



MINISTRY OF
EDUCATION



NATIONAL CENTRE
FOR CURRICULA
AND EDUCATIONAL
RESEARCH (NCCER)



SMILE

SERIES

SUDAN
MODERN
INTEGRATED
LEARNING OF
ENGLISH

1

ONE

ACTIVITY BOOK

GRADE 3

BASIC LEVEL





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



Sudan Modern Integrated Learning of English

SMILE Series: Book 1

**Activity Book
Grade 3: Basic Level**

**Lead Writer and Consultant:
Stephen Thompson**

Written by:

**Ahazeej Abdellateef Abdelkareem Ali
Emtithal Alwasila Abdallah Ahmed
Dr Helene Fatima Idris
Lona Louise Soiney
Mohammed Musaad Mohammed Elamin
Mohammed Omer Babikir Bashir
Omer Bashir El Sheikh El Adani
Salah Ahmed Mohammed Joda**

Developmental Editors:

**Jacquelyn D. Kunz
Timothy McVicar**

Consultants and Special Advisors:

**David Vale – International Consultant
Prof Abdelrahim Hamid Mugaddam Hammad – National Consultant,
University of Khartoum
Dr Hamdan Ahmed Hamdan Abuanja – Special Advisor for Writing and
Training, Head of English Language Department, NCCER
Dr Nada Sid Ahmed El Jack – Special Advisor for Piloting, Director
General, SUNACEL/SELT
Ali Idris Saeed El Haj – Special Advisor for Editing.**

Revised by:

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

Dr Yousif Khalid Mohammed Musaad – NCCER

El-Fateh Mohammed Abdul Essalam – NCCER

Illustrations and Design by:

Amani Zain Elabden Mahgoub

Ibrahim Mohamed Ahmed Mohamed

Nader Ibrahim Genie

Writing examples by:

Hatim Homeida Abdel-Razig Abdalla

Sketched by:

Malik Ahmed Abdelkhalig Ishaq

General Administration and Technical Supervision:

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

Dr Muawia Elsir Ali Mohammed Gashi – Director General, NCCER

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

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

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

Dr Abdalrauf Khidir – Head of Curricula Administration, NCCER

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

Hashim Hamza – Project Implementation Unit Manager, World Bank

Robin Davies – Country Director, British Council

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

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

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

Dr Wail El Kheir Shuaib – ELCR Project Manager, British Council

Reimaz Hashim Salih – ELCR Project Coordinator, British Council

Introduction

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

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

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

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

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

The SMILE series is comprised of the following components:

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

The SMILE series is a pupil-centred, standards-based curriculum. It targets phonics and makes use of cross-curricular topics and enjoyable learning

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

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

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

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

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

solving and decision making.

8. have received positive input about their own Sudanese culture and that of English speaking countries.

9. have raised their awareness about the diversity of cultures within Sudan.

10. have developed cross-curricular skills.

11. be able to read and understand national and international supplementary readers in later grades.

12. have received inclusive teaching and encouragement regardless of linguistic aptitude and performance through the use of special educational teaching strategies.

13. have been exposed to examples of modern technology.

14. have achieved level B1 of the Common European Framework (CEF).

SMILE textbooks consist of twelve units which follow a consistent format: every unit has eight lessons. Lesson 8 is always a revision for 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
Bakhter-Ruda, 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 1 for Grade 3 - Basic Education.

British Council, Khartoum, Global Partnership for Education (GPE), Sudan National Centre for Languages (SUNACEL/SELTI), English Language Institute, University of Khartoum, Department of Linguistics – University of Khartoum, Institute of Languages – Ahfad University, Khogali & Shoush –Media Production Company, Capital Radio, Khartoum International Community School (KICS), Council of British International Schools (COBIS), Sudan Volunteer Programme (SVP), Simon Smith (ELT Consultant and Piloting Trainer), Coralyn Bradshaw (ELT Consultant), Wendy Arnold (ELT Consultant), Fiona McGarry (ELT Consultant), Dr Amna Mohammed Bedri (Ahfad University), Dr Yousif Khalid Mohammed Musaad (NCCER English Language Department), Dr Hala Salih Mohammed Nur (University of Khartoum), Dr Taj-Essir Hassan Bashoum, Ibrahim Mohammed Ali Etoum, Mohammed Suleiman Ahmed Alzein, Yousif Abdalla Al Hassan, Abdul Jabar Mohammed Saleh, Fateh-el-Rahman Al-Jack Al Abbas (Risala Establishment), Dr Mohammed Fadlalla (Sudan Open University, El Obeid), Prof Abdel-Majeed Attayeb (Umm El Qura University, KSA), Prof Ahmed Babiker Eltahir (Al Mughtaribeen University), Amal Al-Kashif (Basic Education Recovery Project (BERP, World Bank), Yousif Karrar Eltahir (Basic Education Recovery Project (BERP), World Bank), Jacklyn Nguyen (Music Teacher, KICS), Victoria Pevitt (former Head of English for Education Systems, Horn of Africa, British Council), Dr Ibrahim Mohammed Al Faki (Referee), Dr Abdelgadir Mohammed Ali (Referee), Dr Thomas Ian Young (Music Consultant), Malik Ahmed Abdel-Khaliq (ELCRP Material Writer), Abdelsadig Awad Abdelsadig (ELCRP Material Writer), Hassan Taj Al-Sir Al-Hassan (ELCRP Material Writer), Attayib Tajaddin Attayib Mahmoud (ELCRP Material Writer), Jacklyn Nguyen (Music Teacher, KICS), Mohamed Farah, AlRazi ElBasheer, Azza Abdalla Elzaidabi, Ragad Hammad, Kareem Wail, Momin Amin Diyab, Ayman Mamoun, Ayia Mostafa, Tasneem Ahmed, Hala Mostafa, Shahd Amro, Aassir Amro Isam Mustafa, Ali Salman, Sabq Elsadig Awad, Abeer Abdalla Elzaidabi.

Sudan
Modern
Integrated
Learning of
English

SMILE Series: Book 1

Activity Book

Grade 3: Basic Level

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

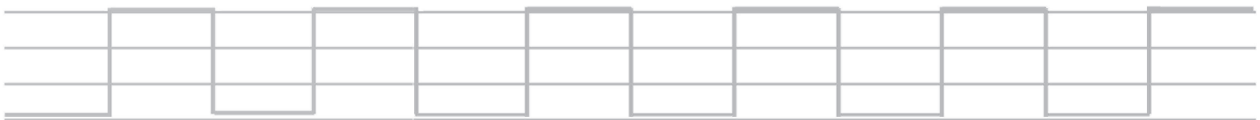
No part of this publication may be reproduced, stored in a retrieval system, transmitted in any form or by any means, electronic, mechanical, photocopy, recorded or otherwise, without prior written permission of the copyright holder.

Table of Contents

Unit	Topic	Page
1	Welcome to English	1
2	Numbers	9
3	Colours	17
4	About Me	25
5	My School	33
6	Home	41
7	My Family	49
8	Toys and Games	57
9	Animals	65
10	Food and Drink	73
11	Our Environment	81
12	Eid El Fitr	89
	Extra Practice Pages	97

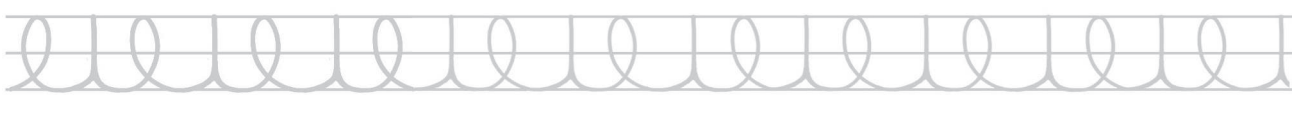


A. Trace the lines.



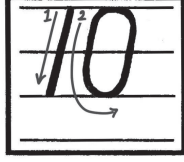
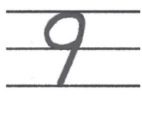
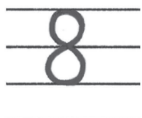
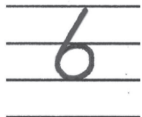
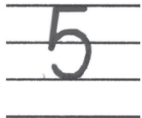
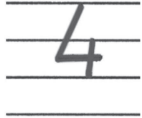
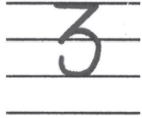
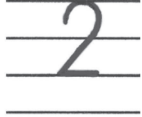
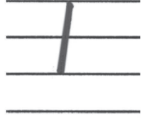


A. Trace the lines.



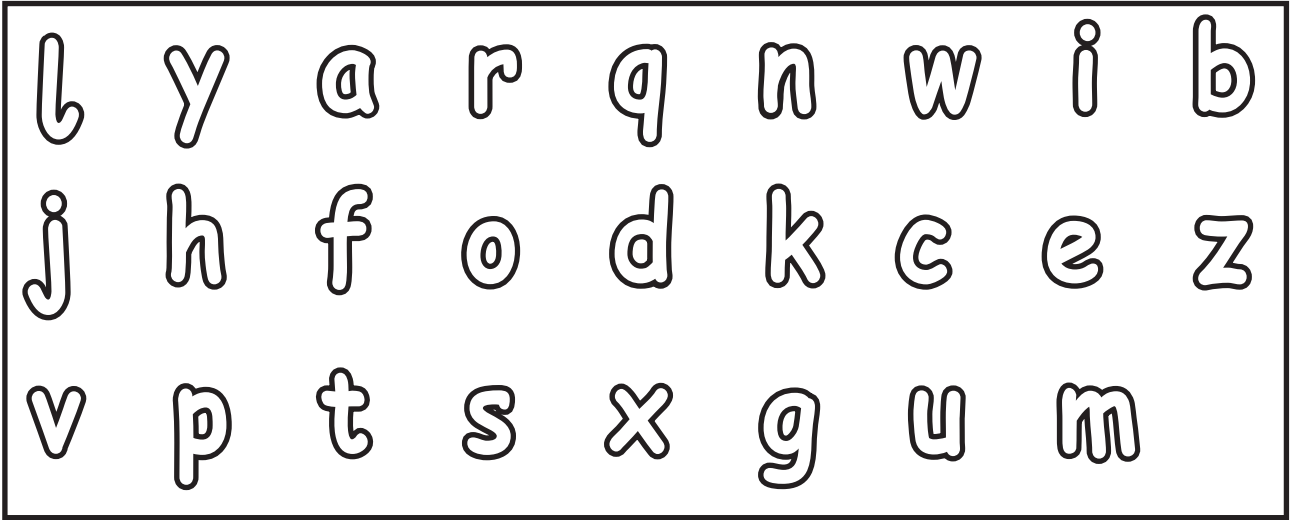


A. Trace and write the numbers.

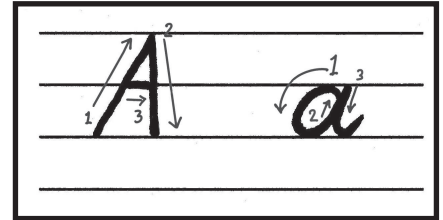




A. Find and colour a. Find and colour b.

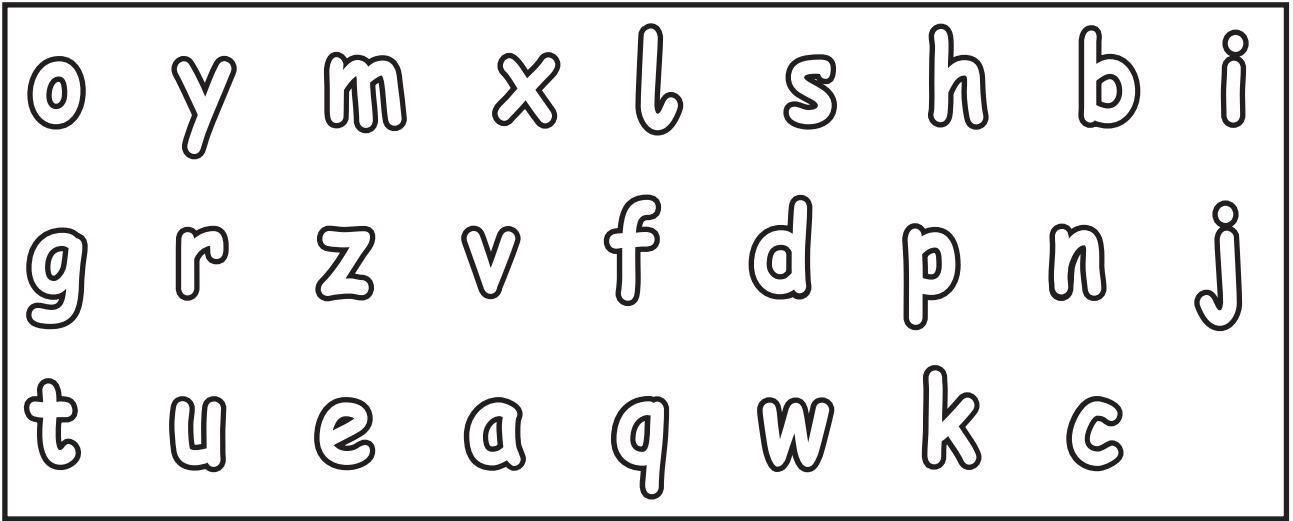


B. Trace and write A and a.

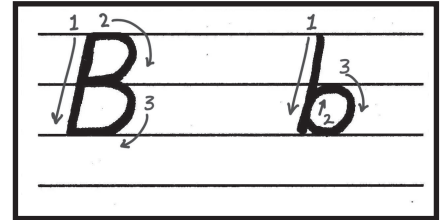




A. Find and colour c. Find and colour d.

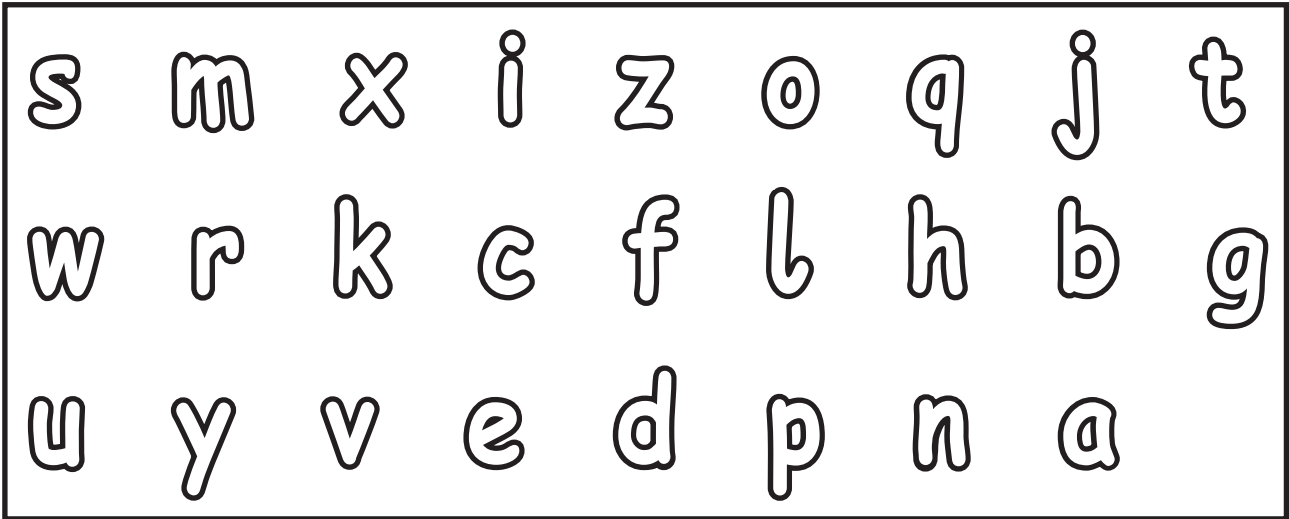


B. Trace and write B and b.

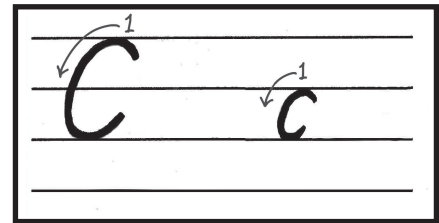




A. Find and colour e. Find and colour f.

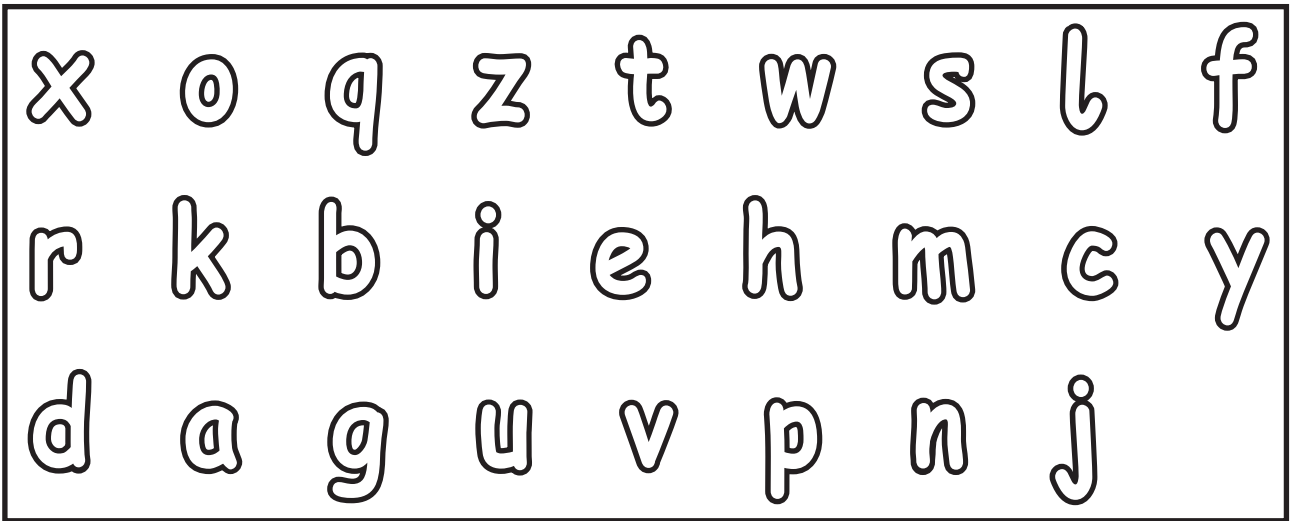


B. Trace and write C and c.

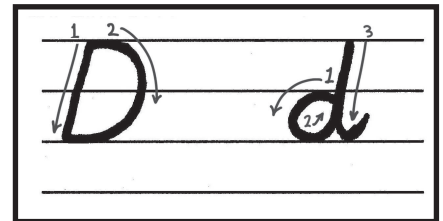




A. Find and colour *g*. Find and colour *h*.



B. Trace and write *D* and *d*.





A. Trace and write A/a, B/b, C/c and D/d.

Aa

Aa

Bb

Bb

Cc

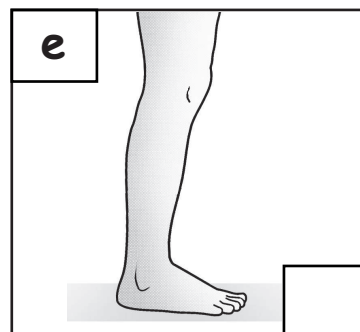
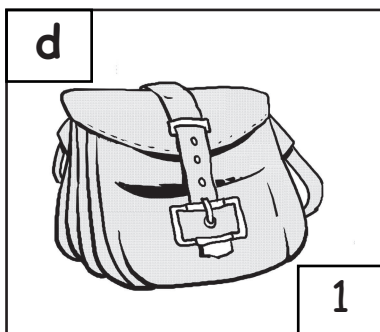
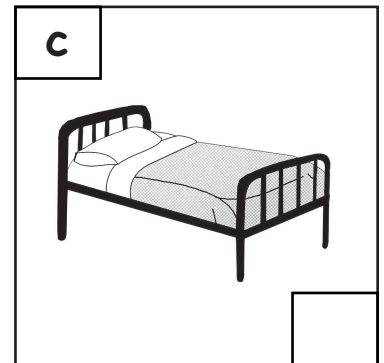
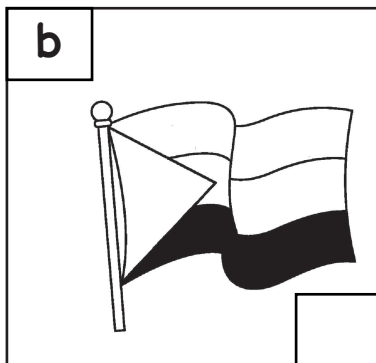
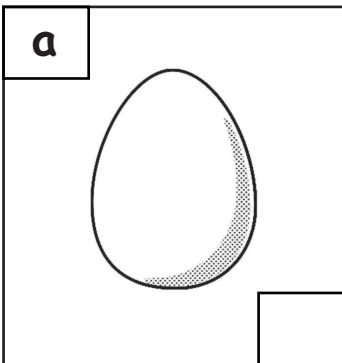
Cc

Dd

Dd

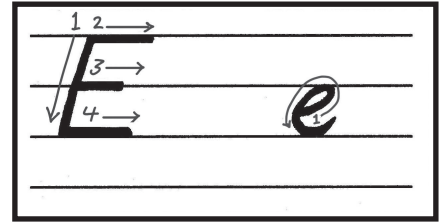
B. Read and number.

1. ~~bag~~ 2. flag 3. egg 4. leg 5. bed



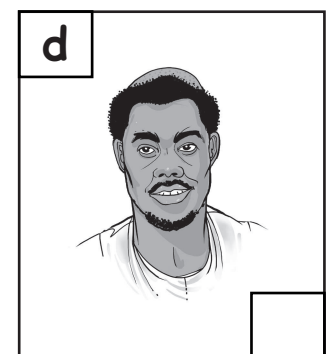
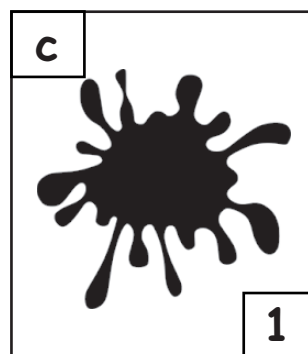
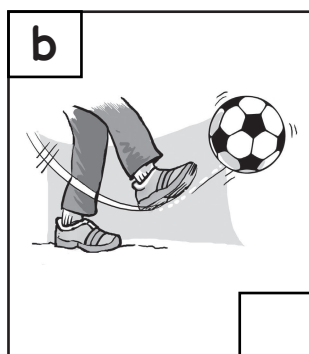
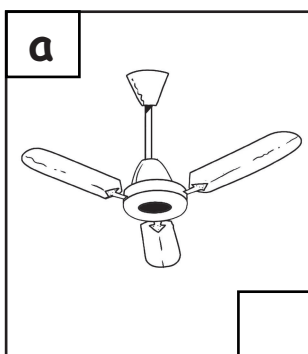


A. Trace and write E and e.



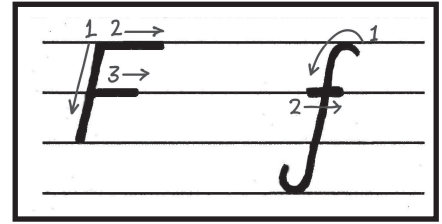
B. Read and number.

- ~~1. black~~
- 2. man
- 3. kick
- 4. fan





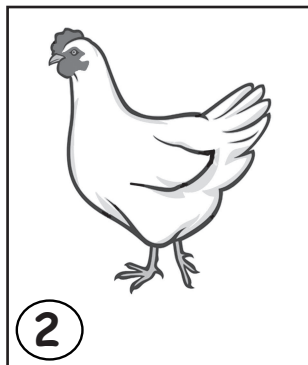
A. Trace and write *F* and *f*.



B. Say, spell and write.



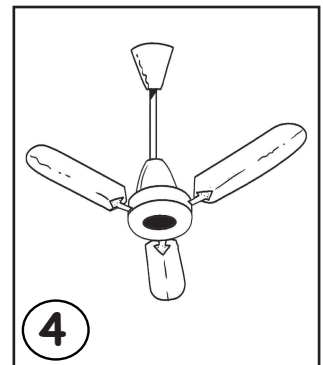
b g



h n

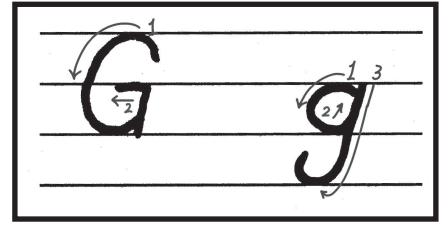


b



n

A. Trace and write G and g.



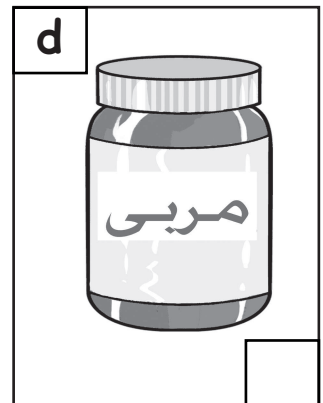
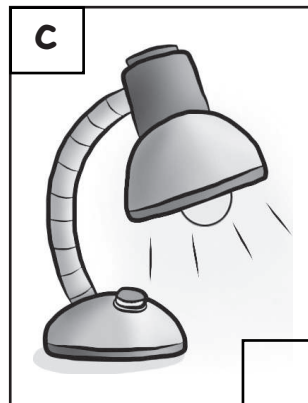
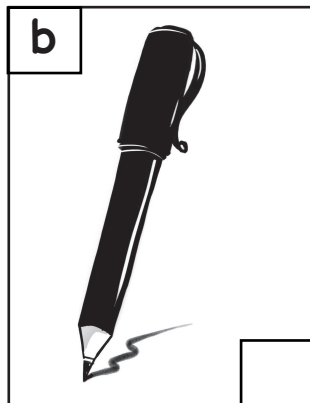
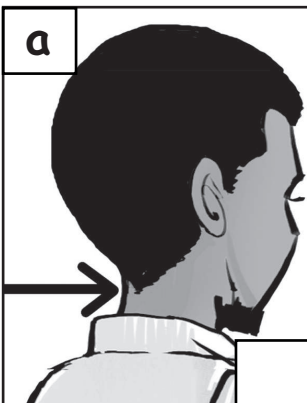
B. Read and number.

1. pen

2. jam

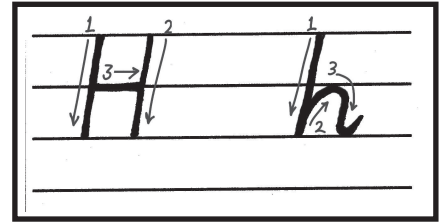
3. neck

4. lamp

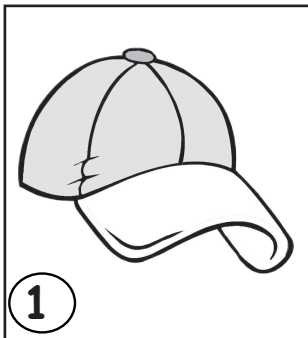




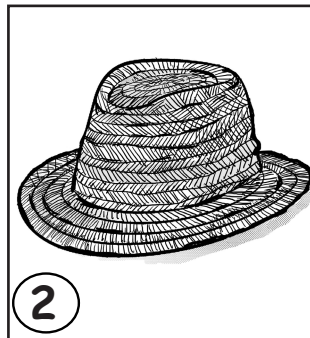
A. Trace and write Hand h.



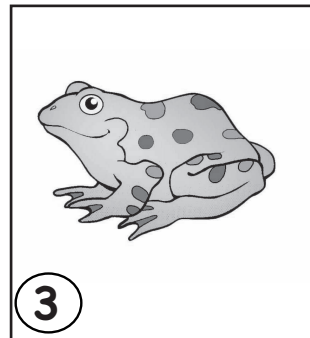
B. Say, spell and write.



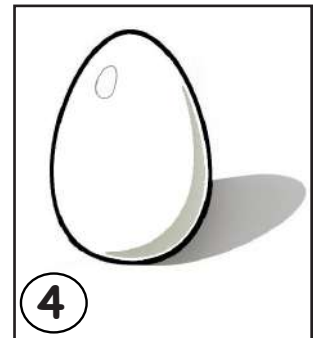
___ p



___ t

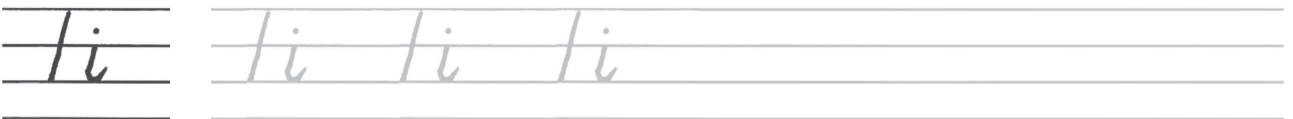
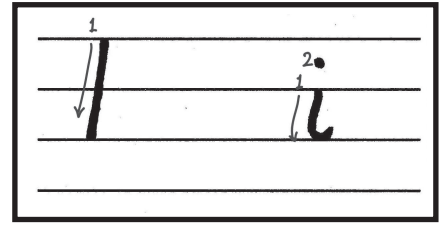


___ ro



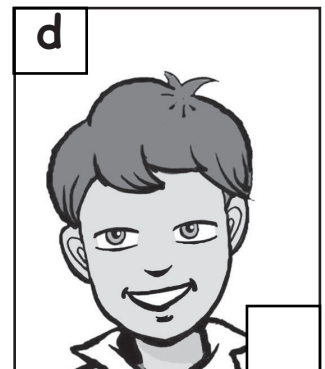
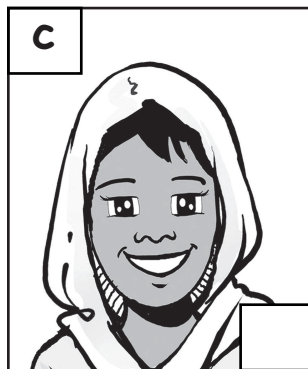
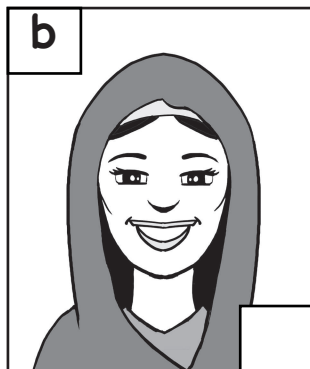
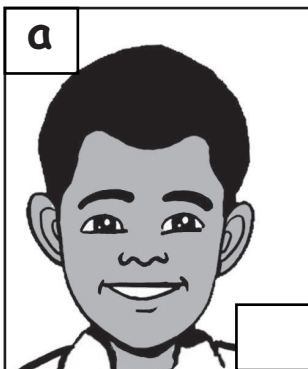


A. Trace and write / and i.



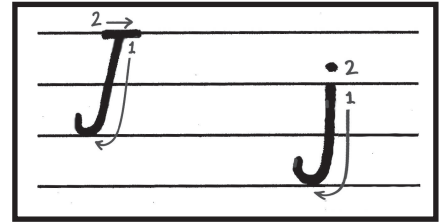
B. Read and number.

- 1. Eddie
- 2. Badr
- 3. Mrs Hind
- 4. Dalia





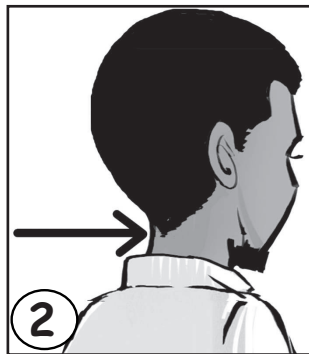
A. Trace and write J and j.



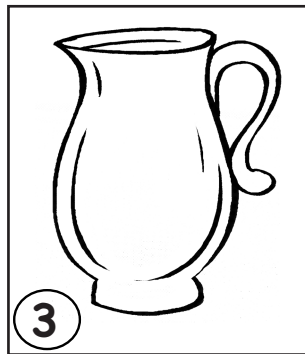
B. Say, spell and write.



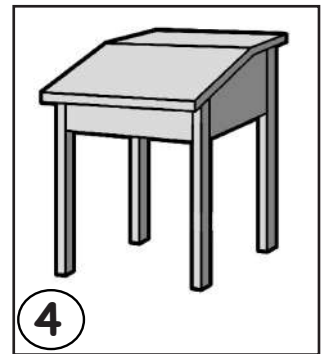
m



n k



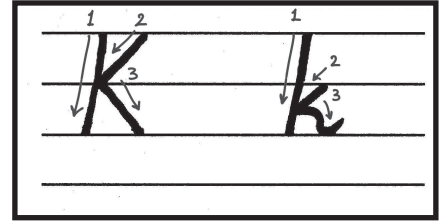
u



sk



A. Trace and write K and k.



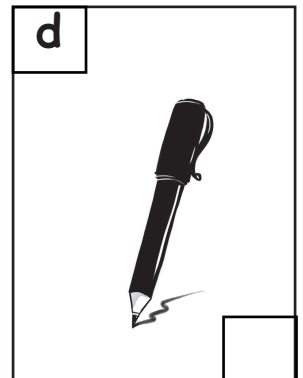
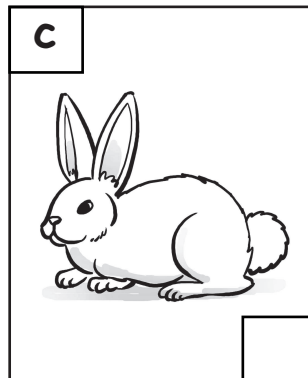
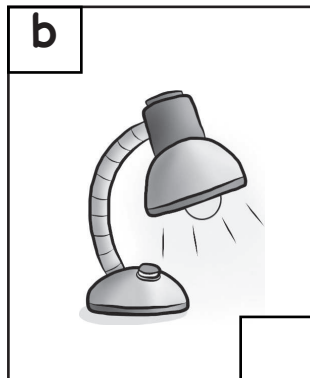
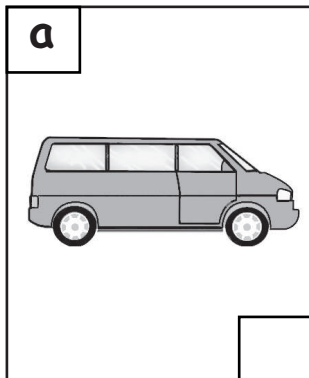
B. Read and number.

1. pen

2. lamp

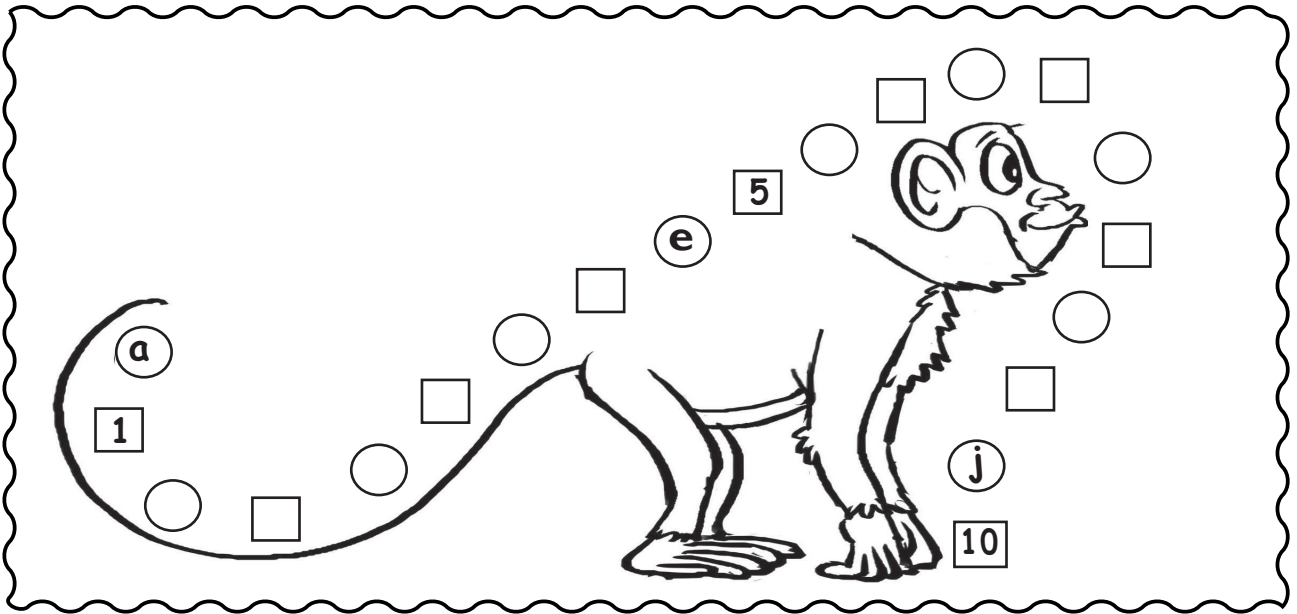
3. van

4. rabbit

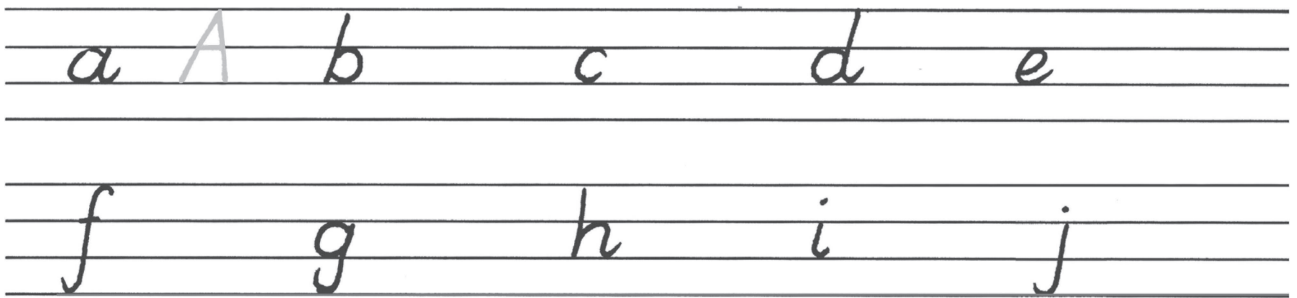




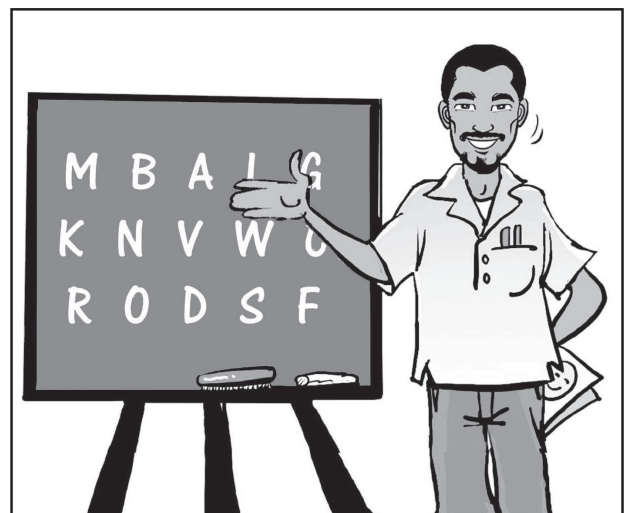
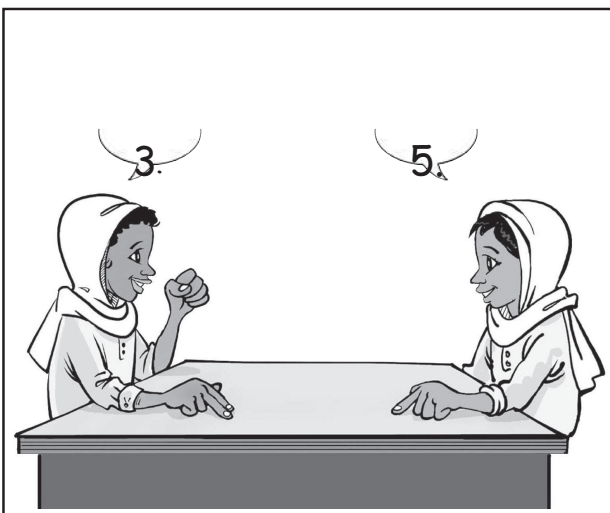
A. Write the letters and numbers.



B. Write the capitals.

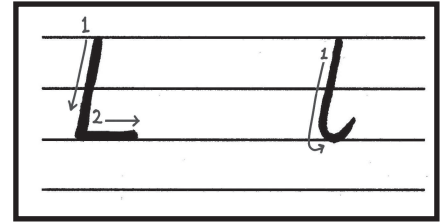


C. Play the number and letter games.





A. Trace and write L and l.



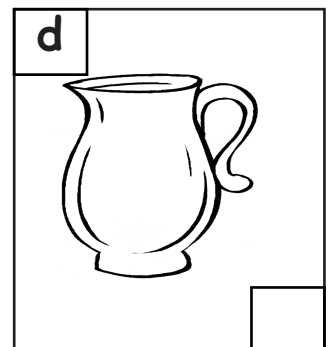
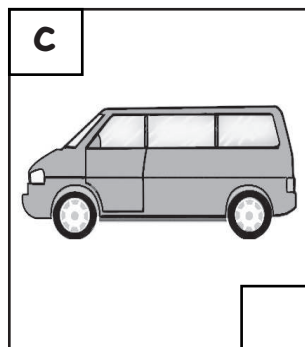
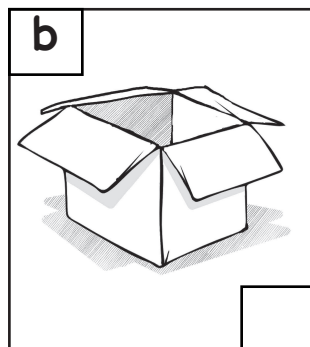
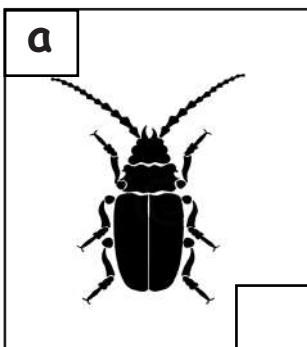
B. Read and number.

1. box

2. jug

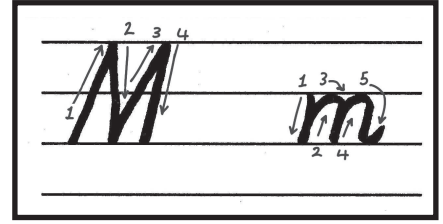
3. insect

4. van





A. Trace and write M and m.

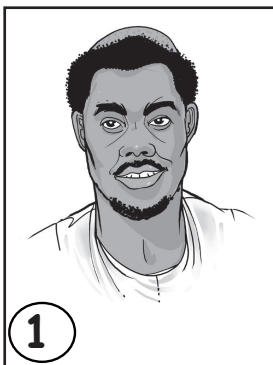


M M M M

m m m m

Mm Mm Mm Mm

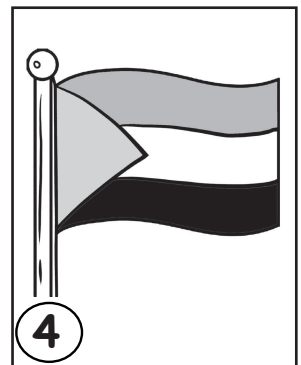
B. Say, spell and write.



n

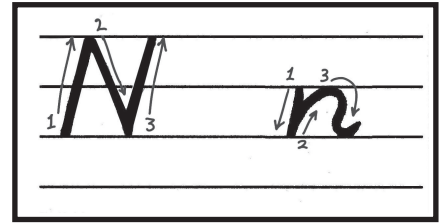


p





A. Trace and write N and n.



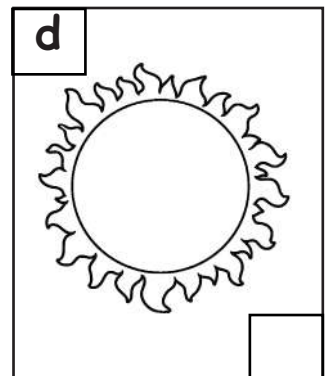
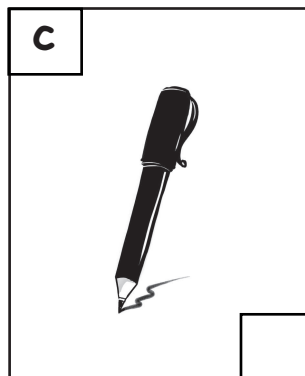
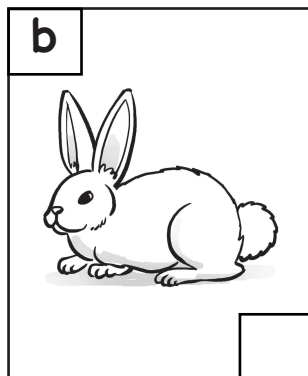
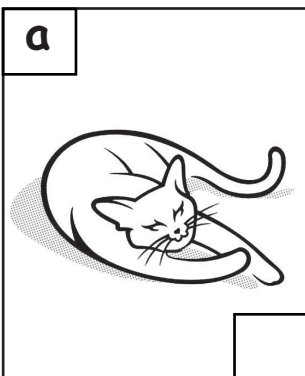
B. Read and number.

1. sun

2. pen

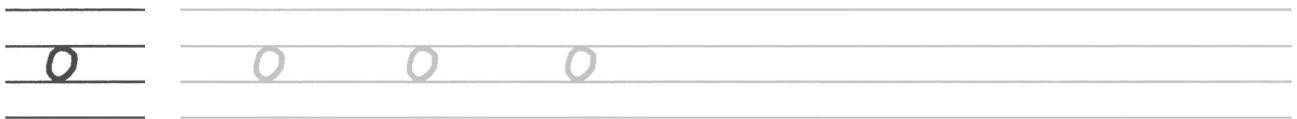
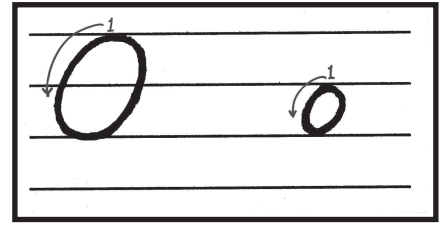
3. cat

4. rabbit

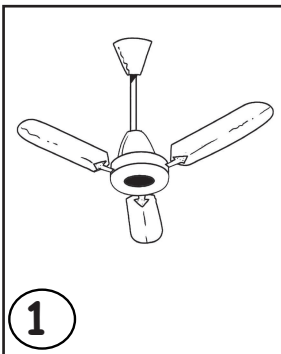




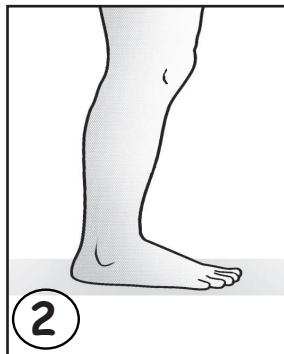
A. Trace and write O and o.



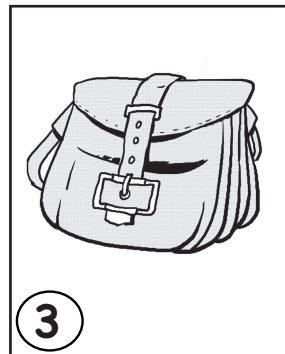
B. Say, spell and write.



Blank handwriting lines for the word 'fan'.



Blank handwriting lines for the word 'leg'.



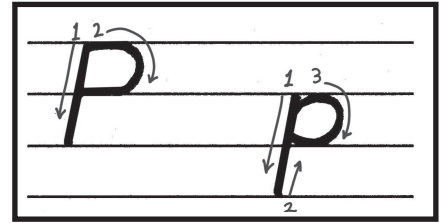
Blank handwriting lines for the word 'bag'.



Blank handwriting lines for the word 'neck'.



A. Trace and write P and p.

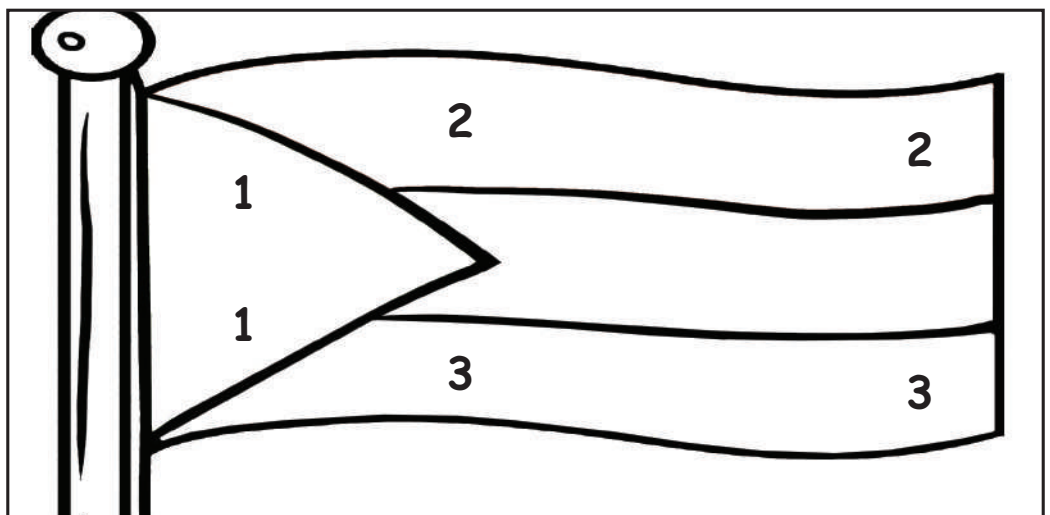


B. Read and colour the flag.

1. green

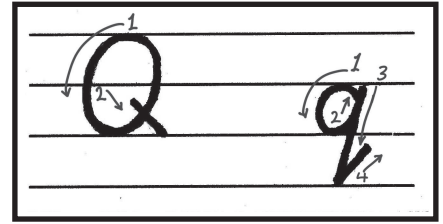
2. red

3. black





A. Trace and write Q and q.



Q Q Q Q

q q q q

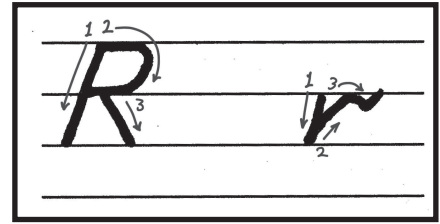
Qq Qq Qq Qq

B. Find and circle the words.

blue	y	b	l	u	e	k	y
green	l	r	e	d	h	n	s
yellow	a	w	b	r	o	w	n
brown	g	r	e	e	n	a	t
red	w	y	e	l	l	o	w



A. Trace and write R and r.



R R R R

r r r r

Rr Rr Rr Rr

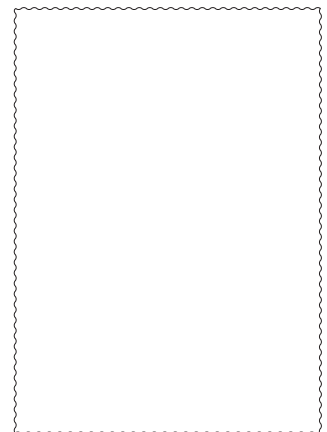
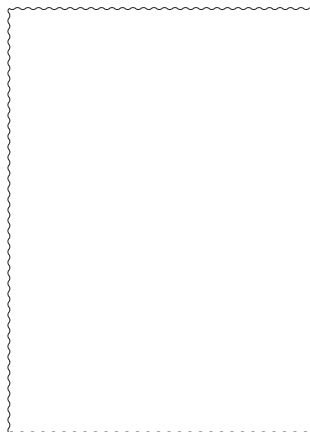
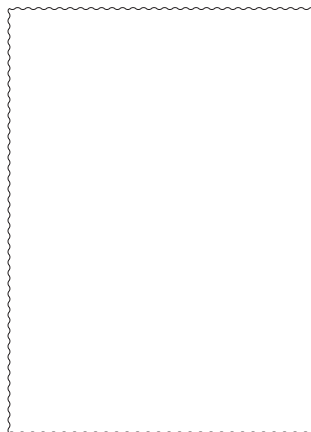
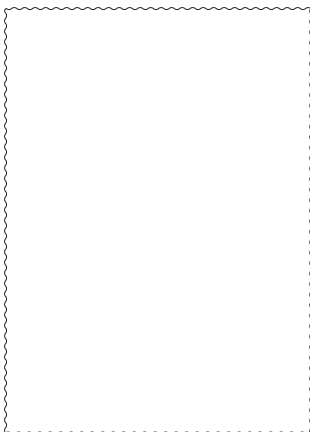
B. Read and draw things with these colours.

red

blue

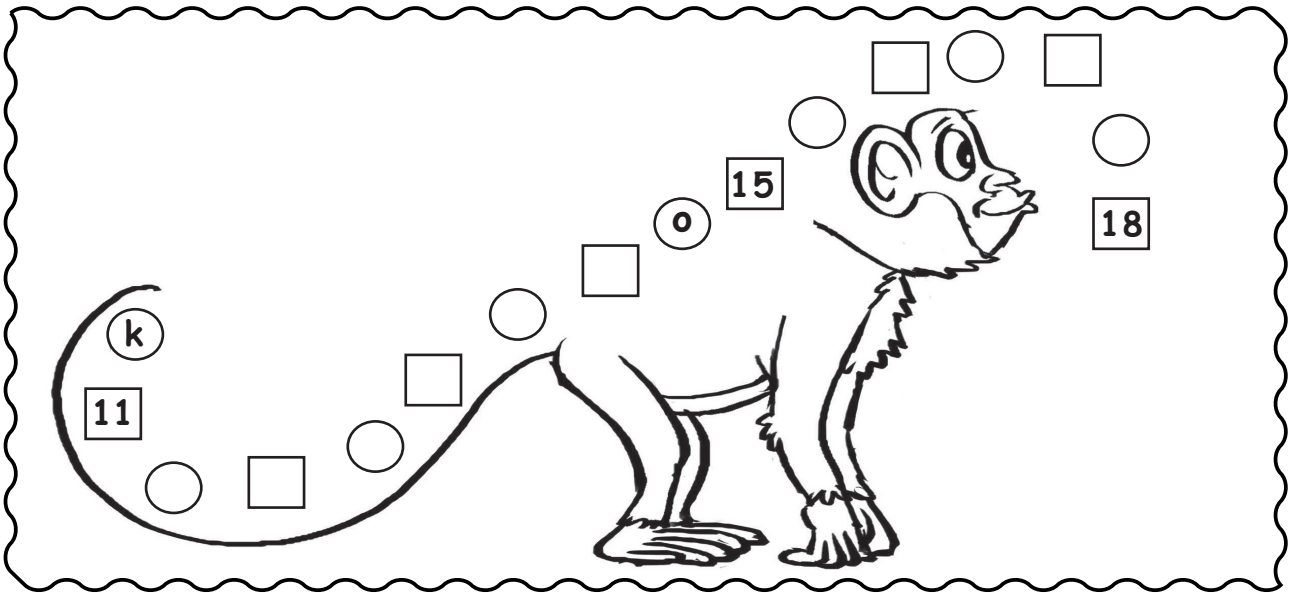
yellow

green

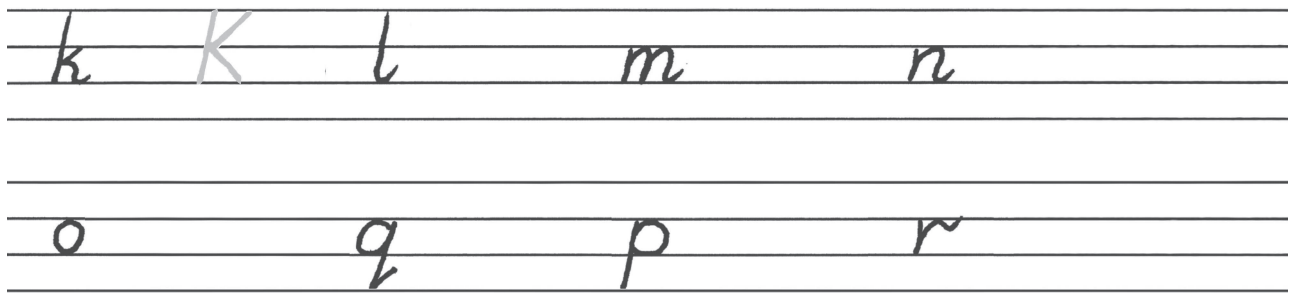




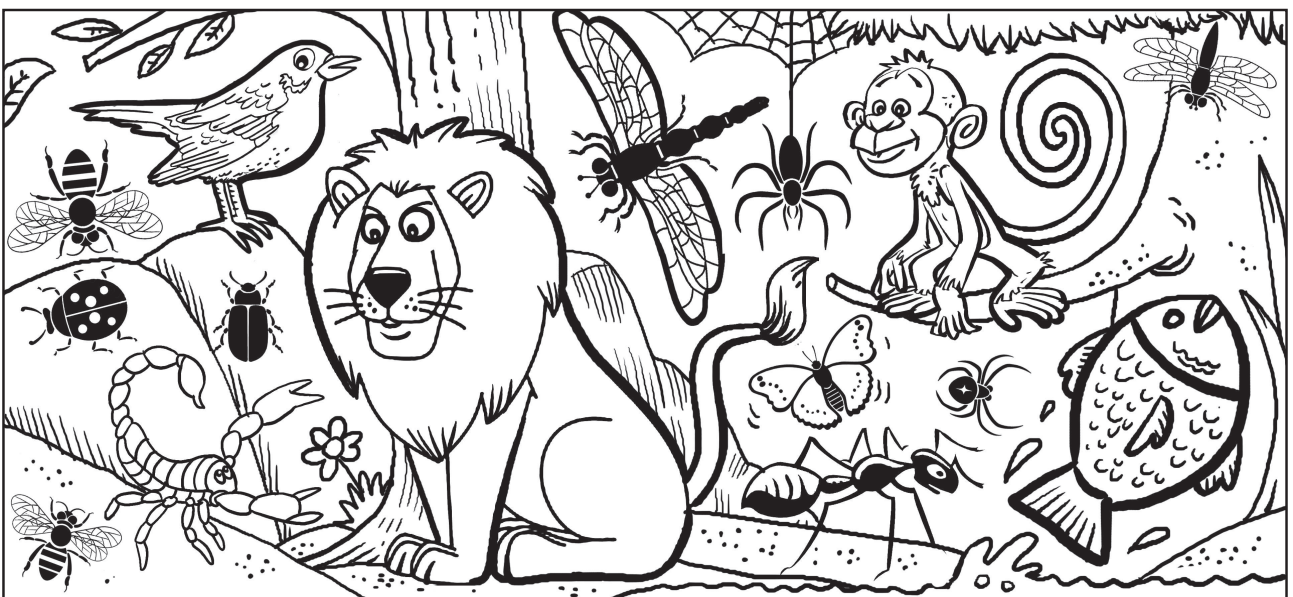
A. Write the letters and numbers. Say them.



B. Write the capitals.

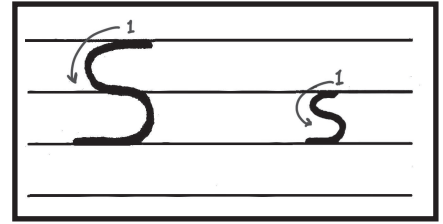


C. Colour the picture.





A. Trace and write S and s.

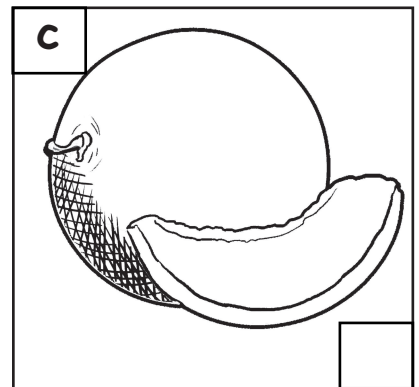
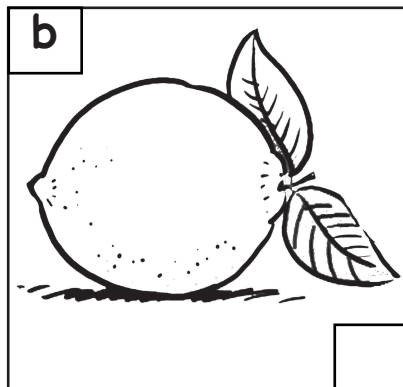
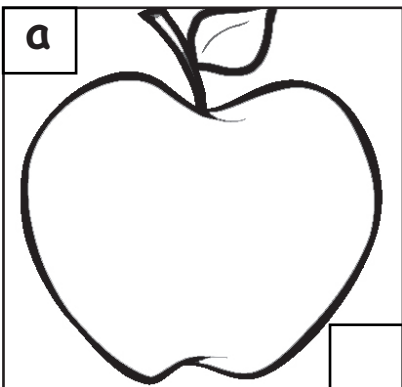


B. Read, number and colour.

1. a green melon

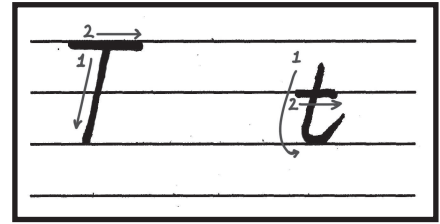
2. a red apple

3. a yellow lemon

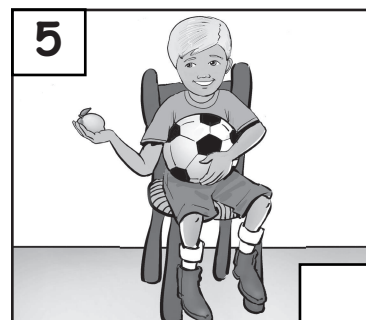
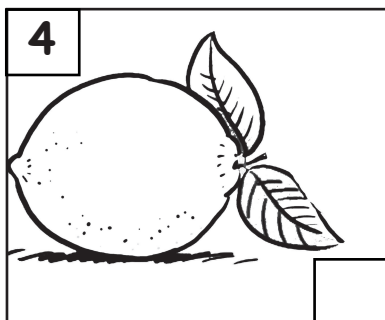
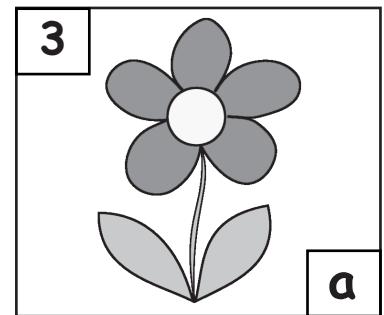
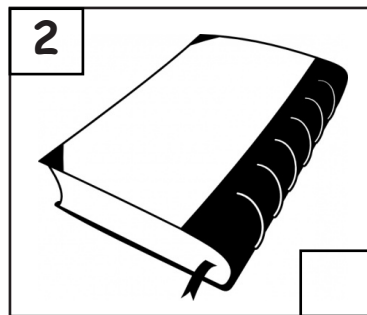




A. Trace and write T and t.

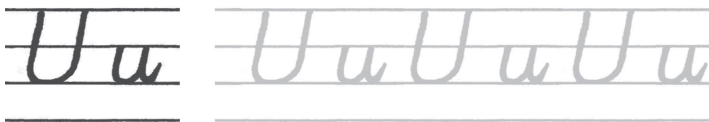
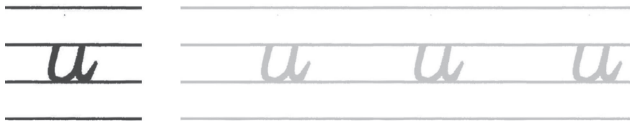
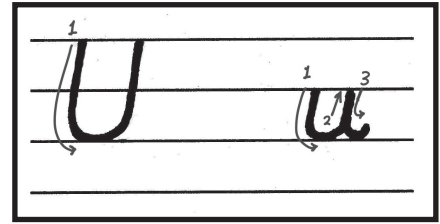


B. Listen, write the letters and say.

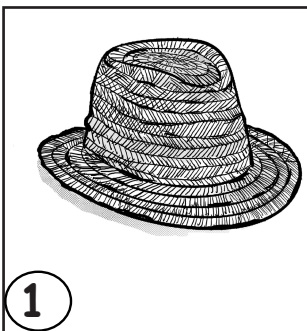




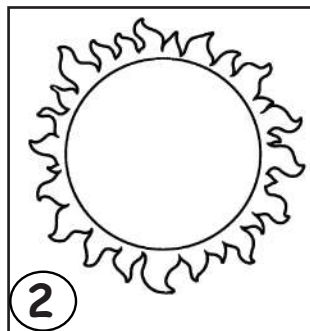
A. Trace and write U and u.



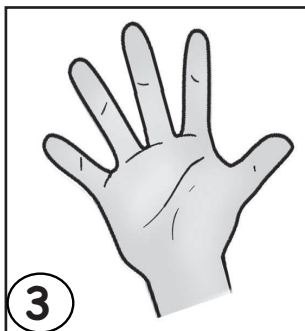
B. Say, spell and write.



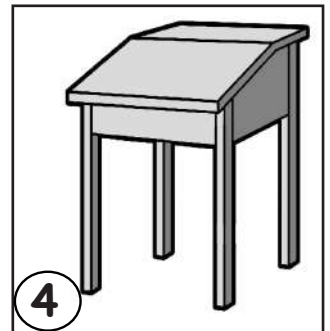
Three horizontal lines for writing the word 'hat'.



Three horizontal lines for writing the word 'sun'.



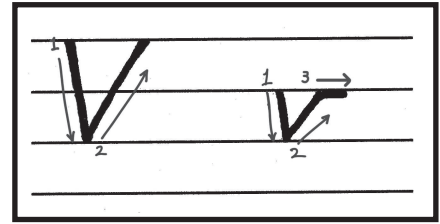
Three horizontal lines for writing the word 'hand'.



Three horizontal lines for writing the word 'table'.

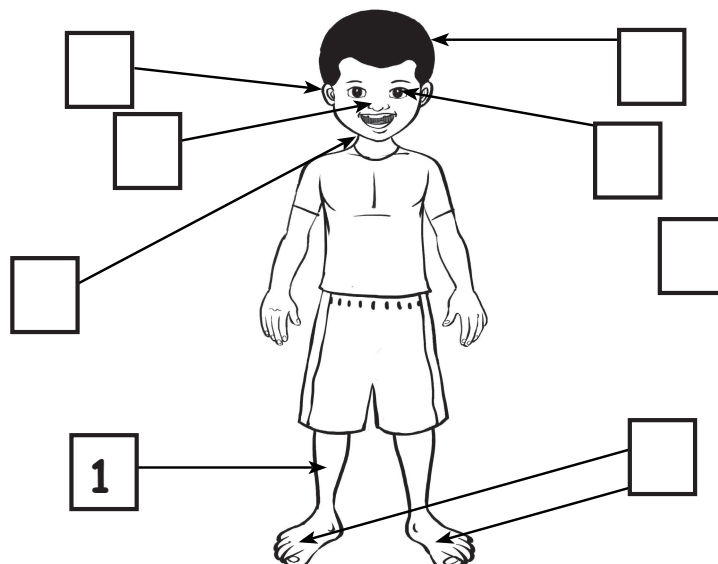


A. Trace and write V and v.



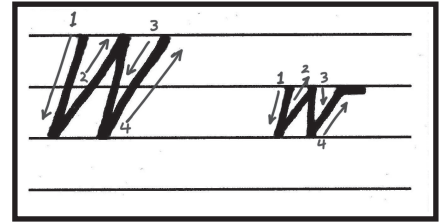
B. Read and write numbers.

- 1. leg
- 2. hand
- 3. feet
- 4. head
- 5. neck
- 6. eye
- 7. ear
- 8. nose



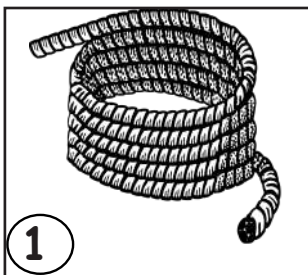


A. Trace and write W and w.

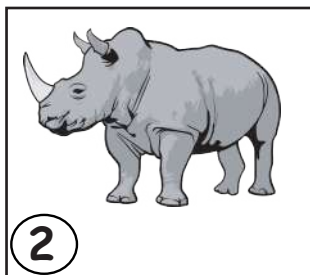


B. Read, match and write.

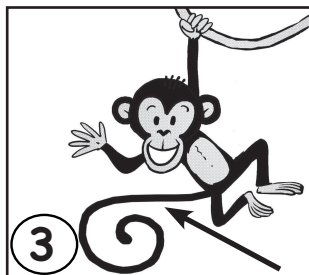
~~long~~ big small long



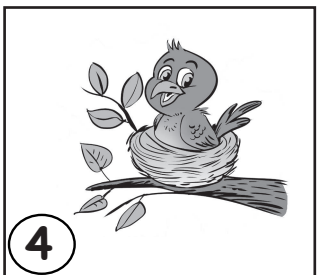
1



2



3

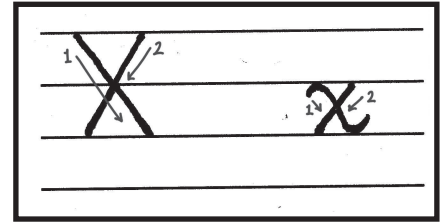


4

long



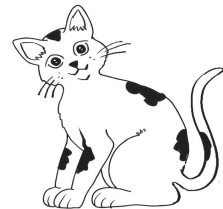
A. Trace and write X and x.



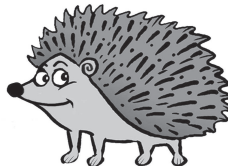
B. Read, match and write.

cat hen hedgehog ~~monkey~~ rabbit

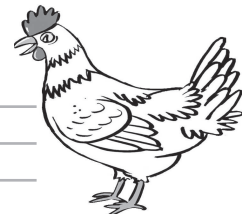
1. monkey 2. _____ 3. _____



4. _____

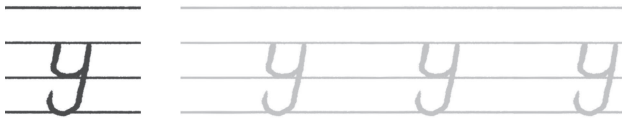


5. _____

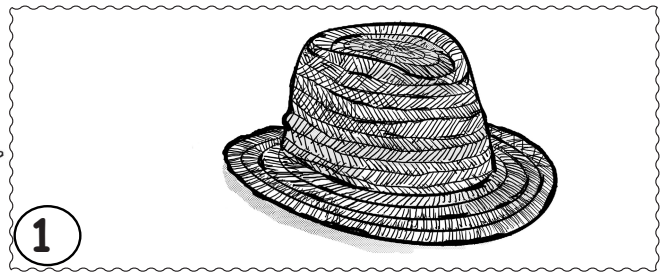
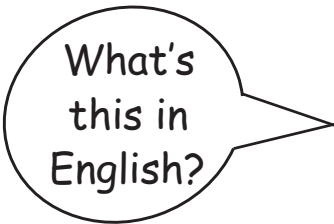




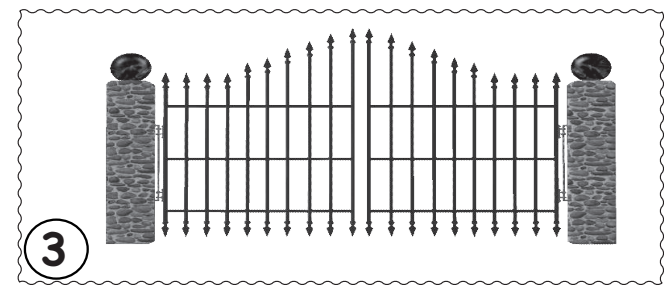
A. Trace and write Y and y.



B. Read and write.

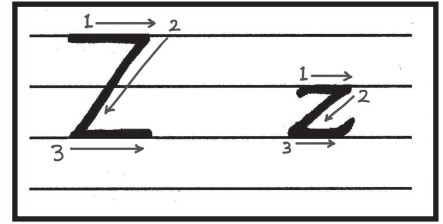


It's a





A. Trace and write Z and z.



Z Z Z Z

z z z z

Zz Zz Zz

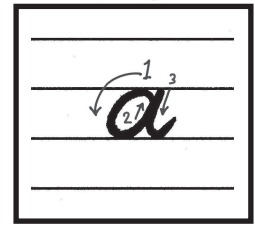
B. Draw, colour and write.



Your name:



A. Trace and join a.



a a

aa aa

aaa aaa

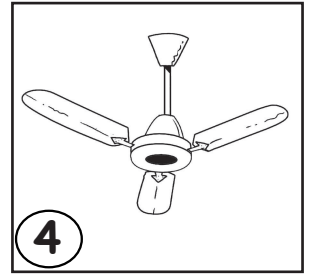
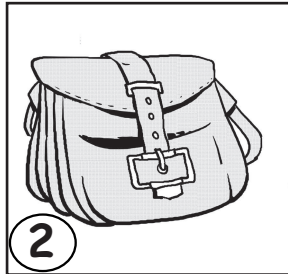
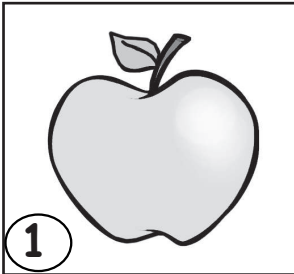
B. Read, match and write.

bag

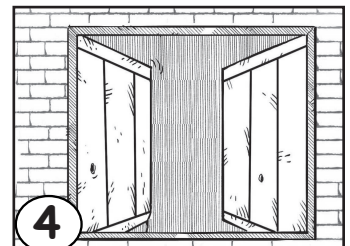
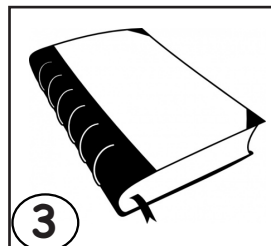
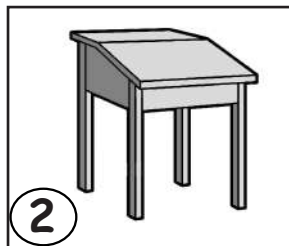
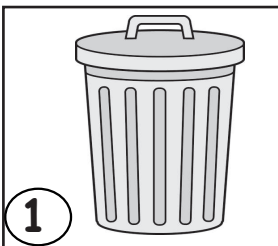
fan

apple

jam



C. Look, say and write.

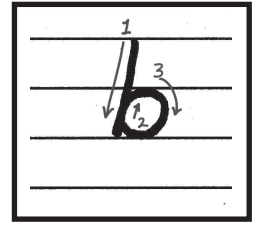


oo

ow



A. Trace and join b.



b b

ba ba

bab bab

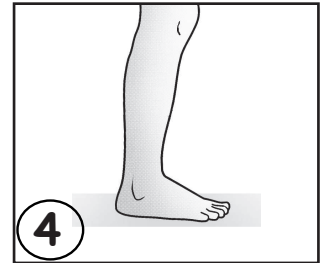
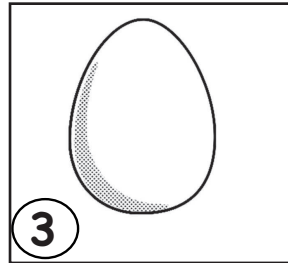
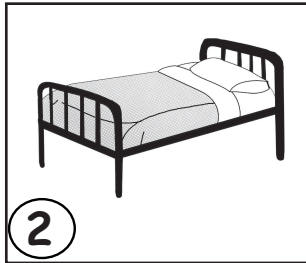
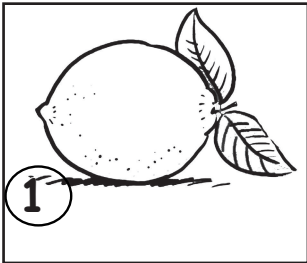
B. Read, match and write.

egg

bed

leg

lemon



Blank handwriting lines for matching the words to the images.

C. Write the words in the correct order.

1. in / this / What's / English? /

box. / a / It's

What's

It's

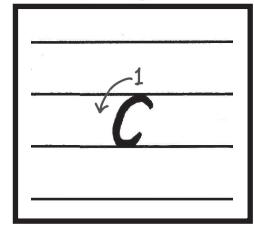
2. a / Is / van? / that

a / it's / car. / No,

Blank handwriting lines for writing the words in the correct order.



A. Trace and join c.



c *c*

ca *ca*

cab *cab*

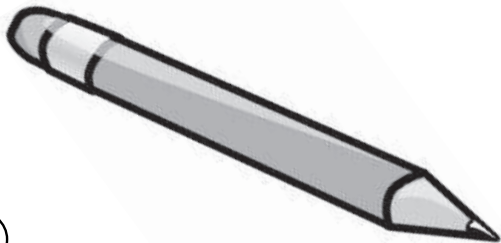
B. Read, match and write.

pen

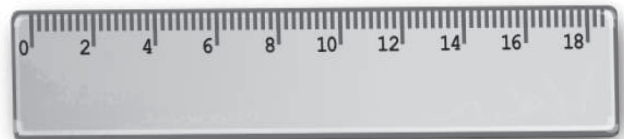
pencil

ruler

pencil case



①



②



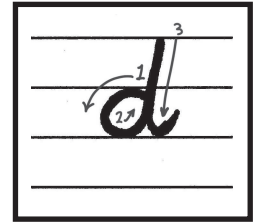
③



④

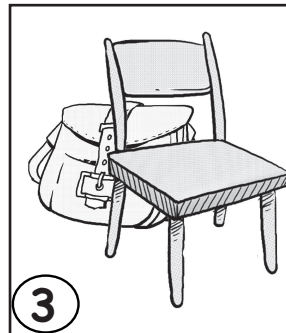
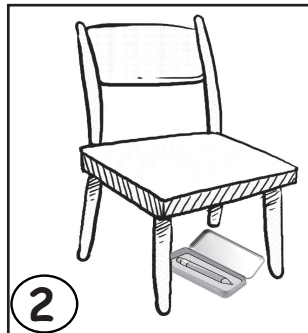
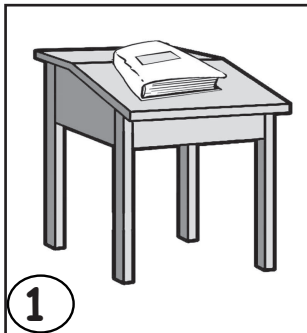


A. Trace and join d.



B. Say, spell and write.

behind	in	on	under
--------	----	----	-------



1. The book is

the desk.

2. The pencil is

the chair.

3. The bag is

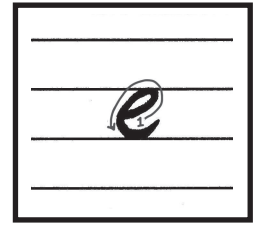
the chair.

4. The ruler is

the bag.



A. Trace and join e.



e e

ee ee

bed bed

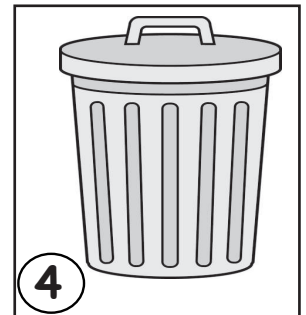
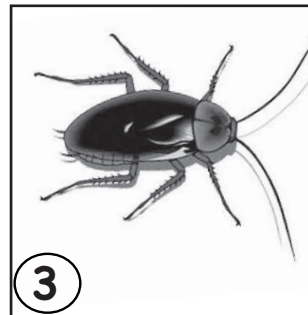
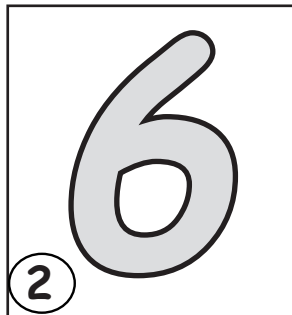
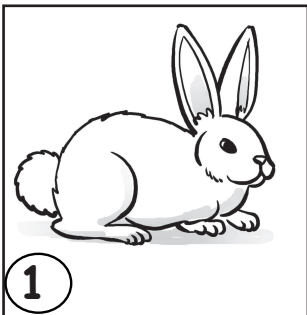
B. Read, match and write.

bin

insect

rabbit

six



Blank lines for writing the words from the matching exercise.

C. Write the words in the correct order.

1. isn't / toy / here. / The

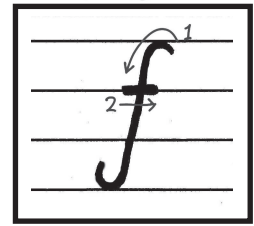
The

2. under / It / bed. / the / isn't

Blank lines for writing the words in the correct order.

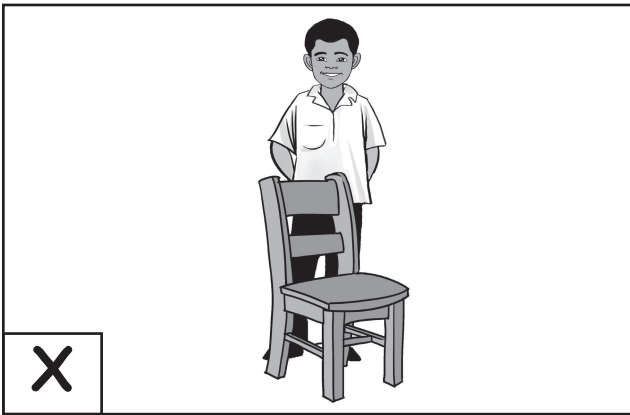


A. Trace and join f.

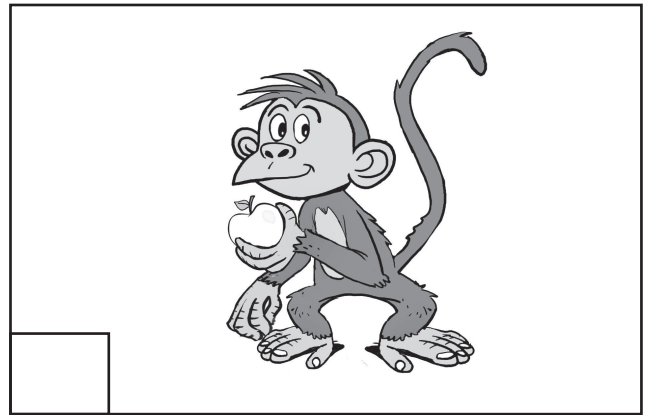


B. Read and ✓ or X.

1. Badr is in front of the chair.



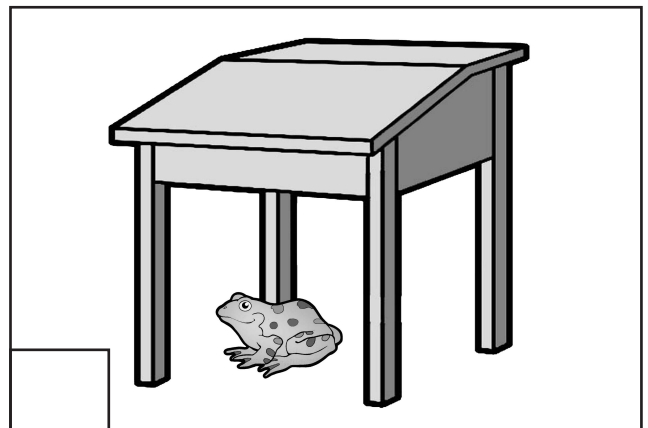
2. The monkey has got a lemon.



3. Dalia is next to Fatma.

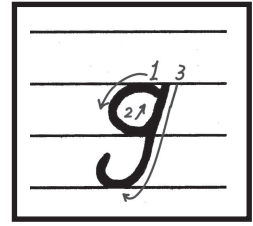


4. The frog is on the desk.





A. Trace and join g.



g g

egg egg

bag bag

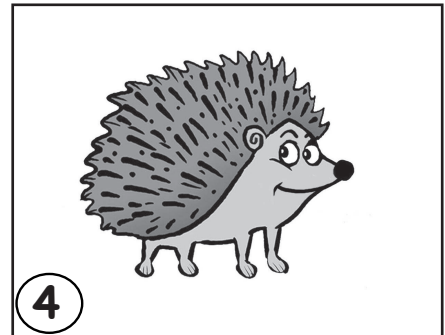
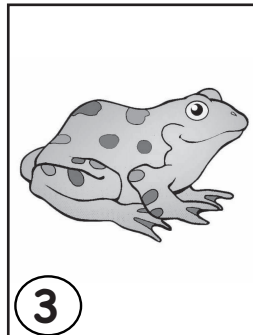
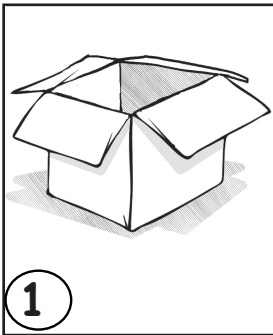
B. Read, match and write.

frog

fox

hedgehog

box



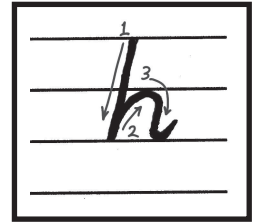
C. Write the words in the correct order.

1. you / from? / Where / are

2. well, / am / thanks. / I



A. Trace and join h.

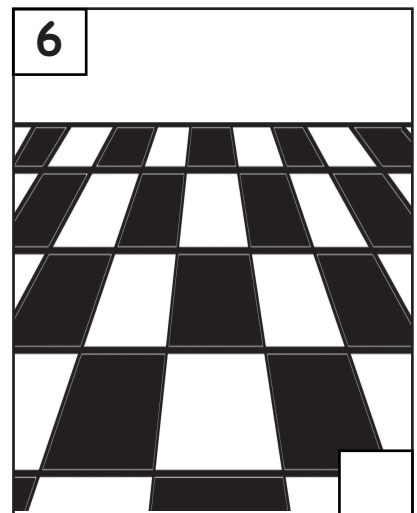
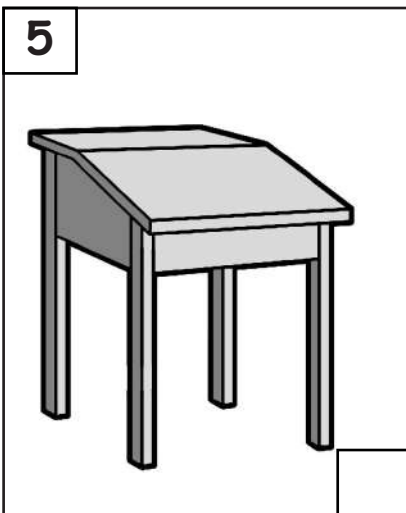
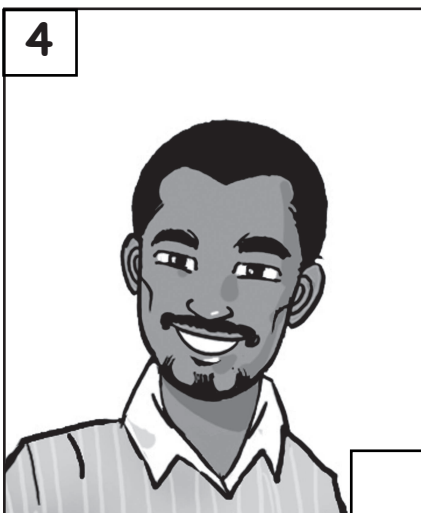
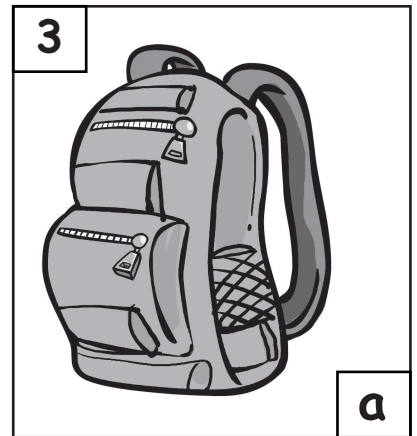
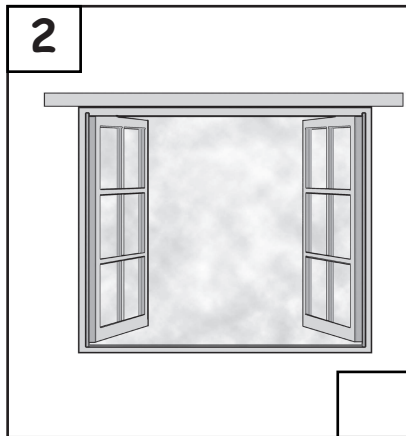
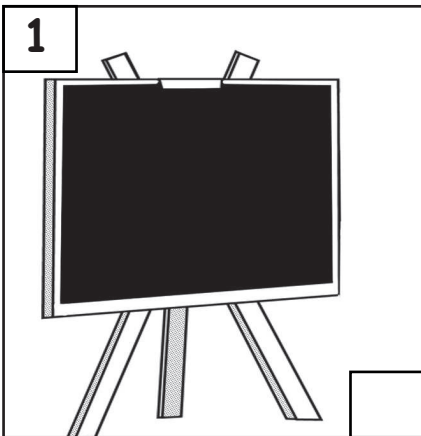


h h

had had

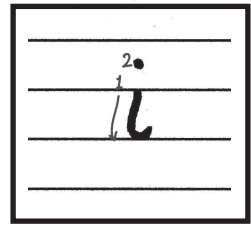
head head

B. Listen, write the letters and say.





A. Trace and join i.



i *i*

big *big*

dig *dig*

B. Read and circle the rooms.

kitchen	y	b	k	i	t	c	h	e	n	g
living room	l	i	v	i	n	g	r	o	o	m
bathroom	a	w	b	e	d	r	o	o	m	y
bedroom	b	c	l	a	s	s	r	o	o	m
classroom	w	b	a	t	h	r	o	o	m	e

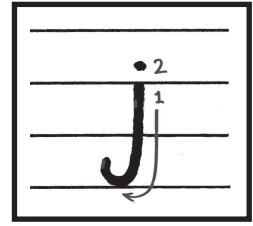
C. Write the words in the correct order.

1. the / Put / in / fridge / kitchen. / the

Put

2. my / is / desk. / This

A. Trace and join j.

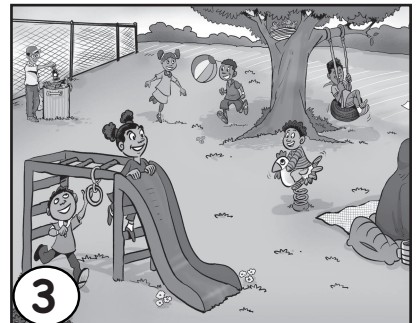
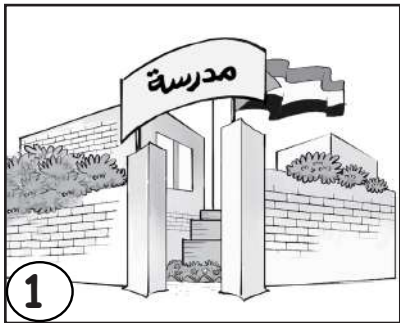


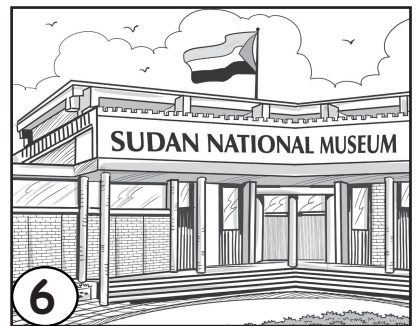
Tracing practice on ruled lines:

- Row 1: j j
- Row 2: je je
- Row 3: jab jab

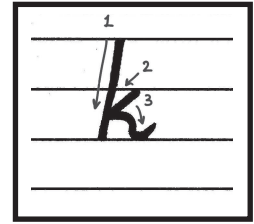
B. Read, match and write.

hospital market mosque museum park school





A. Trace and join k.



k k

kid kid

kick kick

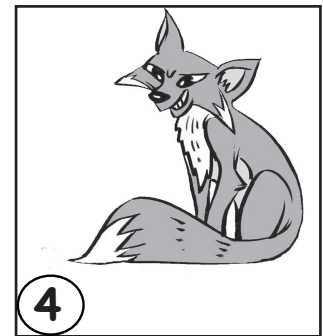
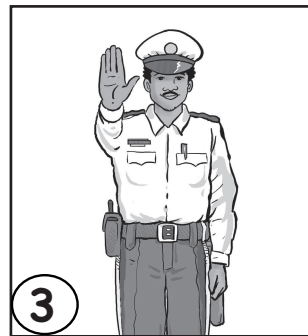
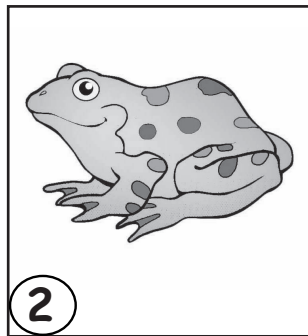
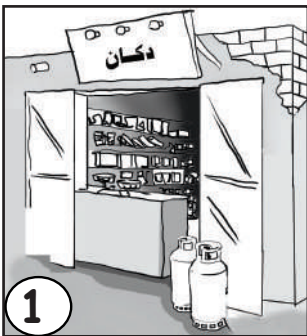
B. Read, match and write.

frog

fox

shop

stop

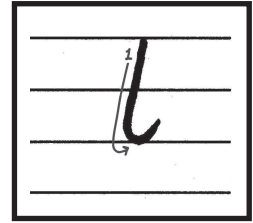


C. Write the words in the correct order.

1. in / I / house. / live / a

2. in / park. / a tree / There / is / the

A. Trace and join l.



l

l

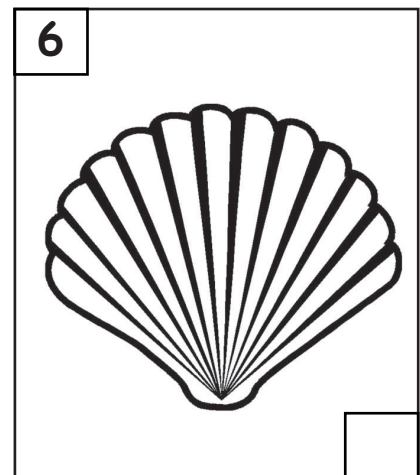
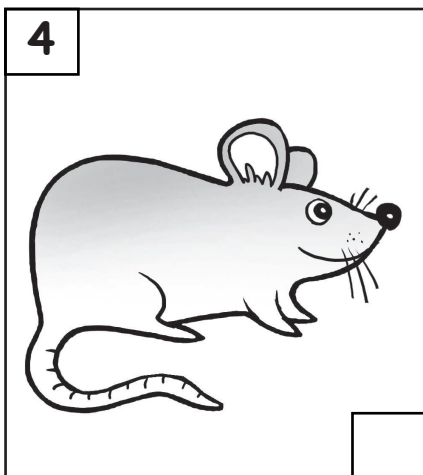
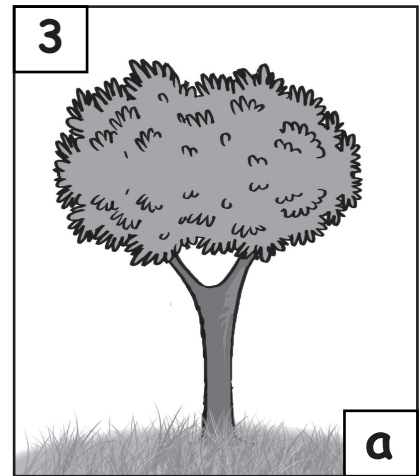
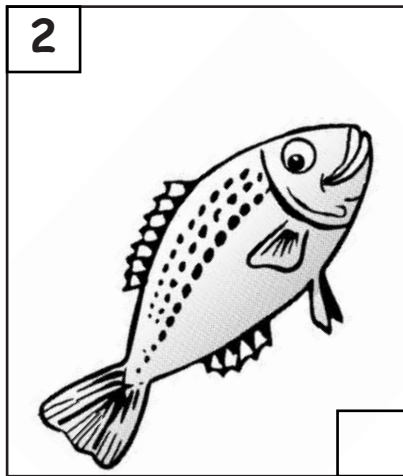
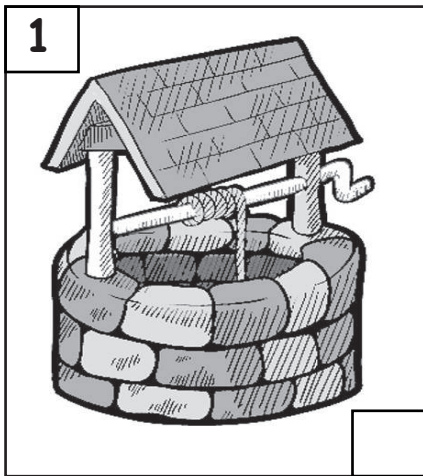
leg

leg

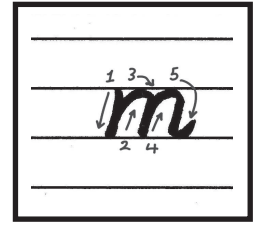
ball

ball

B. Listen, write the letters and say.



A. Trace and join m.



m m

man man

milk milk

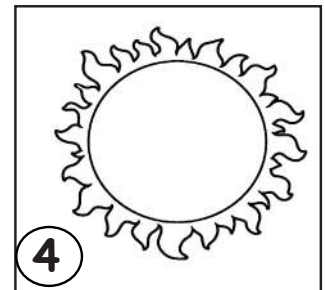
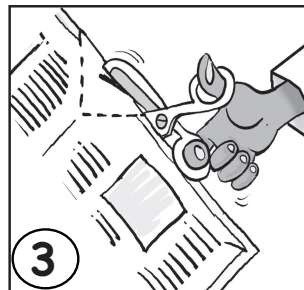
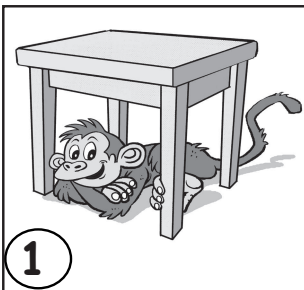
B. Read, match and write.

cut

hungry

sun

under



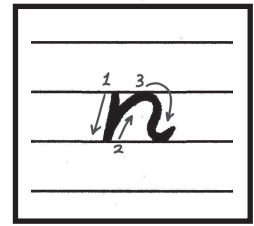
C. Write the words in the correct order.

1. tree. / They / in / a / live

2. got / The / home. / haven't / animals / a

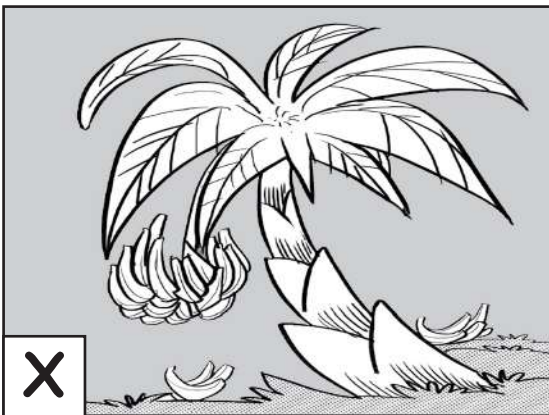


A. Trace and join n.



B. Read and ✓ or X.

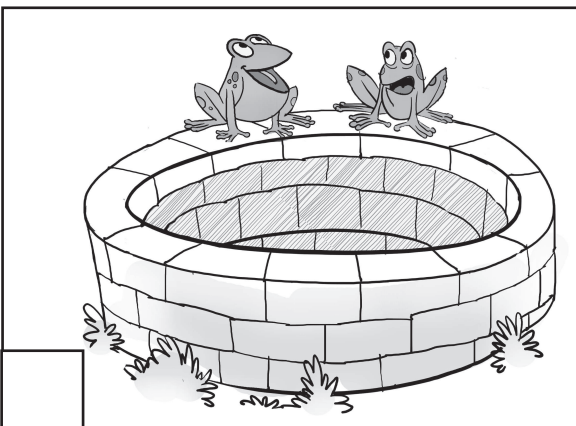
1. This is a lemon tree.



2. The man is cold.



3. The frogs live in a well.

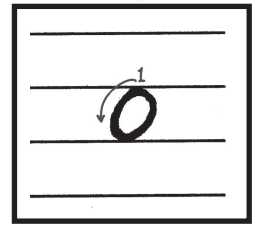


4. Plant the seeds and grow a new tree.

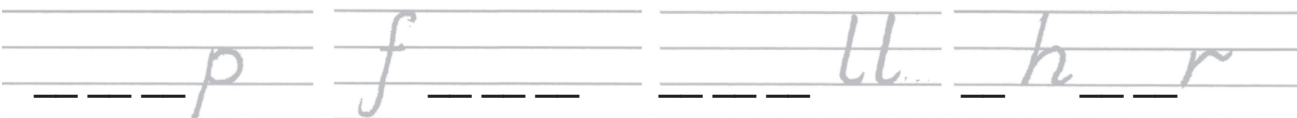
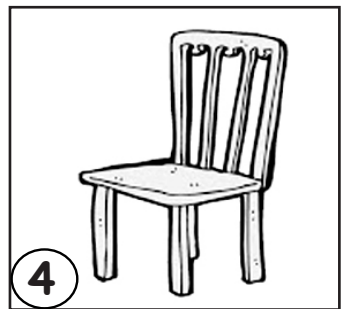
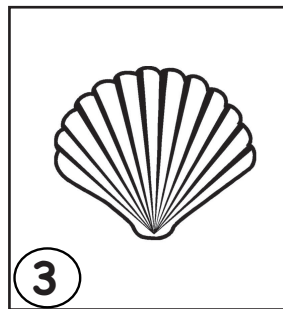
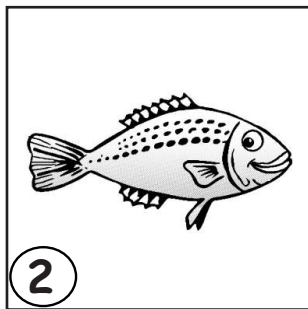
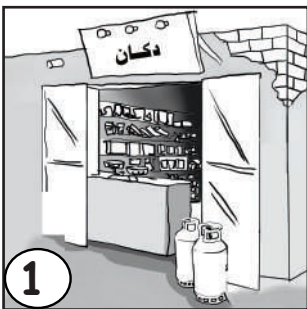




A. Trace and join o.



B. Say, spell and write.



C. Read and write.

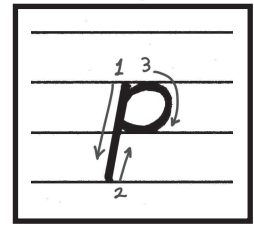
1. My name is

2. I live in a

3. My home is near



A. Trace and join p.



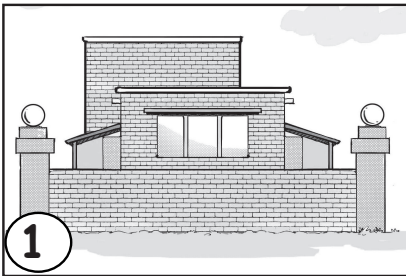
p p

pen pen

open open

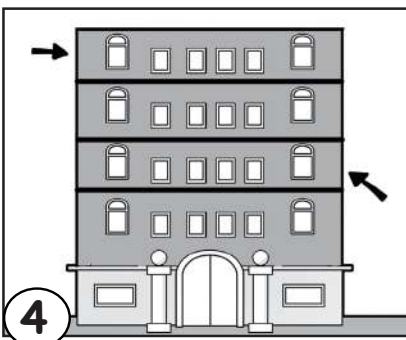
B. Read, match and write.

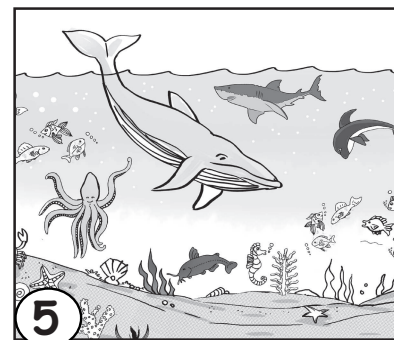
field flat house river sea zoo

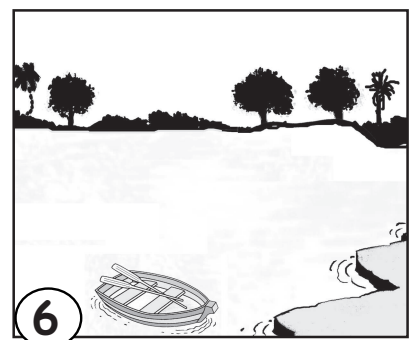






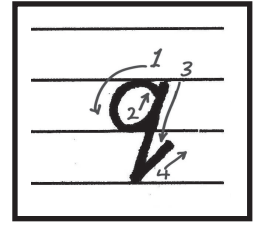








A. Trace and join q.



q q

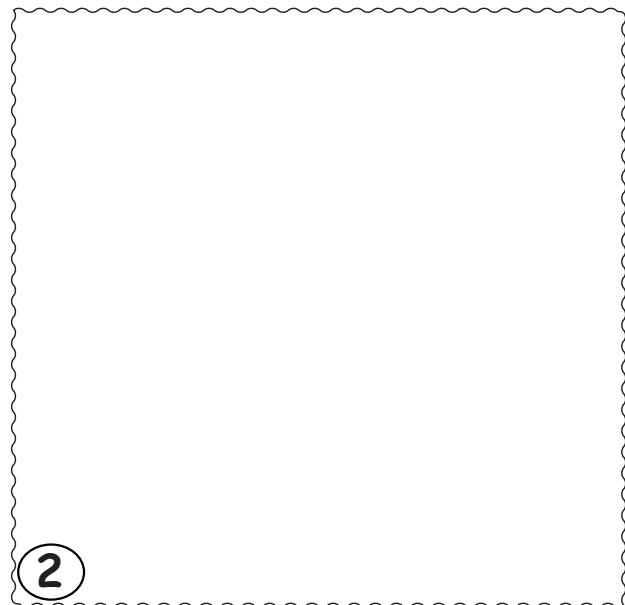
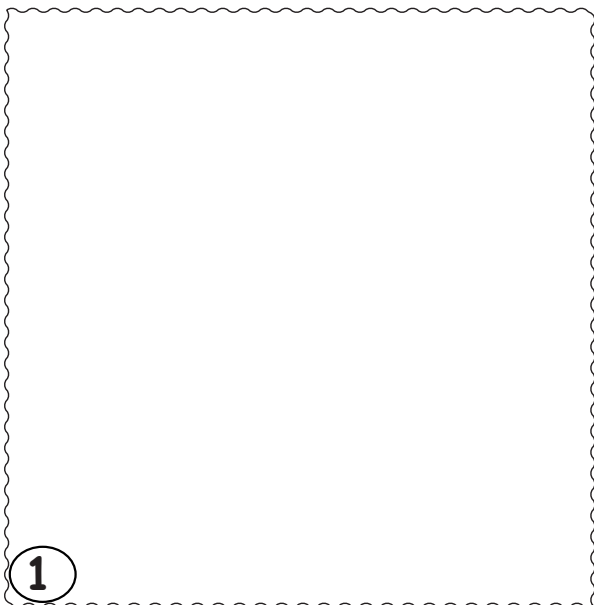
qq qq

qqq qqq

B. Write the words in the correct order. Then draw.

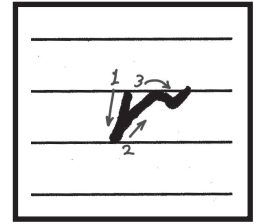
1. my / This / is / mother.

2. is / father. / This / my





A. Trace and join r.



r *r*

red *red*

room *room*

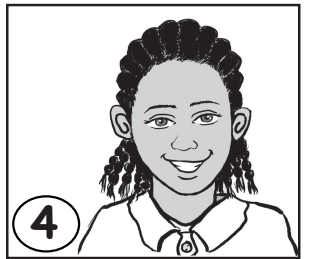
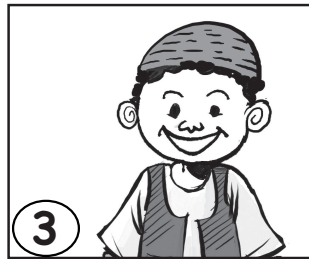
B. Read, match and write.

brother

sister

mother

father



C. Write sentences.

1. My mother's name is _____

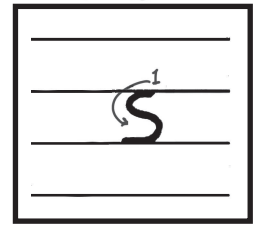
2. My father's name is _____

3. My _____ name is _____

4. My _____ name is _____



A. Trace and join s.



s

s

sea

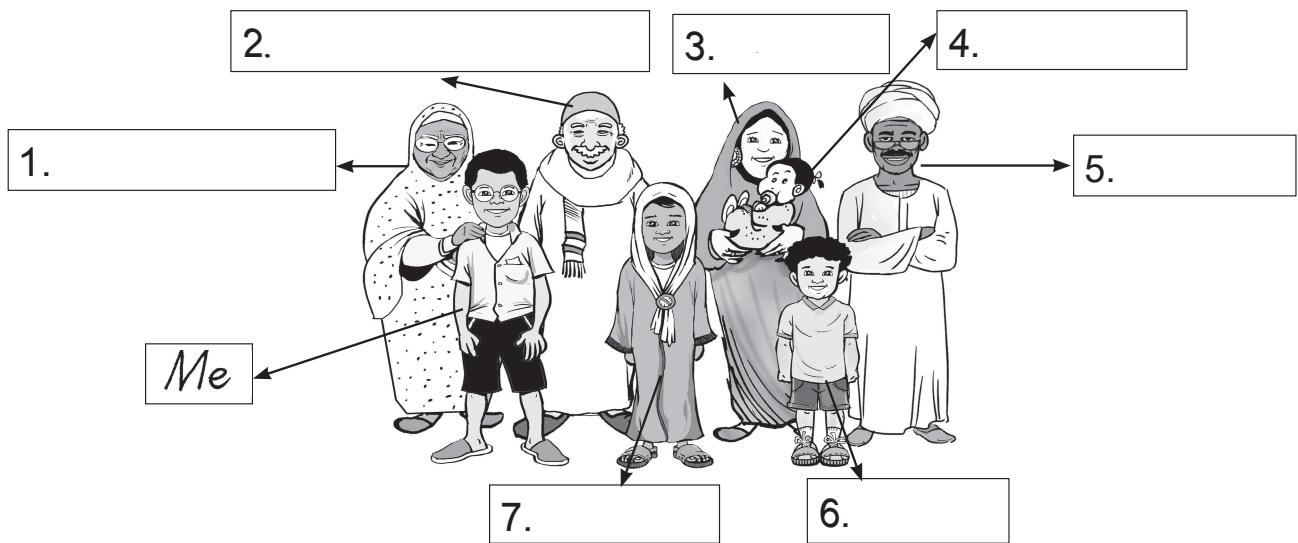
sea

schools

schools

B. Read, match and write.

grandmother father grandfather baby brother sister mother



C. Read and answer.

1. How many brothers have you got?

I have

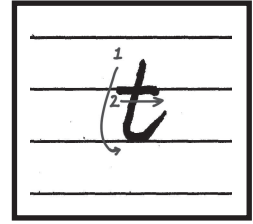
2. How many sisters have you got?



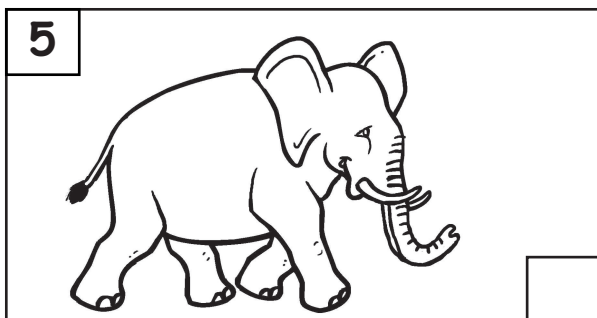
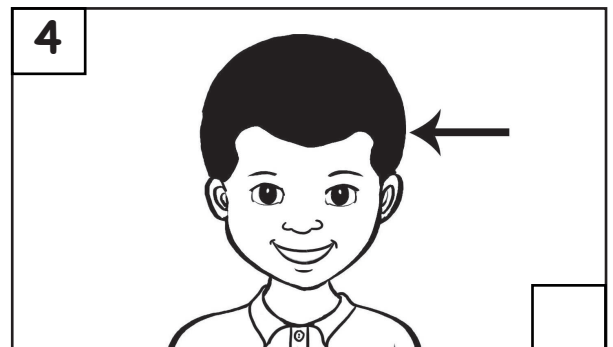
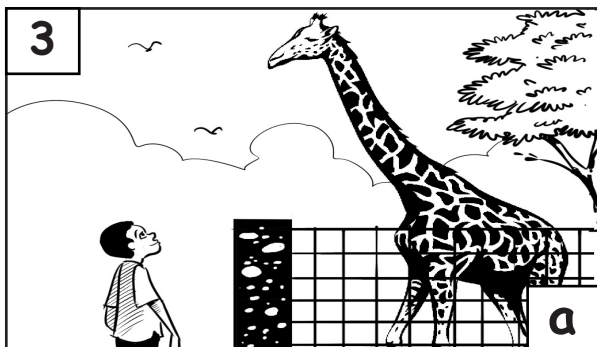
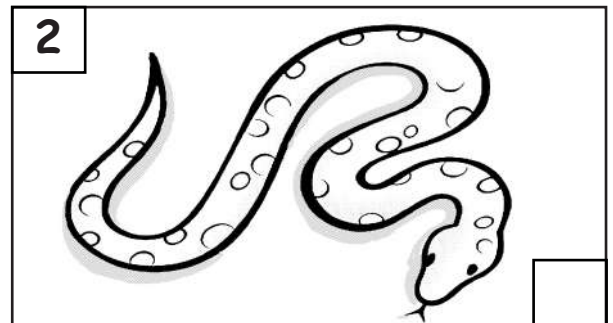
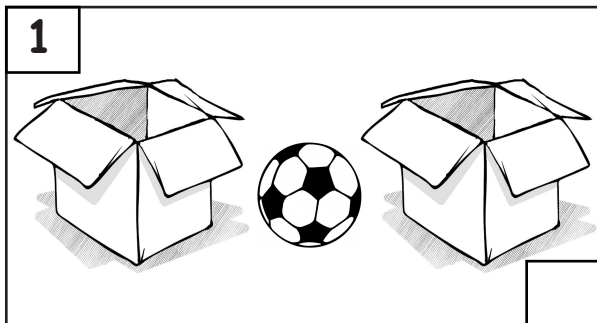
Unit 7

Lesson 4

A. Trace and join t.

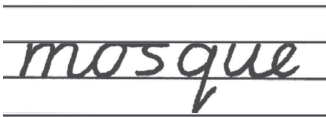
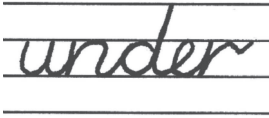
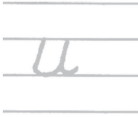
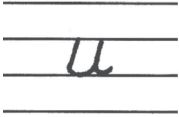
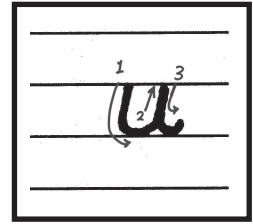


B. Listen, write the letters and say.





A. Trace and join u.



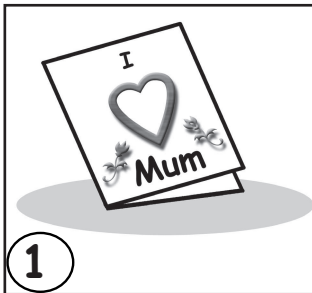
B. Read, match and write.

car

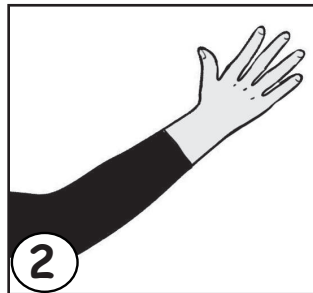
card

arm

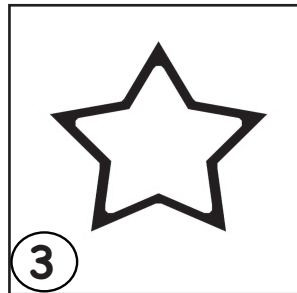
star



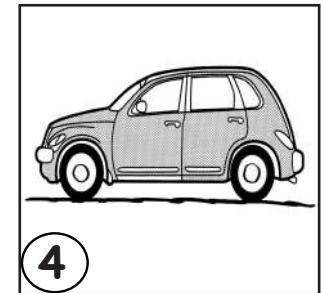
1



2



3



4

C. Write the words in the correct order.

1. next to / Stand / brother. / your

Handwriting lines for the first sentence.

2. between / Grandmother / father. / is / mother / and

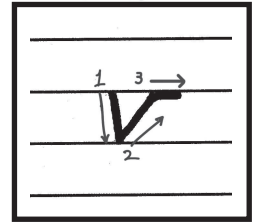
Handwriting lines for the second sentence.



Unit 7

Lesson 6

A. Trace and join v.



B. Read and ✓ or X.

1. eat



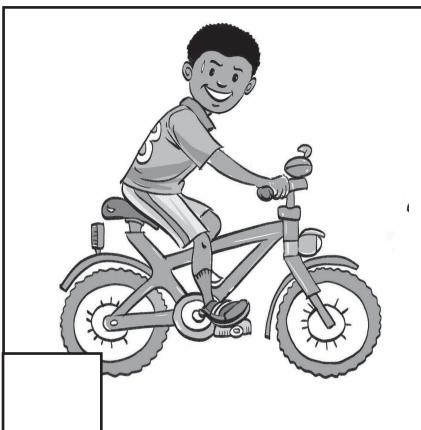
2. sleep



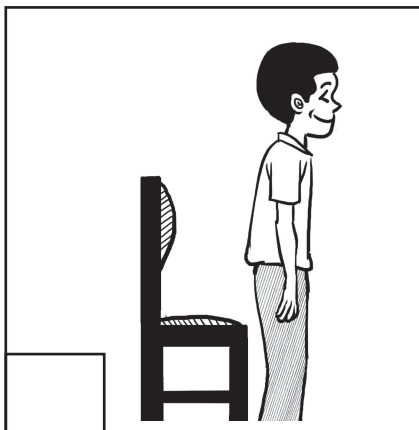
3. stop



4. walk



5. stand

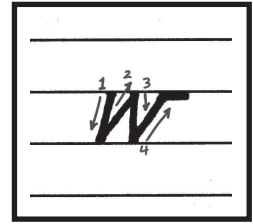


6. wake up





A. Trace and join w.



w w w w

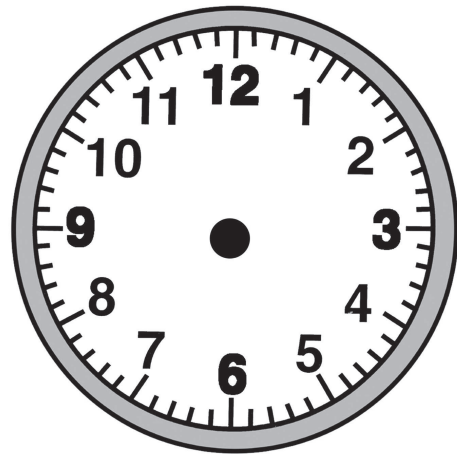
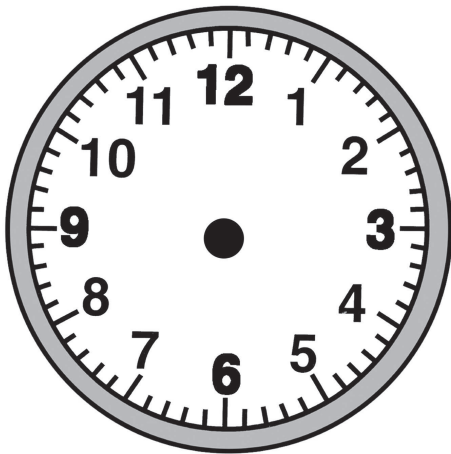
wall wall

twelve windows twelve windows

B. Read and draw the times.

1. I wake up at:

2. I eat breakfast at:



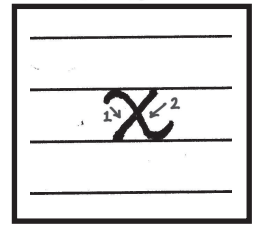
C. Read and write the times.

1. I go to school at o'clock.

2. I go to bed at



A. Trace and join x.



x x x x

fox fox

six boxes six boxes

B. Draw your family in the rooms. Then write.

living room	kitchen	bedroom
-------------	---------	---------

My father is in the

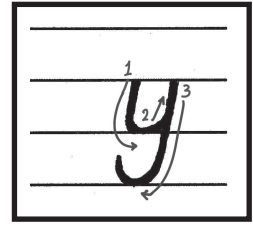
My mother is in the

My _____ is in the

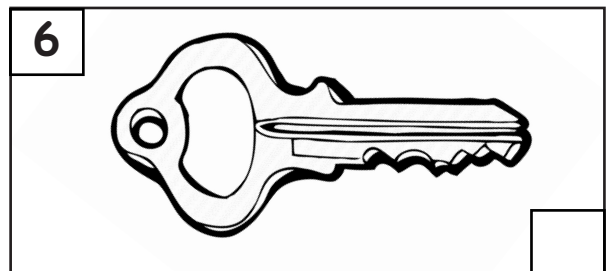
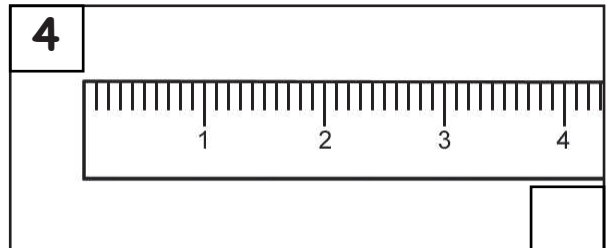
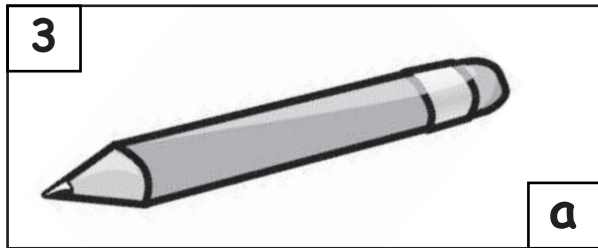
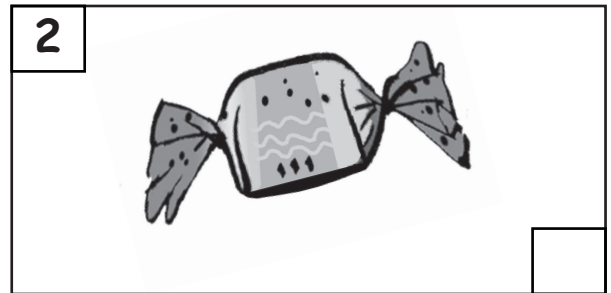
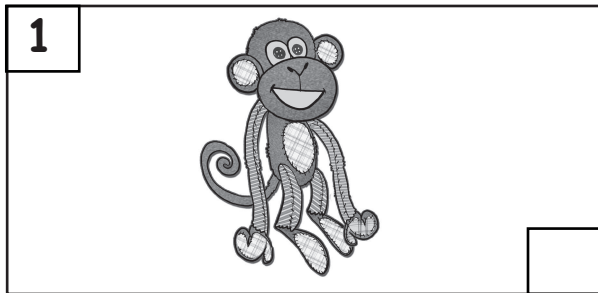
My _____ is in the



A. Trace and join y.

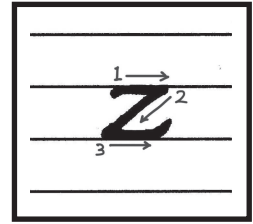


B. Listen, write the letters and say.





A. Trace and join z.



z z z z

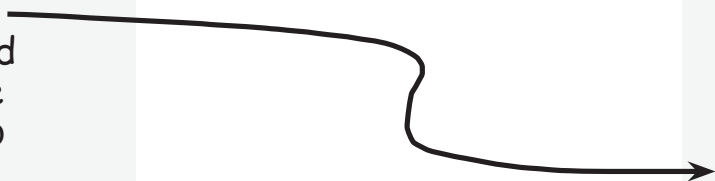
zoo zoo

zero and zoo zero and zoo

B. Read, match and draw lines.

- 1. Play
- 2. Stand
- 3. Come
- 4. Go to
- 5. Sit

- up.
- here.
- the desk.
- down.
- a game.



C. Write sentences with Don't.

1. *Don't play a game.*

2.

3.

4.

5.

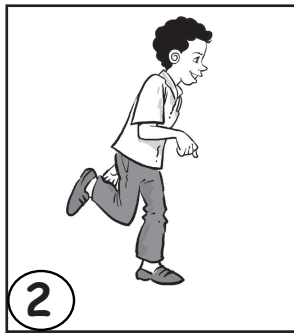


A. Trace and write.

I can skip and I can hop.

I can skip and I can hop.

B. Write the words.

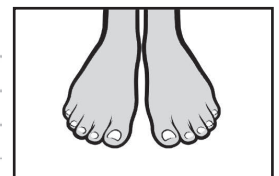


Blank handwriting lines for writing the words corresponding to the illustrations.

C. Read and write answers.

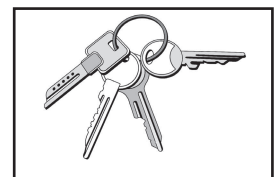
1. How many feet can you see?

I can see



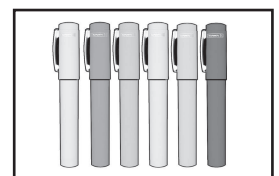
2. How many keys can you see?

Blank handwriting lines for writing the answer.



3. How many pens can you see?

Blank handwriting lines for writing the answer.





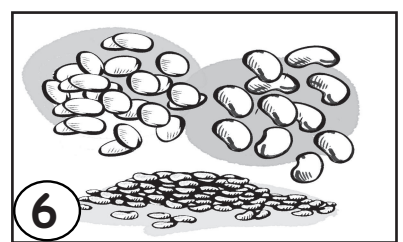
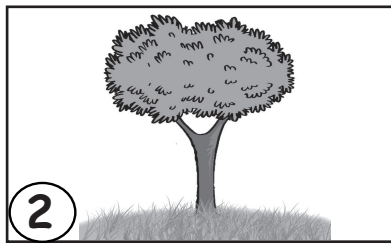
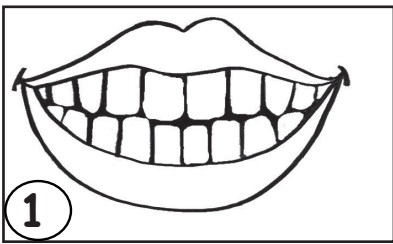
A. Trace and write.

2 and 7 and 6 make 15.

2 and 7 and 6 make 15.

B. Read, match and write.

three seeds teeth tree sixteen street



C. Listen and write the numbers.

1. 15 + ___ = ___

2. ___ + ___ = ___

3. ___ + ___ = ___

4. ___ + ___ = ___



A. Trace and write.

This isn't our tree. It's tall.

This isn't our tree. It's tall.

B. Write the words in the correct order. Then draw.

1. is / Bulbul. / This / with / Billi

2. nest. / Billi / is / and Bulbul's / This

3. has / three / it. / in / It / got / eggs





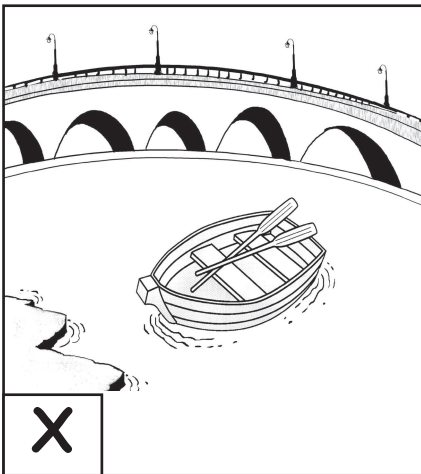
A. Trace and write.

I like the sand and I like the sea.

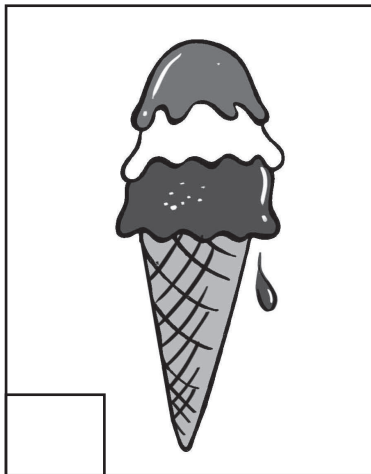
I like the sand and I like the sea.

B. Read and ✓ or X.

1. a beach



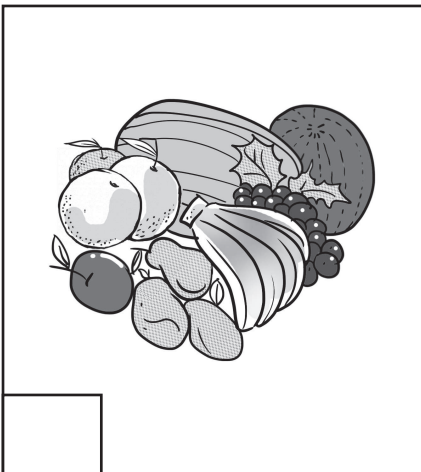
2. an ice cream



3. skip



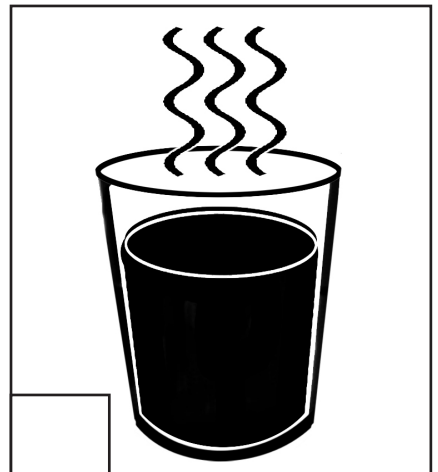
4. lemons



5. read



6. tea





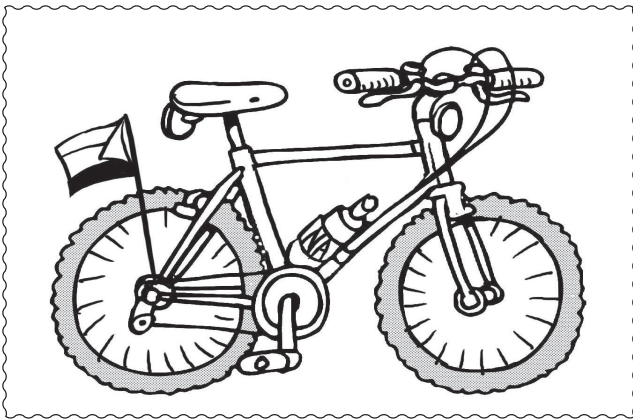
A. Trace and write.

The wheels go round and round.

The wheels go round and round.

B. Read and draw.

1. It's got 2 wheels.



2. It's got 4 wheels.



3. It's got lots of wheels.



4. It hasn't got wheels.





A. Trace and write.

Cut it, plant it and water it.

Cut it, plant it and water it.

B. Read, match and draw lines.

- 1. Go
- 2. Eat
- 3. Read
- 4. Sit

- an ice cream.
- that book.
- on that chair.
- to the classroom.

C. Write sentences with Don't.

1. Don't go to the classroom.

2.

3.

4.

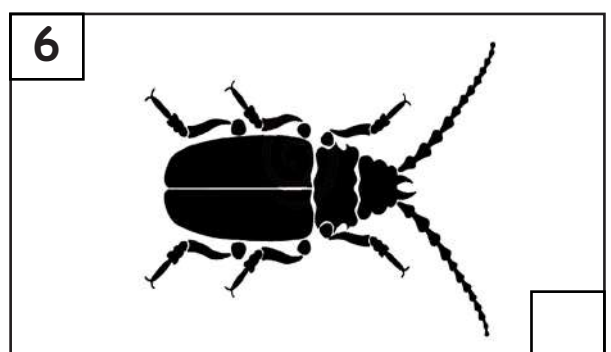
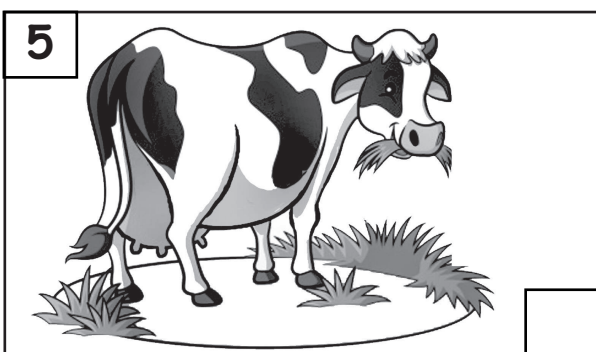
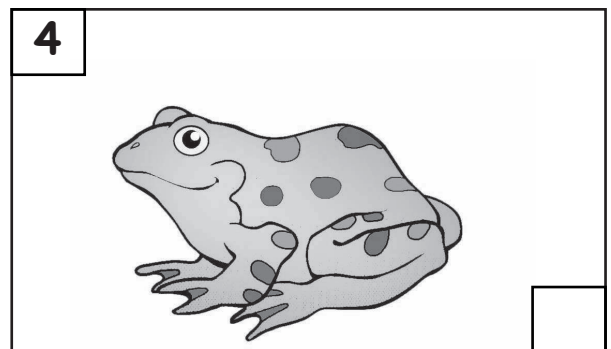
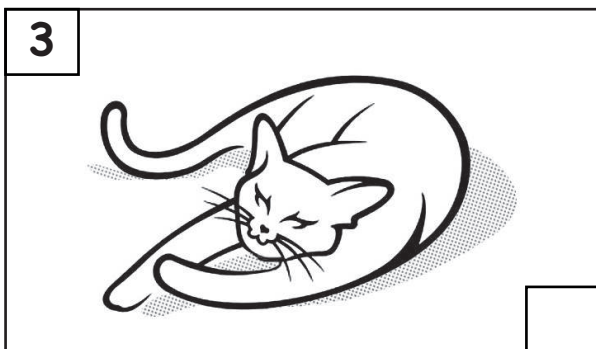
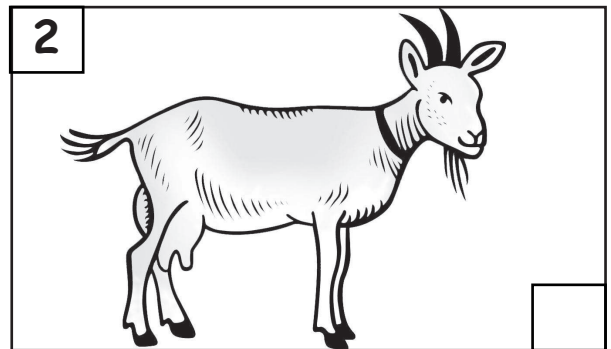
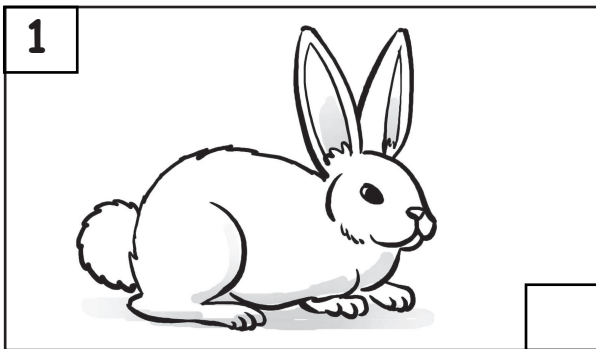


A. Trace and write.

Three little cats are here to play.

Three little cats are here to play.

B. Listen, write the letters and say.





A. Trace and write.

We're fish and we've got sharp teeth.

We're fish and we've got sharp teeth.

B. Read and complete.

crocodiles got long lay Our teeth

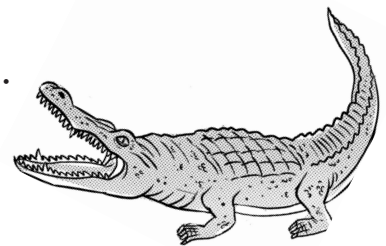
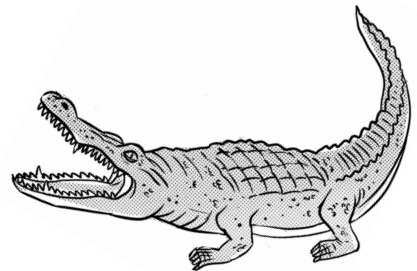
1. We are Nile _____.

2. We _____ eggs.

3. We've got _____ tails and short legs.

4. _____ bodies are 5 metres long.

5. Our _____ are big and sharp.



C. Write the words in the correct order.

1. is / big / that / animal? / What

2. It / Nile / is / a / hippo.



A. Trace and write.

There are mountains here.

There are mountains here.

B. Read, match and write.

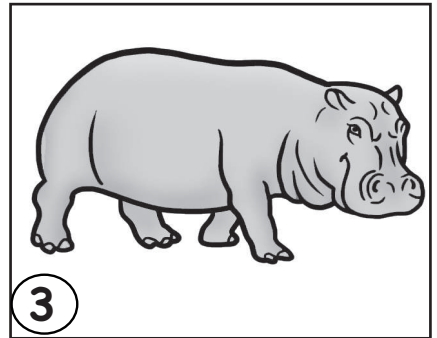
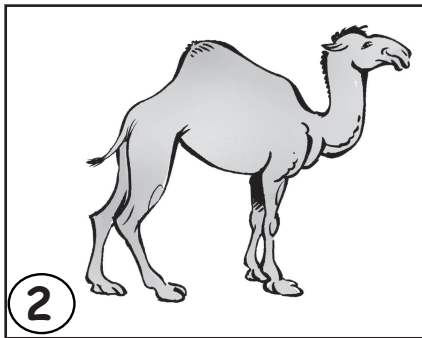
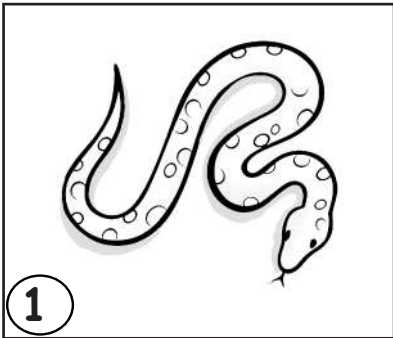
hippo

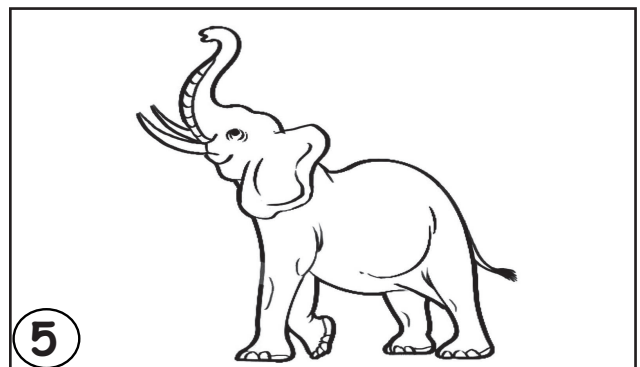
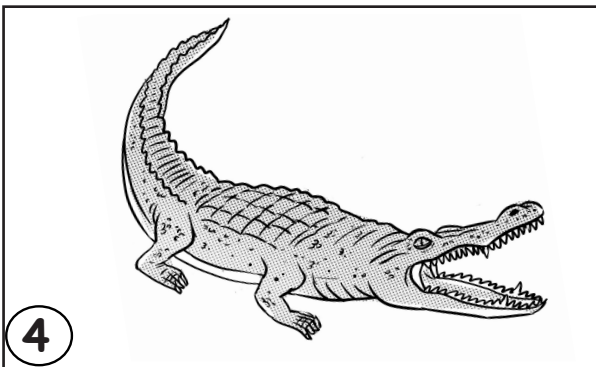
elephant

camel

snake

crocodile







A. Trace and write.

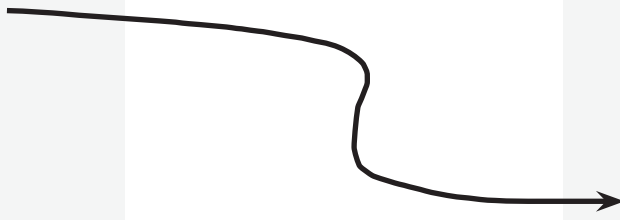
We can climb and we can swing.

We can climb and we can swing.

B. Read, match and draw lines.

- 1. Swim
- 2. Fly
- 3. Climb
- 4. Eat

- a mountain.
- lots of fruit.
- in the air.
- in a river.



C. Write sentences with I can.

1. I can swim in a river.

2.

3.

4.

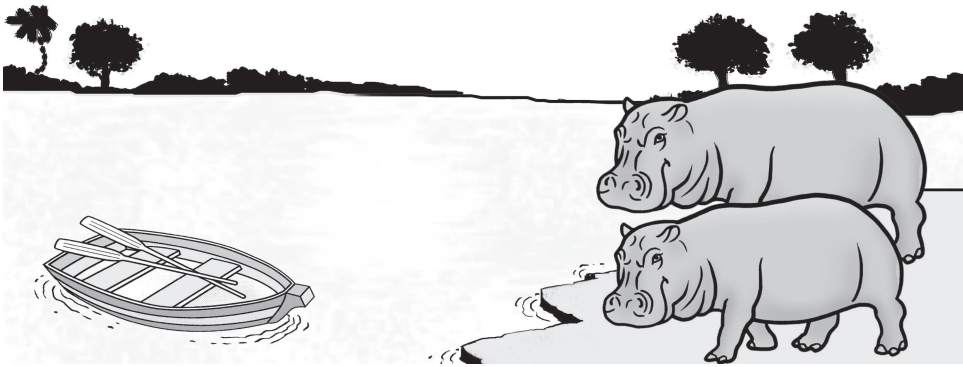


A. Trace and write.

Lions can walk but they can't fly.

Lions can walk but they can't fly.

B. Write sentences with can (✓) or can't (✗).



swim	✓
climb trees	✗
fly	✗

talk	✗
run	✓

1. Hippos can swim.

2.

3.

4.

5.

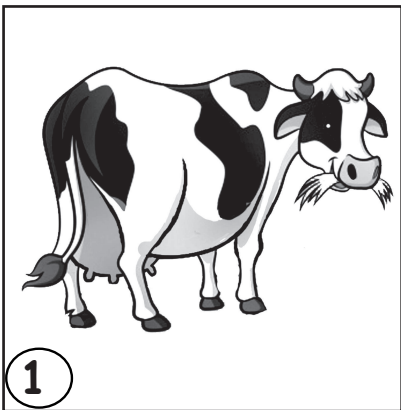


A. Trace and write.

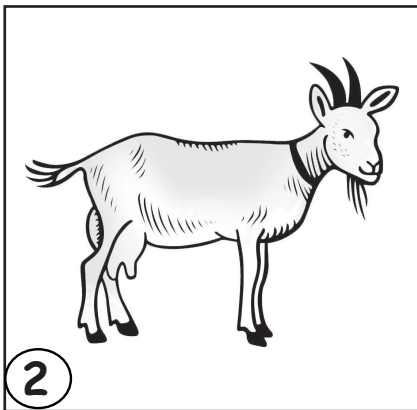
Camels have got long legs.

Camels have got long legs.

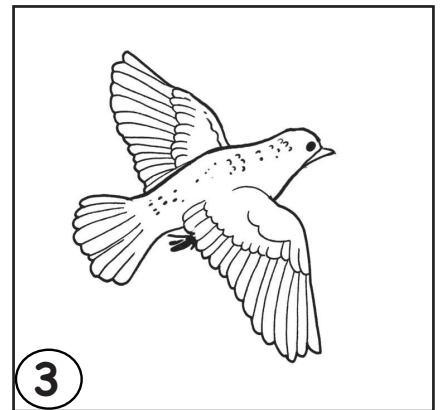
B. Look and write.



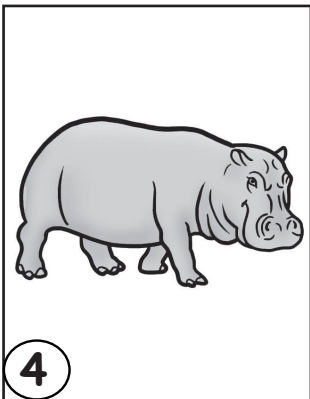
ow



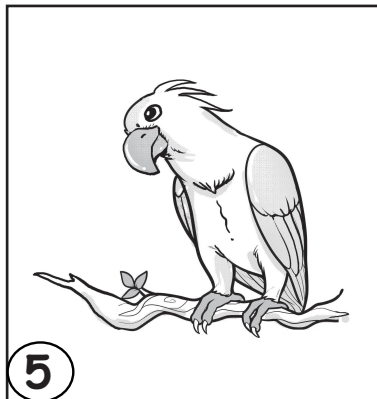
oa



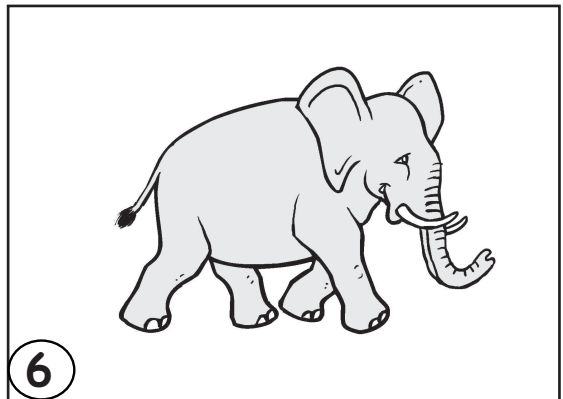
ir



po



r



ele



A. Trace and write.

I'm Waheed. Please be my friend.

I'm Waheed. Please be my friend.

B. Read, write and draw.

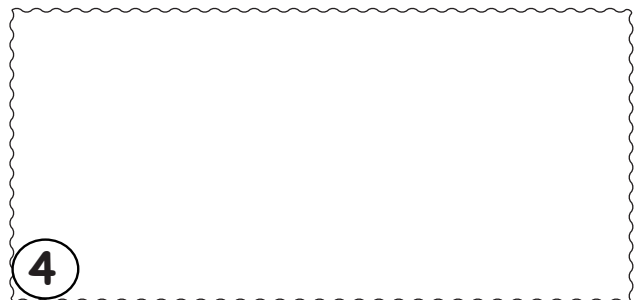
1. I like

2. I don't like



3. I can

4. I can't





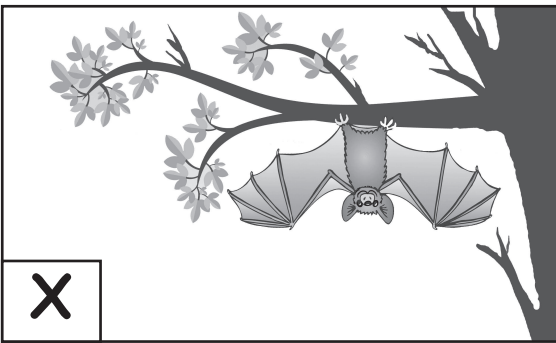
A. Trace and write.

Whales can swim and sing.

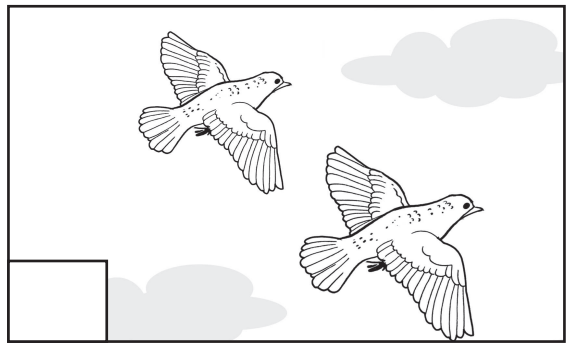
Whales can swim and sing.

B. Read and ✓ or X.

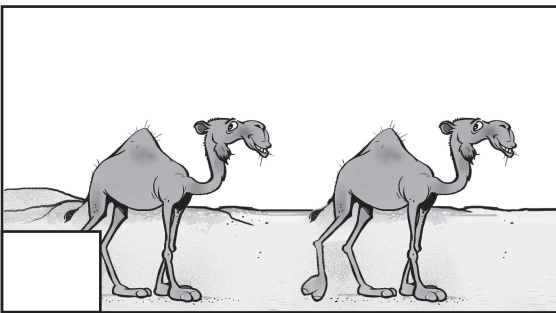
1. This is a whale.



2. Birds can fly in the sky.



3. Camels live in rivers.



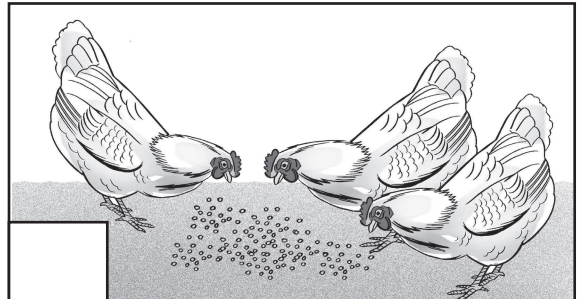
4. People can walk and run.



5. Lions like ice cream.



6. We can see three hens.



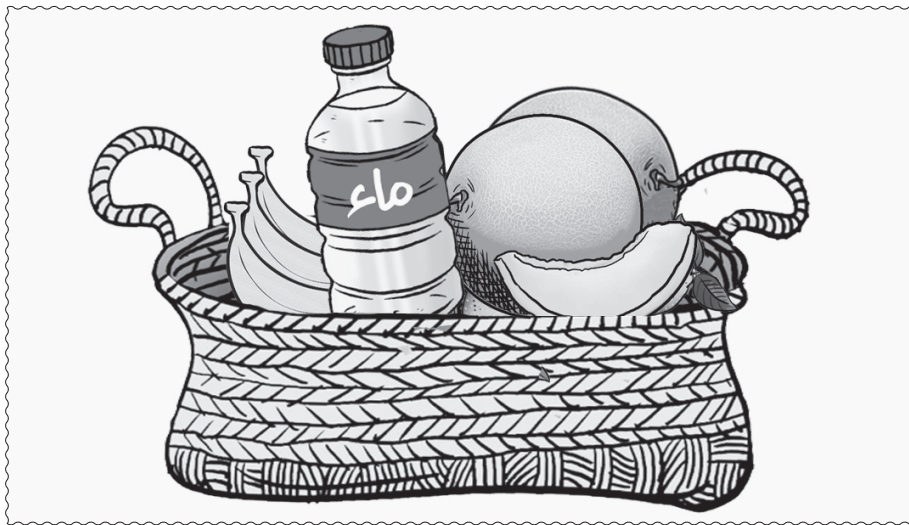


A. Trace and write.

There are some lemons in the picture.

There are some lemons in the picture.

B. Write about the picture. Use there is and there are.



1. There are some melons in the picture.

2.

3.



A. Trace and write.

There is some sugar and jam.

There is some sugar and jam.

B. Listen, match and draw lines.



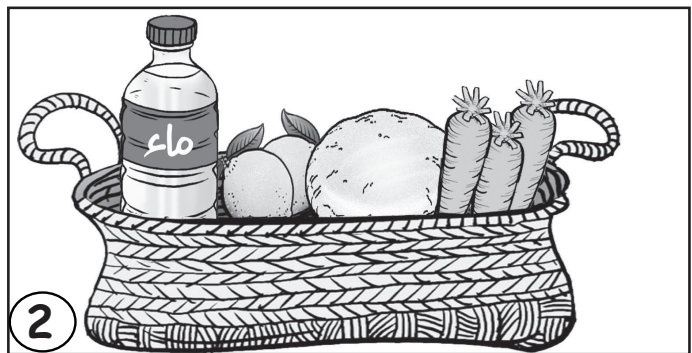
Ahmed



Dalia



Cathy



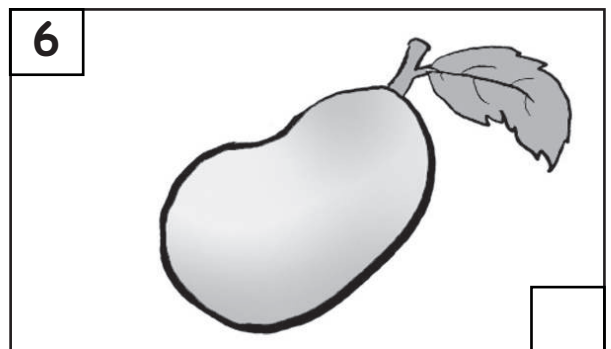
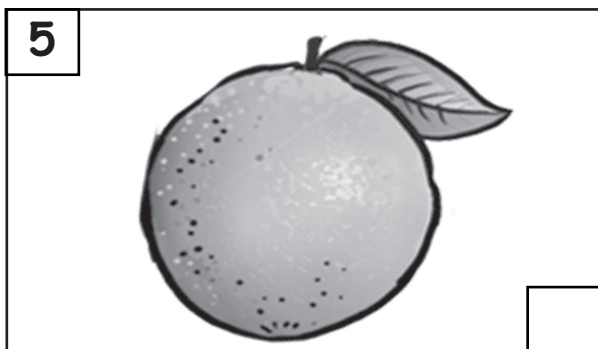
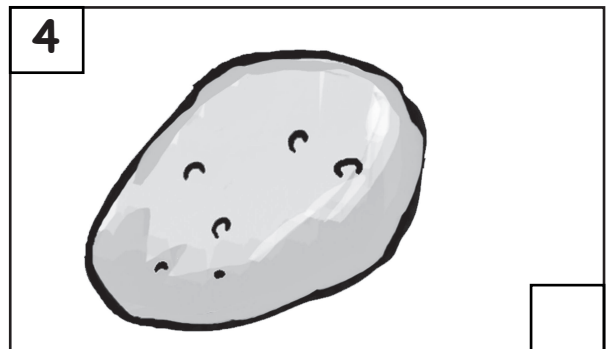
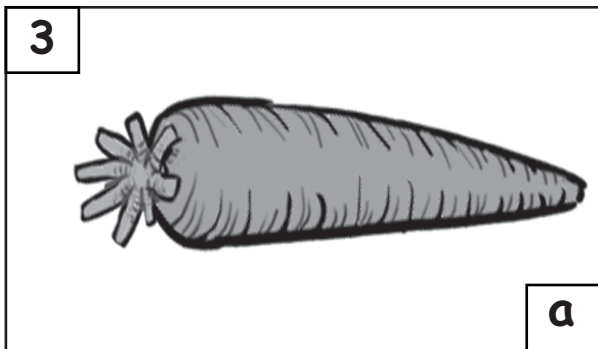
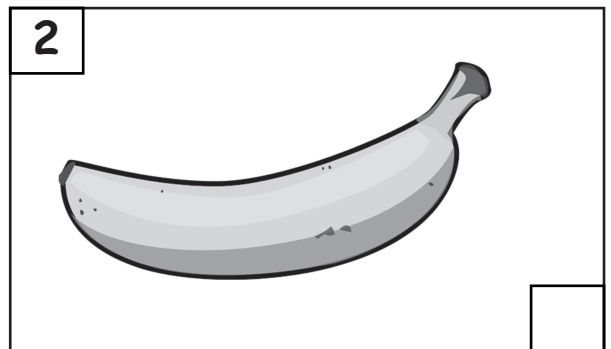


A. Trace and write.

Is it an apple? No, it isn't.

Is it an apple? No, it isn't.

B. Listen, write the letters and say.





A. Trace and write.

Mix the mangoes, sugar and water.

Mix the mangoes, sugar and water.

B. Read, match and draw lines.

- 1. Cut up
- 2. Put the fruit
- 3. Add some
- 4. Mix the water
- 5. Put the juice

- clean water.
- and the fruit.
- the fruit.
- in a glass.
- in a mixer.

C. Write sentences with Don't.

1. Don't cut up the fruit.

2.

3.

4.

5.



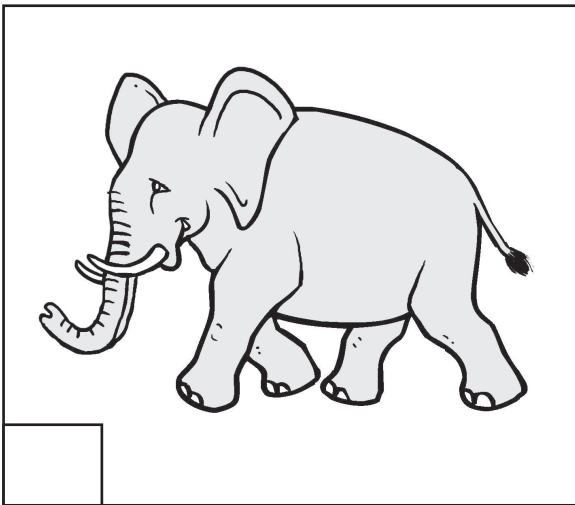
A. Trace and write.

What's your favourite drink?

What's your favourite drink?

B. Read and ✓ or X.

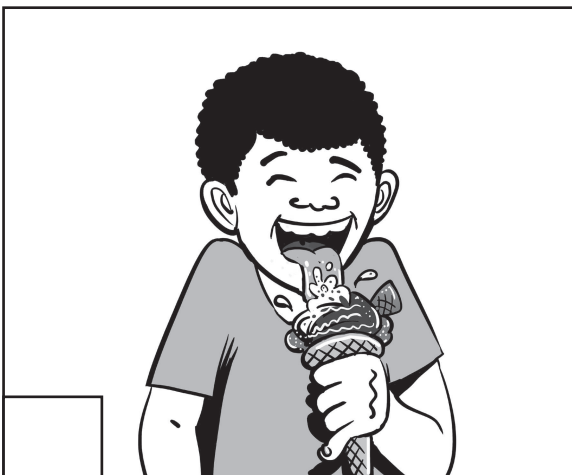
1. I can walk with my legs.



2. I can see with my ears.



3. I can smell with my mouth.



4. I can read with my eyes.



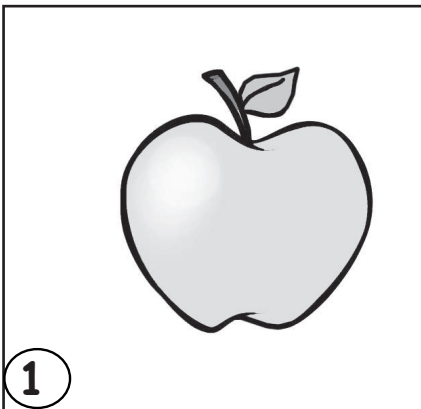


A. Trace and write.

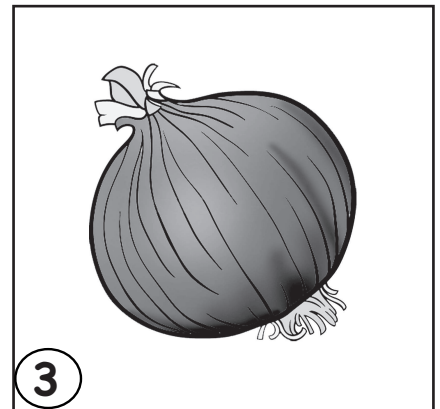
Onions and carrots are vegetables.

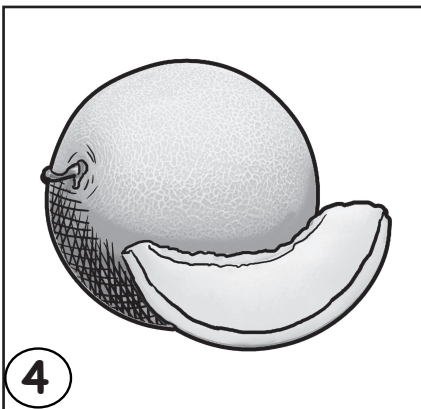
Onions and carrots are vegetables.

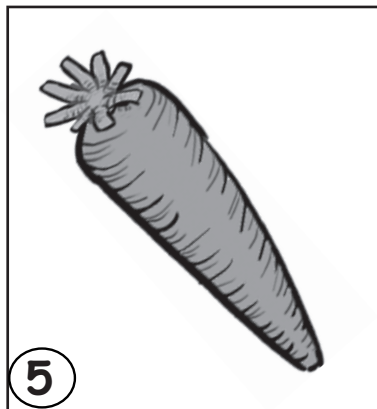
B. Write the words.

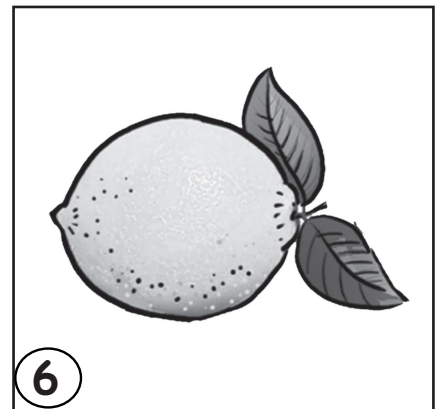














A. Trace and write.

Come in and eat breakfast.

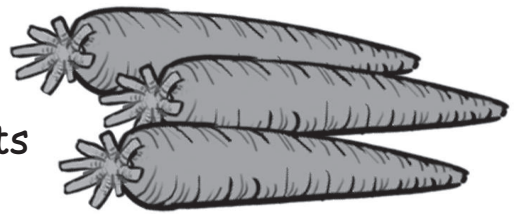
Come in and eat breakfast.

B. Write sentences with I'd like... please.

1



onions



carrots

2



mango juice

orange juice



C. Write the words in the correct order.

1. juice / water? / or / Would / like / you

2. for / eggs / There / breakfast. / are



A. Trace and write.

Bread isn't a vegetable.

Bread isn't a vegetable.

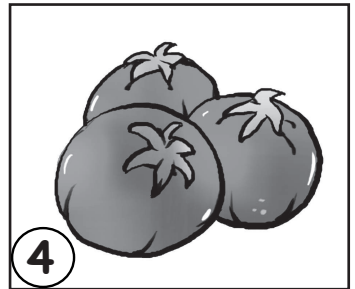
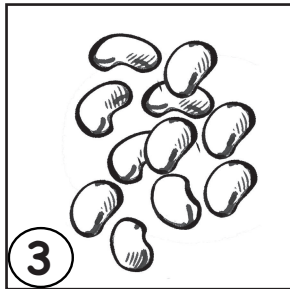
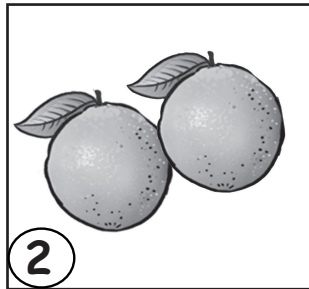
B. Read, match and write.

peanuts

tomatoes

oranges

sugar



1

2

3

4

C. Read and write answers.

1. What is your favourite food?

My favourite

2. What is your favourite drink?

3. What is your favourite animal?



A. Trace and write.

Excuse me, where's the hospital?

Excuse me, where's the hospital?

B. Listen, write the letters and say.



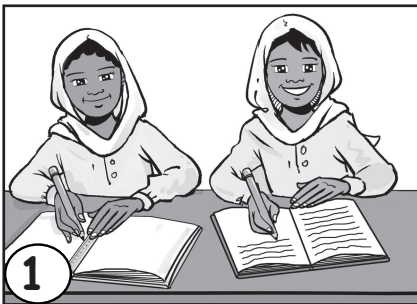


A. Trace and write.

Can we buy sweets there?

Can we buy sweets there?

B. Write sentences with We can.



1. We can study at school.

2.

3.



A. Trace and write.

There are trees in the park.

There are trees in the park.

B. Read, draw and write.

What can you do in a park?

1

We can _____ in a park

2

We can't _____ in a park.



A. Trace and write.

Keep the room tidy.

Keep the room tidy.

B. Read, match and draw lines.

- 1. Go
- 2. Pick
- 3. Drop
- 4. Play
- 5. Catch

- in the park.
- the flowers.
- to the park.
- rubbish here.
- a bus.

C. Write sentences with Don't.

1. Don't go to the park.

2.

3.

4.

5.

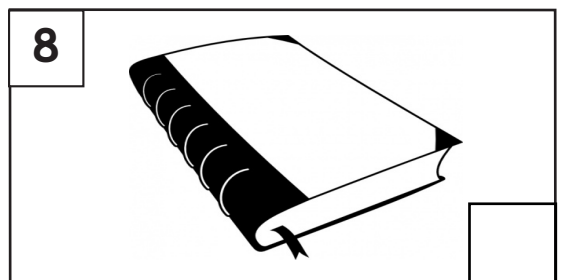
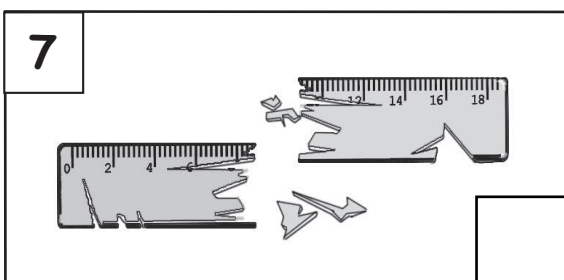
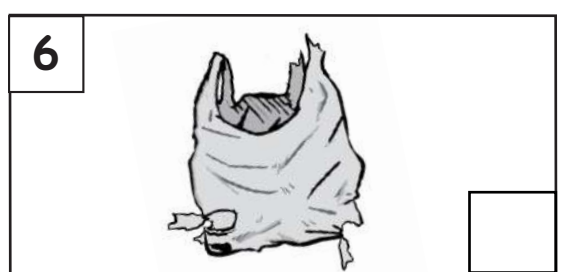
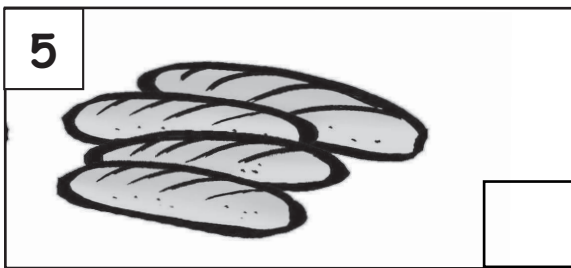
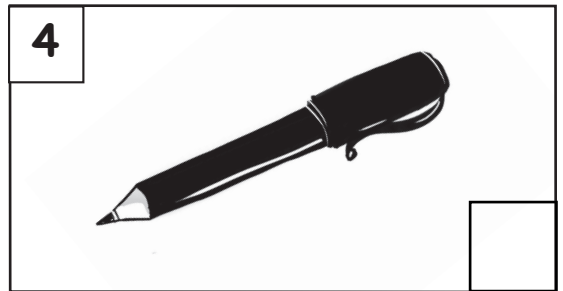
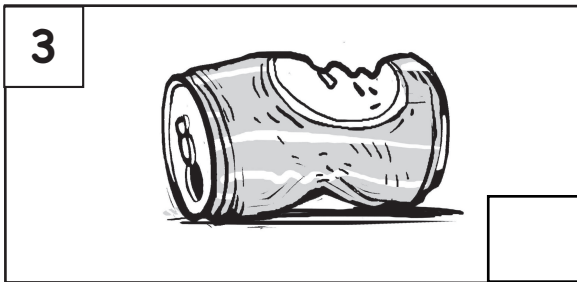
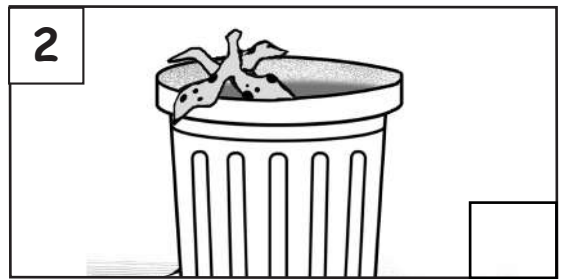
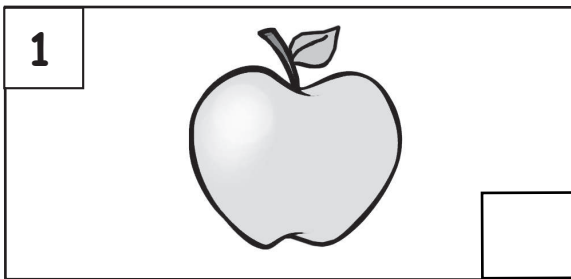


A. Trace and write.

There's lots of rubbish on the floor.

There's lots of rubbish on the floor.

B. Look and ✓ the rubbish.



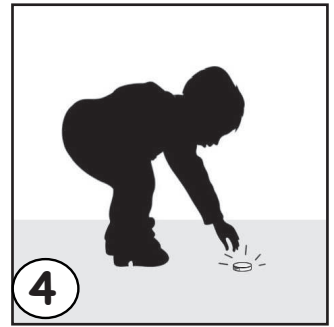
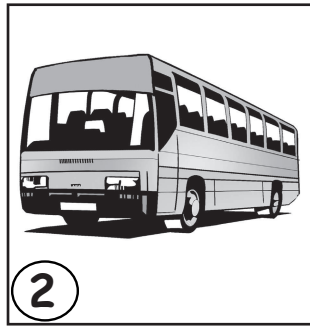
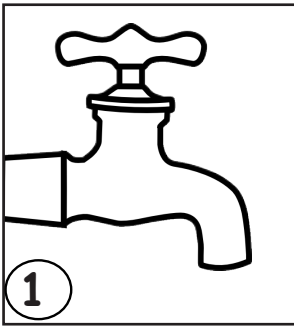


A. Trace and write.

Don't hurt animals.

Don't hurt animals.

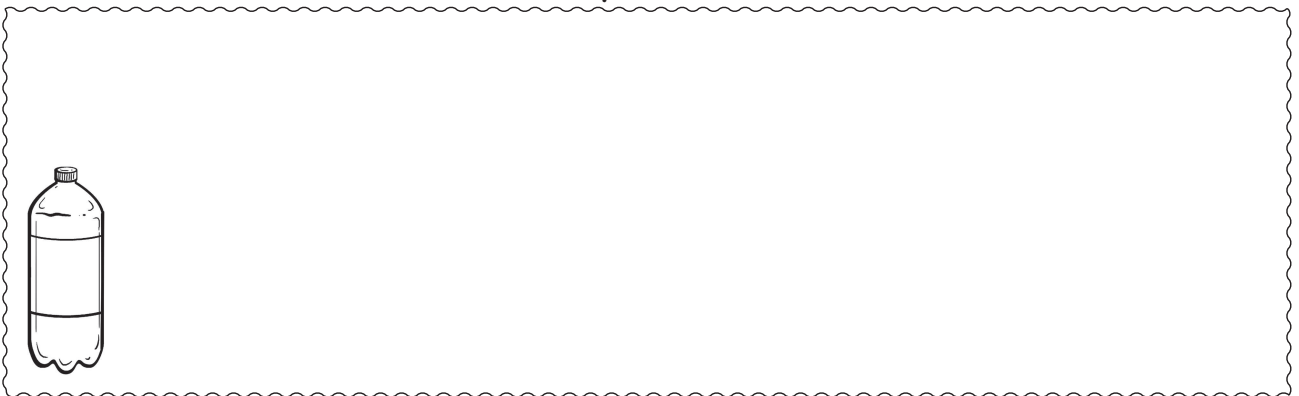
B. Look and write.



_____ up

C. Read, draw and write.

What can you make from this?



I can make

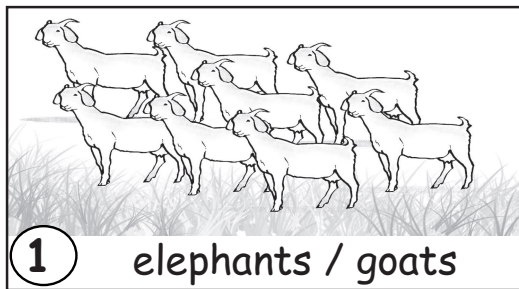


A. Trace and write.

This tree is happy. The air is clean.

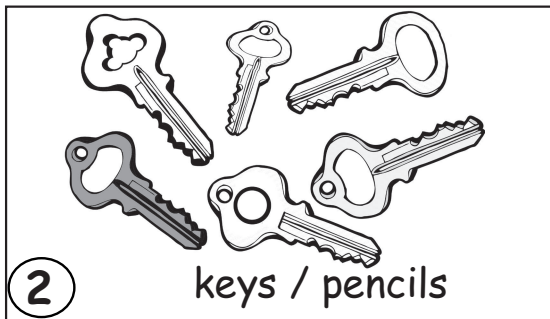
This tree is happy. The air is clean.

B. Write sentences about the pictures with lots of and no.



There are lots of

There are no



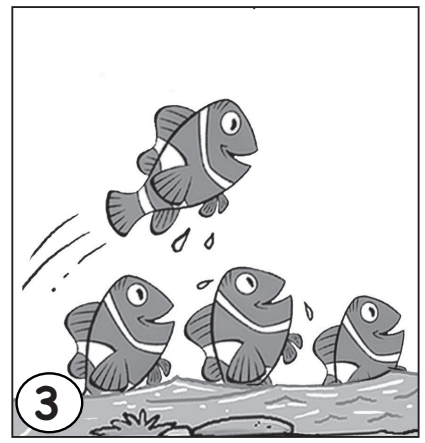
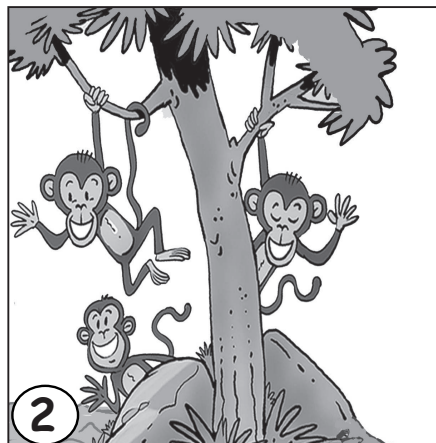
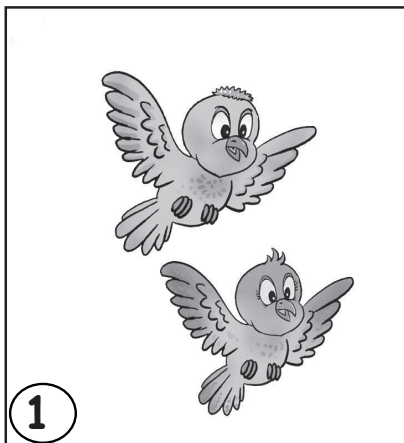


A. Trace and write.

Please don't pick the flowers.

Please don't pick the flowers.

B. Look and write.



1. Ali can see

little

2.

brown

3.

small

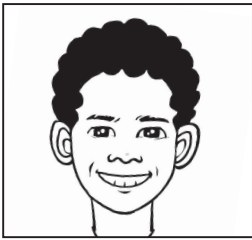


A. Trace and write.

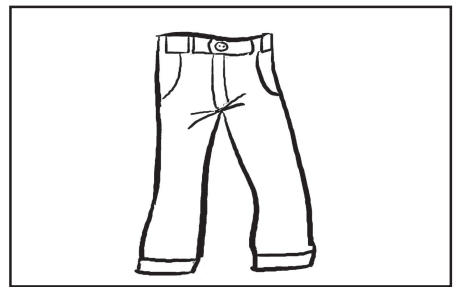
There are shorts on the clothes line.

There are shorts on the clothes line.

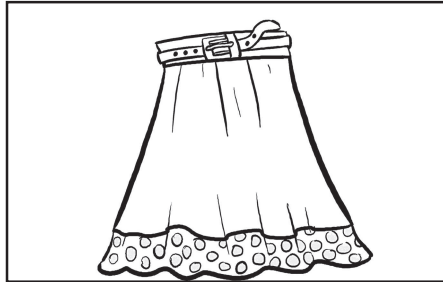
B. Listen and colour.



Ahmed



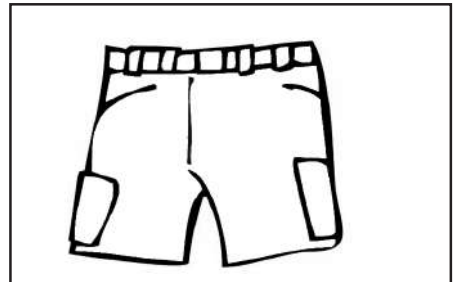
Fatma



Eddie



Hassan





A. Trace and write.

Whose cap is this? It's Eddie's cap.

Whose cap is this? It's Eddie's cap.

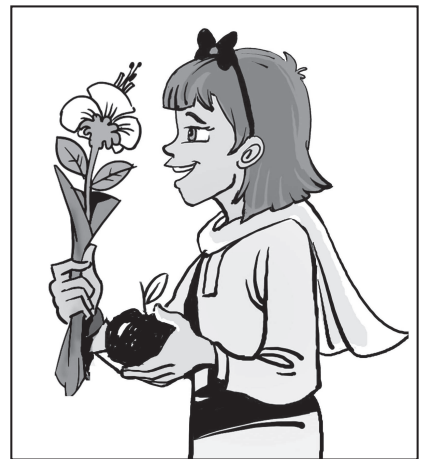
B. Look, read and write answers.



Dalia



Fatma



Cathy

1. Whose bag is this?

It's Fatma's bag.

2. Whose flower is this?

3. Whose book is this?

4. Whose pen is this?

5. Whose apple is this?

6. Whose toy is this?



A. Trace and write.

She has got a new dress.

She has got a new dress.

B. Read, write answers and draw.

1. What are your favourite Eid clothes?

Handwriting lines for question 1.

2. What is your favourite Eid food?

Handwriting lines for question 2.

1

2

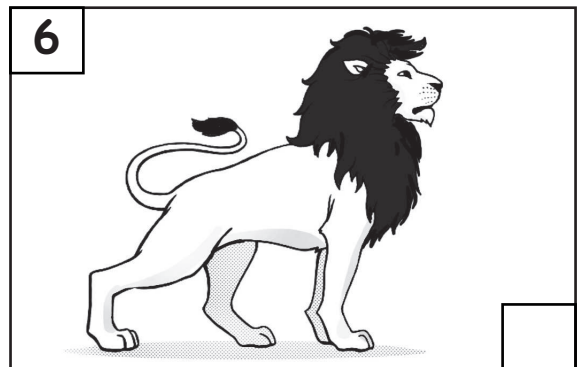
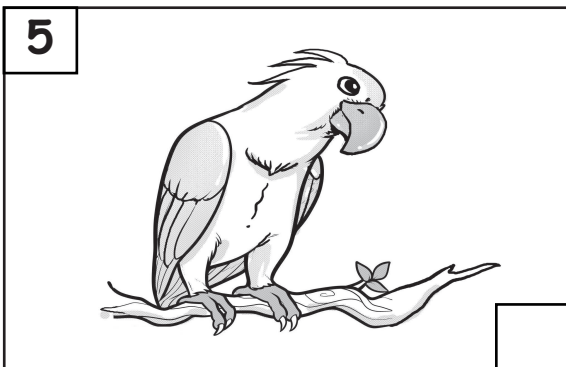
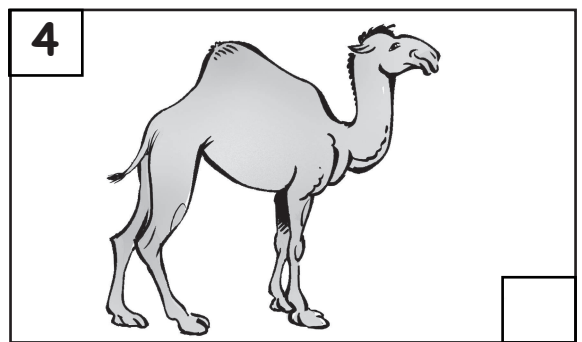
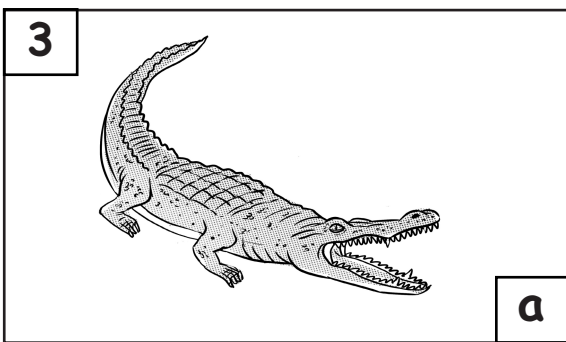
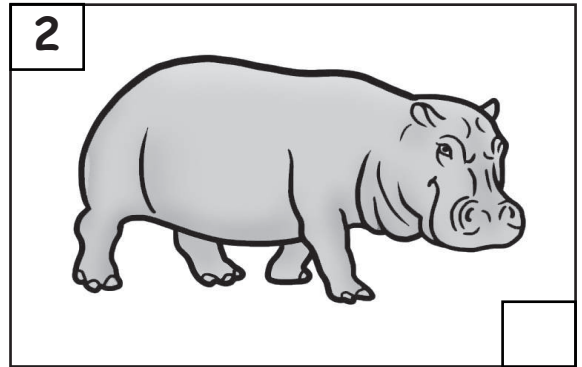
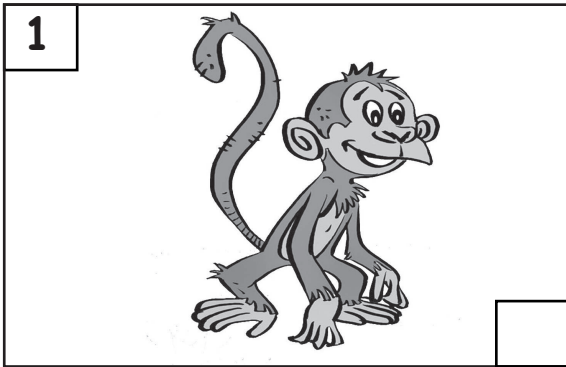


A. Trace and write.

There are lots of animals at the zoo.

There are lots of animals at the zoo.

B. Listen, write the letters and say.



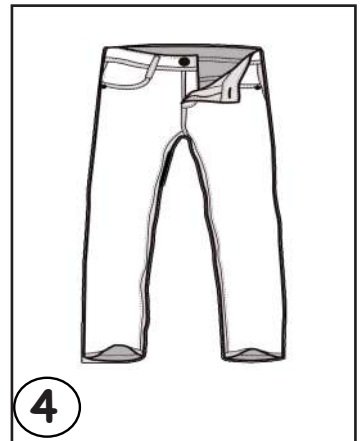
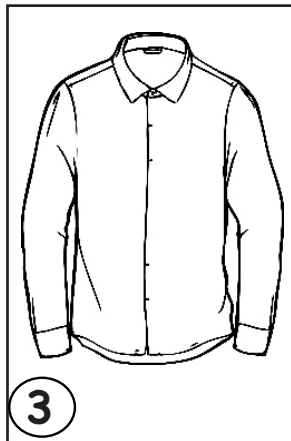
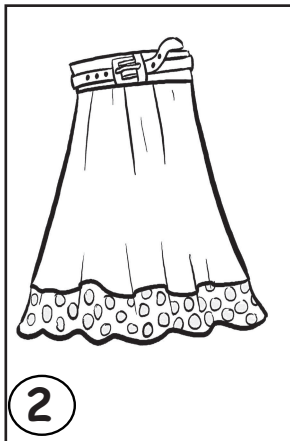
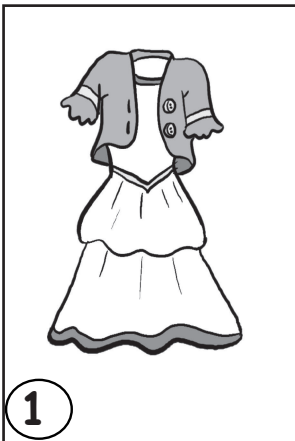


A. Trace and write.

Go past the shop. Don't stop.

Go past the shop. Don't stop.

B. Look and write.



d

s

trousers

C. Write the words in the correct order.

1. of / window. / kitchen / Look / the / out

2. the / past / market. / new / walk / Don't



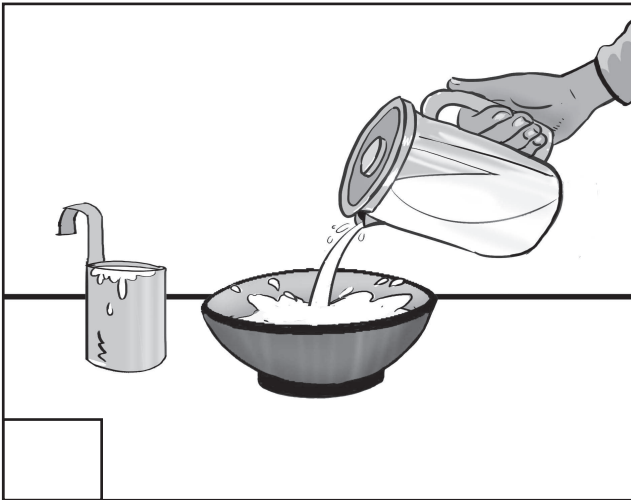
A. Trace and write.

Add eggs to the flour and oil.

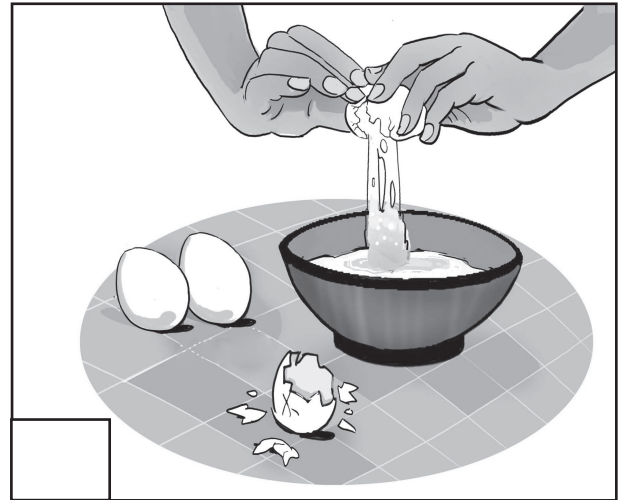
Add eggs to the flour and oil.

B. Read and ✓ or X.

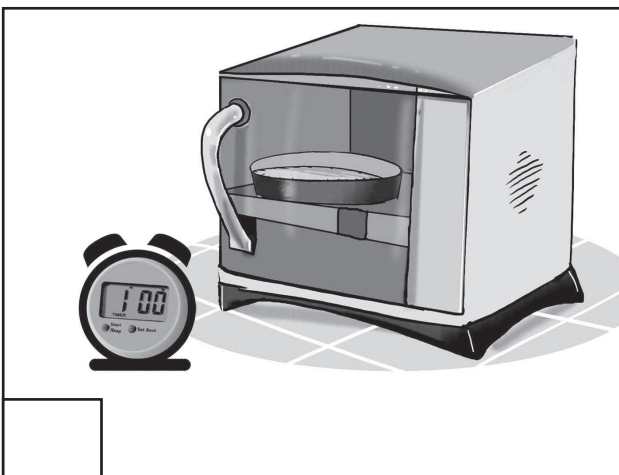
1. Put the flour in a bowl.



2. Mix the flour, salt and oil.



3. Cook the cake for an hour.



4. Wash the cake tin.





A. Trace and write.

It's Eid El Fitr morning.

It's Eid El Fitr morning.

B. Read, match and number.

- 6 Badria
- her grandmother
- her grandfather
- her sister
- her father
- her baby brother
- her mother
- her brother



C. Read and write the answer.

How many brothers and sisters have you got?

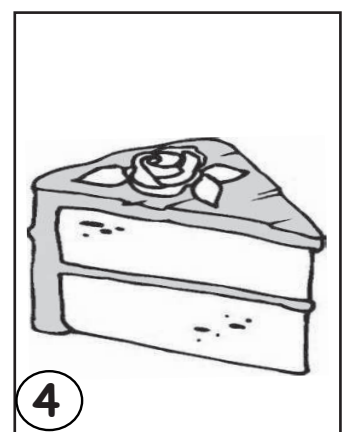
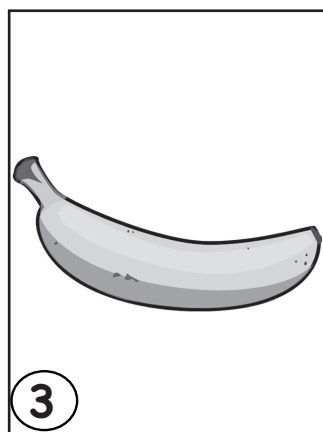
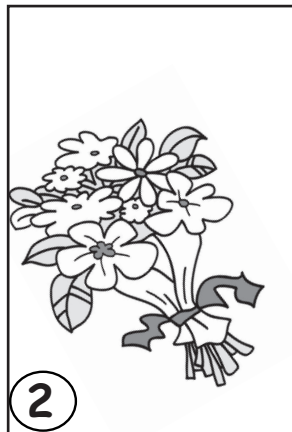
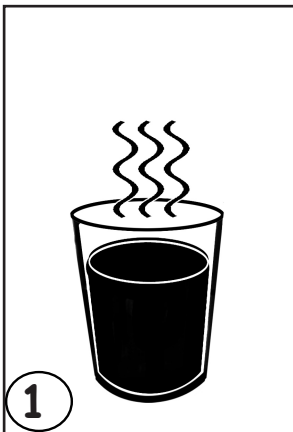


A. Trace and write.

It's good to see friends and family.

It's good to see friends and family.

B. Write sentences with I'd like..., please or I don't want..., thank you.



1.

2.

3.

4.



Extra practice page



A series of horizontal lines for writing practice, consisting of 25 evenly spaced lines across the page.



Extra practice page



A series of horizontal lines for writing practice, consisting of 25 evenly spaced lines across the page.



Extra practice page



A series of horizontal lines for writing practice, consisting of 25 evenly spaced lines across the page.



Extra practice page



A series of horizontal lines for writing practice, consisting of 25 evenly spaced lines across the page.



Extra practice page



A series of horizontal lines for writing practice, consisting of 25 evenly spaced lines across the page.



Extra practice page



A series of horizontal lines for writing practice, consisting of 25 evenly spaced lines across the page.



SUDAN
MODERN
INTEGRATED
LEARNING OF
ENGLISH

1
ONE