



MINISTRY OF  
EDUCATION



NATIONAL CENTRE  
FOR CURRICULA  
AND EDUCATIONAL  
RESEARCH (NCER)



# SMILE

## SERIES

SUDAN  
MODERN  
INTEGRATED  
LEARNING OF  
ENGLISH

# 3

## THREE

# PUPIL'S BOOK

## GRADE 5

### BASIC LEVEL





SUDAN  
MODERN  
INTEGRATED  
LEARNING OF  
ENGLISH

3

THREE



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 3 (A)**

**Pupil's Book**  
**Grade 5: Basic Level**

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## Introduction

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

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

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

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

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

The SMILE series is comprised of the following components:

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

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

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

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

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

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

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

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

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

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

With best regards,

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



## 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 3 for Grade 5 - Basic Education.

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

**SMILE Series: Book 3**

**Pupil's Book**  
**Grade 5: Basic Level**

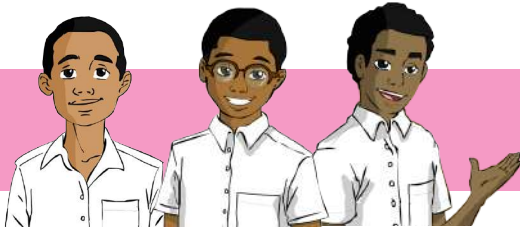
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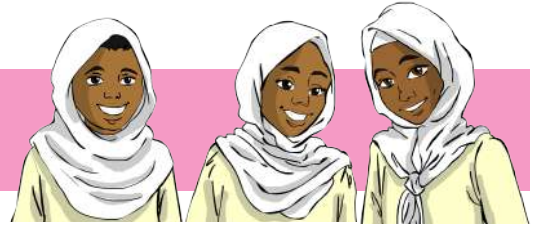
## Table of Contents

Unit	Topic	Page
1	Back to School	1
2	My Family and My Community	9
3	Clothes	17
4	Animal Partners	25
5	Helping Hands	33
6	Travel and Holidays	41

## 1. Listen, read and chant.



Hassan Salah Osama



Sara Mona Elham



Welcome back from holiday.  
 Welcome back to school today.  
 It was nice with your family, with your mum and dad.  
 But you're with your friends, so don't be sad.  
 There's Science and Maths. Lots of subjects are new.  
 There's Geography and History and English, too.  
 Smile! Be happy! Be happy you are here,  
 to learn lots of new things in school this year.



## 2. Ask and answer about the school subjects.

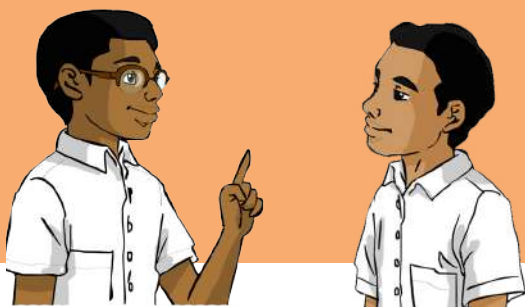
Day / Time	08:00	08:45	09:30	10:15
Sunday	Arabic	Geography	Science	Islamic Studies
Monday	History	Islamic Studies	English	Maths
Tuesday	Arabic	English	Science	History
Wednesday	Islamic Studies	Maths	Arabic	Science
Thursday	Maths	Geography	English	Arabic

When is Science on Sunday?

It's at half past nine.

What days have we got History?

We've got History on Monday and Tuesday.



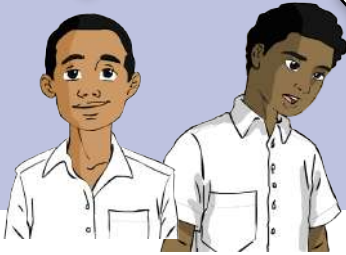
## 1. Read and match.

**A** I was with my family in Khartoum. It was fun.

**B** I was at my uncle's farm in El Obied. We were busy.

**C** I was in Port Sudan with my brother. My holiday was nice.

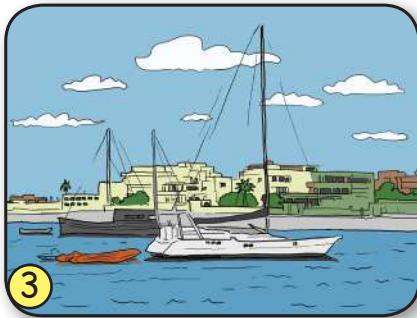
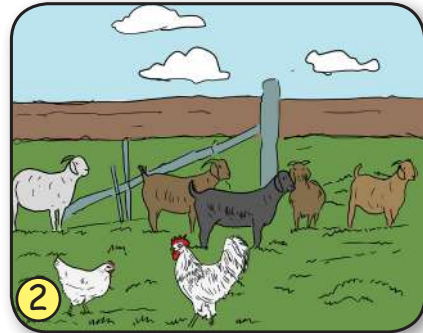
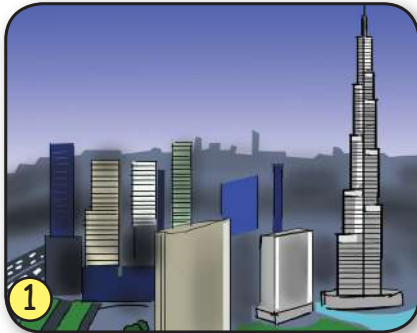
**D** I was in Dubai with my aunt and her family. It was very hot.



Hassan Osama



Sara Mona



## 2. Say sentences about the children's holidays.

Hassan was in Khartoum with his family. It was fun.



## 3. Ask and answer about your holiday.

- A** Where were you?   **B** Who were you with?   **C** What was your holiday like?

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

country

dark

elephants

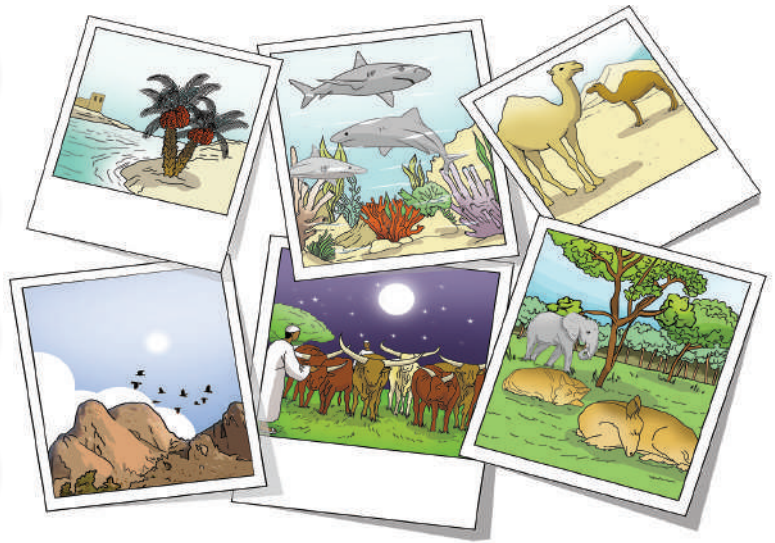
fly

grow

land

swim

walk



Along the River Nile, dates **(A)**... on tall palm trees.  
Sharks **(B)**... in the warm waters of the Red Sea.  
Camels **(C)**... on the sand through the desert heat,  
and birds **(D)**... over the mountains of the west and the east.

Farmers look after their cattle in the evening **(E)**...  
**(F)**... and deer live in Dinder Park.  
Every man, woman and child across our great **(G)**... ,  
stand up and say: "This is our **(H)**... .This is our Sudan."



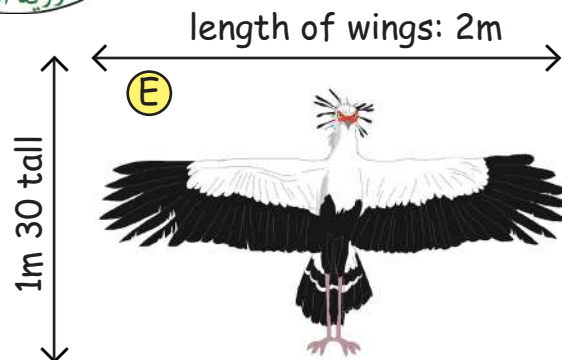
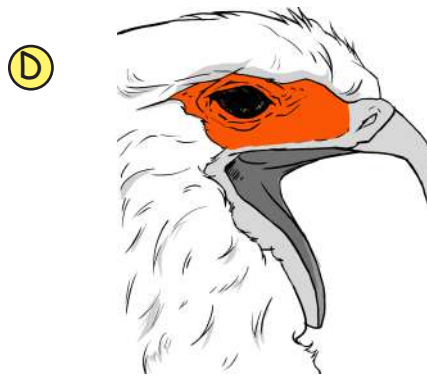
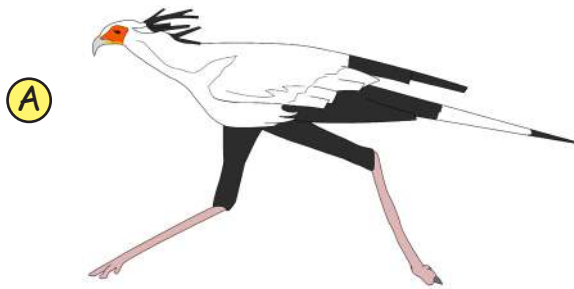
2. Make and say sentences.

- (A)** dates / grow / tall palm trees
- (B)** sharks / swim / waters / Red Sea
- (C)** camels / walk / through / desert heat
- (D)** birds / fly / mountains / west / east
- (E)** farmers / look after / cattle / evening dark
- (F)** elephants / deer / live / Dinder Park

Dates are growing on tall palm trees.



1. Listen and match. Then ask and answer.



- ① What is the emblem of Sudan?
- ② What colour are the faces of the young and adult birds?
- ③ How tall are some secretary birds?
- ④ Why can secretary birds run fast?
- ⑤ What do secretary birds eat?

2. Point and say sentences about the pictures.

The secretary bird is the emblem of Sudan.



Sudanese people like these birds.

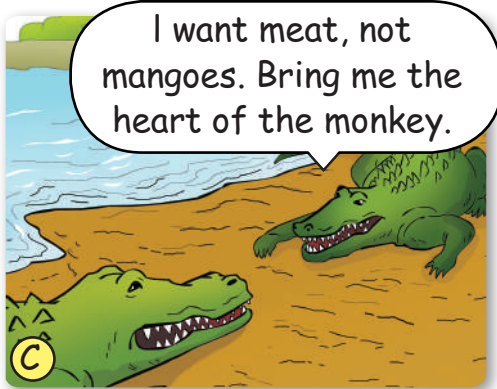
1.  Listen, read and repeat. Then say and act.



Sukkar lives in a tree next to the River Nile. Two big crocodiles live near him.



Every day, Sukkar gives mangoes to the crocodiles:



One day, Mrs Crocodile says to Mr Crocodile:



The next day, Mr Crocodile invites Sukkar for lunch:



When they are swimming to the crocodiles' home, Sukkar drops the mangoes in the water.



Never mind, Sukkar. Mrs Crocodile wants to eat your heart today, not your mangoes.



## 1. Read and say.

My heart is in my tree.  
Can we go back and get  
it for Mrs Crocodile?



Sukkar is afraid but thinks fast and says:

Sukkar isn't coming.  
He isn't hungry.

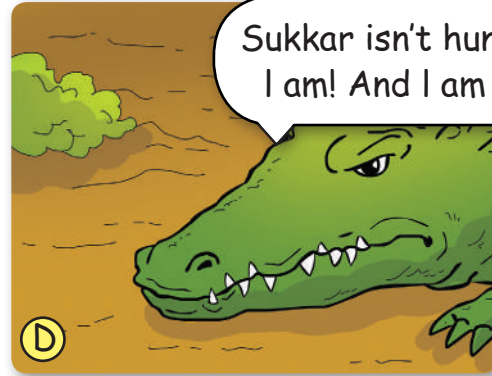


Mr Crocodile swims back to the crocodiles' home and says to Mrs Crocodile:



So the crocodile swims back to Sukkar's tree. Sukkar climbs up and shouts down to the crocodile:

Sukkar isn't hungry but I am! And I am angry!



Mrs Crocodile says:

## 2. Read and complete. Use words from the story.

Sukkar is afraid but he thinks **(A)** ... . He says he wants to go to his **(B)** ... because he wants to get his **(C)** ... . Mr Crocodile **(D)** ... back to Sukkar's tree and Sukkar **(E)** ... up his tree. Then Mr **(F)** ... swims back to the crocodiles' home. He says that **(G)** ... isn't coming to lunch because he isn't hungry. Mrs Crocodile is very **(H)** ... and very angry.

## 3. Play the 'Crocodile Game'. Use Can.



## 1. Read, ask and answer.

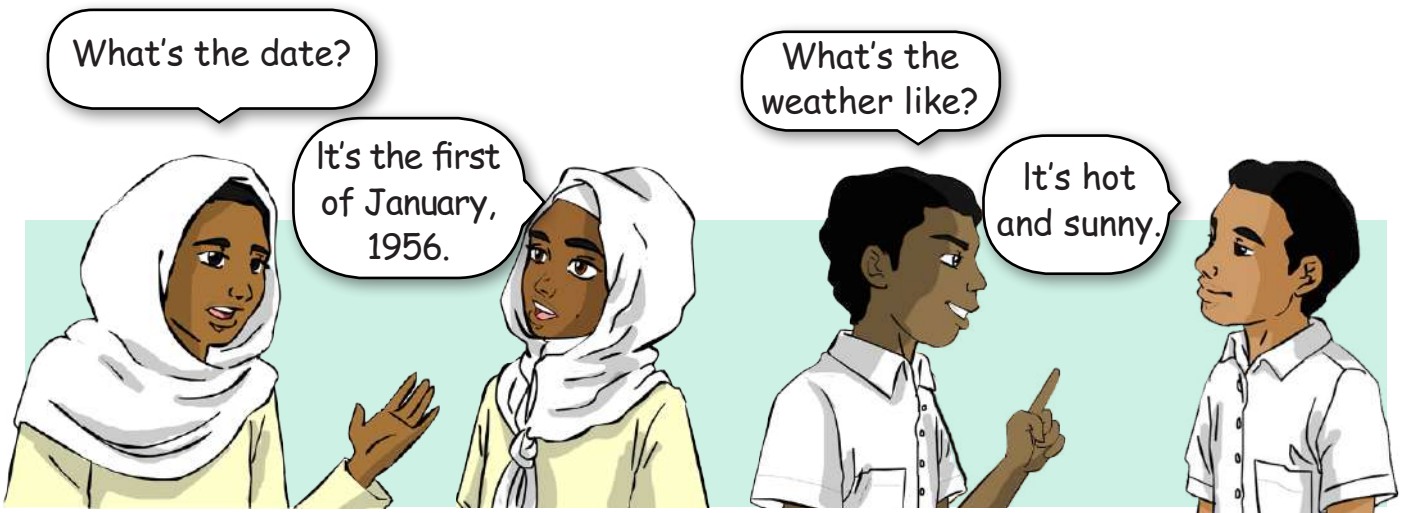
# Sudan NEWS

It is the first of January, 1956. It's a hot and sunny day in Sudan. It's a big and beautiful day for Sudan.

Isma'il AlAzhari is raising the Sudanese flag. There are thousands of people in the streets, standing and watching. They are smiling and clapping. Children are waving the new Sudanese flag. Everyone is happy. Sudan is now an independent country.



- |  |  |
|--|--|
| <b>A</b> What's the date?                  | <b>B</b> What's the weather like?      |
| <b>C</b> Who is raising the Sudanese flag? | <b>D</b> How many people are there?    |
| <b>E</b> What are people doing?            | <b>F</b> What are the children waving? |
| <b>G</b> Why is everyone happy?            |  |



## 2. Cover the text. Then say sentences about the photograph.

## 1. Listen, read and chant.



Welcome back from holiday.  
 Welcome back to school today.  
 It was nice with your family, with your mum and dad.  
 But you're with your friends, so don't be sad.  
 There's Science and Maths. Lots of subjects are new.  
 There's Geography and History and English, too.  
 Smile! Be happy! Be happy you are here,  
 to learn lots of new things in school this year.



## 2. Write about the bird.

	an ostrich	
<b>lives:</b>	usually in deserts	
<b>weighs:</b>	60kg	
<b>colour:</b>	black and white	
<b>wings:</b>	sometimes two metres (2m) long	

## 3. Tell the story of Sukkar and the crocodiles.



Sukkar lives in a tree next to the River Nile.

## 4. Add words.

Subjects	Verbs	People
Arabic	cross	adult

## 5. Say it. Spell it!





## 1. Listen, read and chant.

The sun is a star and it's very, very old.  
 It helps plants grow and keeps away cold.  
 It shines all day, very hot and bright.  
 It gives us heat and gives us light.  
 In summer, when the sun is strong,  
 we mustn't stay in the sun too long.  
 And when the sun is shining in the sky,  
 we mustn't look straight at it with our eyes.



## 2. Read, match and say.

**A** You mustn't look straight at the sun.

**B** You mustn't stay in the sun too long.

**C** You mustn't swim in the sea here.

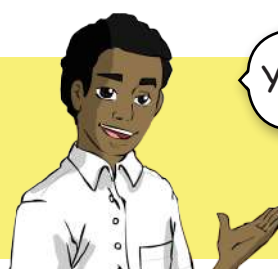
**D** You mustn't drive your car up this road.

**E** You mustn't play football in this street.

**F** You mustn't walk on top of that wall.

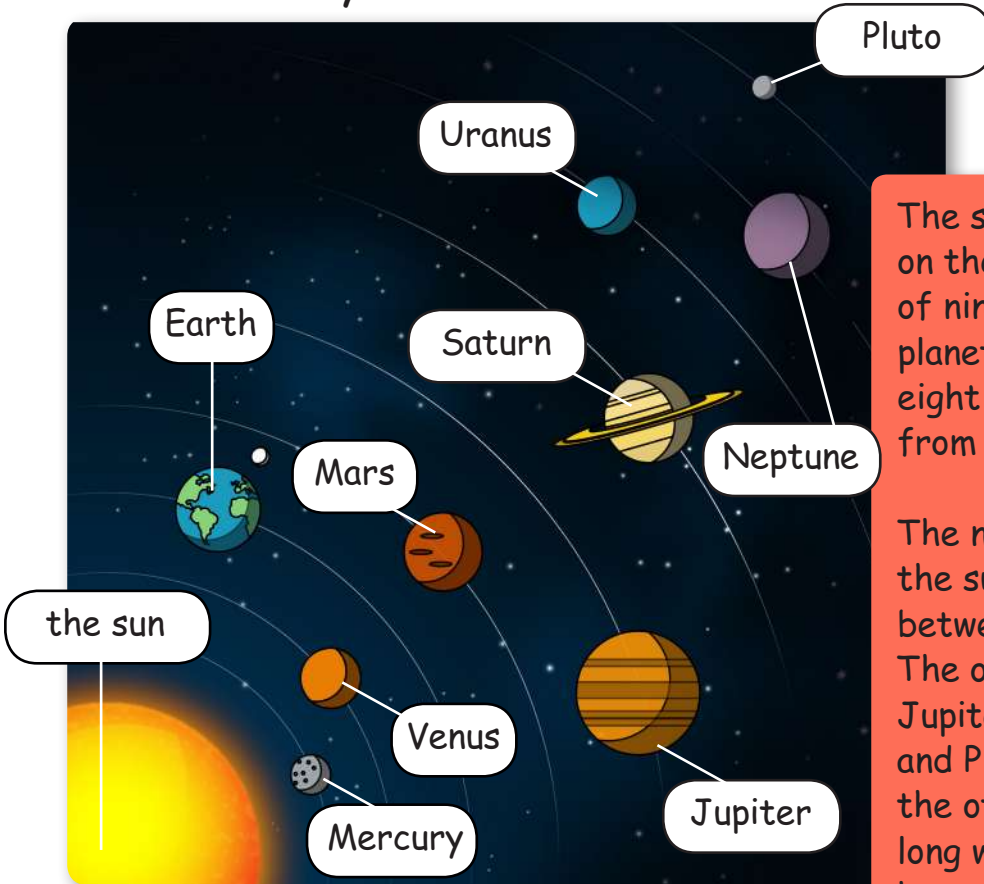


## 3. Say other sentences with mustn't.



You mustn't...

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



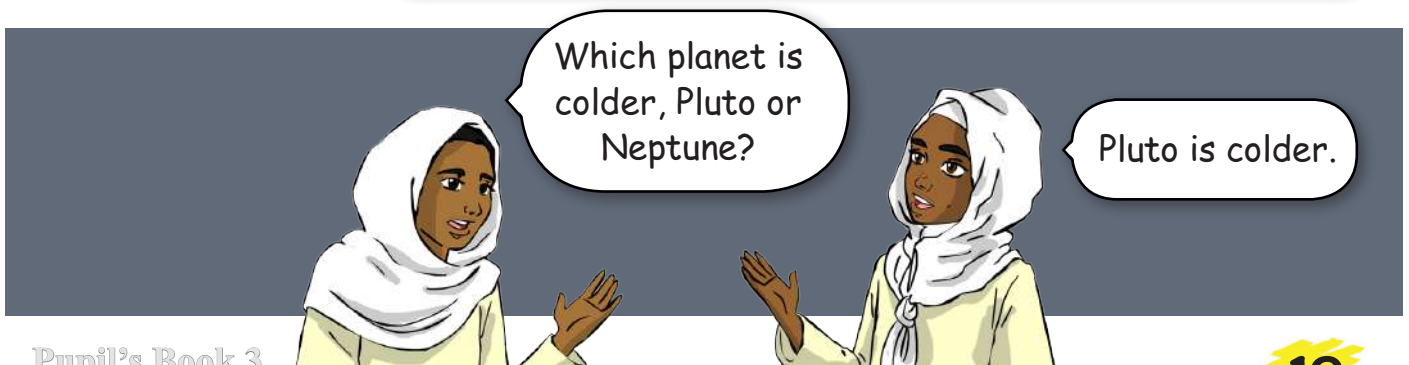
The sun is a star in space. We live on the Earth. The Earth is one of nine planets and is the third planet from the sun. Light takes eight minutes to travel to here from the sun.

The nine planets move around the sun. Mercury and Venus are between the sun and the Earth. The other planets are Mars, Jupiter, Saturn, Uranus, Neptune and Pluto. Pluto is colder than the other planets because it is a long way from the sun. Mercury is hotter than Neptune because it is closer to the sun.

- A** The sun gives us heat.
- B** The sun is a planet.
- C** Venus is the name of our planet.
- D** Light travels from the sun to the Earth.
- E** There are nine planets.
- F** Pluto is very close to the sun.

## 2. Ask and answer.

- A** Which planet is colder, Pluto or Neptune?
- B** Which planet is hotter, Venus or Mars?
- C** Which planet is bigger, Pluto or Jupiter?
- D** Which planet is smaller, the Earth or Saturn?
- E** Which planet is colder, Mercury or Uranus?
- F** Which planet is closer to the sun, Mars or Neptune?



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



I'm a lonely star.  
I want to live on the Earth.  
Can you help?

I must ask the adults and wise people in my village.

**A**



What was their answer, Hisham?

Yes, you can stay.  
But you must change into a yellow flower.

**B**



Are you happy?

No. Animals walk on me. I want to change into a rose in the village.

**C**



Are you happy now?

No. It's noisy in the village. I can't sleep and people pick me off the plant.

**D**



I want to be a water lily.

**E**



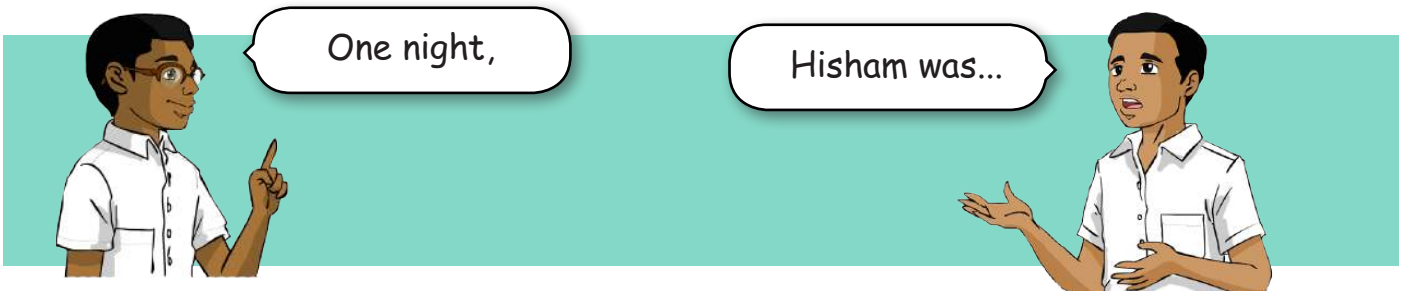
I'm happy now. I'm a flower and a star. I'm not lonely. I can see my friends in the water and the sky.

**F**

## 1. Read and match.

- |                         |   |
|-------------------------|---|
| (A) One night,          | (1) a lonely star asked to live on the Earth.     |
| (B) After some minutes, | (2) the star changed into a water lily on a lake. |
| (C) The next night,     | (3) Hisham was outside and looked up in the sky.  |
| (D) First,              | (4) the star changed into a beautiful rose.       |
| (E) After that,         | (5) Hisham answered the star's question.          |
| (F) Finally,            | (6) the star changed into a yellow flower.        |

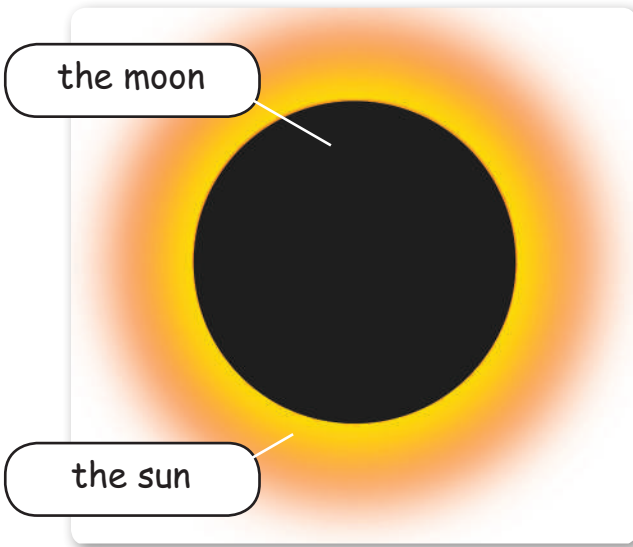
## 2. Read and say the story in the correct order.



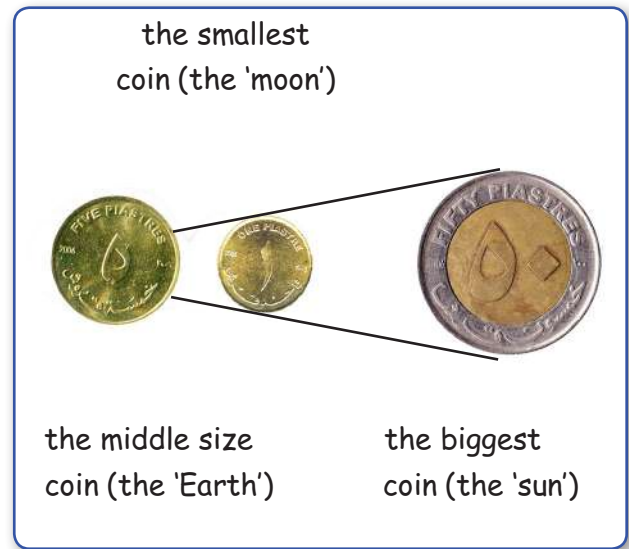
## 3. Make correct sentences.

- (A) The star wanted to live on the Earth because it was...  
 bright.                      happy.                      lonely.
- (B) The wise people in the village wanted the star to change into...  
 a flower.                      a child.                      an animal.
- (C) The star wasn't happy as a yellow flower because...  
 it was lonely.                      animals walked on it.                      animals liked it.
- (D) The star wasn't happy as a rose because the village was...  
 big.                      hot.                      noisy.
- (E) The star was happy as a water lily because it could...  
 see its friends.                      meet people.                      drink water.

1. Read and complete.  Then listen and check.



an eclipse



smallest	Earth	right	biggest
moon	between	coins	light

An eclipse is when the moon comes **(A)**... the Earth and the sun. The moon can block the **(B)**... of the sun. For a short time, the moon can stop the light from coming to some places on the **(C)**... .

We can use three **(D)**... to show an eclipse of the sun. Use the **(E)**... coin for the sun, the smallest coin for the **(F)**... and the middle size coin for the Earth. Put the biggest coin (the 'sun') on the **(G)**... . Put the middle size coin (the 'Earth') on the left. Put the **(H)**... coin (the 'moon') in the middle.

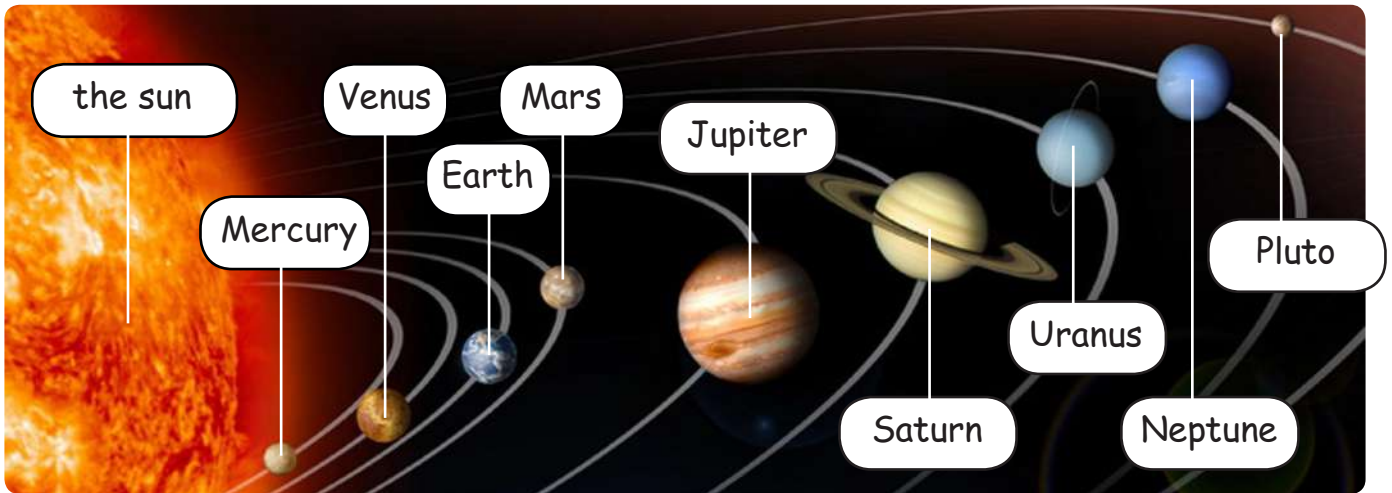
2. Point and say.

<p><b>(A)</b></p>	<p><b>(B)</b></p>	<p><b>(C)</b></p>
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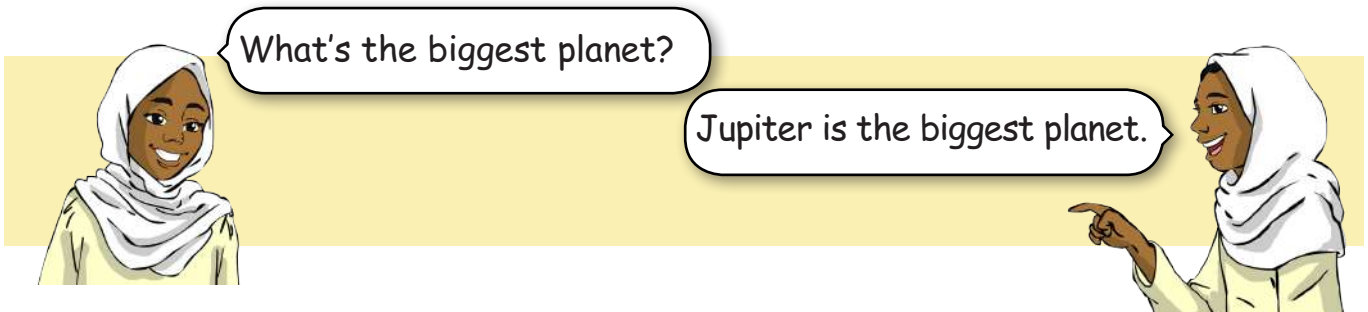
the biggest...	the middle size...	the smallest...
----------------	--------------------	-----------------



1. Ask and answer about the sun and the planets.



- A** What's the biggest planet?
- B** What's the smallest planet?
- C** What's the closest planet to the sun?
- D** What's the coldest planet? Why?
- E** Is Jupiter bigger than Saturn?
- F** Is the Earth bigger than Mars?



2. Read and match.

### Facts about the Earth

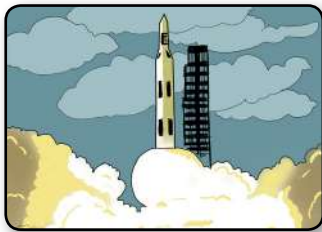
- A** The Earth goes... **1** hours in one day.
- B** The Earth takes about 365 days... **2** is water in seas.
- C** There are twenty-four... **3** is about 50 degrees centigrade.
- D** Lots of the surface of the Earth... **4** (a year) to go around the sun.
- E** When you look at the Earth from space... **5** around the sun.
- F** The hottest temperature on the Earth... **6** you can see lots of blue water.

3. Cover Activity 2. Then say facts about the Earth.

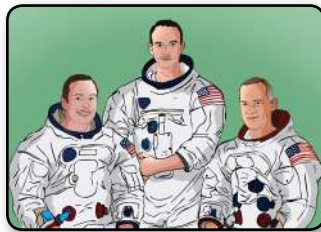
1. Read and choose the correct order. Then say.

**A** Apollo 11 arrived at the moon after three days. On the 20<sup>th</sup> of July, two astronauts, Neil Armstrong and Buzz Aldrin, landed on the moon's surface. Michael Collins waited in the Apollo 11 spacecraft.

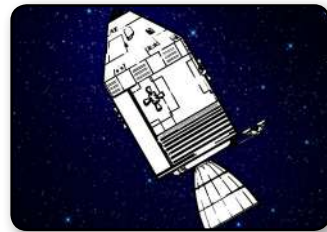
**B** Neil and Buzz walked on the moon's surface. They collected rocks and stayed for 21 hours. After they finished their work, they returned to Apollo 11.



a rocket



the astronauts



Apollo 11 spacecraft

**C** On the 21<sup>st</sup> of July, the three astronauts in Apollo 11 started on their way back. They landed back on the Earth after a week in space on the 24<sup>th</sup> July.

**D** On the 17<sup>th</sup> of July 1969, a rocket blasted off from the Earth. On top, it carried the Apollo 11 spacecraft. Inside Apollo 11 were three astronauts: Neil Armstrong, Buzz Aldrin and Michael Collins.

- ① CDAB   
 ② ABDC   
 ③ BCAD   
 ④ DABC

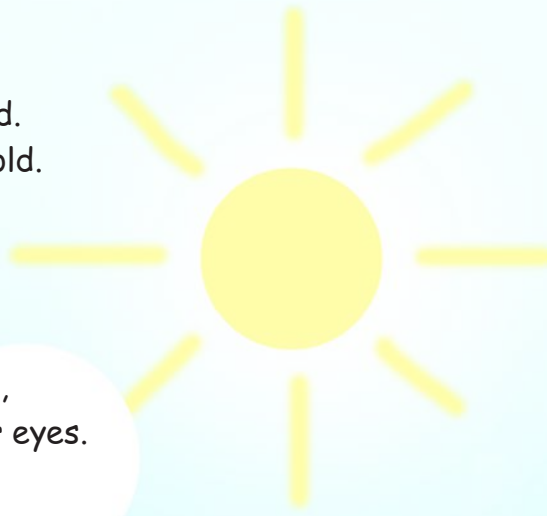
2. Complete and say the sentences.

- A** A rocket blasted off...
- B** Three astronauts were...
- C** On the third day, the Apollo 11 spacecraft...
- D** Neil Armstrong and Buzz Aldrin landed...
- E** The astronauts started on...
- F** The astronauts landed back on...

A rocket blasted off from the Earth on the 17<sup>th</sup> of July.

1. Listen, read and chant.

The sun is a star and it's very, very old.  
 It helps plants grow and keeps away cold.  
 It shines all day, very hot and bright.  
 It gives us heat and gives us light.  
 In summer, when the sun is strong,  
 we mustn't stay in the sun too long.  
 And when the sun is shining in the sky,  
 we mustn't look straight at it with our eyes.



2. 📖 Write about an eclipse.

3. Tell the story of Hisham and the star.

Handwriting practice area with a grid. On the left, the word 'eclipse' is written vertically. In the center, there is a drawing of a solar eclipse. To the right of the drawing, the text reads: "This is an..."

4. 📖 Add words.

Space	Past verbs	Adjectives
rocket	answered	wise

5. Say it. Spell it!

1. 🗣️ Listen, read and say.



This is my dress, my coat and my hat.  
 These are my trousers and this is my cap.  
 These are my blouses and these are my skirts.  
 These are my shorts and these are my shirts.  
 These are my black shoes. My scarf is green.  
 These are my T-shirts and these are my jeans.  
 This is my sweater with a big red rose.  
 These are my socks. These are all my clothes.

2. Say sentences about the clothes.

For girls	For boys	For boys and girls

This is called...      These are called...

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

mine      yours      his      hers      whose

**A** ... is this football shirt?

**B** Is it... , Hassan?


**C** ... ? No, it's not my shirt. It's Salah's shirt. And those shorts are **D**... , too.

OK, these books are **E**... .

Is that book **F**... , Elham?

No, it isn't **G**... . It's Sara's book. That pencil case is **H**... , too.

2. Ask and answer.

 <p><b>A</b> yours? mine / Ali's</p>	 <p><b>B</b> Sara's? hers / mine</p>
 <p><b>C</b> Ali's? his / mine</p>	 <p><b>D</b> yours? mine / Sara's</p>

Is that pen yours?

No, it's not mine. It's Ali's pen.

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

People in Sudan make clothes from different materials. Many shirts and blouses are made of cotton. Some sweaters and socks are made of wool. Many bags, belts and shoes are made of leather. Some dresses and scarves are made of silk.



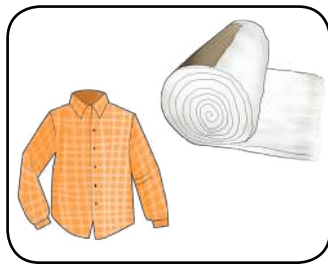
We get cotton from cotton plants. We get silk from silk worms. Leather and wool are from animals. Wool comes from sheep and leather comes from cows.

- |  |                                       |
|--|---------------------------------------|
| <b>A</b> People in Sudan don't make clothes. | <b>B</b> Blouses are made of cotton.  |
| <b>C</b> Bags are all made of cotton.        | <b>D</b> We use silk to make scarves. |
| <b>E</b> We get silk from silk plants.       | <b>F</b> Wool comes from sheep.       |

## 2. Say sentences about materials and clothes.



- A** bags
- C** dresses



- B** shirts
- D** sweaters



Bags are often made of leather. We get leather from cows.



1. Read, ask and answer. Then read and chant.



I've got a trip with my Aunt Jood.  
Please tell me what to pack.  
It's cold and snowy so you should pack:  
gloves and a scarf and a hat.  
Gloves and a scarf and a hat?  
Yes, gloves and a scarf and a hat.



I've got a trip with my Aunt Jood.  
Please tell me what to pack.  
It's hot and sunny so you should pack:  
sandals and a T-shirt and a hat.  
Sandals and a T-shirt and a hat?  
Yes, sandals and a T-shirt and a hat.

- A** Who is Salah's trips with?
- B** What is the weather like for the first trip?
- C** What clothes should he pack for the first trip?
- D** Why does Salah need sandals for the second trip?

2. Point and say sentences.

In hot and sunny weather

In cold and snowy weather

In wet and windy weather

In hot and sunny weather, you should wear...



1. 🎧 Listen and read. 📖 Then order the sentences.

Picking cotton in Sudan

Hello, I'm Majda.



- (A) We worked until it was dark.
- (B) When we finished, we emptied the cotton.
- (C) I picked cotton and put it into a big sack.
- (D) At twelve o'clock, we stopped and rested.
- (E) This story happened during my school holiday.
- (F) Each day, I picked lots of cotton.
- (G) We helped my dad to pick cotton.
- (H) We walked to the cotton fields early in the morning.

2. Change the sentences to the past tense. Say them.

- (A) I help my mother to clean the house. Last week, ...
- (B) We walk to school in the morning. On Sunday, ...
- (C) My dad finishes work at three o'clock. Yesterday, ...
- (D) I always work from eight to four. Last year, ...
- (E) We live in a big house in Baouga. Five years ago, ...

Last week, I helped my mother to clean the house.





## 1. Read, say and repeat.



**A** A hat-seller walked from village to village to sell hats. When he was tired, he rested under a tree. Later, he opened his eyes and looked in his sack: no hats!



**B** Then the hat-seller looked up in the tree and saw six monkeys, each with a hat on! He shouted and pointed at his sack. The monkeys shouted and pointed at the sack.



**C** The hat-seller was very angry. He jumped up and down and threw his hat on the ground. The monkeys jumped up and down and threw their hats on the ground.



**D** The hat-seller was very happy now. He picked up the hats and put them into the sack and said: "Thank you, monkeys. Goodbye." He waved. The monkeys waved back!

## 2. Say and act. Use the words in the box.

<b>A</b> walked	rested	opened	looked in
<b>B</b> looked up	saw	shouted	pointed
<b>C</b> was angry	jumped	threw	
<b>D</b> was happy	picked up	put	waved



1. Read, ask and answer.



Hello, my name is Musa and I'm a policeman. I wear a blue uniform so people can see me. I like my job a lot.

Hello, I'm Ibrahim. I'm a fireman. I wear a uniform, a helmet, heavy clothes, gloves and boots. These protect me from fire and heat.



Hello, I'm Huda. I'm a doctor and I work in a hospital. I usually wear a white coat. It must be very clean.



Hi, I'm Osman. I'm a mechanic. I work with cars. I wear overalls to protect my clothes.

- 1 Why does Musa wear a uniform?
- 2 What is Ibrahim's job?
- 3 Where does Huda work?
- 4 What is Osman's job?

2. Match the clothes and the jobs.

<p>A</p>	<p>B</p>	<p>C</p>	<p>D</p>	<p>E</p>
----------	----------	----------	----------	----------

3. Say sentences about the people and their jobs.

Musa is a policeman.  
He wears a...



1. 🗣️ Listen, read and say.



2. 📖 Write about clothes for different seasons.

550	We wear gloves in winter. Gloves are sometimes made of...
-----	---

3. Tell the story of the hat-seller and the monkeys.



A hat-seller walked from village to village to sell hats. He was tired and...

4. 📖 Add words.

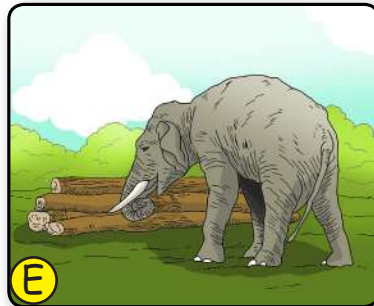
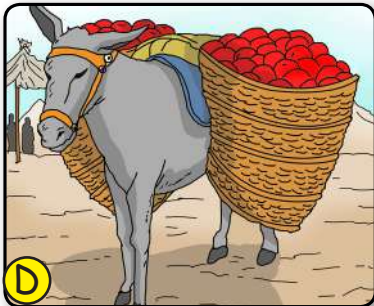
Clothes	Past verbs	Materials
coat	answered	cotton

5. Say it. Spell it!



1. Read and match.

a falcon      a sheep dog      a guide dog  
 an elephant      a donkey      a camel



2. Read and say sentences about how animals help us.

A camel A donkey An elephant A falcon A guide dog A sheep dog	helps people to	go from place to place. find where they want to go. carry heavy loads. look after other animals. hunt and catch other animals.
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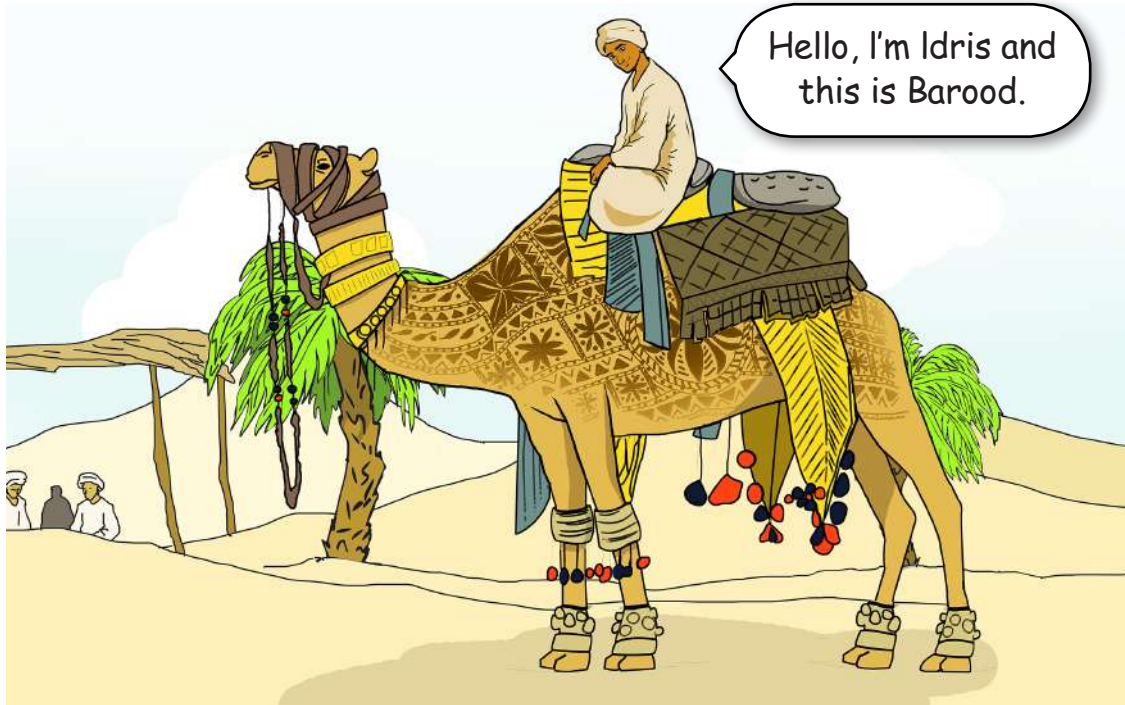
3. Play 'One and More than One'.

- (A) a boy    (B) a child    (C) a camel    (D) a person  
 (E) a woman    (F) a girl    (G) a sheep    (H) an elephant



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

cut      had      gave      rode      took      woke up



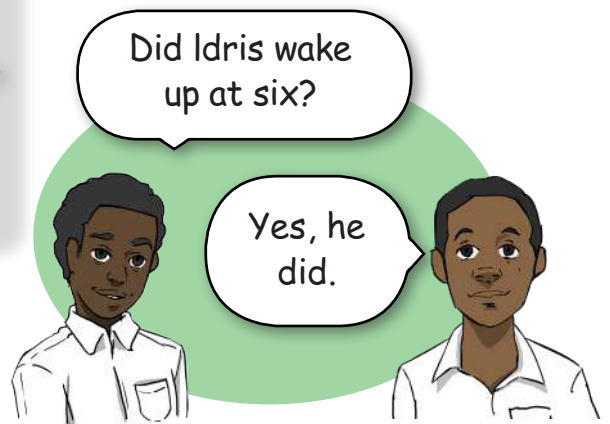
Yesterday morning, I **A** ... at six o'clock.  
 I washed Barood and **B** ... patterns into his coat.  
 Then I **C** ... the bride to the ceremony. She **D** ... on Barood.  
 At the ceremony, Barood moved his head and body to the music.  
 After the ceremony, I **E** ... Barood food and water. We **F** ... a wonderful day.

2. Ask and answer.

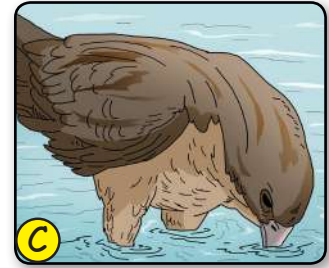
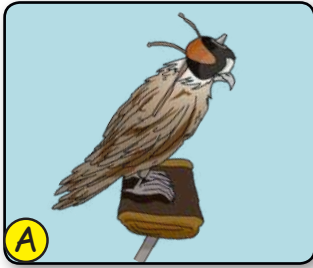
Yes, he did.

No, he didn't.

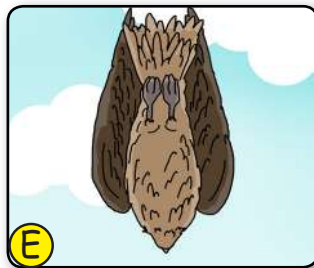
- A** Did Idris wake up at six?
- B** Did Idris wash Barood yesterday?
- C** Did Idris paint patterns on Barood's coat?
- D** Did Idris ride Barood to the ceremony?
- E** Did Idris give Barood water?
- F** Did Idris have a wonderful day?



## 1. Read, match and say.

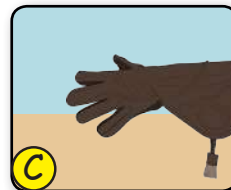
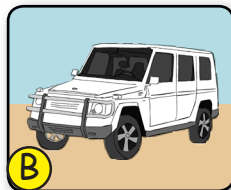


- ① Here is a falcon with his owner who is from Bahrain. The falcon hunts in the desert.
- ② The falcon trains every day with its owner who wears a leather glove to protect his hand.
- ③ The owner covers the eyes of the falcon when it is not hunting.
- ④ The falcon is the fastest bird or animal. It can dive at about 300 kilometres an hour.
- ⑤ Here, the falcon catches birds or small mammals to eat.
- ⑥ After it hunts, the falcon needs time to rest, drink and clean its feathers.



## 2. Say sentences about the owner. Use the phrases in the box.

... drives a white car.      ... wears a leather glove.  
 ... is from Bahrain.      ... enjoys fishing, too.



1. Look, read and say sentences. Use You must or You mustn't.

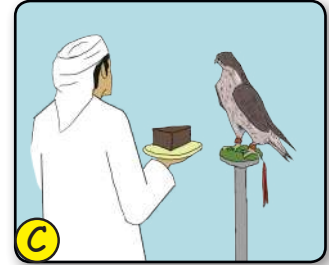
Look after your falcon



... always wear a glove.



... be kind to the falcon.



... give the bird cake.



... keep the bird inside.



... train the falcon every day.



... put the bird in a cage.

2. Listen and check. Then ask and answer.

Must I always wear a glove?

Yes, you must always wear a glove.

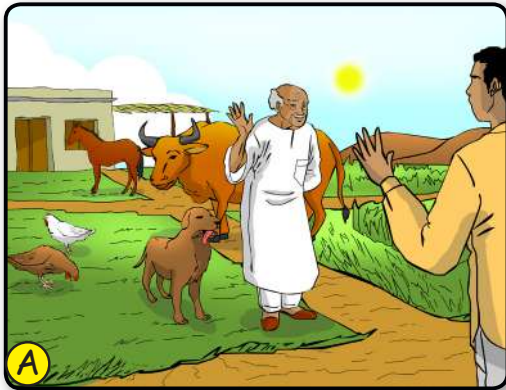
3. Read, ask and answer.



The Abu Dhabi Falcon Hospital was the first hospital in the world for falcons. It is in the United Arab Emirates. It opened in 1999. It is the largest falcon hospital in the world. Last year, it looked after 6,000 falcons.

- A Where is the Abu Dhabi Falcon Hospital?
- B When did the hospital open?
- C How many birds did it look after last year?

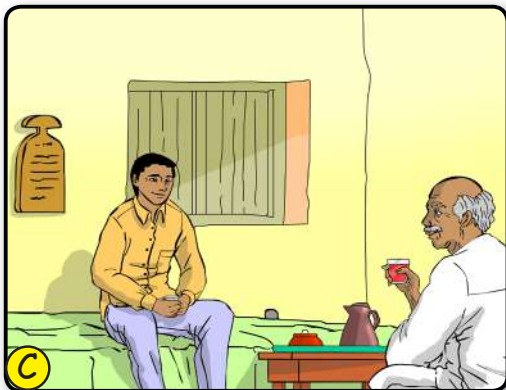
1.  Listen, read and repeat. Then say and act.



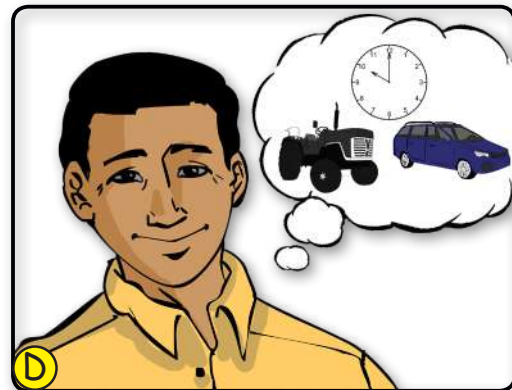
Hamid is an old farmer. He had an ox, a horse, a dog and chickens on his farm. His brother Ali visited him one day and asked: "Why do you keep these animals?"



Hamid answered: "The ox ploughs my fields. The horse takes me to town. The dog protects us. The chickens wake us up and give us eggs and meat."



Ali said: "But you need to look after the animals. You need to give them food and water and clean them. You are old now and it is hard work!"



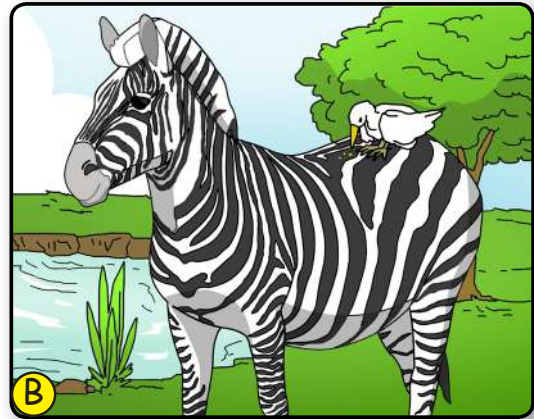
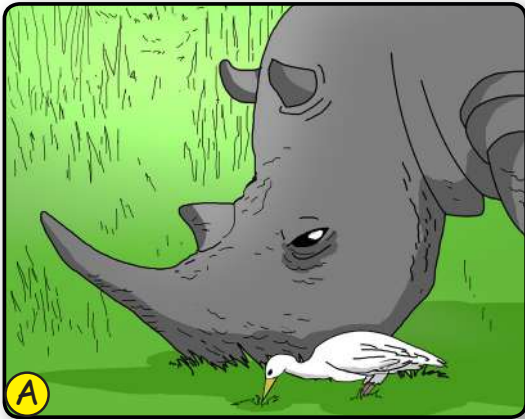
Ali added: "You should stop work or you should sell the animals. Or you can buy a tractor, a car and a clock. They are better than animals."

2. Make sentences about what Hamid should do with his animals.

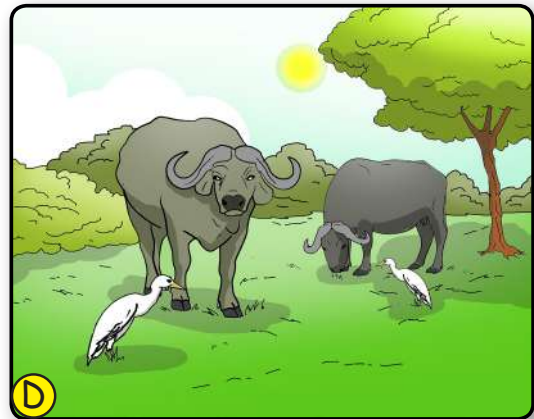
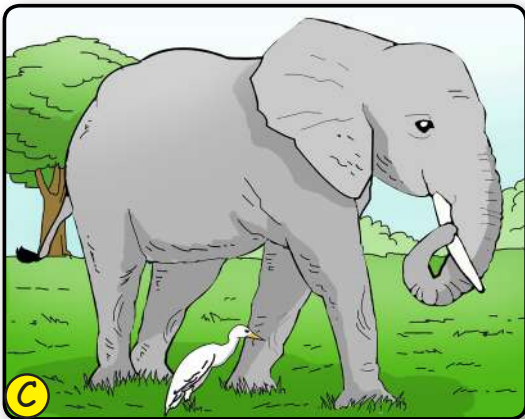
Hamid should	sell his animals keep his animals stop work	because	machines are easier. it's hard to be a farmer. he likes them. he is an old man. animals are better. machines are faster.
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1.  Listen, match and say.



Can you eat nearby to a rhino's eye?  
 Can you have a snack on a zebra's back?  
 Can you stand and look near an elephant's foot?  
 Can you walk on the ground with a buffalo around?  
 We can't do these things but a cattle egret can,  
 because it's safe for the bird but not safe for a man.



2. Read, ask and answer.

Rhinos, zebras, elephants, buffalo and other animals eat grass and plants. Cattle egrets find worms and insects on the skin and hair of these animals and eat them. This is how cattle egrets help these animals.

Insects live and hide in the grass and leaves of plants. When animals eat, they move the grass and leaves of plants and insects come out. Cattle egrets are waiting close to the animals. When the insects come out, cattle egrets eat them. This is how rhinos, zebras and other animals help cattle egrets.

- A** Which animals eat grass and plant leaves?
- B** How do cattle egrets help rhinos, zebras and other animals?
- C** Why do cattle egrets stand near rhinos, zebras and other animals?

1. Read the questions. Then read Karan's letter and answer.

- A** Who did Karan write to?
- B** What did Karan do after breakfast?
- C** Where is the Elephant Festival?
- D** When did Karan go home?



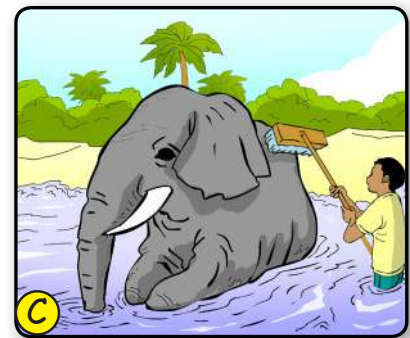
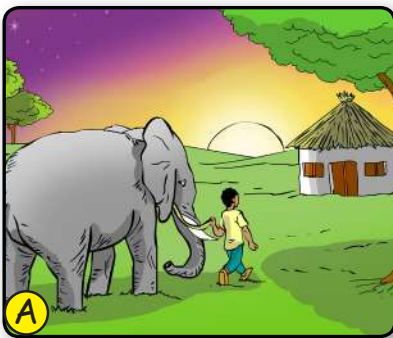
Dear Uncle,

Yesterday, I woke up at half past five and I ate breakfast. After that, I went to see Amit, my elephant. I gave him food and lots of water to drink. Then I took Amit to the river and washed and cleaned him. I put gold and red material on him and painted patterns on his body.

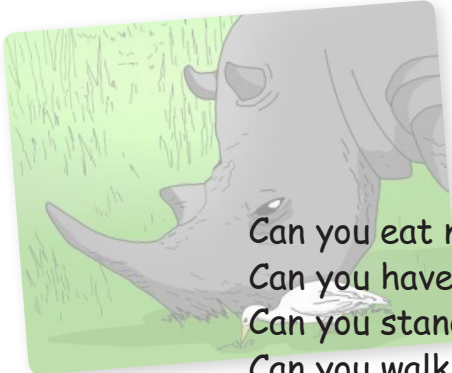
When we arrived at the Elephant Festival in Jaipur, there were lots of tourists. The tourists said Amit looked nice. They took photos of him and some of them rode on him. We went home at six o'clock. We enjoyed our day at the Festival.

Karan

2.  Read Karan's letter again and order the pictures.



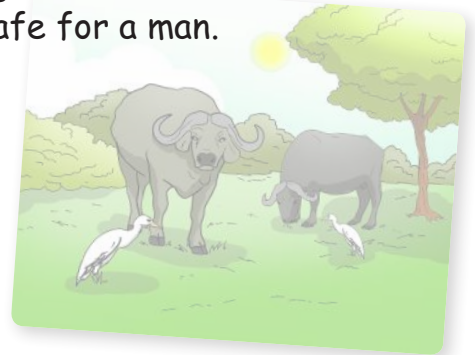
1. 🎧 Listen, read and say.



Can you eat nearby to a rhino's eye?  
 Can you have a snack on a zebra's back?  
 Can you stand and look near an elephant's foot?  
 Can you walk on the ground with a buffalo around?



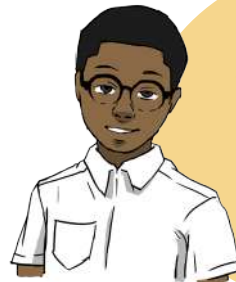
We can't do these things but a cattle egret can,  
 because it's safe for the bird but not safe for a man.



2. 📖 Write about the Abu Dhabi Falcon Hospital.

3. Tell the story of Hamid and his animals.

9605	The Abu Dhabi Falcon Hospital is...
------	-------------------------------------



An old farmer had some animals on his farm. He had an ox, a dog...

4. 📖 Add words.

5. Say it. Spell it!

Animals	Past verbs	Verbs
falcon	took	train
camel	wrote	hunt



better  
 bride  
 cage snack  
 dive train  
 hunt

1.  Listen, read and chant.



We're boys and girls from all Sudan.  
 We can build the future of our land.  
 Boys and girls can make things better.  
 We can help in any weather.  
 We can help and work together.  
 We can make the dark days lighter.  
 We can make our future brighter.  
 We're boys and girls from all Sudan.  
 We can give a helping hand.

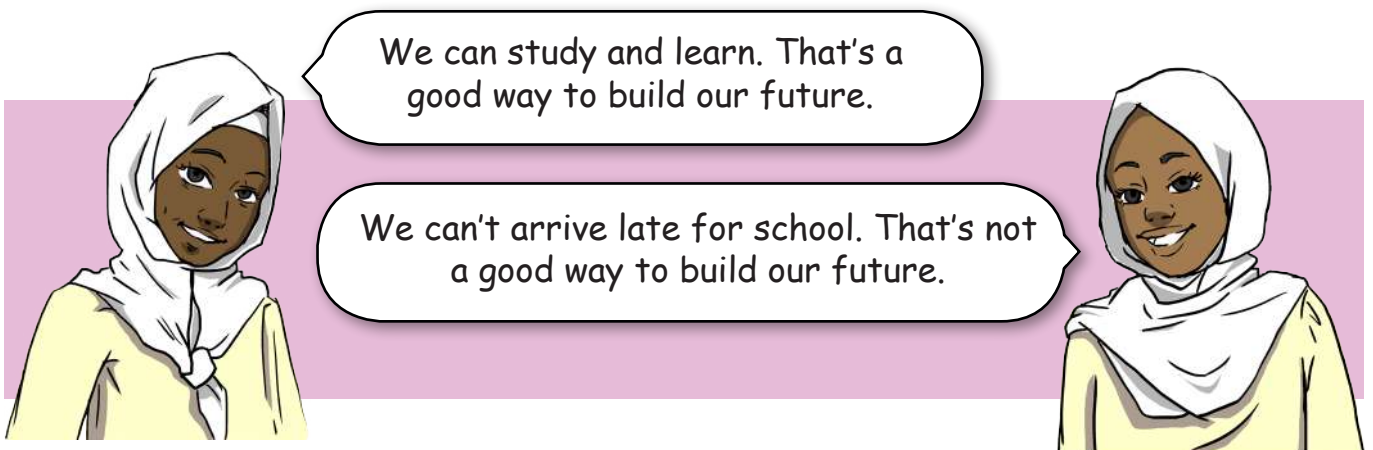


2. Read and say **Yes** or **No**. Then say sentences.

Ways to build our future

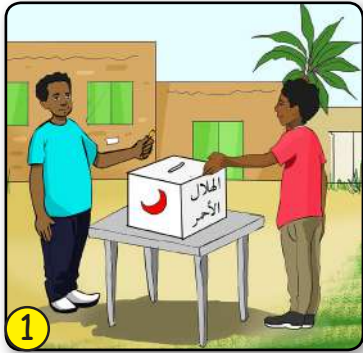
- A** We can study and learn.
- B** We can arrive late for school.
- C** We can eat healthy food.
- D** We can exercise and do sports.
- E** We can speak on the phone for a long time.
- F** We can help people who need help.
- G** We can watch lots of TV.
- H** We can do what our parents ask.
- I** We can spend money quickly.

3. Say sentences about ways to build our future.




## 1. Read and match.

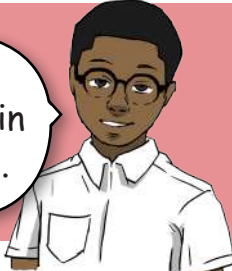
- A** They are picking cotton.
- B** They are handing out Ramadan packages.
- C** They are painting a school.
- D** They are running a race.
- E** They are putting money in a charity box.



## 2. Ask and answer about the pictures.




What are the people doing in the first picture?




They are putting money in a charity box.

## 3. Ask and answer. Use who.

- A** want / help people / ill
- B** want / help people / poor
- C** want / help farmers / haven't got land
- D** want / help people / haven't got homes
- E** want / help children / study at that school



Why are they putting money in a charity box?



They want to help people who are ill.

1. Look and make correct sentences.



- A** There are a lot of / aren't enough places to sit.
- B** There are a lot of / aren't many children in the playground.
- C** There aren't many / are a lot of trees in the playground.
- D** There is a lot of / isn't enough shade in the playground.
- E** There is a lot of / isn't much rubbish in the bin.
- F** There is a lot of / isn't much space in the playground.

2. Say sentences about the picture.

There is a lot of... There isn't much...

There are a lot of... There aren't many...



There are a lot of grapes in the picture.

There isn't much water in the picture.

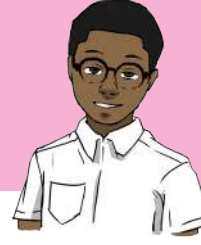


juice	milk	grapes	tomatoes
water	bread	bananas	potatoes

## 1. Listen and point.



Mona



Salah

football on TV

healthy food

science magazines

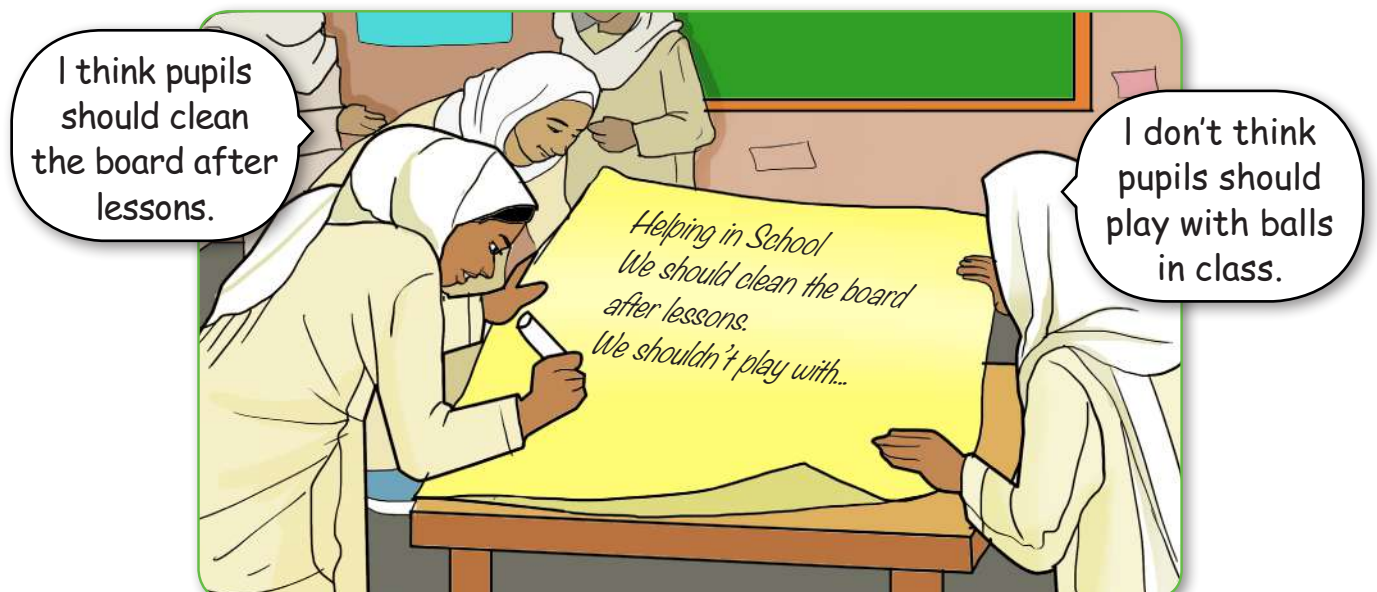
junk food

## 2. Listen again. Then ask and answer.

- A** What does Mona like doing?
- B** What does she dislike doing?
- C** What food does she think we should eat?
- D** What does Salah like doing?
- E** What does he dislike doing?
- F** What does he think we should do?



## 3. Say sentences about good classroom habits. Use should or shouldn't.



## 1. Read, point and complete.

bought died got saw sold went



Ali was a young boy who was very poor. Every day, he ①... to the market and ②... water.



Ali ③... a little money from selling the water and ④... food for his mother and his sister.



One day, a shopkeeper ⑤... Ali and asked: "Why aren't you at school?"  
"I'm working to help my mother," Ali answered.



"Where's your father?" the shopkeeper asked.  
"He ⑥... two years ago," Ali said. "We are poor now. Please help us."

## 2. Ask and answer.

- |                                    |                               |
|------------------------------------|-------------------------------|
| ① Where did Ali work?              | ② How much money did Ali get? |
| ③ What did the shopkeeper ask Ali? | ④ When did Ali's father die?  |

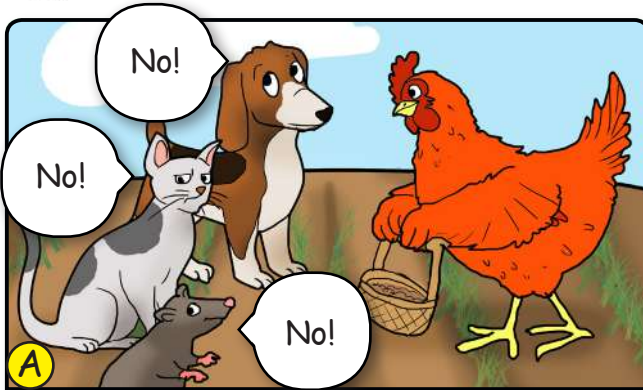
## 3. Say sentences about what the shopkeeper should do.

I think the shopkeeper should...

① ... give Ali food	because so	Ali should be at school.
② ... call the school		Ali can work and study, too.
③ ... buy water from Ali		Ali gets some money.
④ ... give Ali a weekend job		Ali's family is not hungry.



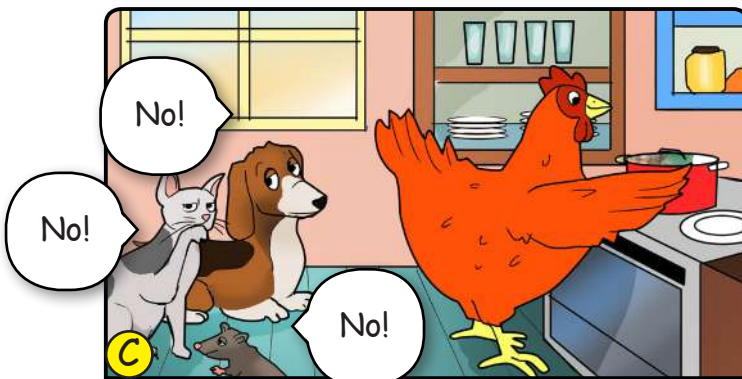
## 1. Listen, read and repeat.



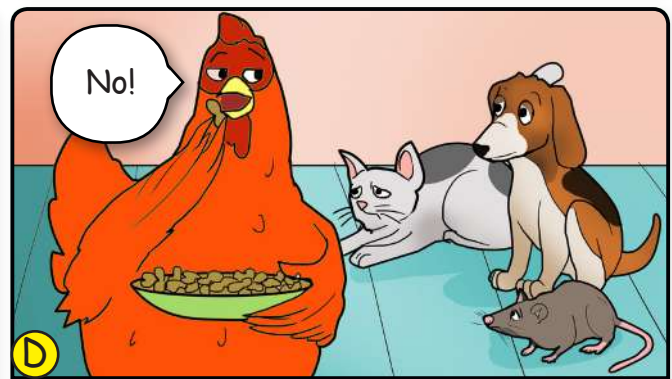
A little red hen found some seeds and asked a cat, a rat and a dog: "Can you help to plant these seeds?" "No!" they said. So the red hen planted the seeds without help.



After four months, the seeds grew into peanut plants. The hen asked her friends: "Can you help to harvest the peanuts?" "No!" they said. So the red hen harvested the nuts without help.



The hen asked her friends: "Can you help to cook the peanuts?" "No!" they said. So the red hen cooked the peanuts without help. Then the lazy friends smelled the cooked nuts.



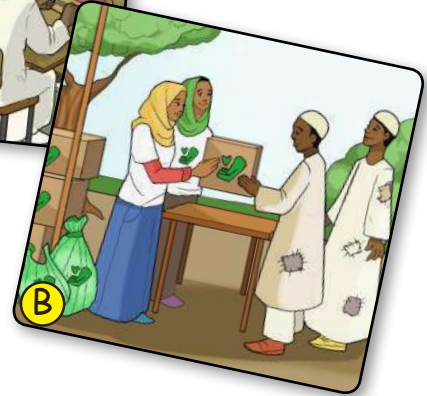
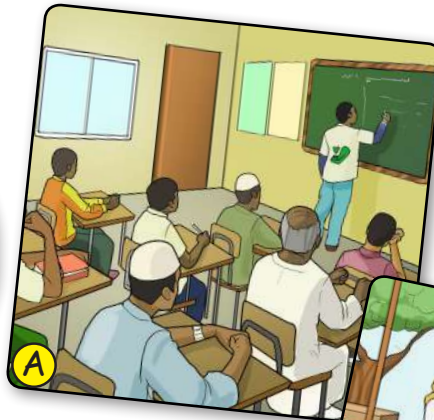
They asked: "Can we have some?" The hen answered: "No! I planted, I harvested and I cooked the peanuts without help. I can eat the peanuts without help." The hen ate them all.

## 2. Read and make correct sentences.

- (A) The cat, the rat and the dog planted / didn't plant the seeds.
- (B) The hen harvested / didn't harvest the plants without help.
- (C) The hen asked / didn't ask her friends to help cook.
- (D) The cat, the rat and the dog helped / didn't help the hen to cook.
- (E) The hen gave / didn't give peanuts to the cat, the rat and the dog.
- (F) The hen ate / didn't eat all the peanuts without help.

## 3. Say and act.

## 1. Ask and answer about the pictures.



- 1 What are these young people doing?
- 2 Who are they helping?
- 3 How are they helping?

## 2. Read and match.

- A** I'm a volunteer for 'Green Hands'. 'Green Hands' helps people who need help. I work for them every Friday. Volunteers never work for money.
- B** We help poor schools. We often buy books and sports equipment for the school. We usually give art materials, too.



- C** Volunteers always hand out food and water packages to children in hospitals on Fridays. We also give blankets to poor people in winter.
- D** 'Green Hands' collects money from people. We put charity boxes at mosques and other places. People often see advertisements for 'Green Hands' on TV.

## 3. Say sentences about the things 'Green Hand' volunteers do.

1. 🎧 Listen, read and chant.



We're boys and girls from all Sudan.  
We can build the future of our land.  
Boys and girls can make things better.  
We can help in any weather.  
We can help and work together.



We can make dark days lighter.  
We can make our future brighter.  
We're boys and girls from all Sudan.  
We can give a helping hand.  
We can help and work together.



2. 📖 Write about the little red hen. Use these verbs.

3. Tell the story of Ali and the shopkeeper.

- found      asked      said no
- didn't help      planted      harvested
- cooked      ate



4. 📖 Add words.

5. Say it. Spell it!

- |            |            |           |
|------------|------------|-----------|
| Adjectives | Past verbs | Food      |
| ill        | bought     | burger    |
| lazy       | grew       | junk food |





## 1. Listen, read and chant.

I'd like to see the world. I'd like to take a trip.  
 I'd like to take a bus. I'd like to sail a ship.  
 I'd like to drive a car. I'd like to catch a train.  
 I'd like to ride a motorbike or fly up a plane.  
 I'd like to make new friends. I'd like to see new faces.  
 I'd like to leave my town and travel to new places.  
 Of course I love my family. Of course I love my home.  
 But I want to travel to Cairo, visit Paris and see Rome.  
 I'd like to travel north and I'd like to travel west.  
 I'd like to travel south and east and see which one is best.

## 2. Ask and answer.



A Osama



B Hassan



C Sara



D Elham

Cairo

Paris

Atbara

Jeddah

train

plane

bus

ship

Where would  
Osama like  
to go?



How would  
Osama like to  
go there?

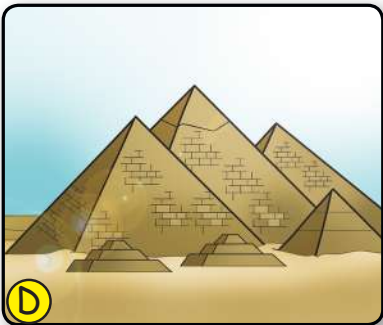
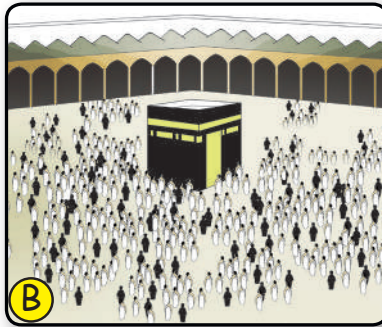


## 1. Read and find six reasons why people travel.

There are different ways to travel on land and sea and in the air. There are also different reasons for travel, too. People travel by sea to study or to work. They also visit family and friends who live in different countries. They travel to see beautiful or old places like the pyramids. People go overseas on holiday to rest and have a nice time. People also travel to make new friends and see new places. Finally, lots of Muslims travel by ship or plane to Saudi Arabia every year for Hajj.

## 2. Say sentences about the pictures.

*People travel to...*

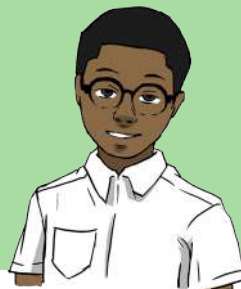


## 3. Ask and answer.

Where would you like to travel?

How would you like to travel?

Why would you like to travel?



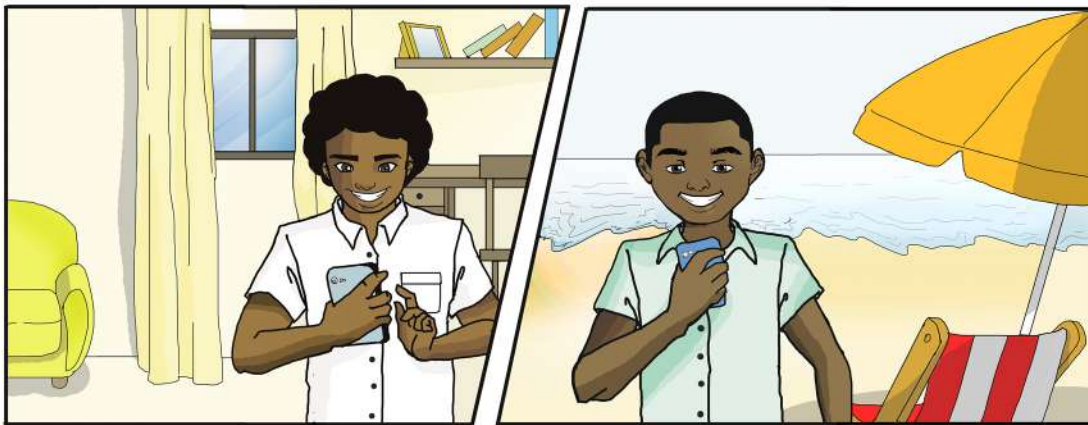


### 1. Read, ask and answer.

- A Who is the text message to?
- B Where is the writer of the text message now?
- C What time did the writer arrive?
- D How long did the bus stop?
- E Who did the writer see yesterday?



### 2. Listen and complete correct sentences.



- |  |                    |                       |
|--|--------------------|-----------------------|
| A Hassan went to Port Sudan to:        | 1 visit his uncle. | 2 have a holiday.     |
| B Hassan went to Port Sudan by bus to: | 1 see places.      | 2 save money.         |
| C Hassan stopped for two hours to:     | 1 change buses.    | 2 eat and pray.       |
| D On Tuesday morning, Hassan went to:  | 1 see Hamdi.       | 2 shop at the market. |
| E Hassan went to the beach to:         | 1 have lunch.      | 2 walk.               |

### 3. Ask and answer. Use why and where.

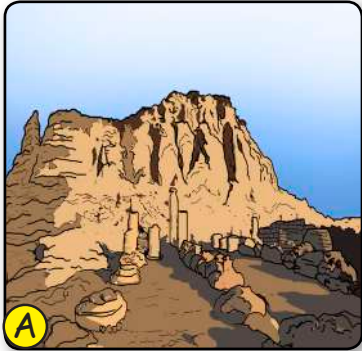
Why did Hassan go to Port Sudan?



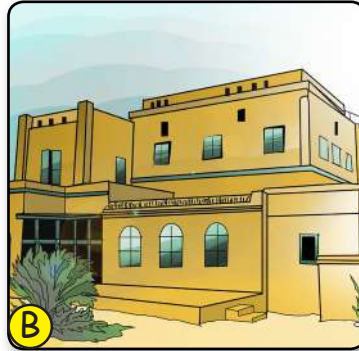
He went to Port Sudan to visit his uncle.



## 1. Point and say sentences with Let's or How about.



... explore Jebel Barkal.



... visit El Fashir.

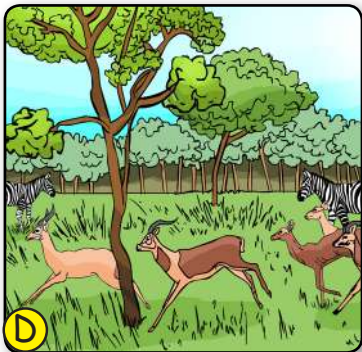


... go to the Red Sea.

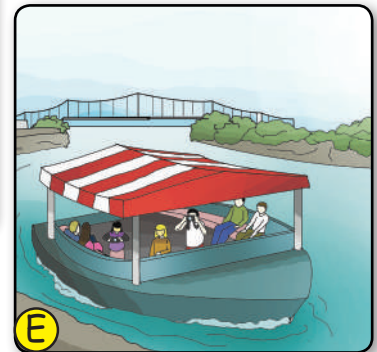
Let's sail on the River Nile.



Or how about exploring Jebel Barkal?



... visit Dinder Park.



... sail on the River Nile.

## 2. Ask and answer about the pictures.

- A** Climb the mountain.
- B** See the Sultan's Palace.
- C** Dive and see the fish and the coral.
- D** Take photos of animals.
- E** Rest and have a nice time.



**Salah:** Where would you like to visit in Sudan?

**Hassan:** I'd like to explore Jebel Barkal.

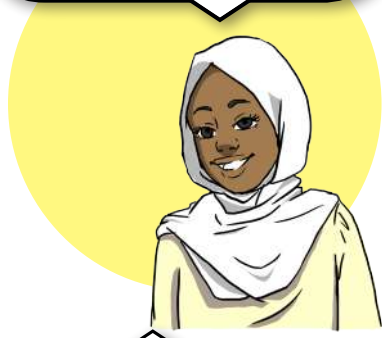
**Salah:** Why would you like to explore Jebel Barkal?

**Hassan:** I want to climb the mountain.

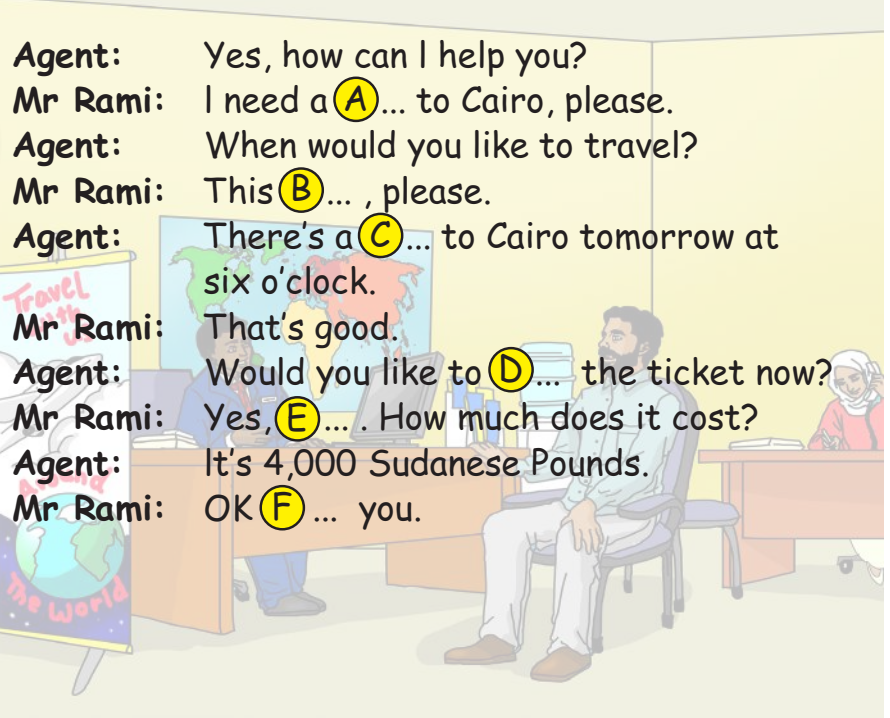
1. Read and complete.  Then listen and check.

buy   flight   please   Thanks   ticket   week

Osama's dad, Mr Rami, wants to travel to Cairo.



Mr Rami goes to a travel agent.



Agent: Yes, how can I help you?  
 Mr Rami: I need a **A**... to Cairo, please.  
 Agent: When would you like to travel?  
 Mr Rami: This **B**... , please.  
 Agent: There's a **C**... to Cairo tomorrow at six o'clock.  
 Mr Rami: That's good.  
 Agent: Would you like to **D**... the ticket now?  
 Mr Rami: Yes, **E**... . How much does it cost?  
 Agent: It's 4,000 Sudanese Pounds.  
 Mr Rami: OK **F**... you.

2. Say sentences with so or because.

- a bag
- an orange
- a ticket
- money
- a passport

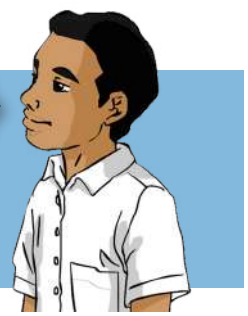


- a TV
- a mobile
- a pen
- water



Mr Rami needs a passport so he can travel to Cairo.

Mr Rami doesn't need water because he can buy it in Cairo.





## 1. Read and answer.

Jules Verne was born in 1828 and died in 1905. He was a writer who wrote a lot of books. In 1873, Jules Verne wrote his famous story 'Around the World in 80 Days'.



- A** When was Jules Verne born?
- B** When did he die?
- C** When did he write 'Around the World in 80 Days'?

## 2. Read, ask and answer.



150 years ago, it was very difficult to travel quickly. Phileas Fogg wanted to be the first person to travel around the world in 80 days.



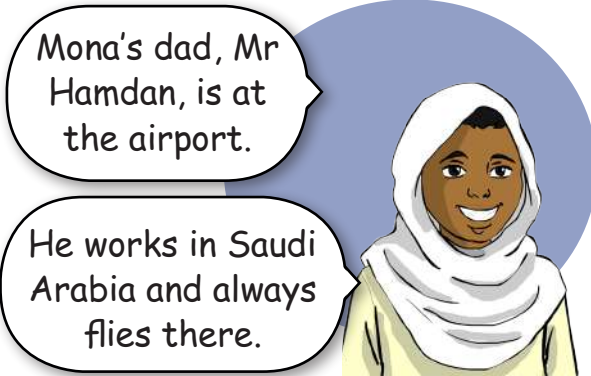
Phileas travelled with a man called Passepartout. They started in London and travelled by train and ship. They had many adventures on their journey.



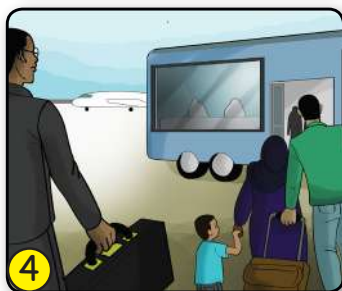
Phileas and Passepartout arrived back in London after 80 days. They thought they were five minutes late but they weren't. They won a prize of £20,000 for their journey.

- 1** What did Phileas Fogg want to do?
- 2** Where did Phileas and Passepartout start their journey?
- 3** How did they travel?
- 4** Were they late?
- 5** What was their prize?

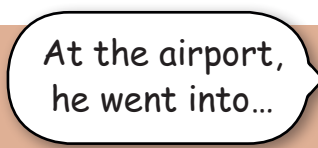
1. Look and say. Then read and match.



- A** At the airport, Mr Hamdan goes into the Departure Hall.
- B** He goes to the Check-in Desk to show his ticket.
- C** After that, Mr Hamdan moves to Passport Control. Here, he shows his passport to the police officer.
- D** Next, Mr Hamdan goes through a security check.
- E** Then he walks to the Departure Gate.
- F** Finally, a bus takes Mr Hamdan to his plane.



2. Say sentences about Mr Hamdan's trip to Saudi Arabia.



1. Listen, read and chant.



I'd like to see the world. I'd like to take a trip.  
 I'd like to take a bus. I'd like to sail a ship.  
 I'd like to drive a car. I'd like to catch a train.  
 I'd like to ride a motorbike or fly up a plane.  
 I'd like to make new friends. I'd like to see new faces.  
 I'd like to leave my town and travel to new places.  
 Of course I love my family. Of course I love my home.  
 But I want to travel to Cairo, visit Paris and see Rome.  
 I'd like to travel north and I'd like to travel west.  
 I'd like to travel south and east and see which one is best.



2.  Write about travel by plane overseas. Use these words.

3. Talk about Jules Verne and 'Around the World In Eighty Days'.

Departure Hall	passport
ticket	need
airport	security
Check-in Desk	Passport Control
Departure Gate	



Jules Verne was a writer who wrote a lot of books. He was born...

4.  Add words.

5. Say it. Spell it!

Jobs	Past verbs	Air travel
police officer	flew	flight
travel agent	thought	ticket



**Sudan  
Modern  
Integrated  
Learning of  
English**

**SMILE Series: Book 3**

**Activity Book  
Grade 5: Basic Level**



### A. Find and circle six school subjects.

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

### B. Complete the sentences. Use the words in the box.

do    have    ~~When~~    History    on  
is    past    study    Thursday

- (1) When (2) \_\_\_\_\_ Arabic today?    It's at a half (3) \_\_\_\_\_ nine.  
 What days (4) \_\_\_\_\_ we got (5) \_\_\_\_\_?    It's on Monday and (6) \_\_\_\_\_.  
 What (7) \_\_\_\_\_ you study first (8) \_\_\_\_\_ Sunday?    I (9) \_\_\_\_\_ Arabic.

### C. Read to your partner. Then write and answer.

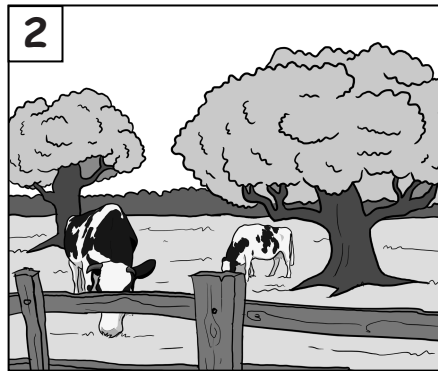
Osama has got his new timetable. He's got English on Monday, Wednesday and Thursday. His favourite subject is Maths. He studies Maths on Sunday, Tuesday and Wednesday. His first Maths class is at eight o'clock on Sunday.

- When is Maths on Sunday?  
\_\_\_\_\_
- Write your question here.  
\_\_\_\_\_
- Answer your partner's question here.  
\_\_\_\_\_

## A. Write sentences about the pictures.



1 Abdullah / Port Sudan / nice



2 Lena / uncle's farm / hot



3 Ali and Amr / Khartoum / busy

1. *Abdullah was in Port Sudan for his holiday. It was nice.*

2. \_\_\_\_\_

3. \_\_\_\_\_

## B. Write answers for the questions.

1. Where was your holiday?

\_\_\_\_\_

2. Who were you with during your holiday?

\_\_\_\_\_

3. What was your holiday like?

\_\_\_\_\_

## C. Read to your partner. Then write and answer.

Mr Ashraf's holiday was in London. He was there with his wife, his children and his brother. Mr Ashraf's holiday was nice but the weather in London was very cold when he was there.

1. What was Mr Ashraf's holiday like?

\_\_\_\_\_

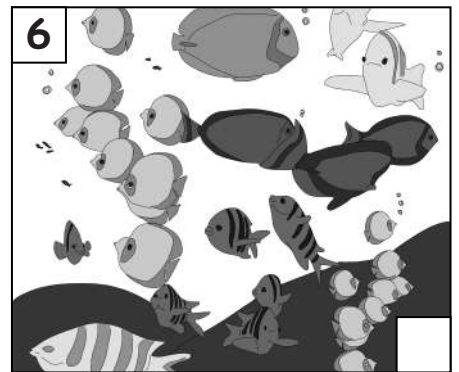
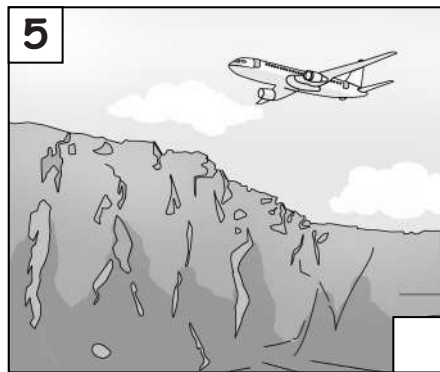
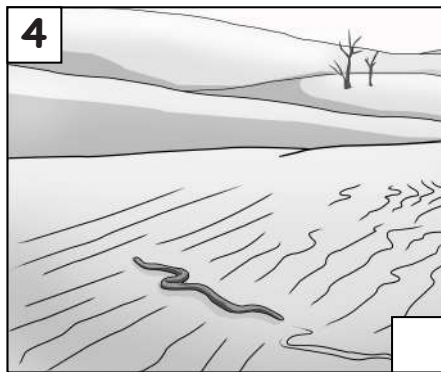
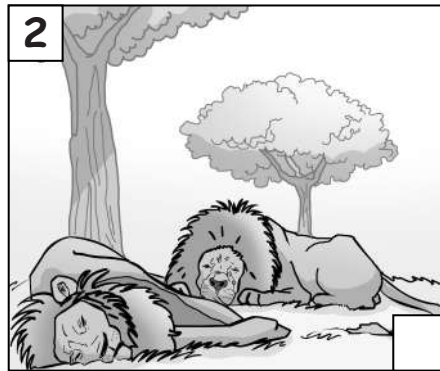
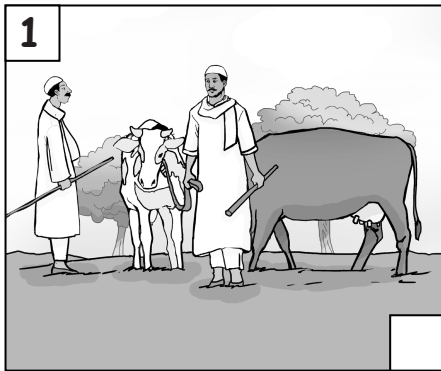
2. Write your question here.

\_\_\_\_\_

3. Answer your partner's question here.

\_\_\_\_\_

## A. Listen, match and write the letters.



## B. Write sentences about the pictures.

1. *The farmers are looking after their animals.*
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

## C. Read to your partner. Then write and answer.

Sudan is a big country with many different things to see : deserts, mountains, rivers, forests, towns and villages. Different animals live in Sudan: lions, crocodiles, camels, elephants and many others. You can see lots of animals in Dinder Park.

1. What things can you see in Sudan?

\_\_\_\_\_

2. Write your question here.

\_\_\_\_\_

3. Answer your partner's question here.

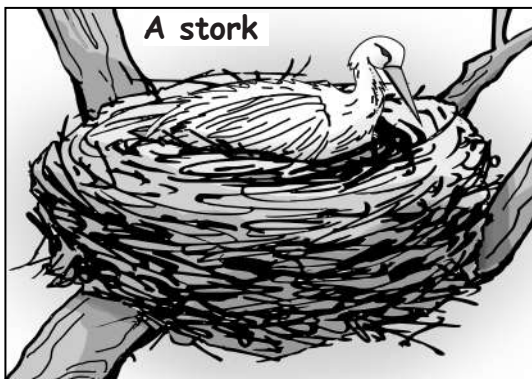
\_\_\_\_\_

## A. Complete the sentences. Use the words in the box.

are a the an of

This is (1) an elephant. Elephants (2) \_\_\_\_\_ big animals.  
Sudan is (3) \_\_\_\_\_ big country. Lots (4) \_\_\_\_\_ animals live there.  
I can see (5) \_\_\_\_\_ snake. (6) \_\_\_\_\_ snake is green and yellow and is long.  
It's (7) \_\_\_\_\_ very nice day today. (8) \_\_\_\_\_ sun is shining.  
Can I have (9) \_\_\_\_\_ orange juice to drink and (10) \_\_\_\_\_ apple to eat, please?

## B. Write sentences about the bird.



*This large bird is a stork.*

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**Lives:** in a big nest  
**Food:** small mammals  
**Colour:** white or white and black  
**Wings:** sometimes 3 metres long

## C. Read to your partner. Then write and answer.

Secretary birds are beautiful birds. They live in Sudan and in countries near Sudan. They are large birds and are sometimes 1m 30 tall. They can run fast across the ground and eat snakes, rats and other small animals. The secretary bird is the emblem of Sudan and Sudanese people like this bird.

1. Where do secretary birds live?  
\_\_\_\_\_
2. Write your question here.  
\_\_\_\_\_
3. Answer your partner's question here.  
\_\_\_\_\_

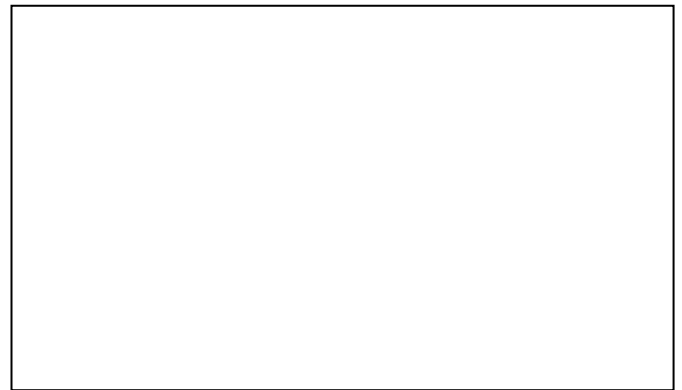
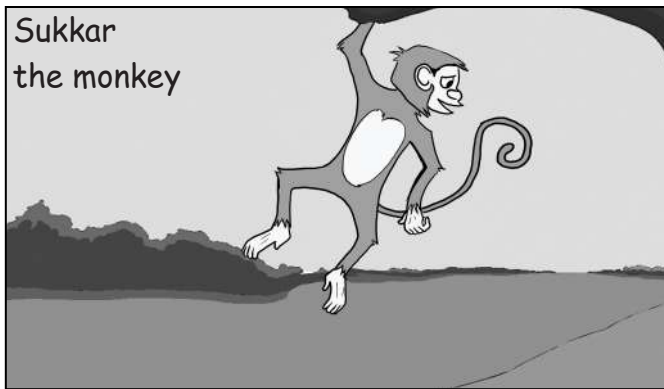




## A. Change the sentences into questions.

- Sukkar lives near the River Nile. Does Sukkar live near the River Nile?
- Two crocodiles live near Sukkar. Do two
- Sukkar eats fruit every day. \_\_\_\_\_
- Sukkar gives the crocodiles mangoes. \_\_\_\_\_
- The crocodiles like eating meat. \_\_\_\_\_
- The crocodiles invite Sukkar to lunch. \_\_\_\_\_
- Mr Crocodile takes Sukkar with him. \_\_\_\_\_
- Mrs Crocodile wants to eat his heart. \_\_\_\_\_

## B. Draw a picture from the story. Then write two sentences about it.



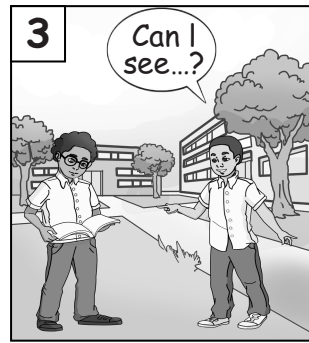
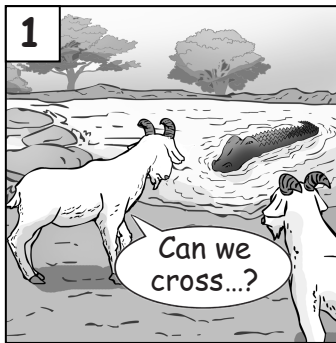
*This is a picture of Sukkar the monkey. He lives in a tree next to the River Nile.*

## C. Read to your partner. Then write and answer.

Sukkar is a monkey. He lives in a tree next to the River Nile. Every day he gives some mangoes to Mrs Crocodile. One day Mrs Crocodile is very hungry. She says to Mr Crocodile: "I want meat to eat. I don't want mangoes."

- Where does Sukkar live?  
\_\_\_\_\_
- Write your question here.  
\_\_\_\_\_
- Answer your partner's question here.  
\_\_\_\_\_

## A. Write sentences about the pictures.



1. *Can we cross the river, please?*

2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## B. Join the sentences with because or so.

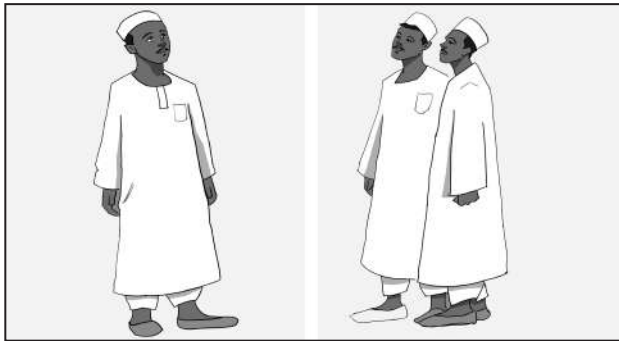
1. I'm hot. I want a drink. *I want a drink because I'm hot.*
2. Sukkar is afraid. He thinks fast. \_\_\_\_\_
3. Ali can't drive. He catches a bus. \_\_\_\_\_
4. Mrs. Crocodile is hungry. She is angry. \_\_\_\_\_

## C. Read to your partner. Then write and answer.

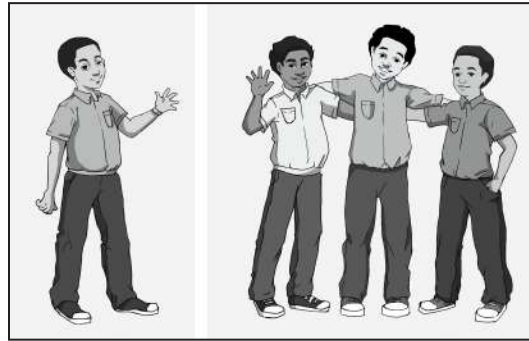
Nile Crocodiles are long, big and dangerous. They live in the River Nile and other rivers in Sudan and countries near it. They walk, run and swim and have long mouths with sharp teeth. Nile crocodiles eat fish, reptiles and mammals.

1. What are Nile crocodiles like?  
\_\_\_\_\_
2. Write your question here.  
\_\_\_\_\_
3. Answer your partner's question here.  
\_\_\_\_\_

A. Complete the words about the pictures.



m a n / \_ \_ \_



c h \_ \_ d / c h \_ \_ \_ \_

B. Complete the sentences about the picture. Use the words in the box.



bus      clapping  
 cup      happy  
 is      thousands  
~~picture~~      street  
 team      waving

This is a (1) picture of a football (2) \_\_\_\_\_. The football players are standing on a (3) \_\_\_\_\_. There are (4) \_\_\_\_\_ of people in the (5) \_\_\_\_\_. Everyone is (6) \_\_\_\_\_. Everyone (7) \_\_\_\_\_ smiling. The players have got a big (8) \_\_\_\_\_. People are (9) \_\_\_\_\_ flags. They are ~~cheering~~ and (10) \_\_\_\_\_.

C. Read to your partner. Then write and answer.

In 1959, the Sudanese flag was different to the Sudanese flag now. There were three colours in the old flag: blue, green and yellow. Yellow was for the desert. Blue was for the River Nile. Green was for plants and farms.

1. How many colours were in the old Sudanese flag?

\_\_\_\_\_

2. Write your question here.

\_\_\_\_\_

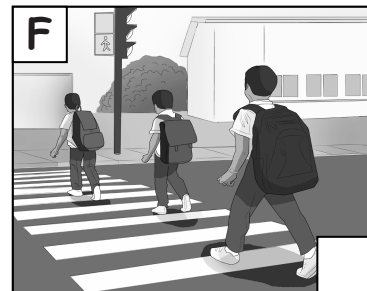
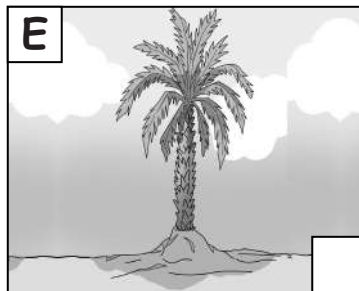
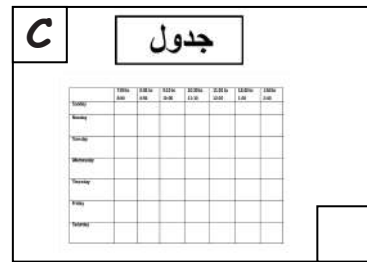
3. Answer your partner's question here.

\_\_\_\_\_



### A. Read, number and say.

1. a child    2. cross    3. a palm tree    4. a rat    5. a timetable    6. wave



### B. Write the words in the correct order.

1. do we / first / What / on Monday? / study

---

2. visit / to the / market / was / fun / Sara's

---

3. eating / Do / mangoes? / like / crocodiles

---

4. lunch / because / I'm / I'd like / hungry / some

---

5. to school, please? / with me / Can you / walk

---

### C. Read to your partner. Then write and answer.

Sudan has got a new flag now. It is not the same as the old Sudanese flag from 1956. There are four colours in the flag. They are black, green, red and white. The colours of the old flag were blue, green and yellow.

1. How many colours are there in the new Sudanese flag?

---

2. Write your question here.

---

3. Answer your partner's question here.

---



# Unit 2 The Earth, the Sun and Space Lesson 1

## A. Make complete sentences. Write the number in the correct box.

- 1. When the sun is in the sky...  ... you mustn't talk at the same time.
- 2. When there are a lot of cars...  ... you mustn't speak or play games.
- 3. When the teacher is talking...  ... you mustn't stay in the sun too long.
- 4. When the weather is very hot...  **1** ... you mustn't look straight at the sun.
- 5. When you are in a library...  ... you mustn't run in the street.

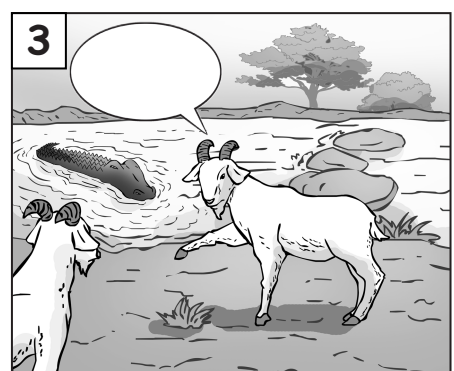
## B. Write sentences about the pictures. Use mustn't.



look / straight / sun



walk / top / wall



cross / river / here

- 1. *You mustn't look straight at the sun in the sky.*
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

## C. Read to your partner. Then write and answer.

The sun is a star. It is very old. It shines all day and it gives us heat and light. It is bright and strong during the day and is hot in the summer. It helps plants grow and keeps away cold. The colour of the sun is yellow, orange or red during different times of the day.

- 1. What is the sun?  
\_\_\_\_\_
- 2. Write your question here.  
\_\_\_\_\_
- 3. Answer your partner's question here.  
\_\_\_\_\_

A. Write words for the pictures. Use and change the words in the box.

big close cold ~~tall~~

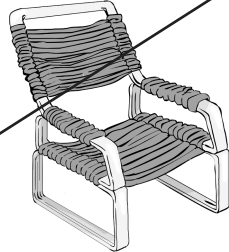


1. tall

~~taller~~

2. [ ] [ ] [ ] [ ]

[ ] [ ] [ ] [ ] [ ]



3. [ ] [ ] [ ]

[ ] [ ] [ ] [ ] [ ] [ ]

4. [ ] [ ] [ ] [ ] [ ] [ ]

[ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]

B. Write questions and answers.

1. planet / hot / Earth / Saturn?

Earth

Which planet is hotter, the Earth or Saturn?

The Earth is hotter.

2. planet / close / to sun / Neptune / Jupiter?

Jupiter

3. planet / big / Mars / Mercury?

Mars

C. Read to your partner. Then write and answer.

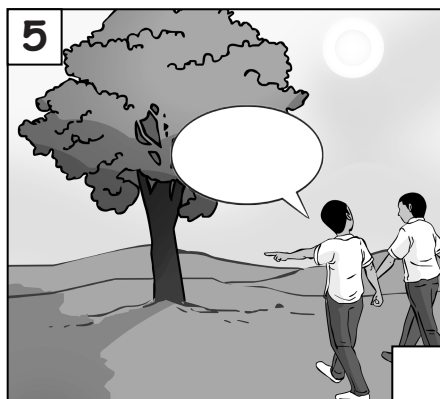
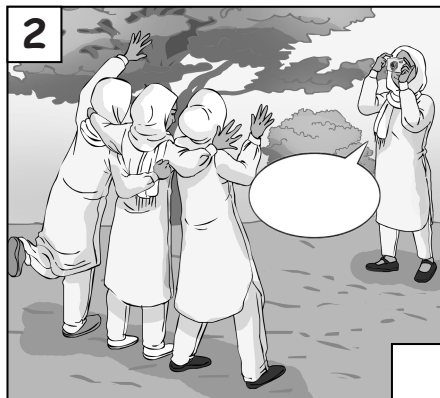
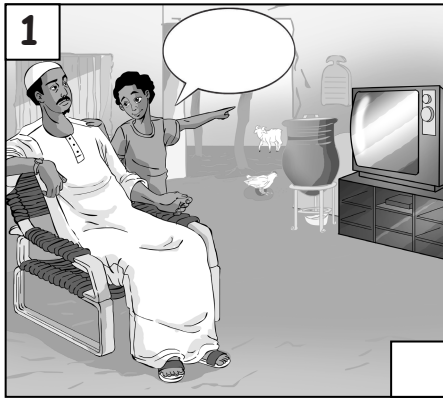
The sun is very big, very hot and very bright. Nine planets move around the sun and get light from it. We live on the Earth, the third planet from the sun. The planet Mercury is close to the sun and very hot. Neptune is a long way from the sun and is very cold. Jupiter is a big planet and Pluto is very small.

1. What is the sun like?

2. Write your question here.

3. Answer your partner's question here.

A. Listen, match and write the letters.



B. Complete the sentences about the pictures in Activity A.

1. *The boy wants to watch TV.*
2. *The girl*
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

C. Read to your partner. Then write and answer.

A star in the sky hasn't got any friends. It is lonely. It wants to come and live on the Earth. The star meets Hisham and asks him for help. Hisham talks to the adults and wise people of his village. The star can live here but must change into a flower.

1. Why is the star in the sky lonely?  
\_\_\_\_\_
2. Write your question here.  
\_\_\_\_\_
3. Answer your partner's question here.

## A. Find and circle the words in the box.

~~yellow~~ beautiful close noisy first  
next correct happy lonely wise

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

## B. Write the past form of the verbs.

- ask asked
- walk \_\_\_\_\_
- look \_\_\_\_\_
- help \_\_\_\_\_
- answer \_\_\_\_\_
- live \_\_\_\_\_
- change \_\_\_\_\_
- want \_\_\_\_\_

## C. Read to your partner. Then write and answer.

Roses are beautiful flowers. They have different colours: red, yellow or white. People often grow roses in their gardens or buy them from flower shops. Water lilies grow in water. They are sometimes white or yellow. The flowers open when the sun shines.

- Where do people often grow roses?  
\_\_\_\_\_

- Write your question here.  
\_\_\_\_\_

- Answer your partner's question here.  
\_\_\_\_\_



A. Order the pictures. Write the biggest or the smallest.

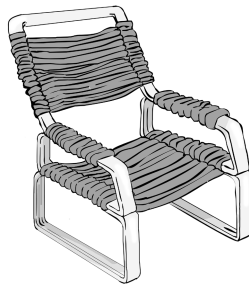
1.



(a) \_\_\_\_\_

(b) the smallest (c) the biggest

2.



(a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_

3.

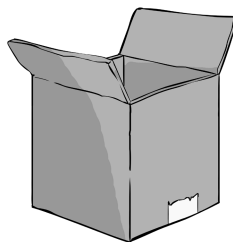
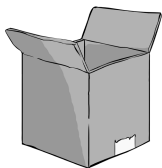


(a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_

4.



(a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_

B. Write answers to the questions.

1. Which apple is the smallest apple? Picture 1(b) is the smallest apple.

2. Which chair is the biggest? \_\_\_\_\_

3. Which frog is the biggest? \_\_\_\_\_

4. Which box is the smallest? \_\_\_\_\_

**C. Read to your partner. Then write and answer.**

The Earth and the other ~~eight~~ planets move around the sun. The moon moves round the Earth. Sometimes the moon comes between the sun and the Earth. When the moon is between the sun and the Earth, it stops the light of the sun from getting to the Earth. This is an eclipse.

1. What moves around the sun?

---

2. Write your question here.

---

3. Answer your partner's question here.

---



## A. Write the past form of verb. Then read them.

1. blast blasted

2. wait \_\_\_\_\_

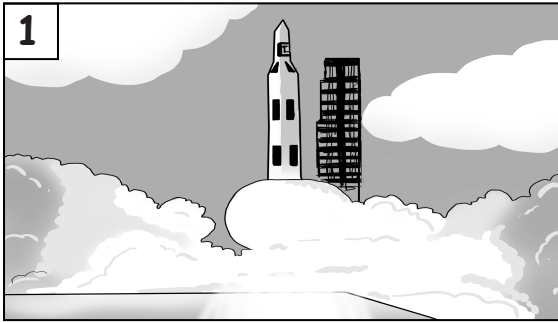
3. land \_\_\_\_\_

4. visit \_\_\_\_\_

5. travel \_\_\_\_\_

6. return \_\_\_\_\_

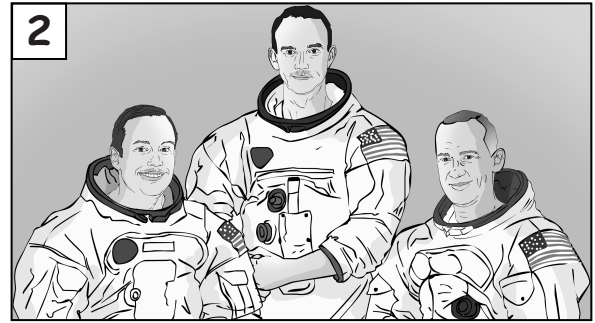
## B. Write sentences about the pictures.



July 1969 / rocket / blast off / Earth

1. *In July 1969, a rocket blasted off from Earth.*

2. \_\_\_\_\_



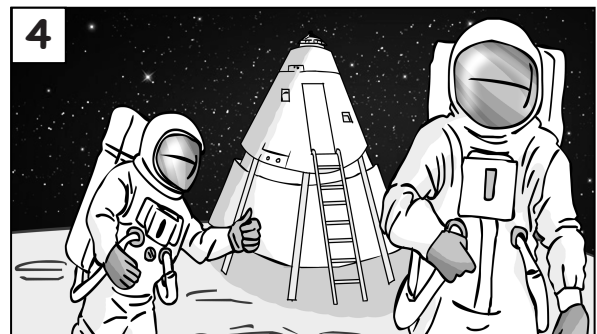
there / three astronauts / inside

2. \_\_\_\_\_



Apollo 11 / arrive / moon three days later

3. \_\_\_\_\_



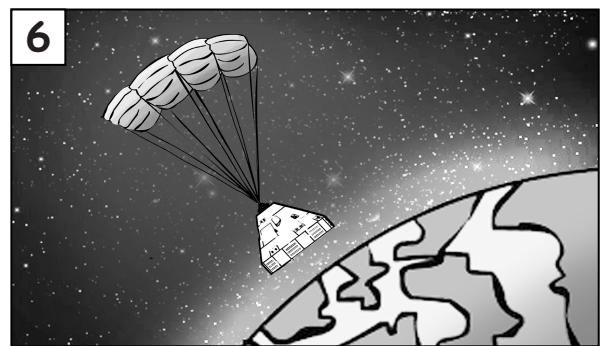
Neil / Buzz / stay / moon 21 hours

4. \_\_\_\_\_



July 21st / Apollo 11 / start / way back / Earth

5. \_\_\_\_\_



astronauts / land / Earth July 24<sup>th</sup>

6. \_\_\_\_\_



## C. Read to your partner. Then write and answer.

The men travelled to the moon for the first time in July 1969. Neil Armstrong was the first astronaut to walk on the surface of the moon. Gene Cernan and Harrison Schmitt were the last two people to walk on the moon. That was in December 1972.

1. Who was the first person to walk on the moon?

---

2. Write your question here.

---

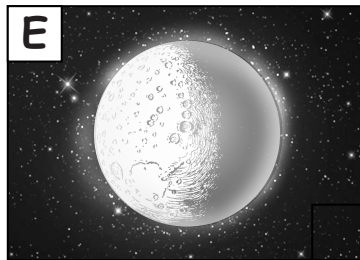
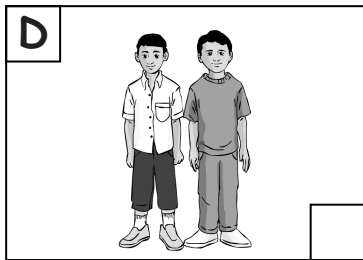
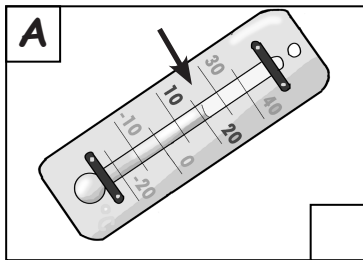
3. Answer your partner's question here.

---



## A. Read, number and say.

1. close    2. Earth    3. lonely    4. a moon    5. a rocket    6. a temperature



## B. Write the words in the correct order.

1. here. / mustn't / in the sea / You / swim

2. planet / or Mars? / Which / is bigger, / Pluto

3. into / changed / The star / rose. / a beautiful

4. for the / coin / Use / the moon. / the smallest

5. Jupiter / Venus? / Is / than / bigger

6. 3 days / the moon / arrived at / later. / The spacecraft

## C. Read to your partner. Then write and answer.

The sun is bigger and hotter than any of the planets. Venus is the hottest planet and the Earth is the wettest planet. Pluto is a long way from the sun and Mercury is the closest planet to the sun. Jupiter is the biggest planet.

1. Which is bigger, the sun or the planets?

2. Write your question here.

3. Answer your partner's question here.



### A. Complete the words.

1. h a t

2. c \_ \_ p

3. sh \_ \_ rts

4. sk \_ \_ rt

5. s \_ \_ cks

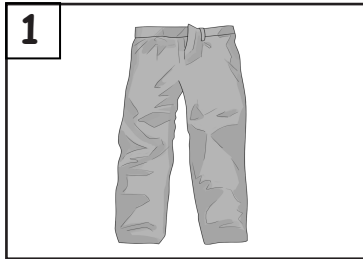
6. sh \_ \_ \_ \_ s

7. j \_ \_ \_ ns

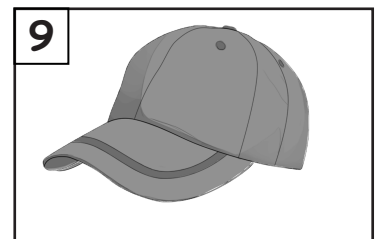
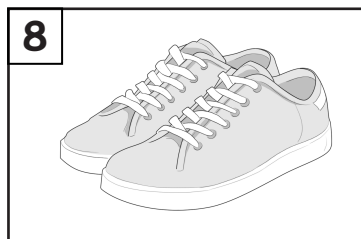
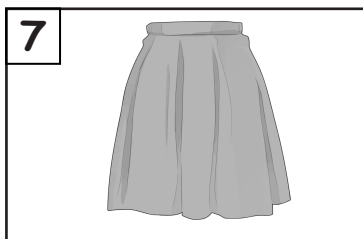
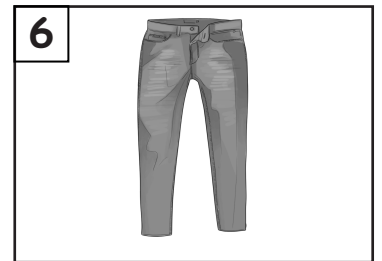
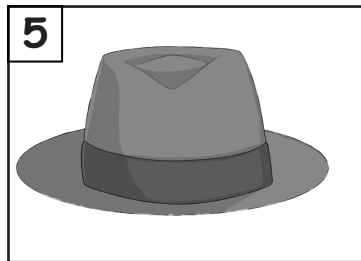
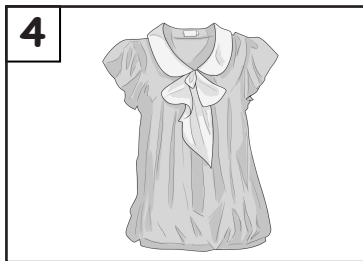
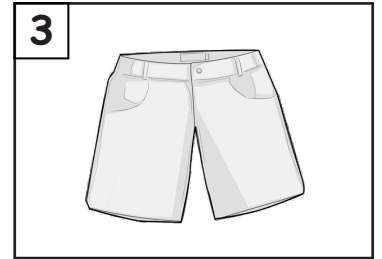
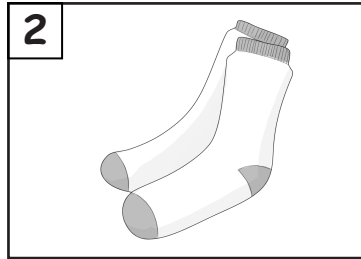
8. bl \_ \_ \_ s \_

9. tr \_ \_ \_ s \_ rs

### B. Name the pictures. Use words from Activity A.



*trousers*



### C. Read to your partner. Then write and answer.

My brother Ibrahim's favourite colour is blue and his favourite football team also has blue shirts and blue shorts. This is why he likes wearing blue jeans.

1. What is Ibrahim's favourite colour?

\_\_\_\_\_

2. Write your question here.

\_\_\_\_\_

3. Answer your partner's question here.

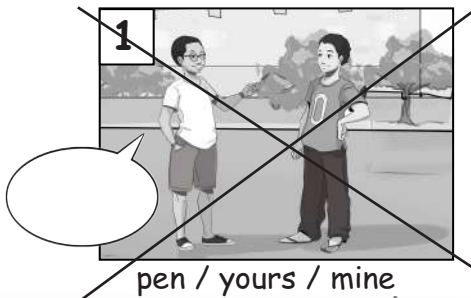
\_\_\_\_\_

A. Complete the table. Use the words in the box.

✂ her him his mine she your yours

(1) <u>  I  </u>	my	me	(2) <u>        </u>
you	(3) <u>        </u>	you	(4) <u>        </u>
(5) <u>        </u>	(6) <u>        </u>	her	hers
he	(7) <u>        </u>	(8) <u>        </u>	his

B. Write sentences about the pictures.



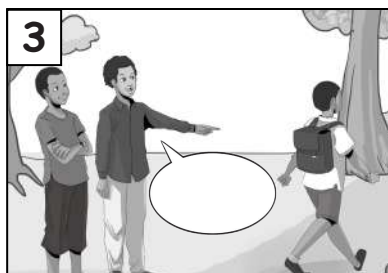
pen / yours / mine

1. *This pen isn't yours. It's mine.*

2. *Those*



books / yours / mine



bag / his / yours

3. *That*

4. *These*



flowers / mine / hers

C. Read to your partner. Then write and answer.

"My brother's name is Faisal. That coat is his and these socks are his, too. Those red shoes are my sister's. Her name is Salma. That sweater is hers. The yellow T-shirt, the white shirt and the blue jeans are mine."

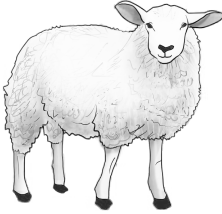
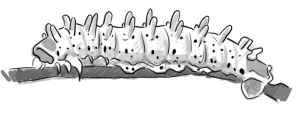

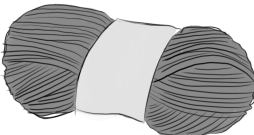

1. Whose coat is it?

2. Write your question here.

3. Answer your partner's question here.



A. Draw the missing pictures. Then name them.

<p>1a</p>  <p>sheep</p>	<p>2a</p>  <p>worm</p>	<p>3a</p>  <p>cotton plant</p>	<p>4a</p> <p>Draw here</p> <p>_____</p>
<p>1b</p>  <p>wool</p>	<p>2b</p> <p>Draw here</p> <p>_____</p>	<p>3b</p> <p>Draw here</p> <p>_____</p>	<p>4b</p> <p>Draw here</p> <p>_____</p>
<p>1c</p> <p>Draw here</p> <p>_____</p>	<p>2c</p> <p>Draw here</p> <p>_____</p>	<p>3c</p> <p>Draw here</p> <p>_____</p>	<p>3c</p>  <p>bag</p>

B. Write answers to questions.

1. Whose clothes are you wearing today?

\_\_\_\_\_

2. What are your clothes made of?

\_\_\_\_\_

C. Read to your partner. Then write and answer.

"My friend is wearing a blue dress. It's made of silk. She's wearing a green scarf. It's made of silk, too. My friend's shoes are black and are made of leather. She has a bag with her. It is made of leather, too."

1. What colour is her friend's dress?

\_\_\_\_\_

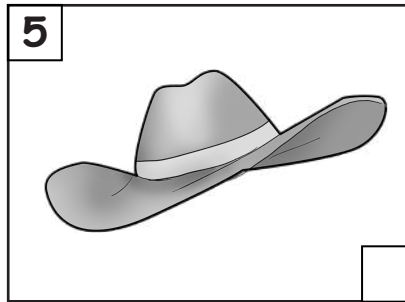
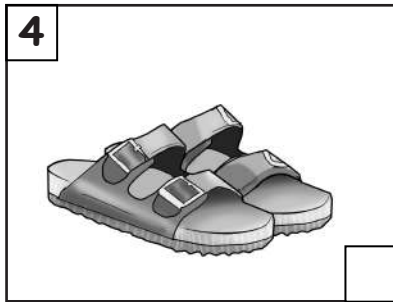
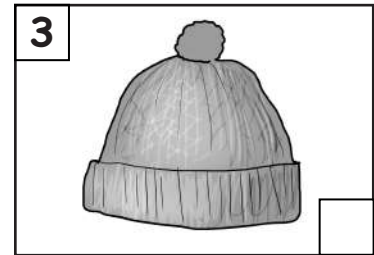
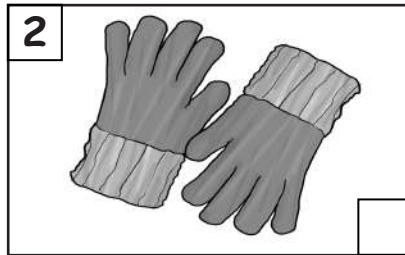
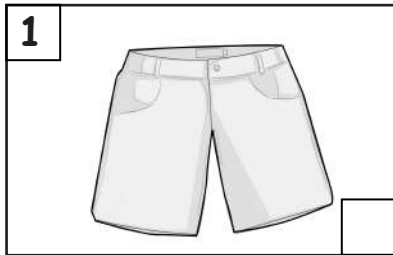
2. Write your question here.

\_\_\_\_\_

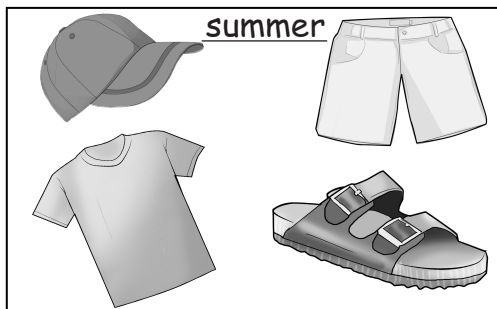
3. Answer your partner's question here.

\_\_\_\_\_

A. Listen, match and write the letters.



B. Write sentences about what Eddie wears in the summer and in the winter.



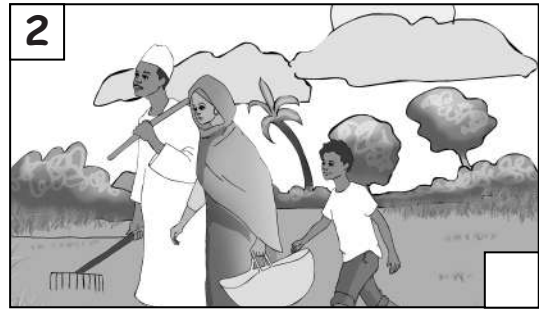
- In summer, Eddie wears* \_\_\_\_\_
- \_\_\_\_\_

C. Read to your partner. Then write and answer.

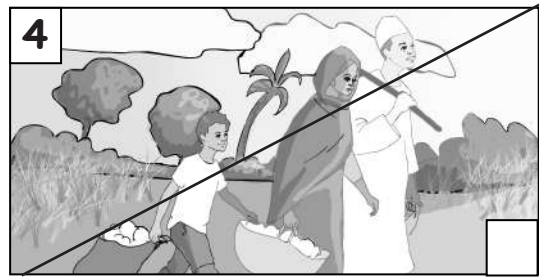
"I'm Musa. I'm from Sudan. In hot weather in summer I wear a hat, a cotton shirt and cotton trousers. I wear sandals, too. They are made of leather. In winter, I wear a coat, trousers, a sweater, socks, shoes, gloves and a scarf. My socks, sweater, gloves and scarf are made of wool.

- In summer, what is Musa's shirt made of?  
\_\_\_\_\_
- Write your question here.  
\_\_\_\_\_
- Answer your partner's question here.  
\_\_\_\_\_

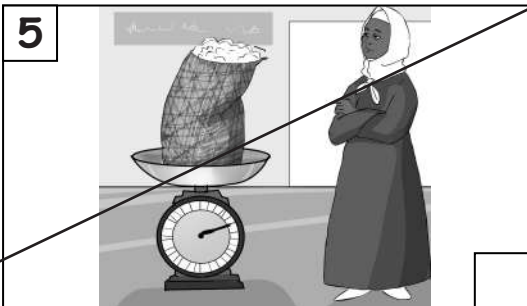
A. Write sentences about Majda.



1. *Majda, her brother and her sister helped their father to pick cotton.*
2. *The family*



3. \_\_\_\_\_
4. \_\_\_\_\_



5. \_\_\_\_\_
6. \_\_\_\_\_

B. Read to your partner. Then write and answer.

Cotton growing in Sudan first started in the east of Sudan in 1860. This was near the Baraka River and the town of Tokar. In 1905, cotton growing started in Zeidab in the north of Sudan. Cotton growing also moved to Gezira in the middle of Sudan in 1925.

1. Where was the first place cotton growing started in Sudan?  
\_\_\_\_\_
2. Write your question here.  
\_\_\_\_\_
3. Answer your partner's question here.  
\_\_\_\_\_

A. Listen and complete the table. Use the verbs in the box.

~~rested~~    picked    happened    opened    jumped  
 shouted    walked    pointed    waved

travelled	helped	waited
_____	_____	<i>rested</i>
_____	_____	_____
_____	_____	_____

B. Find and circle the verbs.

~~arrived~~  
 asked  
 collected  
 finished  
 helped  
 returned  
 said  
 saw  
 started  
 visited  
 waited  
 was

<b>A</b>	R	R	I	V	E	D	N	Z	P	A	S	C
W	O	L	S	I	A	D	J	B	M	S	U	O
F	I	N	I	S	H	E	D	X	F	K	P	L
H	V	Z	G	I	I	O	N	R	E	E	W	L
T	I	B	L	T	Y	M	S	A	I	D	C	E
H	E	L	P	E	D	X	T	A	V	I	Y	C
R	Q	N	Z	D	O	C	A	X	C	T	L	T
E	D	A	A	M	R	O	R	M	T	M	C	E
W	A	S	H	M	R	E	Q	U	R	N	E	D
P	B	A	L	C	N	E	E	F	U	K	W	Y
E	V	W	A	I	T	E	D	J	B	K	Z	L

C. Read to your partner. Then write and answer.

The hat-seller walked from village to village because he wanted to sell his hats. The weather was hot so he was tired. He rested under a tree. When he opened his eyes, there were no hats in his bag. The hats were on the heads of the monkeys in the tree.

1. Who walked from village to village?

\_\_\_\_\_

2. Why was he tired?

\_\_\_\_\_

3. Where were his hats?

\_\_\_\_\_

A. Write about the clothes. Use the words in the box.

boots    ~~coat~~    ~~gloves~~    helmet    overalls    uniform



*This is called  
a white coat.*



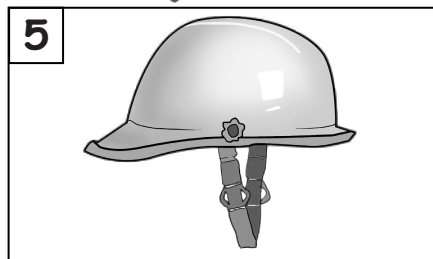
*These are  
called gloves.*



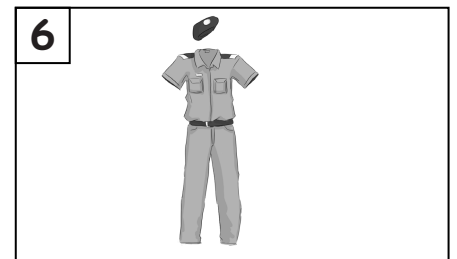
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

B. Draw a new school uniform. Then Write sentences about it.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

C. Read to your partner. Then write and answer.

A policeman wears a uniform so people can see him and find him. His shirt and trousers are blue. His shoes, belt and hat are black. A fireman wears a uniform to protect him from heat, smoke and fire.

1. Why does a policeman wear a uniform?

\_\_\_\_\_

2. Write your question here.

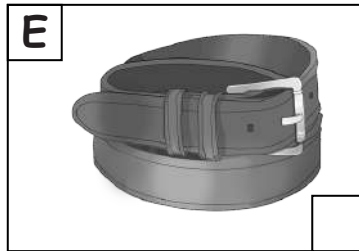
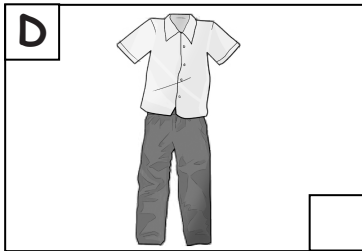
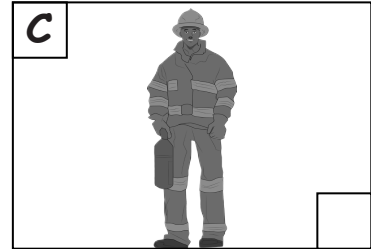
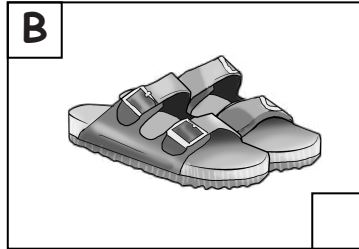
\_\_\_\_\_

3. Answer your partner's question here.



A. Read. number and say.

- 1. a belt    2. a fireman    3. leather    4. pack    5. sandals    6. a uniform



B. Write the words in the correct order.

1. jeans / Are / these / yours?

\_\_\_\_\_

2. wool. / Some socks / made of / are / and scarves

\_\_\_\_\_

3. In / warm clothes. / wear / cold weather / you should

\_\_\_\_\_

4. to pick / Majda / cotton. / her father / helped

\_\_\_\_\_

5. wear / my clothes. / I / to protect / overalls

\_\_\_\_\_

C. Read to your partner. Then write and answer.

We make clothes with different materials. Coats, sweaters and socks are often made of wool because it can keep us warm. Cotton is a good material for hot weather. Shorts, shirts and blouses are made of cotton. Skirts, scarves and dresses are sometimes made of silk.

1. Why is wool a good material for sweaters?

\_\_\_\_\_

2. Write your question here.

\_\_\_\_\_

3. Answer your partner's question here.

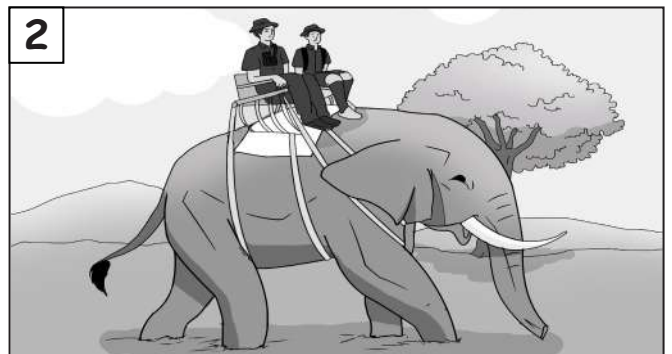
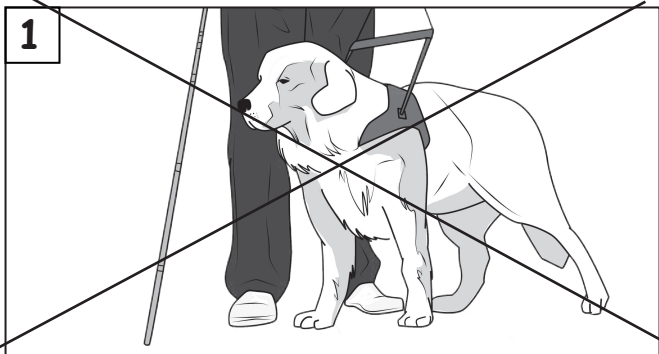
\_\_\_\_\_



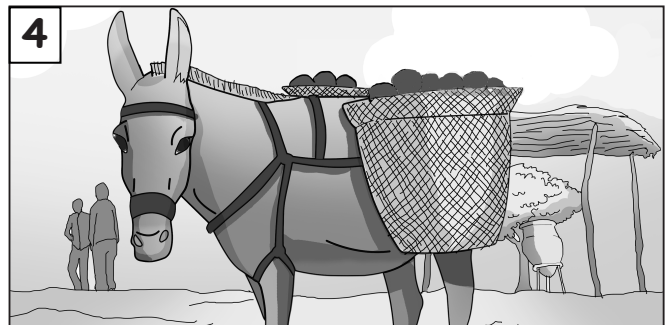
A. Write the missing words.

- |                 |          |            |           |
|-----------------|----------|------------|-----------|
| 1. <u>a boy</u> | boys     | 2. _____   | girls     |
| 3. _____        | children | 4. _____   | elephants |
| 5. _____        | camels   | 6. a woman | _____     |
| 7. a man        | _____    | 8. a girl  | _____     |
| 9. _____        | falcons  | 10. _____  | people    |

B. Write sentences about how these animals help us.



1. A guide dog helps us to find where we want to go.
2. \_\_\_\_\_



3. \_\_\_\_\_
4. \_\_\_\_\_

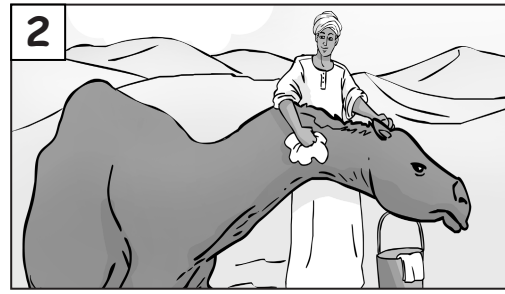
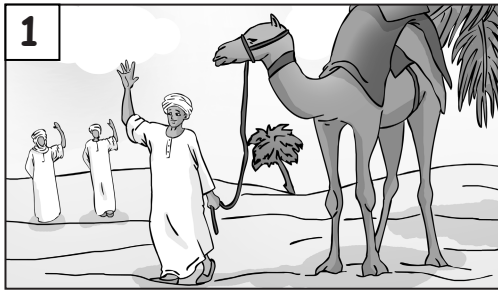
C. Read to your partner. Then write answers.

Horses are animal partners. They help people in many ways. People can ride horses and move from place to place on horses. Horses can help people to carry or pull heavy loads. Horses can work on farms and help people to grow food. People can also ride horses for fun or in races.

How do horses help people? Find four ways.

1. People can ride horses and move from place to place.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## A. Write sentences about Idris and Barood.



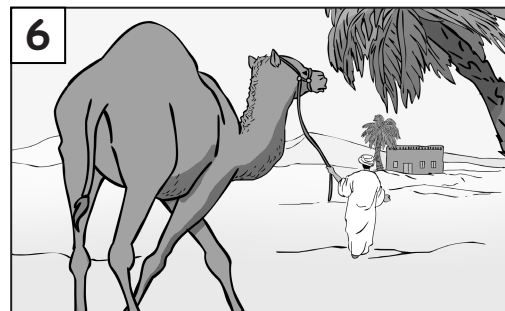
1. *Idris woke up at six o'clock yesterday morning.*

2. \_\_\_\_\_



3. \_\_\_\_\_

4. \_\_\_\_\_



5. \_\_\_\_\_

6. \_\_\_\_\_

## B. Read to your partner. Then write and answer.

Many years ago, Idris was in his house. He woke up at six in the morning. He gave Barood some water and food and then they walked through the desert. Barood carried a load of dates. Idris and Barood took the dates to a market in Khartoum.

1. Did Idris wake up at seven o'clock?

\_\_\_\_\_

2. Write your question here.

\_\_\_\_\_

3. Answer your partner's question here.

\_\_\_\_\_





## A. Join the sentences with who.

1. This is a photo of a man. He has got three falcons.

*This is a photo of a man who has got three falcons.*

2. The falcon trains with the owner. The owner wears a glove.

3. The falcon trains with the owner. The owner takes it to the desert.

4. This woman is a teacher. She teaches Arabic in my school.

5. My sister is a nurse. My sister works in a clinic in Shendi.

## B. Draw a falcon. Then write three sentences about falcons.



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## C. Read to your partner. Then write and answer.

Falcons are the fastest birds or animals. They can move at about 300 kilometres an hour when they dive on their prey. Falcons hunt small birds and mammals and they need time to rest, drink and clean their feathers after they hunt. Owners cover falcons' eyes when they are not hunting.

1. How fast can falcons go when they dive?

2. Write your question here.

3. Answer your partner's question here.

## A. Write the words in the correct order.

1. the / did / When / open? / hospital

---

2. days / hospital? / did you / How many / stay in the

---

3. doctor / did you / hospital? / see in the / Which

---

4. last year? / people did / How many / the hospital / look after

---

## B. Complete the answers to the questions in Activity A.

1. The hospital opened in 2010. (open)

2. I \_\_\_\_\_ in the hospital for three days. (stay)

3. I \_\_\_\_\_ Doctor Khalil in the hospital. (see)

4. The hospital \_\_\_\_\_ 8,000 people last year. (look after)

## C. ~~Draw two pictures about how to look after falcons. Then write sentences with must and mustn't.~~



---

---

---

---

---

---

## D. Read to your partner. Then write and answer.

You must be kind to a falcon and look after it. You must give it meat. You mustn't give it cake. You must keep a falcon outside and you mustn't put it in a cage. You must train the falcon every day and wear a glove on your hand.

1. What food must you give a falcon?

---

2. Write your question here.

---

3. Answer your partner's question here.

---

A. Write sentences about the pictures. Use *I think we should*.



1. *I think we should run fast.*

2. \_\_\_\_\_



3. \_\_\_\_\_

4. \_\_\_\_\_

B. Complete the sentences. What should Hamid do with his animals? Why?

1. *I think Hamid should*  
*because*

2. *I don't think Hamid should*  
*because*

C. Read to your partner. Then write and answer.

A long time ago farmers used an ox or a horse to plough their fields. An ox is a big, strong animal. It can carry or pull a heavy load. It can work for a long time every day and it needs to sleep for only four hours at night. Farmers don't often use an ox to plough their fields, now. They use tractors.

1. What animals did farmers use to plough their fields?

\_\_\_\_\_

2. Write your question here.

\_\_\_\_\_

3. Answer your partner's question here.

\_\_\_\_\_

## A. Find and circle the animals.

- ~~buffalo~~
- cattle
- dog
- donkey
- egret
- elephant
- falcon
- horse
- ox
- rhino
- sheep
- zebra

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

## B. Write sentences with can and can't.

can

1. *An ox can plough a field and pull a heavy load.*
2. \_\_\_\_\_
3. \_\_\_\_\_

can't

4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

## C. Read to your partner. Then write and answer.

Cattle egrets are white. They've got long necks and long legs, too. They often land near cattle and other animals so they can eat insects or worms in the grass or on the animals' skin and hair. They usually live near water and they make their nests in trees.

1. What colour are cattle egrets?  
\_\_\_\_\_
2. Write your question here.  
\_\_\_\_\_
3. Answer your partner's question here.  
\_\_\_\_\_



### A. Write the past form of the verbs. Then read them.

- |            |                |           |         |
|------------|----------------|-----------|---------|
| 1. wake up | <u>woke up</u> | 2. write  | _____   |
| 3. _____   | put            | 4. _____  | took    |
| 5. paint   | _____          | 6. go     | _____   |
| 7. wash    | _____          | 8. _____  | rode    |
| 9. _____   | enjoyed        | 10. _____ | arrived |
| 11. _____  | ate            | 12. give  | _____   |
| 12. _____  | said           | 14. _____ | were    |

### B. Complete the story. Use the verbs from Activity A.

Karan (1) woke up yesterday at half past five and (2) \_\_\_\_\_ breakfast. After breakfast he went to see Amit, his elephant. Karan (3) \_\_\_\_\_ him food and lots of water to drink. Then, Karan took Amit to the river and (4) \_\_\_\_\_ and cleaned him. Next, Karan (5) \_\_\_\_\_ gold and red material on him and (6) \_\_\_\_\_ patterns on Amit's body. When Karan and Amit (7) \_\_\_\_\_ at the Elephant Festival in Jaipur, there (8) \_\_\_\_\_ lots of tourists there. The tourists (9) \_\_\_\_\_ Amit looked great. They (10) \_\_\_\_\_ photos of him and some of them (11) \_\_\_\_\_ on him. Karan and Amit (12) \_\_\_\_\_ home at six o'clock. We (13) \_\_\_\_\_ our day at the festival. The next day, Karan (14) \_\_\_\_\_ to his uncle about the festival.

### C. Read to your partner. Then write and answer.

Elephants are big, strong animals. Many years ago people rode them or used them to move heavy loads. Elephants live in forests and people used them there to move trees and wood. People use machines in forests now but people like seeing elephants, riding them and taking pictures of them.

1. What did people do with elephants in the past?

\_\_\_\_\_

2. Write your question here.

\_\_\_\_\_

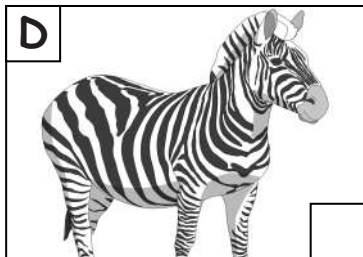
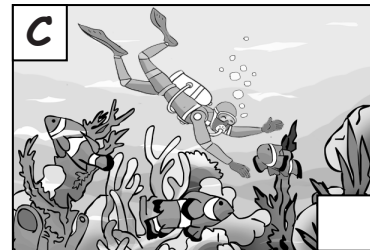
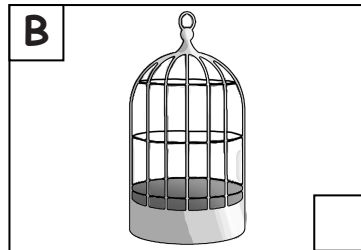
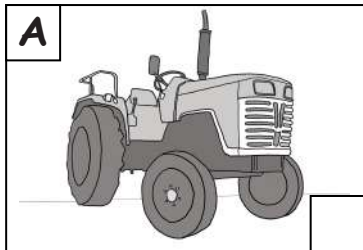
3. Answer your partner's question here.

\_\_\_\_\_



A. Read, number and say.

1. a cage   2. dive   3. an ox   4. a tourist   5. a tractor   6. a zebra



B. Write the words in the correct order.

1. helps / heavy / loads / A donkey / to carry / people

---

2. to the / the camel / ride / festival? / Did Idris

---

3. who / car owner / Khartoum. / comes from / This is the

---

4. did / hospital / the falcon / open? / When

---

5. Hamed / his animals. / sell / should / I think

---

C. Read to your partner. Then write and answer.

Many people and animals are partners. They live and work together. A camel helps a Bedouin to live and cross the desert. A sheep dog helps a farmer look after his sheep. A falcon helps his owner to catch prey. Animals are sometimes partners, too. A cattle egret helps buffalo, cattle and rhinos.

1. Which animal helps a Bedouin live and cross the desert?

---

2. Write your question here.

---

3. Answer your partner's question here.

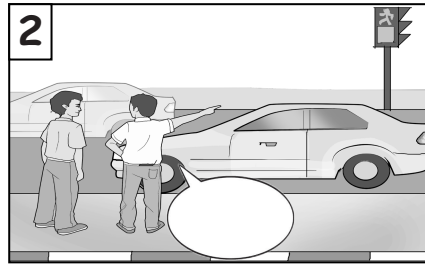
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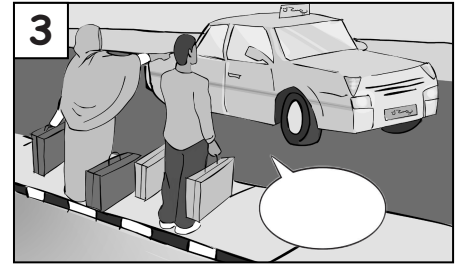
A. Write sentences about the pictures.



buy / oranges / snack



cross / road / traffic lights

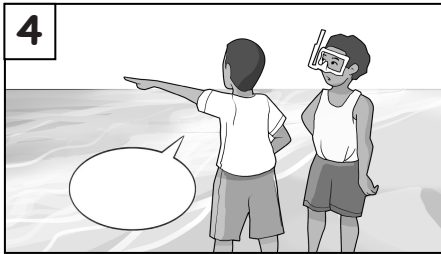


take / taxi / bus station

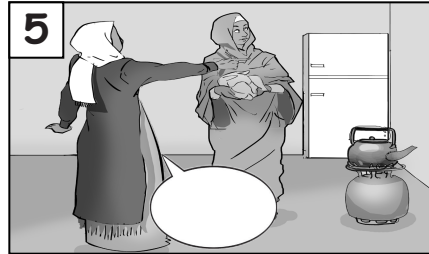
1. *We can buy oranges for a snack.*

2. \_\_\_\_\_

3. \_\_\_\_\_



swim / sea / before lunch



put / chicken / fridge



wait / bus / shade / tree

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

B. Write sentences. Answer the question in the box.

How can children build a bright future for Sudan?

1. *They can*

2. \_\_\_\_\_

3. \_\_\_\_\_

C. Read to your partner. Then write and answer.

The boys and girls of Sudan can give a helping hand to their country. They can work together to make a bright future. They can work hard and help people who need help.

1. Who can give a helping hand to Sudan?

\_\_\_\_\_

2. Write your question here.

\_\_\_\_\_

3. Answer your partner's question here.

\_\_\_\_\_

## A. Write sentences about ways to help. Use the words in the box.

be quiet    carry / bag    ~~open / window~~    make friends with    phone / doctor

1. How can we help someone who is very hot?

*We can open the window for that person.*

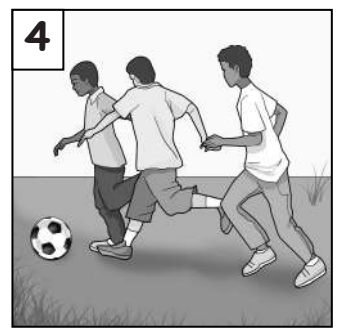
2. How can we help someone who is ill?

3. How can we help someone who is lonely?

4. How can we help someone who is sleeping?

5. How can we help someone who is carrying a heavy bag?

## B. Write sentences about what the people are doing in the pictures.



1. *These boys are washing the car.*

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

## C. Read to your partner. Then write and answer.

We can buy or make some food for someone who is hungry. We can call a doctor to visit a person who is ill. We can give money to people who are poor.

1. How can we help hungry people?

\_\_\_\_\_

2. Write your question here.

\_\_\_\_\_

3. Answer your partner's question here.

\_\_\_\_\_

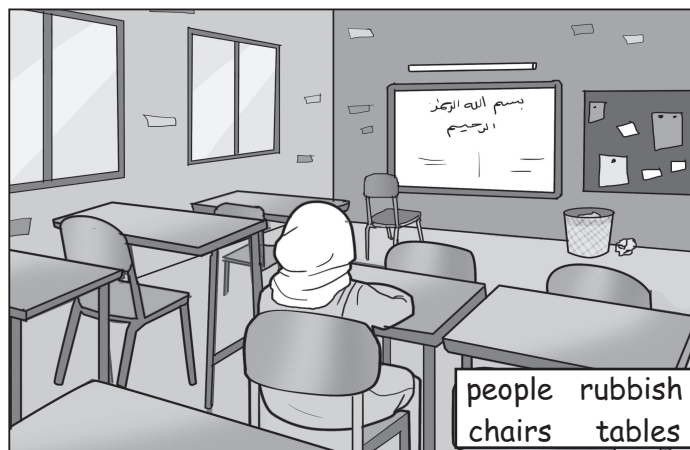


## A. Complete the table. Use the words in the box.

~~grape~~ ~~space~~ boy bread chair juice lemon rubbish  
shade smoke milk woman tree water table teacher

We can count these things		We can't count these things	
<i>grape</i>		<i>space</i>	

## B. Write sentences about the picture. Use the words in the box.



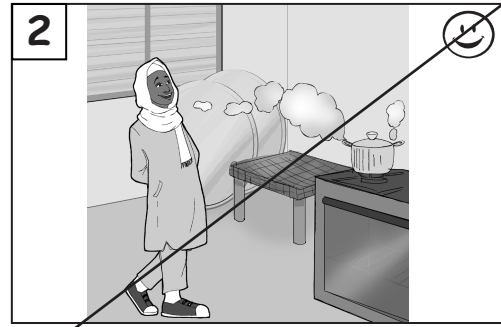
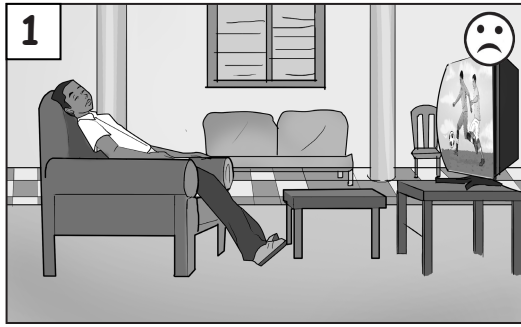
- There aren't many people in the classroom.*
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## C. Read to your partner. Then write and answer.

Some schools have got a lot of pupils in them. Other schools are small and haven't got many pupils. Some schools have got large playgrounds with a lot of shade. Other schools have got small playgrounds and haven't got a lot of shade.

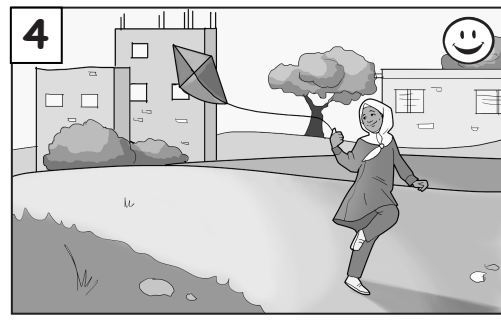
- Have all schools got a lot of pupils in them?  
\_\_\_\_\_
- Write your question here.  
\_\_\_\_\_
- Answer your partner's question here.  
\_\_\_\_\_

A. Write sentences about the people in the pictures. Use likes or dislikes.



1. *Salah dislikes watching football on TV.*

2. *Sara*



3. *Osama*

4. *Elham*

B. Write two things you like doing. Then write two things you dislike doing.

1. *I like*

2. \_\_\_\_\_

3. *I dislike*

4. \_\_\_\_\_

C. Read to your partner. Then write and answer.

Teachers, parents and pupils all like clean and tidy classrooms. They should all help to look after schools and classrooms. Teachers should talk to their pupils and make rules for the class. Pupils should keep the classroom tidy and clean. Parents can sometimes buy books for the class.

1. Who should help to look after schools and classrooms?

\_\_\_\_\_

2. Write your question here.

\_\_\_\_\_

3. Answer your partner's question here.

\_\_\_\_\_



### A. Write the missing verbs. Then read them.

- |           |                 |          |       |
|-----------|-----------------|----------|-------|
| 1. answer | <u>answered</u> | 2. ask   | _____ |
| 3. _____  | saw             | 4. get   | _____ |
| 5. die    | _____           | 6. _____ | went  |
| 7. buy    | _____           | 8. _____ | sold  |

### B. Complete the sentences with so or because.

- Salwa was hungry so she ate an orange.
- Ali's father died some years ago \_\_\_\_\_ Ali's family was poor.
- Nada has a glass of water \_\_\_\_\_ she is hot.
- Hassan arrived late at school \_\_\_\_\_ the traffic was very bad.
- It was cold on Monday \_\_\_\_\_ Mona put on a sweater.
- Musa was happy \_\_\_\_\_ his teacher liked his answer.

### C. Read about Ali. Then number the sentences in the correct order.

- The shopkeeper gave Ali a weekend job in his shop.
- When Ali left school, the shopkeeper gave Ali a job for 5 days a week.
- At school, Ali studied very hard and learned lots of new things.
- The shopkeeper helped Ali.
- After three months, Ali was the best pupil in his class.
- Ali worked there at the weekend and went to school during the week.

### D. Read to your partner. Then write and answer.

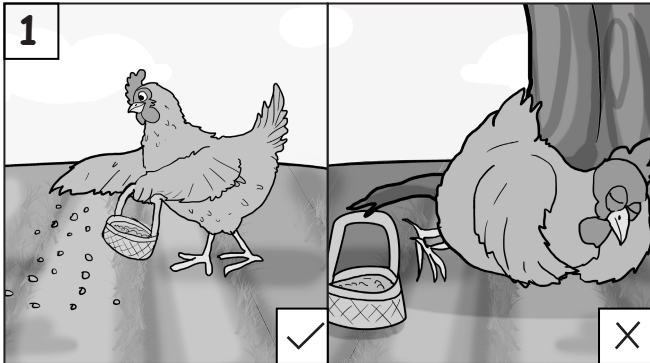
There are different ways to help people who need help. One of the best ways is to help people to find a job so they can get money. Another good way to give people a better future is to make sure they can go to school and learn.

- Is there only one way to help people who need help?  
\_\_\_\_\_
- Write your question here.  
\_\_\_\_\_
- Answer your partner's question here.  
\_\_\_\_\_

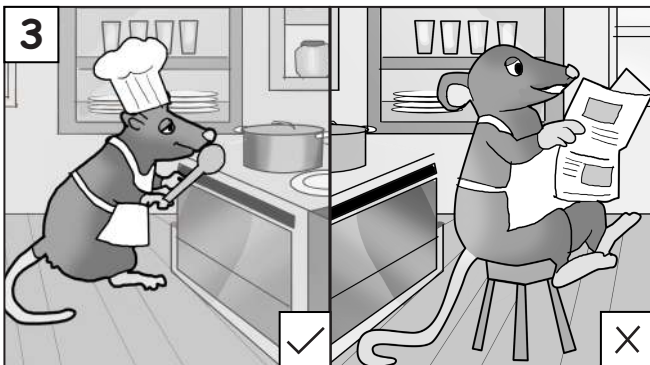
## A. Write questions with can.

1. plant / seeds Please can you plant the seeds?
2. cook / potatoes \_\_\_\_\_
3. open / door / me \_\_\_\_\_
4. take me / school / today \_\_\_\_\_

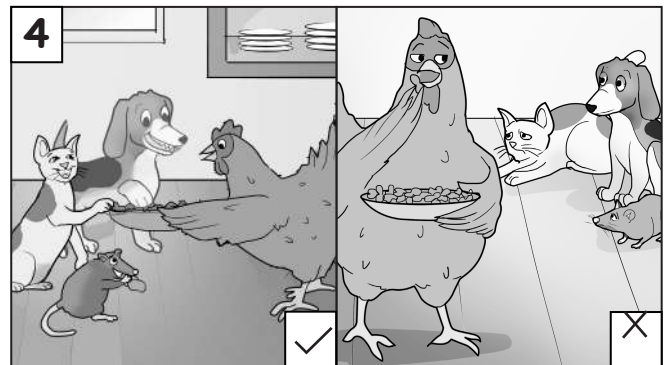
## B. Write sentences about what these animals did and didn't do.



1. The Red Hen planted some seeds  
The Red Hen didn't
2. \_\_\_\_\_



3. \_\_\_\_\_
4. \_\_\_\_\_





## C. Read to your partner. Then write and answer.

A cow, a horse and a goat were friends. They lived on a farm and always worked together. The cow worked on the field. The horse planted the seeds and the goat harvested the plants. They were all very happy.

1. Who were friends with the cow?

---

2. Write your question here.

---

3. Answer your partner's question here.

---

A. Write sentences about how you help your family. Use the words in the box.

often      sometimes      usually      always

- 1. *I always help my dad to carry the shopping.*
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

B. Make a poster for 'Green Hands.'

C. Read to your partner. Then write and answer.

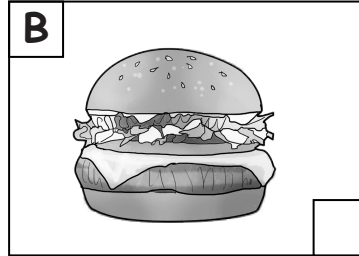
Mukhtar is a volunteer for 'Green Hands' every Friday. Volunteers sometimes make food and cakes. Green Hands sells these things to get money for its work.

- 1. Who does Mukhtar work for on Friday?  
\_\_\_\_\_
- 2. Write your question here.  
\_\_\_\_\_
- 3. Answer your partner's question here.  
\_\_\_\_\_



A. Read, number and say.

- 1. a burger
- 2. ill
- 3. lazy
- 4. a magazine
- 5. poor
- 6. salad



B. Write the words in the correct order.

1. people / They want / are ill. / to help / who

\_\_\_\_\_

2. trees / playground. / There / in the / aren't many

\_\_\_\_\_

3. playing / after school. / Hassan / enjoys / sports

\_\_\_\_\_

4. a little / from / selling / Ali got / water. / money

\_\_\_\_\_

5. gives / Green Hands / schools. / to poor / books

\_\_\_\_\_

C. Read to your partner. Then write and answer.

Ahmed lives on a farm in the country. He always helps his father on the farm. He usually feeds the hens. He sometimes waters the trees and the vegetables. He never plays in the evening. He always helps his family.

1. Where does Ahmed live?

\_\_\_\_\_

2. Write your question here.

\_\_\_\_\_

3. Answer your partner's question here.

\_\_\_\_\_



### A. Complete the words.

1. bus

2. c\_\_r

3. v\_\_n

4. s h\_\_p

5. t\_\_x\_\_

6. b\_\_k\_\_

7. pl\_\_n\_\_

8. f\_\_t

9. r\_\_cksh\_\_w

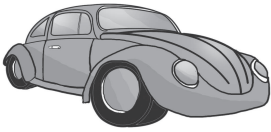
10. b\_\_t

11. tr\_\_n

12. m\_\_t\_\_rb\_\_k\_\_

### B. Name the pictures. Use the words from Activity A.

1



*car*

2



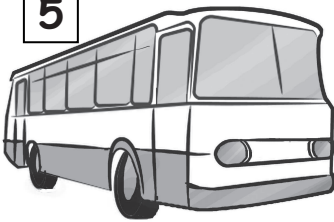
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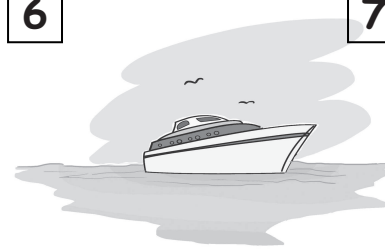
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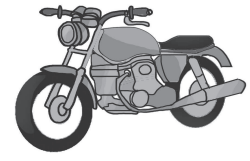
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7



8



9



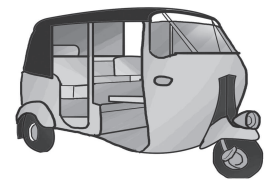
10



11



12



### C. Read to your partner. Then write and answer.

Mona would like to travel outside Sudan to see lots of new places. She would like to travel to Dubai in the United Arab Emirates and she would like to travel to London and Paris. She would like to travel by ship or by plane.

1. Why would Mona like to travel?

\_\_\_\_\_

2. Write your question here.

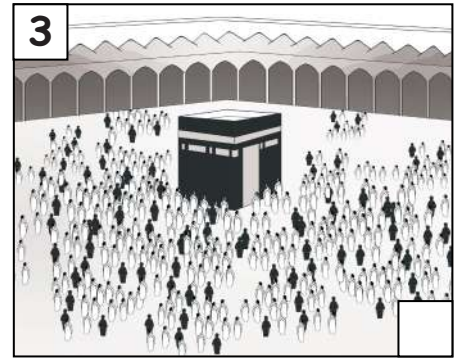
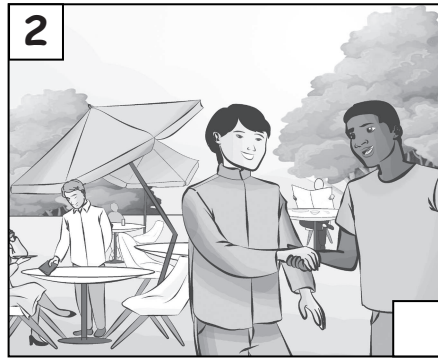
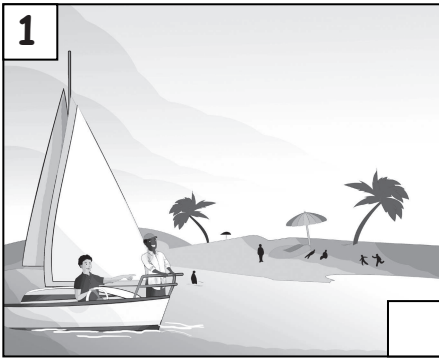
\_\_\_\_\_

3. Answer your partner's question here.

\_\_\_\_\_



**A. Listen, match and write the letters.**



**B. Write sentences about the pictures in Activity A.**

1. *People go overseas on holiday to rest and have a nice time.*
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**C. Read to your partner. Then write and answer.**

Lots of Muslims travel to Saudi Arabia from Sudan every year. They go there to visit Medina and Makkah for Hajj. Sudanese people travel by ship or by plane. Travel by plane is faster.

1. Where do lots of Sudanese Muslims go every year?  
\_\_\_\_\_
2. Write your question here.  
\_\_\_\_\_
3. Answer your partner's question here.  
\_\_\_\_\_

**A. Write two questions about the sentences. Use the words in the brackets.**

1. Sara went to Saudi Arabia last month to see her aunt. (Where / Why)

*Where did Sara go last month?*

*Why*

2. Sara travelled to Saudi Arabia by plane and arrived 3 weeks ago. (How / When)

\_\_\_\_\_

\_\_\_\_\_

3. Sara stayed for two weeks with her aunt in Jeddah. (Who with / How long)

\_\_\_\_\_

\_\_\_\_\_

**B. Write answers to the questions.**

1. Where would you like to travel?

\_\_\_\_\_

2. How would you like to travel?

\_\_\_\_\_

3. Why would you like to go there?

\_\_\_\_\_

**C. Read to your partner. Then write and answer.**

**Hassan** went to visit his uncle and his uncle's family in **Port Sudan** last Monday. He travelled by bus. The bus stopped for two hours on the trip. People had lunch and prayed. The next morning Hassan went to hospital to see Hamdi and in the afternoon he shopped and went to walk at the beach.

1. When did Hassan go to Port Sudan?

\_\_\_\_\_

2. Write your question here.

\_\_\_\_\_

3. Answer your partner's question here.

\_\_\_\_\_



### A. Make sentences. Use the information in the table.

Sara would like to	explore Jebal Barkal sail on the Blue Nile go to El Fashir travel to London visit Dinder Park go to the Red Sea	because she wants to	see green turtles there. see the Sultan's Palace. speak English better. watch wild animals. spend time on a boat. see the mountain.
--------------------	--	----------------------	--

- Sara would like to explore Jebal Barkal because she wants to see the mountain.*
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### B. Write answers to the questions.

- Where would you like to visit in Sudan?  
\_\_\_\_\_
- What do you want to do there?  
\_\_\_\_\_

### C. Read to your partner. Then write and answer.

**Cathy** is on holiday in Sudan. She would like to visit Jebal Barkal in the north of Sudan to see the mountain. She would also like to sail on the River Nile and explore Dinder Park. She wants to see the animals there and take lots of photos.

- What is Cathy doing in Sudan?  
\_\_\_\_\_
- Write your question here.  
\_\_\_\_\_
- Answer your partner's question here.  
\_\_\_\_\_

## A. Write the words in the correct order.

1. you? / can / I / help / Yes, / how

---

2. like to / would / travel? / When / you

---

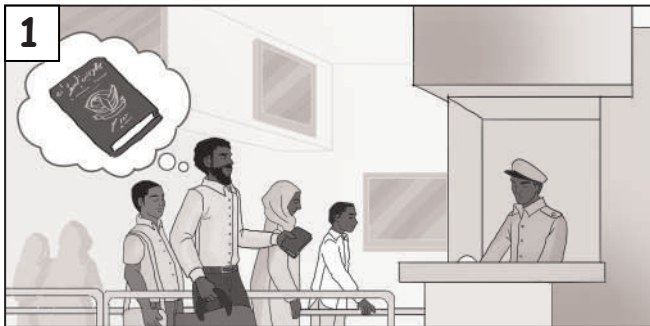
3. buy / the tickets / like to / now? / Would you

---

4. tickets / please? / much / How / are the

---

## B. Write sentences about the pictures. Use needs and so.



passport / leave / country

---



money / buy / water

---



mobile / phone / wife

---



bag / carry / clothes / travel

---

## C. Read to your partner. Then write and answer.

Mr Rami, Osama's father, has got a trip to Cairo next week. He would like to take a flight to Cairo and he wants to come back by train. He needs to take his passport and some money but he doesn't need to take a lot of clothes.

1. When is Mr Rami's trip to Cairo?

---

2. Write your question here.

---

3. Answer your partner's question here.

---



## A. Write the past form of the verbs.

- |           |             |          |       |
|-----------|-------------|----------|-------|
| 1. die    | <u>died</u> | 2. write | _____ |
| 3. start  | _____       | 4. have  | _____ |
| 5. travel | _____       | 6. think | _____ |
| 7. arrive | _____       | 8. win   | _____ |

## B. Write answers to the questions.

1. Where were you born?

\_\_\_\_\_

2. When were you born?

\_\_\_\_\_

## C. Write answers to the questions. Give the correct information.

1. Was Jules Verne born in 1928?

No, he wasn't. He was born in 1828.

2. Was Jules Verne a teacher?

\_\_\_\_\_

3. Did Jules Verne write 'Around the World in 80 Days' in 1853?

\_\_\_\_\_

4. Did Phileas Fogg and Passepartout travel by plane?

\_\_\_\_\_

5. Was Phileas Fogg a doctor?

\_\_\_\_\_

6. Did Phileas Fogg and Passepartout win a prize of £10?

\_\_\_\_\_

## D. Read to your partner. Then write and answer.

Jules Verne was a story writer. He was born and lived in a town by the sea. He wrote lots of different books and travel stories in magazines. He is famous for the story 'Around the World in 80 Days.'

1. What was Jules Verne's job?

\_\_\_\_\_

2. Write your question here.

\_\_\_\_\_

3. Answer your partner's question here.

\_\_\_\_\_



## A. Complete the words.

1. pla ne

2. fl \_\_\_ w

3. fl \_\_\_ gh t

4. ch \_\_\_ ck - \_\_\_ n

5. c \_\_\_ ntr \_\_\_ l

6. p \_\_\_ s sp \_\_\_ rt

7. t \_\_\_ ck \_\_\_ t

8. \_\_\_ ff \_\_\_ c \_\_\_ r

9. \_\_\_ \_\_\_ p \_\_\_ rt

10. s \_\_\_ c \_\_\_ r \_\_\_ ty

11. d \_\_\_ p \_\_\_ rt \_\_\_ r \_\_\_

## B. Complete the conversation. Use the words in the box.

Hassan: Last week, I (1) went to the airport.

Salah: (2) W\_\_\_\_\_ did you go there?

Hassan: First, I went into the Departure (3) H\_\_\_\_\_.

Salah: (4) W\_\_\_\_\_ did you do then?

Hassan: Then, I went to the Check-in Desk to (5) g\_\_\_\_\_ my ticket

Salah: What happened after (6) t\_\_\_\_\_?

Hassan: After that, I (7) m\_\_\_\_\_ to Passport Control and showed my (8) p\_\_\_\_\_ to the police officer.

Salah: What did you do (9) n\_\_\_\_\_?

Hassan: Next, I (10) w\_\_\_\_\_ through a security check. (11) F\_\_\_\_\_, I walked to the Departure (12) G\_\_\_\_\_ and (13) t\_\_\_\_\_ the bus to the plane.

~~went~~  
 finally  
 gate  
 what  
 get  
 hall  
 moved  
 next  
 passport  
 that  
 took  
 went  
 why

## C. Read to your partner. Then write and answer.

Lots of people travel by plane now. They catch planes at airports. When you arrive at an airport, you go to the Departure Hall. There, you show your ticket at the Check-in desk. You must show your passport to a police officer and you must also go through a security check.

1. What do people do at airports?

---

2. Write your question here.

---

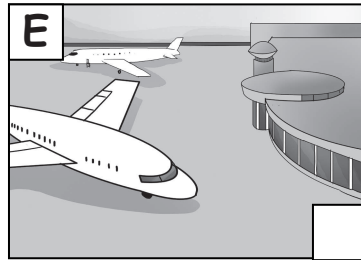
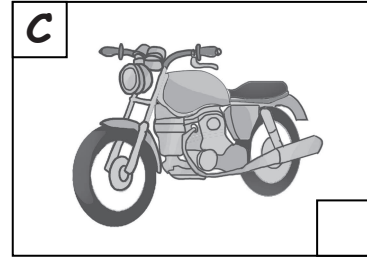
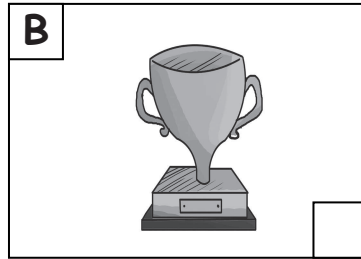
3. Answer your partner's question here.

---



A. Read, number and say.

- 1. an airport
- 2. a motorbike
- 3. a passport
- 4. a prize
- 5. a police officer
- 6. the world



B. Write the words in the correct order.

1. Hassan / would / travel? / like to / Where

\_\_\_\_\_

2. for travel. / reasons / There are / different / many

\_\_\_\_\_

3. stop / for two / Hassan / hours? / Why did

\_\_\_\_\_

4. travel. / Osama / a passport / needs / so he can

\_\_\_\_\_

5. Phileas / his journey? / did Where / start

\_\_\_\_\_

C. Read to your partner. Then write and answer.

Manal goes on holiday to Cairo every year. Manal's uncle and aunt live there. Manal travels to Cairo with her mum and her dad and her two brothers. The family takes with them lots of bags because they always take lots of things with them. They love visiting Cairo.

1. How often does Manal go on holiday in Cairo?

\_\_\_\_\_

2. Write your question here.

\_\_\_\_\_

3. Answer your partner's question here.

\_\_\_\_\_



## Unit 1, Lesson 3, Activity 1

Along the River Nile, dates grow on tall palm trees.  
 Sharks swim in the warm waters of the Red Sea.  
 Camels walk on the sand through the desert heat,  
 And birds fly in the mountains of the west and east.  
 Farmers look after their cattle in the evening dark.  
Elephants and deer live in Dinder Park.  
 Every man, woman and child across our great land,  
 Stand up and say: This is our country. This is our  
 Sudan.

## Unit 1, Lesson 4, Activity 1

- One: The secretary bird is the emblem of Sudan.  
 Sudanese people like these birds.
- Two: Young secretary birds have got yellow faces.  
 Adult secretary birds have got red faces.
- Three: Secretary birds are big. They are sometimes  
 one meter thirty tall and the length of their  
 wings is two metres long.
- Four: Secretary birds have got long legs and they  
 can run fast.
- Five: They've also got long, sharp beaks. They  
 eat mice, rats and snakes.

## Unit 1, Lesson 5, Activity 1

- Narrator: Sukkar lives in a tree next to the  
 River Nile. Two big crocodiles live  
 near him.  
 Every day, Sukkar gives mangoes  
 to the crocodiles:
- Sukkar: "Hello, Mr Crocodile. These are  
 for your wife."
- Narrator: One day, Mrs Crocodile says to Mr  
 Crocodile:
- Mrs Crocodile: "I want meat, not mangoes. Bring  
 me the heart of the monkey."
- Narrator: The next day, Mr Crocodile invites  
 Sukkar for lunch:
- Mrs Crocodile: "You always give us mangoes,  
 Sukkar. Come to lunch with us  
 today."

- Narrator: When they are swimming to the  
 crocodiles' home, Sukkar drops  
 the mangoes in the water.  
 Mr Crocodile smiles:
- Mrs Crocodile: "Never mind, Sukkar. Mrs  
 Crocodile wants to eat your heart  
 today, not your mangoes."

## Unit 2, Lesson 3, Activity 1

- Star/Flower: I'm a lonely star. I want to live on  
 the Earth. Can you help?
- Hisham: I must ask the adults and wise  
 people in my village.
- Star/Flower: What was their answer, Hisham?
- Hisham: Yes, you can stay. But you must  
 change into a yellow flower.  
 Are you happy?
- Star/Flower: No. Animals walk on me. I want  
 to change into a rose in the village.
- Hisham: Are you happy now?
- Star/Flower: No. It's noisy in the village. I can't  
 sleep and people pick me off the  
 plant.  
 I want to be a water lily.  
 I'm happy now. I'm a flower and a  
 star. I'm not lonely. I can see my  
 friends in the water and the sky.





## Unit 2, Lesson 5, Activity 1

An eclipse is when the moon comes between the Earth and the sun. The moon can block the light of the sun. For a short time, the moon can stop the light from coming to some places on the Earth.

We can use three coins to show an eclipse of the sun. Use the biggest coin for the sun, the smallest coin for the moon and the middle size coin for the Earth. Put the biggest coin (the 'sun') on the right. Put the middle size coin (the 'Earth') on the left. Put the smallest coin (the 'moon') in the middle.

## Unit 3, Lesson 1, Activity 1

- Girl: This is my dress, my coat and my hat.  
 Boy: These are my trousers and this is my cap.  
 Girl: These are my blouses and these are my skirts.  
 Boy: These are my shorts and these are my shirts.  
 Girl: These are my shorts and these are my shirts.  
 Boy: These are my black shoes. My scarf is green.  
 Girl: These are my T-shirts and these are my jeans.  
 Boy: These are my socks. These are all my clothes.

## Unit 3, Lesson 2, Activity 1

- Osama: Whose is this football shirt? It is yours, Salah?  
 Salah: Mine? No, it's not my shirt. It's Salah's shirt. And those shorts are his, too.  
 Mona: OK, these books are mine. Is that book yours, Elham?  
 Elham: No, it isn't mine. It's Sara's book. That pencil case is hers, too.

## Unit 3, Lesson 5, Activity 1

Hello, I'm Majda. This story happened a long time ago.  
 During my school holiday, my sister, my brother and I helped my dad to pick cotton. We walked to the cotton fields early in the morning and started work.  
 I picked cotton and put it into a big sack. I used two hands.  
 At twelve o'clock, we stopped and rested under a tree.  
 We started again at two and worked until it was dark.  
 When we finished work, we emptied the cotton from our sacks.  
 Each day, I picked lots of cotton. It was hard work.

## Unit 4, Lesson 2, Activity 1

Idris: Yesterday morning, I woke up at six o'clock. I washed Barood and cut patterns into his coat. Then I took the bride to the ceremony. She rode on Barood.  
 At the ceremony, Barood moved his head, and body to the music.  
 After the ceremony, I gave Barood food and water. We had a wonderful day.

## Unit 4, Lesson 4, Activity 2

- One: You must always wear a glove.  
 You must always wear a glove.  
 Two: You must be kind to the falcon.  
 You must be kind to the falcon.  
 Three: You mustn't give the bird cake.  
 You mustn't give the bird cake.  
 Four: You mustn't keep the bird inside.  
 You mustn't keep the bird inside.  
 Five: You must train the falcon every day.  
 You must train the falcon every day.  
 Six: You mustn't put the bird in a cage.  
 You mustn't put the bird in a cage.



## Unit 4, Lesson 5, Activity 1



Narrator: Hamid is an old farmer. He had an ox, a horse, a dog and chickens on his farm. His brother Ali visited him one day and asked:

Ali: "Why do you keep these animals?"

Narrator: Hamid answered:

Hamid: "The ox ploughs my fields. The horse takes me to town. The dog protects us. The chickens wake us up and give us eggs and meat."

Narrator: Ali said:

Ali: "But you need to look after the animals. You need to give them food and water and clean them. You are old now and it is hard work!"

Narrator: Ali added:

Ali: "You should stop work or you should sell the animals. Or you can buy a tractor, a car and a clock. They are better than animals."

## Unit 4, Lesson 6, Activity 1



Can you eat nearby to a rhino's eye?  
 Can you have a snack on a zebra's back?  
 Can you stand and look near an elephant's foot?  
 Can you walk on the ground with a buffalo around?  
 We can't do these things but a cattle egret can,  
 because it's safe for the bird but not safe for a man.

## Unit 5, Lesson 1, Activity 1



We're boys and girls from all Sudan.  
 We can build the future of our land.  
 Boys and girls can make things better.  
 We can help in any weather.  
 We can help and work together.  
 We can make the dark days lighter.  
 We can make our future brighter.  
 We're boys and girls from all Sudan.  
 We can give a helping hand.

## Unit 5, Lesson 4, Activity 1

Mona: I like eating healthy food. We should eat salads and vegetables. I dislike eating junk food. We shouldn't eat junk food like burgers and chips.

Salah: I enjoy reading science magazines. I think we should read lots of books. I dislike watching football on TV. We shouldn't watch sports on TV. We should do sports.

## Unit 5, Lesson 6, Activity 1



Narrator: A little red hen found some seeds and asked a cat, a rat and a dog:

Red Hen: "Can you help to plant these seeds?"

Animals: "No!"

Narrator: They said. So the red hen planted the seeds without help. After four months, the seeds grew into peanut plants. The hen asked her friends:

Red Hen: "Can you help to harvest the peanuts?"

Animals: "No!"

Narrator: They said. So the hen harvested the nuts without help. The hen asked her friends:

Red Hen: "Can you help to cook the peanuts?"

Animals: "No!"

Narrator: They said. So the red hen cooked the peanuts without help. Then the lazy friends smelled the cooked nuts. They asked:

Animals: "Can we have some?"

Red Hen: The hen answered: "No! I planted, I harvested and I cooked the peanuts without help. I can eat the peanuts without help." The hen ate them all.



## Unit 6, Lesson 3, Activity 2



Osama: Hi, Hassan!  
 Hassan: Hello, Osama!  
 Osama: I got your text! Why are you in Port Sudan?  
 Hassan: We're here to visit my uncle's family.  
 Osama: Oh, that's nice. (pause) But why did you go by bus?  
 Hassan: We wanted to see different places on the way this time.  
 Osama: Why did you stop for two hours?  
 Hassan: To have lunch and pray.  
 Osama: I see. In your text you wrote about Hamdi.  
 Hassan: Yes, we went to the hospital to see him on Tuesday morning. After lunch we shopped in the market and then we went for a walk at the beach.  
 Osama: OK, enjoy your visit! See you on Thursday.  
 Hassan: Thanks Osama! Bye!

## Unit 6, Lesson 5, Activity 1



Agent: Yes, how can I help you?  
 Mr Rami: I need a ticket to Cairo, please.  
 Agent: When would you like to travel?  
 Mr Rami: This week please.  
 Agent: There's a flight to Cairo tomorrow at six o'clock.  
 Mr Rami: That's good.  
 Agent: Would you like to buy the ticket now?  
 Mr Rami: Yes, please. How much does it cost?  
 Agent: It's 4,000 Sudanese Pounds.  
 Mr Rami: OK thank you.

## Unit 7, Lesson 1, Activity 1



Look to the left and look to the right, and look up and down.  
 Which numbers can we see when we look around?  
 Numbers, numbers everywhere!  
 Numbers when we look at prices, computers and mobile phones, or on the pages of our book.  
 Numbers on coins, numbers on money.  
 Numbers to give the time or date.  
 Numbers on watches, numbers on clocks.  
 Numbers to count or calculate.

## Unit 7, Lesson 6, Activity 1



Hassan didn't sleep well last night. He had a bad dream. He dreamt of a day without numbers.  
 Hassan couldn't read his clock and he got up late. There weren't any numbers on his clock.  
 Hassan couldn't watch TV during breakfast. He couldn't find the children's channel.  
 Hassan couldn't catch the bus to school. There were no numbers on the buses. He was late for school.  
 Hassan couldn't phone. He couldn't cook. He couldn't buy anything. He couldn't find his place in his book.  
 When Hassan woke up, there were numbers: on his phone, on his clock, on his money. He was very happy.



# Book Map



## Unit 1

Unit 1	Grammar	New language	Functions
Lesson 1	possessive adjectives: <i>his</i> ; no article before school subjects	<i>Geography, History, partner, Science</i>	date and time: talk about times of the day and days of the week
Lesson 2	sentences and questions in the past simple: <i>was, were</i> ; prepositions: <i>in, at, with</i>	<i>busy, Dubai, London</i>	actions and events: talk about past activities, events and experiences
Lesson 3	3 <sup>rd</sup> person ( <i>It/They</i> ) present continuous and present simple verbs	<i>across, along, cattle, child, evening, great, land, palm tree</i>	actions and events: talk about activities happening at the moment of speaking
Lesson 4	articles and other determiners: <i>a/an/the, this, these, some</i>	<i>adult, beak, emblem, face, mice, rat, stork, secretary bird</i>	personal information: ask and respond to questions about personal and other information
Lesson 5	sentences and questions in the present simple; prepositions and prepositional phrases: <i>next to, with, in, to</i>	<i>bring, next (adj), heart, invite, never mind</i>	actions and events: talk about everyday activities
Lesson 6	conjunctions: <i>because</i> ; <i>can</i> for requests	<i>because, cross (v), drink (n), shout (v)</i>	advice: make simple suggestions and requests
Lesson 7	common irregular plurals; sentences and questions in the present continuous	<i>independent, news, photograph, raise (v), wave (v)</i>	actions and events: talk about activities happening at the moment of speaking
Lesson 8		<i>ostrich, tell</i>	

## Unit 2

Unit 1	Grammar	New language	Functions
Lesson 1	use <i>mustn't</i> to give negative orders; conjunction: <i>when</i>	<i>away, Earth, keep away, must, space, straight, top</i>	advice: give advice
Lesson 2	comparative adjectives with <i>-er</i> ; sentences and questions in the present simple	<i>close (adj), correct (adj), Jupiter, Mars, Mercury, Neptune, planet, Pluto, Saturn, Uranus, Venus</i>	make comparisons: make comparisons between the planets
Lesson 3	sentences with <i>want/wants to</i> ; modals: <i>must, can</i>	<i>lonely, rose, water lily, wise</i>	preferences: say what you want to do
Lesson 4	adverbs of sequence; <i>first, after, next, finally</i> ; the past simple ( <i>-ed</i> ) of some common verbs	<i>correct, finally, part (n)</i>	actions and events: talk about past events
Lesson 5	superlatives with <i>-est</i> ; prepositions and prepositional phrases: <i>between, on the left/right, in the middle</i>	<i>block (v) eclipse (n), middle-size, moon, show (v)</i>	make comparisons: make comparisons between three objects
Lesson 6	comparatives and superlatives of short adjectives; present simple with facts	<i>centigrade, degrees, fact, temperature</i>	describe physical appearance: describe appearance and size



# Book Map



Lesson 7	past simple of common verbs; prepositions and prepositional phrases: <i>after, at, in, inside, off, on</i>	<i>astronaut, blast off (v), finish (v), land (v), return (v), rocket, spacecraft</i>	date and time: talk about dates and lengths of time
Lesson 8			

## Unit 3

Unit 3	Grammar	New language	Functions
Lesson 1	passive: <i>is/are called</i> ; countable and uncountable nouns	<i>coat, jeans, scarf, shorts, sock, sweater</i>	identify and name some common items of clothing
Lesson 2	possessive pronouns and adjectives: <i>my, mine, your, yours, his, her, hers</i> ; question word: <i>Whose?</i>	<i>hers, mine, whose, yours</i>	personal information: talk about ownership
Lesson 3	passive: <i>is/are made of</i> ; countable and uncountable nouns	<i>belt, cotton, leather, made of, material, silk, wool</i>	describe physical appearance
Lesson 4	modal verb <i>should</i> for advice; question words and <i>wh</i> -questions: <i>why, who, what</i>	<i>gloves, pack (v), sandals, snowy, sunny, trip</i>	date and time: talk about the different seasons
Lesson 5	prepositions and prepositional phrases; past simple of common verbs and common irregular verbs in affirmative, negatives and questions	<i>ago, empty (v), sack (n), rest, until</i>	actions and events: talk about past activities, events and experiences
Lesson 6	sentences and questions without <i>did</i> in the past simple; common regular and irregular verbs; adverbs of time: <i>when, later, then, now</i>	<i>each, hat-seller, tired; irregular past tenses: said (say), threw (throw)</i>	actions and events: talk about past events
Lesson 7	sentences in the present simple; passive: <i>is/are called</i>	<i>boot, fireman, job, mechanic, overalls, protect, uniform</i>	personal information: talk about jobs and what someone does
Lesson 8			

## Unit 4

Unit 4	Grammar	New language	Functions
Lesson 1	regular and irregular plurals; question word: <i>How?</i>	(guide) <i>dog</i> , (sheep) <i>dog</i> , <i>falcon</i> , <i>hunt (v)</i>	numbers and amounts: express quantity and countability
Lesson 2	past simple of common irregular verbs; prepositions and prepositional phrases: <i>at, to, into on</i>	<i>bride, ceremony, coat (animal's), pattern; irregular past tenses: cut (cut), had (have), gave (give), rode (ride), took (take), woke up (wake up)</i>	actions and events: talk about past events and experiences



# Book Map



<b>Lesson 3</b>	joining sentences with <i>who</i> ; sentences in the present simple	<i>dive, kilometres, owner, prey, train (v)</i>	describe physical appearance: describing people and animals
<b>Lesson 4</b>	modal verbs: <i>must, mustn't</i> ; questions and (negative) sentences in the past simple; common regular and irregular verbs	<i>cage, United Arab Emirates; irregular past tense: won (win)</i>	advice: give advice and instructions
<b>Lesson 5</b>	conjunction: <i>because</i> ; modal verb: <i>should</i> (for advice)	<i>better (good), ox, plough (v), tractor</i>	advice: make simple suggestions and give reasons
<b>Lesson 6</b>	<i>can, can't</i> for ability; (negative) sentences and questions in the present simple	<i>buffalo, cattle egret, nearby, snack (n), zebra</i>	ability: talk about what people can and can't do
<b>Lesson 7</b>	(negative) sentences and questions in the past simple; common regular and irregular verbs; adverbs: <i>at (six o'clock), after, then, when, yesterday</i>	<i>gold, festival, order, tourist; irregular past tenses: ate (eat), went (go), wrote (write)</i>	actions and events: talk about past activities, events and experiences
<b>Lesson 8</b>			

## Unit 5

<b>Unit 5</b>	<b>Grammar</b>	<b>New language</b>	<b>Functions</b>
<b>Lesson 1</b>	<i>can</i> for ability; adverbs and adverbial phrases: <i>quickly, for a long time</i>	<i>build, future, helping (hand), quickly, spend (money)</i>	ability: talk about what people can and can't do
<b>Lesson 2</b>	sentences with <i>who</i> ; sentences and questions in the present continuous	<i>charity, hand out (v), ill, package (n), poor, race</i>	preferences: talk about what you need and want
<b>Lesson 3</b>	expressions of quantity: <i>a lot of, many, much, enough</i> with countable and uncountable nouns; regular and irregular plural nouns	<i>enough</i>	numbers and amounts: express quantity and countability
<b>Lesson 4</b>	<i>like, enjoy + verb + -ing</i> ; modals: <i>should(n't)</i> for advice	<i>burger, junk food, magazine, salad</i>	preferences: talk about likes and dislikes
<b>Lesson 5</b>	conjunctions: <i>because, so</i> ; the past simple of common irregular verbs	<i>another, make sure, die; irregular past tenses: bought (buy); got (get), saw (see), sold (sell)</i>	advice: give advice and the reasons for it
<b>Lesson 6</b>	(negative) sentences with the past simple of common regular and irregular verbs; modal verb: <i>can</i> for requests	<i>harvest, lazy, nut; irregular past tenses: found (find), grew (grow)</i>	ask and respond to known formulaic language
<b>Lesson 7</b>	adverbs of frequency: <i>often, sometimes, usually, always, never</i> ; <i>Wh</i> -questions: <i>what, who, how</i> , etc.	<i>advertisement, blanket, equipment, volunteer (n)</i>	ask and answer questions about information
<b>Lesson 8</b>		<i>feed</i>	



# Book Map



## Unit 6

Unit 6	Grammar	New language	Functions
Lesson 1	<i>would like to + verb;</i> prepositional phrase: <i>by (car)</i>	<i>Cairo, Jeddah, love (v),</i> <i>motorbike, of course, Paris,</i> <i>sail (v), world</i>	preferences: express likes and dislikes
Lesson 2	sentences in the present simple; <i>would like to + verb</i>	<i>overseas, reason, Saudi</i> <i>Arabia</i>	actions and events: talk about everyday activities
Lesson 3	<i>Wh-</i> questions: <i>why, where, what (time), How (long), who;</i> questions with <i>did</i> in the past simple	<i>text message, writer</i>	personal information: ask and answer questions about personal information
Lesson 4	<i>want to</i> and <i>would like to + verb;</i> <i>Wh-</i> questions: <i>Where, Why, What</i>	<i>explore, life, palace</i>	advice: make simple suggestions
Lesson 5	conjunctions: <i>because, so;</i> (negative) sentences in the present simple	<i>agent, flight, passport,</i> <i>tomorrow</i>	preferences: talk about things you need and want
Lesson 6	past simple affirmative, negative and questions: <i>was, wasn't, were, weren't;</i> past simple of common verbs and common irregular verbs in affirmative, negatives and questions	<i>adventures, difficult, famous, hero, journey, prize, born;</i> irregular past tenses: <i>thought</i> (think)	personal information: ask and respond to basic questions for personal and other information
Lesson 7	sentences in the present simple; sentences and questions in the past simple of common regular and irregular verbs	<i>airport, check-in, departure hall/gate, officer, passport control, security;</i> irregular past tense: <i>flew</i> (fly)	actions and events: talk about everyday activities
Lesson 8			