    |
|-------------------------------------|------------------------------------|
| <b>A</b> animals / eat / grass      | <b>B</b> wind / blow               |
| <b>C</b> animals / sleep            | <b>D</b> camel / look at / weather |
| <b>E</b> snow / fall / from / sky   | <b>F</b> snow / melt               |
| <b>G</b> snow / change / into water | <b>H</b> sun / shine / on / desert |



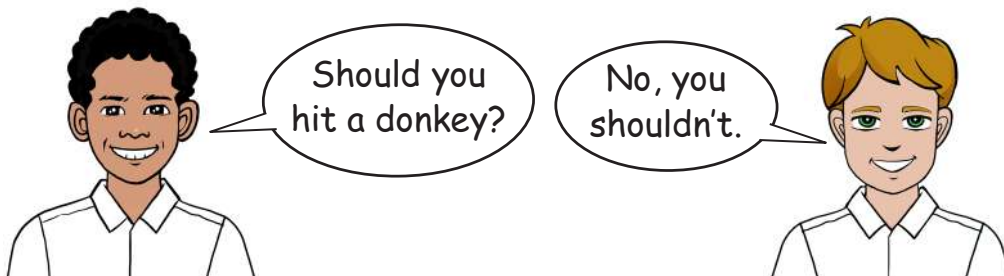


1. Read and say **Yes** or **No**.**Yes:** What you should do.**No:** What you shouldn't do.

## Looking after a donkey by Ahmed

- |   |          |
|---|----------|
| (A) Hit a donkey.                         | Yes / No |
| (B) Brush a donkey every day.             | Yes / No |
| (C) Give a donkey good food.              | Yes / No |
| (D) Put very heavy loads on a donkey.     | Yes / No |
| (E) Keep a donkey in a comfortable place. | Yes / No |
| (F) Shout at a donkey.                    | Yes / No |
| (G) Forget to give water to a donkey.     | Yes / No |
| (H) Give a donkey time to rest.           | Yes / No |

## 2. Ask and answer.

3. Say sentences about what you ***should*** and ***shouldn't*** do.

(A) class

(B) home

(C) food

(D) traffic and roads



1. Listen and say.

We're happy. We're happy! The holidays are here. We can rest. We can play. We can sit in the sun. I'm happy. I'm happy! The holidays are here. We can be with our family and have lots of fun.

2. Draw and write about an animal.

This is a camel.  
Camels are mammals.  
They're tall.

3. Write about the animals and the white desert.

Barood the camel and his friends live in a desert. On the...

5. Add words.

Weather

blow  
cloud

Animals

cheetah  
humming  
bird

4. Say it. Spell it.



6. Speak together.





# Book Map



Unit 1	Grammar	New language	Functions
<b>Lesson 1</b>	prepositions: <i>behind, in front of, next to</i> ; apostrophe <i>s</i> and possessive adjectives: <i>Hassan's seat, his/her, my, your</i>	<i>pupil, seat</i>	introductions: introduce people
<b>Lesson 2</b>	questions in the present simple; conjunctions: <i>and, or</i>	<i>day, free, pray, these, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday</i>	date and time: talk about the days of the week
<b>Lesson 3</b>	imperatives of common verbs including <i>be</i> : affirmative and negative forms	<i>careful, cover, look after, page</i>	instructions: give and follow simple instructions
<b>Lesson 4</b>	the present simple (negative); prepositions: <i>in, on, about</i>	<i>Arabic, forget, speak, playground</i>	talk about common activities
<b>Lesson 5</b>	<i>can</i> for ability; question words	<i>how much, learn, rubber, pound, thing, why</i>	ability: talk about what you can and can't do
<b>Lesson 6</b>	<i>would like</i> +noun/verb; <i>can</i> for ability or requests	<i>glue-stick, notebook, sharpener, scissors</i>	preferences: express wants; make polite requests
<b>Lesson 7</b>	possessive adjective and apostrophe <i>s</i> : ( <i>the girl's name</i> )	<i>carry, maths, meet, sport, volleyball</i>	preferences: express likes and dislikes
<b>Lesson 8</b>		<i>borrow</i>	

## Unit 2

Unit 2	Grammar	New language	Functions
<b>Lesson 1</b>	possessive adjectives: <i>my, his, her</i> ; apostrophe <i>s</i> : <i>Ahmed's father</i> ; question words: <i>how, what, who</i>	<i>aunt, call, cousin, dad, granddad, grandma, so, uncle, UK</i>	personal information: talk about the people in your family





<b>Lesson 2</b>	3 <sup>rd</sup> person singular, present continuous tense; question words: <i>what, who, where, why</i>	<i>football, listen, story, team, visit, watch, win</i>	actions and events: talk about things happening at the time of speaking
<b>Lesson 3</b>	present continuous of common verbs; possessive adjectives: <i>your, her</i>	<i>again, ask, hit, knock, someone, story</i>	actions and events: talk about things happening at the time of speaking
<b>Lesson 4</b>	demonstrative adverbs: <i>this, that, these, those</i>	<i>those</i>	possession: identify family members; identify and name common animals
<b>Lesson 5</b>	1 <sup>st</sup> and 3 <sup>rd</sup> person present continuous tense; determiners: <i>all, lots of, many, some</i>	<i>all, community, country, teach, village, work</i>	actions and events: talk about things happening at the time of speaking
<b>Lesson 6</b>	<i>would like</i> + noun/verb; prepositions: <i>(on the) left/right; straight on; next to</i>	<i>bakery, clinic, direction, left, lunch, right, straight on, turn</i>	locations: ask and answer about where things are
<b>Lesson 7</b>	1 <sup>st</sup> and 3 <sup>rd</sup> person singular of present simple tense	<i>baker, chef, dentist, job, nurse, their, town</i>	identify and name common jobs
<b>Lesson 8</b>			

### Unit 3

Unit 3	Grammar	New language	Functions
<b>Lesson 1</b>	numbers 1-100; imperatives of common verbs	<i>thirty, forty, fifty, sixty, seventy, eighty, ninety, hundred, naughty, plant (n), woman/women</i>	numbers: count by tens to one hundred (10-100)
<b>Lesson 2</b>	articles: <i>a, an, the</i> ; imperatives of common verbs	<i>get, hole, pot, show, soil</i>	instructions: give and follow simple instructions
<b>Lesson 3</b>	present continuous singular and plural; adjectives of size, colour and temperature	<i>cool, fall (v), shine (v), snow (n), warm, weather</i>	date and time: talk about the seasons



<b>Lesson 4</b>	numbers 1-100; questions with <i>How</i> : <i>How much, How old, How tall</i>	<i>kilogram, person, weigh</i>	describe physical appearance: describe things by their height and weight; numbers: count 1-100
<b>Lesson 5</b>	3 <sup>rd</sup> person present continuous tense, singular and plural; possessive adjectives: <i>my, his, her, your, our</i>	<i>donkey, give, ground, out, pull, wife</i>	actions and events: talk about things happening at the time of speaking
<b>Lesson 6</b>	adverbs of frequency: <i>always</i> ; prepositional phrases of time: <i>in the morning/at night</i>	<i>always, healthy, night, wash</i>	instructions: give and follow simple instructions
<b>Lesson 7</b>	past simple of <i>be</i> : ( <i>was/were</i> ) and ( <i>can/could</i> )	<i>could, crawl, month, smile, was</i>	actions and events: talk about the past
<b>Lesson 8</b>		<i>season</i>	

## Unit 4

Unit 4	Grammar	New language	Functions
<b>Lesson 1</b>	<i>like/enjoy</i> + noun/verb + <i>ing</i> ; present simple affirmative, negative and questions	<i>basketball, Frisbee, karate, kite, table tennis, yourself</i>	preferences: express likes and dislikes
<b>Lesson 2</b>	prepositions: <i>around, behind, down, in, in front of, on, out of, over, through</i> ; imperative verb forms	<i>around, clap, kind (adj), shout (v)</i>	locations: ask and answer about where things are
<b>Lesson 3</b>	the question word: <i>How many?</i> ; present continuous (singular and plural)	<i>hide and seek, hopscotch, leapfrog, marbles, mime, tag, a swing, slide, skip (with a rope)</i>	numbers: ask and answer about amount
<b>Lesson 4</b>	adverbs of frequency: <i>sometimes, often, never</i>	<i>often, sometimes, never</i>	actions and events: describe the frequency of actions
<b>Lesson 5</b>	numbers to 30; imperatives and negative imperatives with <i>don't</i>	<i>back, forward, miss (v), square (n), turn (n)</i>	numbers: count 1-30



<b>Lesson 6</b>	past simple of <i>be</i> and <i>can</i> ; adverbs of frequency: <i>often, sometimes, never</i> ; questions with <i>Do you...?</i> and present simple	<i>last (year), chocolate, cola, exercise (v), every (v), fit, healthy</i>	actions and events: talk about activities now and in the past; describe the frequency of actions
<b>Lesson 7</b>	impersonal <i>you</i> : <i>You play this...;</i> present simple	<i>basket, net, player, score</i>	identify and name some common activities
<b>Lesson 8</b>			

## Unit 5

Unit 5	Grammar	New language	Functions
<b>Lesson 1</b>	prepositional phrase: <i>in the north</i> ; articles: <i>the</i>	<i>east, middle, north, south, west</i>	locations: ask and answer about where things are
<b>Lesson 2</b>	prepositions: <i>by, for, from, in, on</i>	<i>boat, by, fish (v), lake, sweet (adj), travel, us</i>	actions and events: talk about things happening at the time of speaking
<b>Lesson 3</b>	object pronouns <i>her, him, it, me, them, you, us</i> ; present simple	<i>come out, cover (v), female, him, island, other, turtle, us</i>	talk about facts
<b>Lesson 4</b>	adjectives and adjective phrases; present simple	<i>afraid, claw (n), crab, hide, huge, large, last (adj), rock (n), tiny</i>	describe physical appearance: use common adjectives to describe objects and animals
<b>Lesson 5</b>	<i>there is/there are</i> and <i>there was/there were</i> ; common prepositions of time and place	<i>bike, fire, shade, use, wood, yesterday</i>	actions and events: talk about the past
<b>Lesson 6</b>	<i>how much/how many</i> ; countable/uncountable nouns; impersonal <i>you</i> ( <i>How do you spell that?</i> )	<i>coral, dolphin, octopus, shark, sea weed</i>	numbers: talk about quantity
<b>Lesson 7</b>	<i>how much/how many</i>	<i>dry (adj), find, oasis, only, place, rain (n)</i>	numbers: talk about quantity
<b>Lesson 8</b>			





## Unit 6



Unit 6	Grammar	New language	Functions
Lesson 1	no article with plural nouns	<i>butterfly, like (prep), mammal, reptile</i>	identify and name common objects and activities
Lesson 2	no article with plural nouns; <i>This is/These are</i>	<i>backbone, birth, blood, feather, fur, rough, skin</i>	describe physical appearance: describe common animals
Lesson 3	numbers 31-59; <i>How many?</i>	<i>mosquito, spider, worm</i>	numbers: count 1-59
Lesson 4	<i>let's</i> for suggestions; conjunction: <i>or</i>	<i>ant, hear, let's, move (v), rhino</i>	actions and events: make simple suggestions
Lesson 5	modals for giving advice <i>you should;</i> <i>like + verb + ing</i>	<i>bite (v), light (adj), malaria, should, spray (n), wear</i>	advice: give simple advice
Lesson 6	present simple; <i>let's</i> for suggestions	<i>caterpillar, change, dear, its, week</i>	actions and events: make simple suggestions
Lesson 7	<i>can</i> for ability; noun phrases with adjectives: <i>a big brain</i>	<i>brain, guess, heart</i>	ability: talk about what people and animals can and can't do; describe physical appearance: describe common animals
Lesson 8		<i>verb</i>	

## Unit 7

Unit 7	Grammar	New language	Functions
Lesson 1	present continuous; prepositions of place and time: <i>behind, down, up, past/ to + time</i>	<i>clock, fun, half, look for, quarter</i>	date and time: tell and say the time (o'clock, half and quarter hour only)
Lesson 2	possessive adjectives and apostrophe s: <i>Hassan's seat, my, his, hers; its, your, our, their; there is/are + fractions</i>		date and time: tell and say the time (o'clock, half and quarter hour only)
Lesson 3	prepositions of time: <i>at, during, in;</i> present simple	<i>drive, driver, farmer, school day, start, taxi</i>	identify and name common jobs



<b>Lesson 4</b>	adjectives and verbs to describe weather; present simple	<i>blow (v), rain (v), wet, wind, windy</i>	talk about the weather
<b>Lesson 5</b>	possessive adjectives and apostrophe <i>s</i> : <i>Ahmed's pen, his, her, their</i> ; present simple with <i>I (don't), she (doesn't)</i>	<i>arrive, get up, timetable, watch (n), weekend</i>	possession: say who something belongs to; date and time: tell and say the time
<b>Lesson 6</b>	question words: <i>when, what, why</i> ; imperatives: <i>plant, cut</i>	<i>date (fruit), sesame, sorghum, wheat</i> , months: <i>January, February, March, April, May, June, July, August, September, October, November, December</i>	date and time: talk about the months of the year and seasons
<b>Lesson 7</b>	modals for giving advice <i>you should(n't); like/don't like</i>	<i>air conditioner, inside, outside, sandstorm, turn on</i>	advice: give simple advice
<b>Lesson 8</b>			

## Unit 8

Unit 8	Grammar	New language	Functions
<b>Lesson 1</b>	ordinal numbers; <i>How much?</i> with uncountable nouns	<i>American, British, dollar, money, first, second, third</i>	numbers: count ordinal numbers 1 <sup>st</sup> – 3 <sup>rd</sup>
<b>Lesson 2</b>	ordinal numbers 1 <sup>st</sup> – 5 <sup>th</sup> and <i>first – fifth</i> ; question: <i>What's the answer?</i>	<i>add, coin, fast, fourth, fifth, piaster</i>	numbers: count ordinal numbers 1 <sup>st</sup> – 5 <sup>th</sup>
<b>Lesson 3</b>	impersonal <i>you</i> : <i>You can buy eggs</i> ; question words: <i>how much?, how many?, what?</i>	<i>buy, honey, jar, litre, price</i>	numbers: ask and answer about price
<b>Lesson 4</b>	questions with <i>would like</i> ; numbers 1– 100	<i>shopkeeper</i>	preferences: make simple requests; numbers: count 1 – 100



<b>Lesson 5</b>	adverbs, e.g. of frequency: <i>always, sometimes, never</i> ; present simple affirmative, negative and questions	<i>clean (v), dish, take, tidy (v)</i>	numbers: ask and answer about frequency
<b>Lesson 6</b>	<i>there is/there are</i> and <i>there was/there were</i> ; past simple of <i>be</i> and <i>can</i> : <i>was/were, could</i>	<i>beautiful, excited, ring, silver, surprise, thousand, tomb, treasure, village</i>	actions and events: talk about the past
<b>Lesson 7</b>	conjunction: <i>or</i> ; present continuous		actions and events: talk about things happening at the time of speaking
<b>Lesson 8</b>		<i>measuring</i>	

## Unit 9

Unit 9	Grammar	New language	Functions
<b>Lesson 1</b>	<i>can</i> for ability and requests; preposition <i>by</i>	<i>along, far, if, plane, rickshaw, train</i>	ability: talk about what people can and can't do
<b>Lesson 2</b>	ordinal numbers 6 <sup>th</sup> – 10 <sup>th</sup> ; question words: <i>how much, what time, what day/date, where</i>	<i>date (time), sixth, seventh, eighth, ninth, tenth, ticket</i>	numbers: count ordinal numbers 1 <sup>st</sup> – 10 <sup>th</sup>
<b>Lesson 3</b>	conjunctions: <i>and, but, or</i> ; adjectives: <i>small, slow</i> and adjective phrases: <i>young, strong</i>	<i>laugh, (football) match, slow, strong, young</i>	describe physical appearance: describe things by their size and weight
<b>Lesson 4</b>	imperatives of common verbs with <i>don't</i> ; present simple affirmative, negative and questions	<i>angry, late, problem</i>	identify and name common objects and activities
<b>Lesson 5</b>	modal <i>you should/ shouldn't</i> for giving advice; imperatives of common verbs	<i>bright, code, helmet, ride, safely, safety, traffic, helmet</i>	advice: give simple advice about safety





<b>Lesson 6</b>	<i>like/enjoy</i> + noun/verb +ing; present simple	<i>check (v), control (v), cross, enjoy, fine (n), licence, police, policeman</i>	identify and name common jobs
<b>Lesson 7</b>	<i>can</i> for requests; question words: <i>what, where, who</i>	<i>basic (school), email, question, send, together</i>	personal information: describe yourself; describe physical appearance: describe people and places
<b>Lesson 8</b>		<i>adjective, transport</i>	

## Unit 10

Unit 10	Grammar	New language	Functions
<b>Lesson 1</b>	question words: <i>What's this? What am I?</i> ; present simple	<i>machine, music, noise, washing machine</i>	identify and name common household objects
<b>Lesson 2</b>	object pronouns: <i>me, you, him, her, us, it, them</i> ; impersonal <i>you</i> : <i>How do you spell that?</i>	<i>cooker, dry (v), heat (v), kettle, knife</i>	identify and name common objects and activities
<b>Lesson 3</b>	past simple of <i>be</i> and <i>can</i> : <i>was/were, could</i> in (negative) sentences and questions; <i>can</i> for requests	<i>invent, inventor, king, tower</i>	actions and events: talk about the past
<b>Lesson 4</b>	<i>can</i> for ability and requests; <i>let's</i> for simple suggestions	<i>escape, melt, parent, wax, wing</i>	ability: talk about what people can and can't do
<b>Lesson 5</b>	<i>would like</i> + noun/verb; adjectives, e.g. <i>hard/easy, fast/slow</i>	<i>easy, minute (n), save (v)</i>	preferences: make requests for things you want or need
<b>Lesson 6</b>	present simple (negative); question words: <i>who, what, where, why</i>	<i>cheap, heat (n), mirror, smoke (n), solar, surface</i>	identify and name common objects and activities



<b>Lesson 7</b>	past simple of <i>be</i> and <i>can</i> : <i>was/were, could</i> : (negative) sentences and questions; numbers 1-100	<i>comfortable,</i> <i>computer, engine,</i> <i>invention, noisy</i>	time and dates: talk about dates using year
<b>Lesson 8</b>			

## Unit 11

Unit 11	Grammar	New language	Functions
<b>Lesson 1</b>	conjunctions <i>and, but, or</i> ; <i>would like</i> + noun/verb	<i>holiday, picnic</i>	preferences: express likes and dislikes, make requests for things you want or need
<b>Lesson 2</b>	present continuous tense, questions and contracted forms; common prepositions: <i>near, with, in, at, to</i>	<i>at the moment, (go) fishing, phone (v), (go) swimming, summer camp</i>	actions and events: talk about things happening at the time of speaking
<b>Lesson 3</b>	<i>Let's... and How about...?</i> for suggestions; conjunction <i>or</i>	<i>climbing, horse riding, painting (n)</i>	actions and events: make simple suggestions
<b>Lesson 4</b>	demonstrative ; <i>this</i> :adjectives :possessive adjectives <i>his, her</i>	<i>collect(ing), computer games, hobby, stamp (n)</i>	personal information: talk about hobbies
<b>Lesson 5</b>	imperatives of common verbs including <i>be</i> : affirmative and negative forms; present simple (negative) sentences and questions	<i>chicken, duck, himself, maize, rest (v), sell, work (n)</i>	instructions: give and follow simple instructions
<b>Lesson 6</b>	present simple (negative); imperatives with and without <i>don't</i>	<i>sheep</i>	identify and name common objects and activities



<b>Lesson 7</b>	adverbs: <i>always, sometimes; today, next week, really, very;</i> present simple (negative)	<i>also, interesting, usually, spend (time)</i>	identify and name common objects and activities
<b>Lesson 8</b>			

## Unit 12

Unit 12	Grammar	New language	Functions
<b>Lesson 1</b>	<i>like/enjoy + noun/verb +ing;</i> possessive adjectives: <i>my, his</i>	<i>afternoon, Islamic Studies, (school) subject, too</i>	date and time: tell and say the time (o'clock, half and quarter hour only)
<b>Lesson 2</b>	<i>there is/there are;</i> prepositions: <i>between, in front of, next to, near, outside</i>	<i>opposite, supermarket</i>	location: talk about places in a town
<b>Lesson 3</b>	past simple (negative) of <i>be</i> and <i>can</i> : <i>was/were, could</i>	<i>shop (v)</i>	actions and events: talk about past and present activities
<b>Lesson 4</b>	numbers <i>1<sup>st</sup> – 10<sup>th</sup></i> past simple (negative) of <i>be</i> and <i>can</i> : <i>was/were, could</i>	<i>Algeria, Bahrain, Canada, China, Cuba, Kenya, medal, race, wonderful</i>	numbers: count ordinal numbers
<b>Lesson 5</b>	adjectives: <i>dangerous, loud, big, small, fast, long;</i> demonstrative adverbs: <i>this, these</i>	<i>cheetah, cicada, dangerous, hummingbird, loud</i>	describe physical appearance: describe the features of animals
<b>Lesson 6</b>	present continuous; past simple (negative) of <i>be (was/were)</i> and <i>can (could/couldn't)</i>	<i>cave, cloud, happen, ibex</i>	talk about the weather
<b>Lesson 7</b>	modals for giving advice: <i>you should...;</i> imperatives of common verbs, with and without <i>don't</i>	<i>brush (v), heavy, load (n)</i>	advice: give simple advice about animals
<b>Lesson 8</b>			





# Listening Scripts



## Unit 1, Lesson 2, Activity 1

Sunday, Monday, Tuesday,  
Wednesday and Thursday,  
These are my school days.  
I study in my school.  
Friday and Saturday,  
These are my free days.  
I go to mosque and pray.  
I stay at home and play.

## Unit 1, Lesson 3, Activity 1

1. Look at our new SMILE book, please.
2. Put your book in front of you on the desk.
3. Please open your book at page three.
4. Be careful with your book. Look after it.
5. Don't write in your book.
6. Cover your book at home.
7. Write your name on your book cover.

## Unit 1, Lesson 5, Activity 1

- A. Emad: Mum, why do children go to school?
- B. Emad's mum: Why? Come with me to the shops, Emad.
- C. Emad's mum: What does this say?  
Emad: I don't know. I can't read.
- D. Emad's mum: This rubber is twenty pounds and these pencils are five pounds. How much is that?  
Emad: I don't know. I can't add.
- E. Emad's mum: Why do children go to school, Emad?  
Emad: We can learn lots of things, mum.
- F. Emad: We can learn to read. We can learn numbers. We can learn to add.

## Unit 1, Lesson 6, Activity 1

I want to buy a notebook, some crayons and some pens.  
I want to buy some scissors, and some pencils for my friends. I want to buy a glue-stick and a rubber or two.  
I want to buy a ruler and a sharpener for you.

## Unit 1, Lesson 7, Activity 2

This is the way I carry my bag, carry my bag, carry my bag.  
This is the way I carry my bag to Class 4 in the morning.

This is the way I open my book, open my book, open my book.  
This is the way I open my book in Class 4 in the morning.

This is the way I sing my song, sing my song, sing my song.  
This is the way I sing my song with Class 4 friends in the morning.

## Unit 2, Lesson 2, Activity 2

Who's Fatma talking to? Her friend. Fatma's talking to her friend.  
What's Eddie doing? He's playing. Eddie is playing with a ball.  
Who's eating an ice cream? Badr. Badr's eating an ice cream.  
What is Cathy doing? She's reading. Cathy is reading a story.



## Unit 2, Lesson 3, Activity 1



### Picture A

Dalia's grandma is reading a story to the children.

### Picture B

Look! Mother goat is going to the shops: "Stay here, children. Don't open the door."

### Picture C

Someone is knocking. Who is it? It's a hungry fox.

### Picture D

Here the fox is asking: "Can I come in, children? It's your mum."

"No". The baby goats don't open the door.

### Picture E

In this picture, the fox is knocking and is asking again: "Can I come in now, please?" and the baby goats open the door. That isn't good.

### Picture F

But it's OK. The mother goat is here. She's hitting the fox with her bag and the fox is running.

## Unit 2, Lesson 4, Activity 1

That's the fox.

That is Dalia's grandma.

Those are the baby goats.

That's the mother goat.

That's Dalia.

Those are Dalia's cousins.

## Unit 2, Lesson 6, Activity 1



Father: Hello.

Eddie: Dad, it's Eddie. I'd like to go to the bus station. I don't know the way.

Father: Where are you now?

Eddie: I'm in School Road. I'm walking past the library.

Father: OK, go down School Road. Turn right into New Road. Walk straight. The bus station is on the left.

Eddie: Thanks.



Badr: Hello mum, it's Badr. I'd like to go to the new bakery. Where is it?

Mother: Where are you?

Badr: I'm walking past the flower shop in Green Street.

Mother: OK. Turn left into New Road and turn left again into School Road. The bakery is on the right.

Badr: Thanks, mum.

Cathy: Hi mum, it's Cathy. I'm at the bus station and I'd like to go to the museum.

Mother: Hi Cathy. Walk out of the bus station. Turn left into School Road. Go straight on. Walk past the bakery. The museum is on the left, next to the library.

Cathy: Thanks, mum.

## Unit 3, Lesson 1, Activity 1

10, 20, 30, 40,

Please be good. Don't be naughty.

50, 60, 70, 80,

Look at Cathy and look at Katy.

90 women and 100 men

Now go back to 10 again.

## Unit 3, Lesson 3, Activity 1



Summers are hot and winters are cold.

In autumn, leaves fall when they are old.

The weather is warm on nice days in spring.

And the birds in their nests in the trees all sing.

Winter days are white when winter snows fall.

Spring days are green. New plants grow tall.

Autumn days are cool. Autumn days are grey.

Summer days are blue and the sun shines all day.



### Unit 3, Lesson 5, Activity 1

#### Picture A

Narrator: In this picture Abdullah's brother is giving Abdullah a potato to plant:

Abdullah's brother: "Don't water this potato."

#### Picture B

Narrator: Look! Abdullah is watering the potato.

#### Picture C

Narrator: Look! The potato is growing and growing.

#### Picture D

Narrator: Abdullah, his family and his donkey are pulling the potato out of the ground.

#### Picture E

Narrator: It's Saturday. Abdullah's wife is cooking the potato. The potato is very big. There's a lot of potato.

#### Picture F

Narrator: The children are having lunch now.

Children: "What's for lunch, mum?"

Mum: "Potato."

Children: "Potato? Good. We like potato."

#### Picture G

Narrator: They eat potato on Sunday. They eat potato on Monday. They eat potato on Tuesday. They eat potato on Wednesday. They eat potato on Thursday.

#### Picture H

Narrator: It's Friday now. The children are having lunch.

Children: "What's for lunch, mum?"

Mum: "Potato."

Children: "Potato? Again?"  
"Can we have bread, mum?"



### Unit 3, Lesson 6, Activity 2

Kick with your right leg. Kick with your right leg.

Jump in the air. Jump in the air.

Put your right arm in the air. Put your right arm in the air.

Sit down with your arms in front of you. Sit down with your arms in front of you.

Put your arms in front of you Put your arms in front of you.

Put your left arm in the air. Put your left arm in the air.

Kick with your left leg. Kick with your left leg.

Put your two arms in the air. Put your two arms in the air.

Turn to the right. Turn to the right.

Turn to the left. Turn to the left.

### Unit 4, Lesson 2, Activity 1

Clap, clap, clap. Stand up and wait.

Clap, clap, clap and shout out: "Eight!"

Stand up. Clap, clap. Now turn around.

Clap, clap, clap. Sit on the ground.

Clap. Stand up. Clap, clap. Be kind.

Point in front and point behind.

Look left. Look right. Look in the air.

Clap, clap, clap. Sit on your chair.

### Unit 4, Lesson 4, Activity 1

Eddie often swims. He never flies a kite. He sometimes plays table tennis.

Mr Gamar never plays tag. He sometimes throws a Frisbee. He often does karate.

Badr sometimes plays basketball. He often plays football. He never plays marbles.

Ahmed sometimes plays hopscotch. He often runs. He never plays leapfrog.





## Unit 4, Lesson 6, Activity 1

### Picture A

Narrator: Last year Maha couldn't run. She wasn't fit.  
But she is fit now.

### Picture B

Interviewer: Do you exercise now, Maha?

Maha: Yes. I exercise every day. I walk, run and I sometimes swim.

### Picture C

Interviewer: What do you eat and drink?

Maha: I eat some fish and meat and lots of fruits and vegetables. I drink water, milk or juice. I never drink cola.

### Picture D

Interviewer: Do you eat any chocolate?

Maha: A little. Not a lot.

## Unit 5, Lesson 1, Activity 1

Khartoum is in the middle of Sudan.  
The Nubian Desert is in the north of Sudan.  
The Red Sea is in the east of Sudan.  
The Marra Mountains are in the west of Sudan.  
Dindir Park is in the east of Sudan.  
The Totil Mountains are in the east of Sudan.  
The White Nile is in the South of Sudan.

## Unit 5, Lesson 2, Activity 1

Water is for fishing and for washing our clothes.  
Water is for swimming and for travelling by boat.  
Water is for cooking food and for making sweet tea.  
There's water in rivers, wells, lakes and the sea.



## Unit 5, Lesson 4, Activity 1

### Picture A

Narrator: In winter the turtle eggs open. Hungry birds see the baby turtles and eat them.

### Picture B

Narrator: Tiny Turtle is the last baby turtle. She's afraid and she hides.

### Picture C

Narrator: A large crab sees her in the rocks and says,

Crab: I can help you.

Tiny Turtle: No thanks.

Narrator: Tiny Turtle says.

Tiny Turtle: I'm afraid of your huge claws.

### Picture D

Narrator: A small fox sees her and says,

Fox: I can help you.

Tiny Turtle: No thanks.

Narrator: Tiny Turtle says.

Tiny Turtle: I am afraid of your sharp teeth.

### Picture E

Narrator: A big bird picks up Tiny Turtle and flies into the sky. The bird opens his mouth to speak to his friends and Tiny Turtle falls down into the sea.

### Picture F

Narrator: Tiny Turtle comes back to the beach again after 25 years. She is very big now. She lays 100 eggs.

## Unit 5, Lesson 5, Activity 1

We can use trees for lots of things.  
We can use trees for shade from the sun.  
Trees give us wood for our houses.  
Trees give us wood for fires for cooking.  
We get fruit from trees for our food.



## Unit 5, Lesson 5, Activity 2

Today there is a boy in the shade of the tree.  
Yesterday there was a girl in the shade of the tree.

Today there is a car next to the tree.

Yesterday there was a bike next to the tree.

Today there is a bird in the nest.

Yesterday there were two birds in the nest.

Today there are two rabbits in front of the tree.

Yesterday there was one rabbit in front of the tree.

## Unit 6, Lesson 2, Activity 1

There are some animals with backbones.

There are other animals with no backbones.

Insects haven't got backbones.

Reptiles, birds and mammals have got backbones,

Reptiles have got cold blood. They've got rough skin. They lay eggs.

Birds can fly. They have got feathers. They lay eggs.

Mammals have got warm blood. They've got skin and fur. They give birth to babies.

## Unit 6, Lesson 3, Activity 1

Many animals have no backbone. Some are insects, like butterflies, bees and mosquitoes. All insects have got a head and a body, and all insects have got six legs. Some insects, like mosquitoes, can fly. Other animals with no backbone are spiders, snails and worms. All these animals have a head and a body. Some have got eight legs. Some, like worms, have got no legs.

## Unit 6, Lesson 4, Activity 1

Let's move like a spider. Let's move like a spider.  
Let's crawl like an ant. Let's crawl like an ant.  
Let's walk like a hippo or a big elephant.  
Let's fly like a bird. Let's fly like a bird.



Let's fly like a bee. Let's fly like a bee.  
Let's swim like a duck or a fish in the sea.  
Let's jump. Let's climb. Let's run. Let's hop.  
Let's jump. Let's climb. Let's run. Let's hop.  
Now let's sit down. It's time to stop.

## Unit 6, Lesson 6, Activity 1

### Picture A

Narrator: This is a blue butterfly. It lays eggs near a nest of red ants.

### Picture B

Narrator: An egg opens and a caterpillar comes out.

Caterpillar: "Hello ants. I'm here."

Narrator: the caterpillar says.

### Picture C

Narrator: The ants find the caterpillar and smell it. They think it's a baby ant.

Ant: "Let's take it to our nest."

Narrator: an ant says.

### Picture D

Narrator: For nine months the ants look after the caterpillar and give it food.

### Picture E

Narrator: The caterpillar sleeps and its body changes. After three weeks, a new butterfly crawls out of the nest.

### Picture F

New butterfly: "Goodbye ants. Thank you."

Narrator: the new butterfly says and it flies into the sky.

## Unit 7, Lesson 1, Activity 1

Tick tock, tick tock, tick tock.  
I'm climbing up a clock.  
It's half past one.  
I'm having fun.  
Tick tock, tick tock, tick tock.



Tick tock, tick tock, tick tock.  
I'm standing on the clock.  
It's a quarter past two.  
I'm fine. How are you?  
Tick tock, tick tock, tick tock.

Tick tock, tick tock, tick tock.  
I'm hiding behind the clock.  
It's a quarter to three.  
A cat's looking for me.  
Tick tock, tick tock, tick tock.

Tick tock, tick tock, tick tock.  
I'm climbing down the clock.  
It's a quarter past four.  
The cat's sleeping on the floor.  
Tick tock, tick tock, tick tock.

### Unit 7, Lesson 3, Activity 1

My mum's a nurse. She works in the morning  
and comes home from work at 12 o'clock.  
My mum and dad are farmers. They start work  
at 6 o'clock.  
My dad works at night. He's a taxi driver. He  
doesn't work during the day.

### Unit 7, Lesson 4, Activity 1

What's the weather like today?  
Is it fine? Can we play?  
Is it windy? Is it hot?  
Is it wet or cold, or not?  
Is the sun shining? It is snowing?  
Is it raining? Is the wind blowing?  
What's the weather like today?  
Is it nice? Can we play?

### Unit 7, Lesson 6, Activity 1



In January and February, plant some wheat.  
And in March and April, there's bread to eat.  
In May and June, the mangoes fall.  
In July and August, the sorghum is tall.



In September and October, there are dates on  
the tree.  
In November and December, cut the sesame.

### Unit 7, Lesson 7, Activity 1

I like sand  
in my hands  
on my clothes  
and between my toes.  
I don't like sand  
from the skies  
in my eyes  
in my hair  
and in the air.

### Unit 8, Lesson 2, Activity 1

The first coin is twenty,  
The second coin is five.  
The third coin is ten  
And the fourth coin is one.  
The fifth coin is fifty  
And it's the last.  
Let's say it again  
Let's speak very fast  
]Speak faster[  
The first coin is twenty,  
The second coin is five  
The third coin is ten  
And the fourth coin is one.  
The fifth coin is fifty  
And it's the last.  
Don't say it again  
And don't speak fast.





### Unit 8, Lesson 4, Activity 1

Shopkeeper: Good morning, Mr Gamar. How are you?  
 Mr Gamar: Hello. I'm fine, thank you.  
 Shopkeeper: What would you like?  
 Mr Gamar: I'd like two kilos of oranges.  
 Shopkeeper: Here you are.  
 Mr Gamar: How much is that?  
 Shopkeeper: 30 pounds, please.

### Unit 8, Lesson 6, Activity 1

Picture A  
 In 2014 there was a big surprise for the people in Dangeil near the River Nile: treasure!  
Picture B  
 The treasure was in tombs under the village. The tombs are about 2000 years old.  
Picture C  
 In one of the tombs, there was a beautiful box with large eyes on it, and a silver ring for a woman.  
Picture D  
 The people in Dangeil were very excited about the treasure: Yes! Treasure! In our village!

### Unit 8, Lesson 7, Activity 1

We help in class. Look.  
 I'm cleaning the board.  
 I'm picking up rubbish from the floor.  
 I'm tidying the books.  
 I'm carrying books for the teacher.  
 I'm opening the window.

### Unit 9, Lesson 3, Activity 1

Picture A  
 Ali and his dad live near Khartoum.  
Picture B  
 They want to watch a football match at eight o'clock.



Picture C  
 They haven't got a car but they've got a donkey, Hamoor.  
Picture D  
 Hamoor is small and slow but he's young and strong.  
Picture E  
 Ali and his dad leave the village on Hamoor at two o'clock.  
Picture F  
 The people in the village laugh: "It's not time to leave."  
 Ali's dad says: "Yes, but our donkey is slow."

### Unit 9, Lesson 5, Activity 1

Picture A  
 A taxi goes past Ali and his dad on the road. People laugh:  
Picture B  
 "Your donkey is very slow. Don't miss the match."  
Picture C  
 A bus goes past Ali and his dad on the road. People laugh:  
Picture D  
 "Your donkey is slow. Don't be late for the match."  
Picture E  
 Ali and his dad are near the match now. The traffic can't move.  
Picture F  
 Ali laughs at the people: "Your cars are slow. Don't miss the match."  
Picture G  
 Ali's dad is angry. He says: "Don't laugh at people and their problems, Ali."  
Picture H  
 Then Ali, his dad and Hamoor watch the match. They enjoy it very much.



### Unit 9, Lesson 6, Activity 1

- A. I like working for the traffic police.
- B. I enjoy doing different things.
- C. I like helping people to cross the road.
- D. I don't like giving fines.
- E. I like checking licences.
- F. I enjoy controlling the traffic.

### Unit 10, Lesson 2, Activity 1

- One: You heat water in this machine.
- Two: You can make juice in this machine.
- Three: You need this machine to clean dirty clothes.
- Four: You can cut things with this thing
- Five: You can keep food cool in this machine.
- Six: You make lunch on this machine,
- Seven: You can speak to people with this machine.

### Unit 10, Lesson 3, Activity 1

#### Picture A

Narrator: Dalia likes reading stories with her grandma.

#### Picture B

Narrator: Today they are reading about an inventor and a king.

#### Picture C

Narrator: This is the inventor. His name was Daedalus.

#### Picture D

Narrator: This is the king. He was the king of an island.

The king was not a nice king.

Daedalus: "Can we leave the island?"

King: "No, you can't."

#### Picture E

Narrator: Daedalus and Icarus, his son, couldn't leave:

King: "Put them in the high tower. Invent things for me. Then you can leave."



### Unit 10, Lesson 4, Activity 1

#### Picture A

Narrator: Daedalus and Icarus were in the tower for many days and nights.

#### Picture B

Icarus: "Dad, how can we escape? Can you make a machine to help us?"

#### Picture C

Daedalus: "Bird can fly. They have wings and feathers."

#### Picture D

Daedalus: "Let's make four big wings. We can use feathers and wax."

#### Picture E

Icarus: "Look Dad! I'm flying."

#### Picture F

Daedalus: "Be careful, Icarus. Don't fly near the sun. It can melt the wax in your wings."

#### Picture G

Daedalus: "Icarus!"

#### Picture H

Grandma: "Think about Icarus, Dalia. Always listen to your parents."

### Unit 10, Lesson 5, Activity 1

This woman is making sorghum flour. She can make a kilogram in two hours. It's slow. It's hard.

This young man is using a Pedal Mill. He can make a kilogram of sorghum flour in ten minutes. It's fast. It's easy.

Would you like to make flour in the old way or in the new way?

Would you like to save time? Would you like to save money? If the answer is yes, buy our new Pedal Mill.



### Unit 10, Lesson 7, Activity 1

One: Eighteen fifty. Eighteen fifty.  
 Two: Nineteen seventy. Nineteen seventy.  
 Three: Twenty ten. Twenty ten.  
 Four: Twenty forty. Twenty forty.  
 Five: Nineteen eighty. Nineteen eighty.  
 Six: Eighteen twenty. Eighteen twenty.  
 Seven: Nineteen thirty. Nineteen thirty.  
 Eight: Eighteen ninety. Eighteen ninety.  
 Nine: Nineteen sixty. Nineteen sixty.  
 Ten: Twenty seventy. Twenty seventy.

### Unit 10, Lesson 7, Activity 3

A: Alexander Bell was the inventor of the phone. That was in 1876.  
 B: Karl Benz was the inventor of the car. That was in 1886.  
 C: The Wright Brothers were the inventors of the plane. That was in 1903.  
 D: Konrad Zuse was the inventor of the computer. That was in 1939. 11.3

### Unit 11, Lesson 4, Activity 1

This is Dan and these are his parents. They are talking about Dan's pictures of his holiday in Sudan.  
 [Dan] This is my cousin Eddie. You know him. After summer camp his favourite hobby now is fishing.  
 These are Eddie's Sudanese friends, Badr and Ahmed.  
 This is Badr. His favourite hobby is playing computer games.  
 And this is Ahmed. Ahmed's favourite hobby is collecting stamps.  
 He's got a lot of stamps.  
 This is my cousin Cathy. Her favourite hobby is painting.  
 These are Cathy's Sudanese friends, Fatima and Dalia.  
 This is Fatma. Her favourite hobby is cooking. She can cook lots of different foods.  
 And this is Dalia. Dalia's favourite hobby is



reading. She likes reading stories with her grandma.

### Unit 11, Lesson 5, Activity 1

Picture A  
 Samy keeps cows and chickens and grows maize. He wants to rest.  
Picture B  
 Samy sells the cows and buys goats. "Goats aren't hard work like cows," he says to himself. "Now I can rest."  
Picture C  
 The next day his wife, Hiba, is angry: "The goats are eating the maize. Do something!"  
Picture D  
 Samy sells the goats and buys ducks. "Ducks aren't hard work," he says to himself. "Now I can rest."  
Picture E  
 Hiba is angry again. "We've got chickens and I don't like ducks."  
Picture F  
 "Don't sit there! Do something!"  
 Samy can't rest.

### Unit 11, Lesson 6, Activity 1

Picture A  
 Samy sells the ducks and buys seeds. He plants them.  
Picture B  
 The seeds grow into plants. "I can rest in my chair now," Samy says to himself.  
Picture C  
 But Hiba doesn't like the plants. "They're no good. Do something! Give them to the chickens."  
Picture D  
 Samy gives the plants to the chickens. They like the food and lay lots of eggs.  
Picture E  
 Samy sells the eggs for lots of money and buys goats and sheep.  
Picture F  
 Hiba is happy but Samy isn't. He hasn't got time to rest in his chair.





### Unit 12, Lesson 2, Activity 1

There's a bus station in Park Road and there's a school, too. The school is opposite the bus station.

There's a library in Market Road. The library is opposite the market.

There's a clinic in Market Road and there's a museum, too. The museum is next to the clinic.

There is a park in Park Road and there is a hospital, too. The hospital is opposite the park.

### Unit 12, Lesson 4, Activity 1

This is a photo of Ismail Ahmed Ismail with his silver medal. He was second in the Men's 800 metre race at the Olympic Games in China in 2008.

Ismail has got five brothers and sisters and he is from Khartoum. He says about his race:

"First, this medal was wonderful for my country, Sudan, and then it is wonderful for me, too."

### Unit 12, Lesson 5, Activity 1



Point to the picture. This is a mammal. It is very fast. It's a cheetah in English.

Point to the picture. These are insects. They're very dangerous. They're mosquitoes in English.

Point to the picture. These are reptiles. They are long. They're snakes in English.

Point to the picture. This is a mammal. It's very big. It's a whale in English.

Point to the picture. These are birds. They're very small. They're humming birds in English.

Point to the picture. These are insects. They're loud. They're cicadas in English.



### Unit 12, Lesson 6, Activity 1



#### Picture A

Narrator: Barood the camel and his friends Fox, Snake and Ibex live in a desert.

#### Picture B

Narrator: The night of 10<sup>th</sup> February was very cold with dark clouds in the sky.

#### Picture C

Narrator: The animals were in a cave:

Barood: "I can't sleep. The wind is blowing. It's very loud!"

#### Picture D

Narrator: After a few minutes:

Fox: "What's happening? White things are falling."

Barood: "It's snowing!"

#### Picture E

Narrator: There was a big surprise.

Snake: "It's beautiful. The desert is all white."

#### Picture F

Narrator: In the morning, the desert was yellow again.

Ibex: "Where's the snow?"

Fox: "The snow's melting. Look! It's changing into water."



SUDAN  
MODERN  
INTEGRATED  
LEARNING OF  
ENGLISH

2  
TWO