



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





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

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.



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Sudan

Modern

Integrated

Learning of

English

SMILE Series: Book 3

Pupil's Book

Grade 5: Basic Level

VII

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Table of Contents

Unit	Topic	Page
1	Back to School	1
2	The Earth, the Sun and Space	9
3	Clothes	17
4	Animals Partners	25
5	Helping Hands	33
6	Travel and Holidays	41
7	Maths in our Life	49
8	Inventions and New Things	57
9	Wonders of the World	65
10	Special Days	73
11	Health	81
12	One More Time	89
	Book Map	97
	Listening Scripts	105



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.

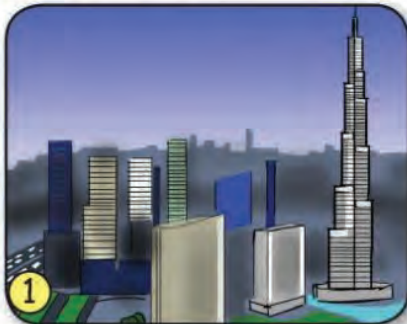
D I was in Dubai with my aunt and her family. It was very hot.



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."



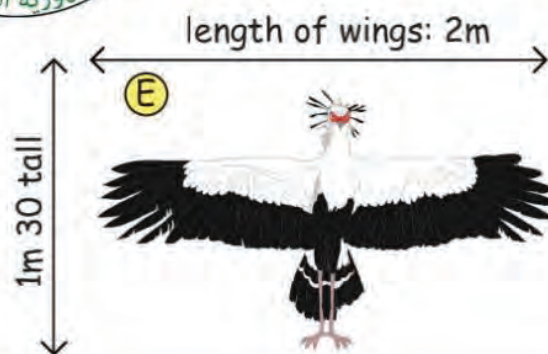
2. Make and say sentences.

- (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.



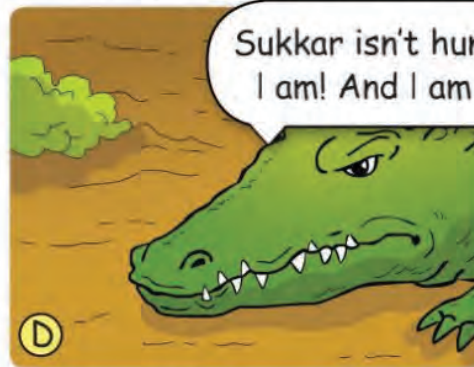
Mr Crocodile swims back to the crocodiles' home and says to Mrs Crocodile:

I don't want lunch.
I'm not hungry.
Bye, Mr 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.

Please, Mrs Crocodile.
Can we cross the river?

Can we swim in
the water?

Can we have
some mangoes?



1. Read, ask and answer.

Sudan NEWS

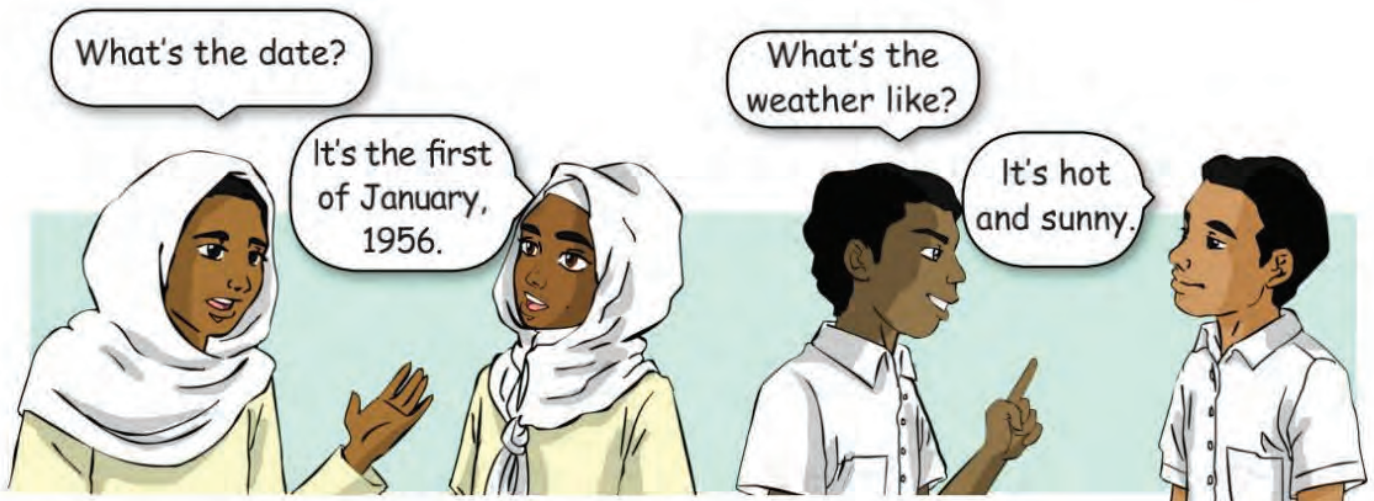
It is the first of January, 1956. It's a hot and sunny day in Sudan. It's a big and beautiful day for Sudan.

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.



- (A) What's the date?
- (C) Who is raising the Sudanese flag?
- (E) What are people doing?
- (G) Why is everyone happy?

- (B) What's the weather like?
- (D) How many people are there?
- (F) What are the children waving?



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

lives: usually in deserts
weighs: 60kg
colour: black and white
wings: 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!



adult
child
History
Geography
timetable



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.

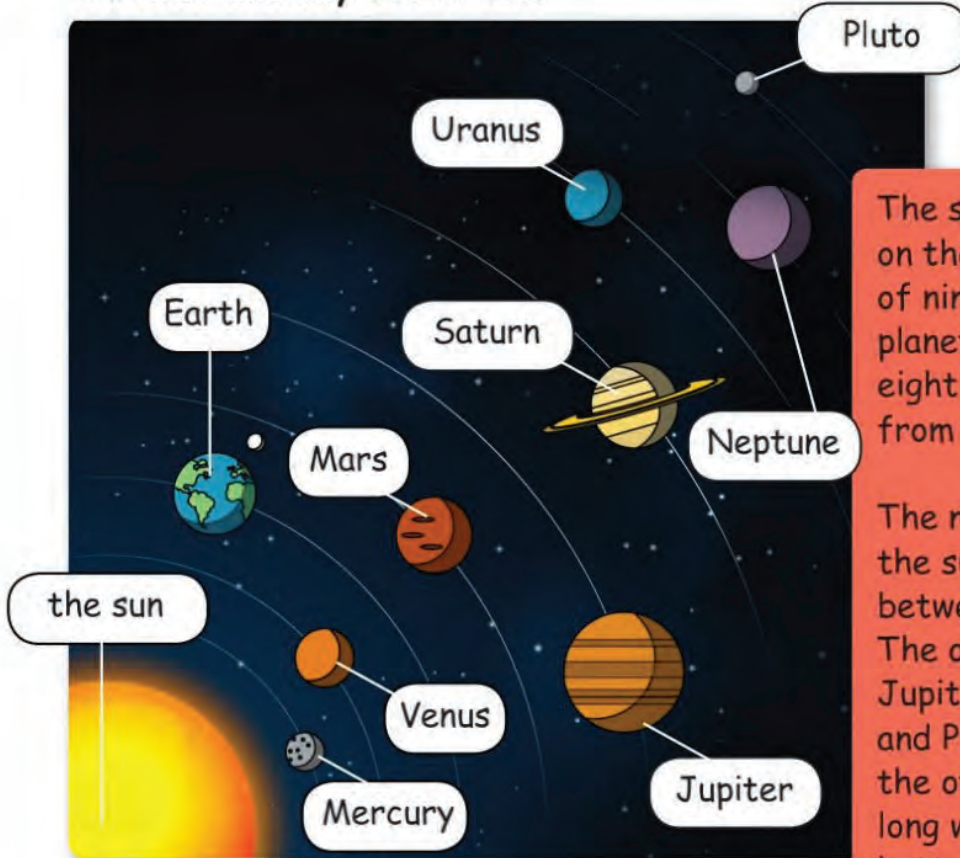


3. Say other sentences with mustn't.



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?



Which planet is colder, Pluto or Neptune?

Pluto is colder.

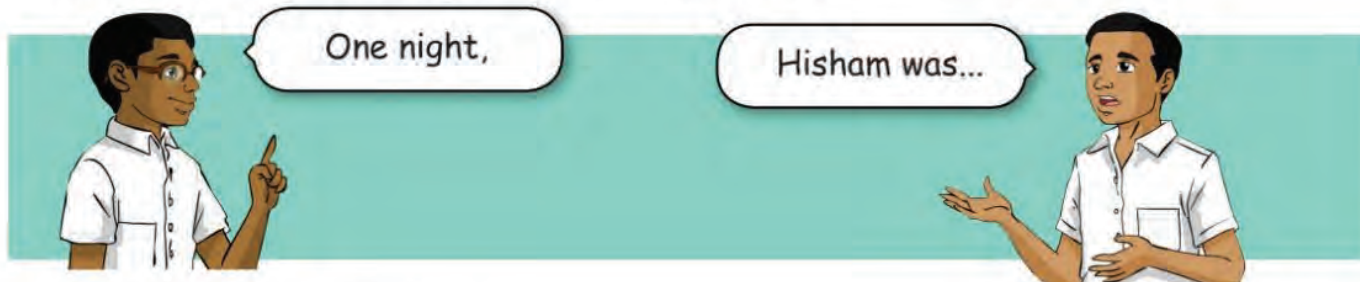
1.  Listen, read and repeat. Then say and act.



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. |

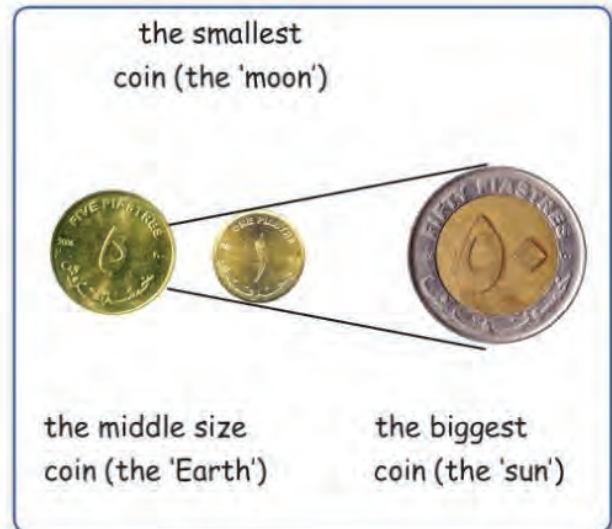
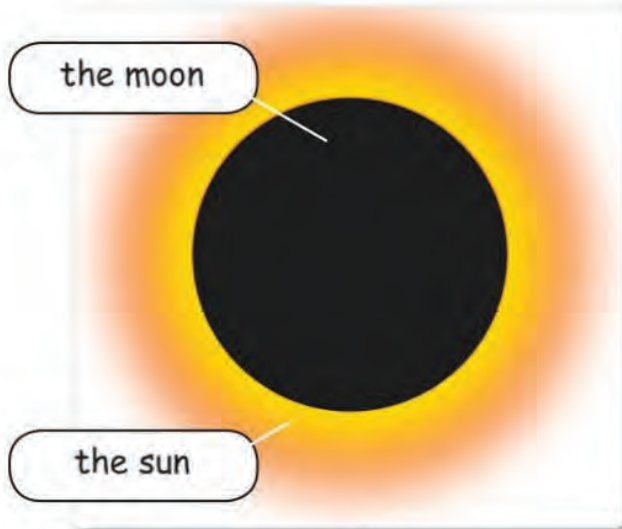
2. Read and say the story in the correct order.



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.

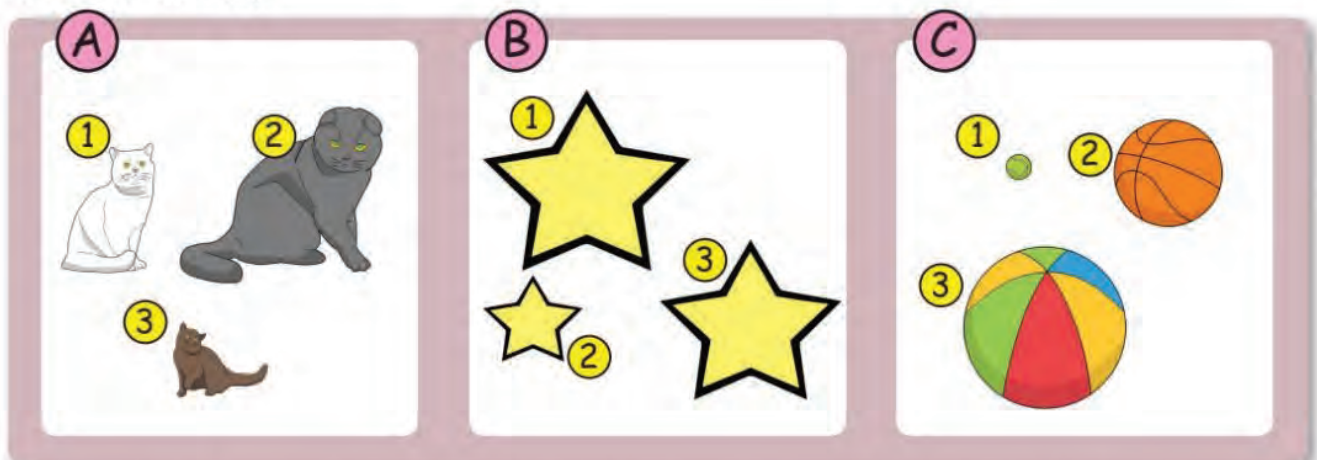


smallest	Earth	right	biggest
moon	between	coins	light

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.

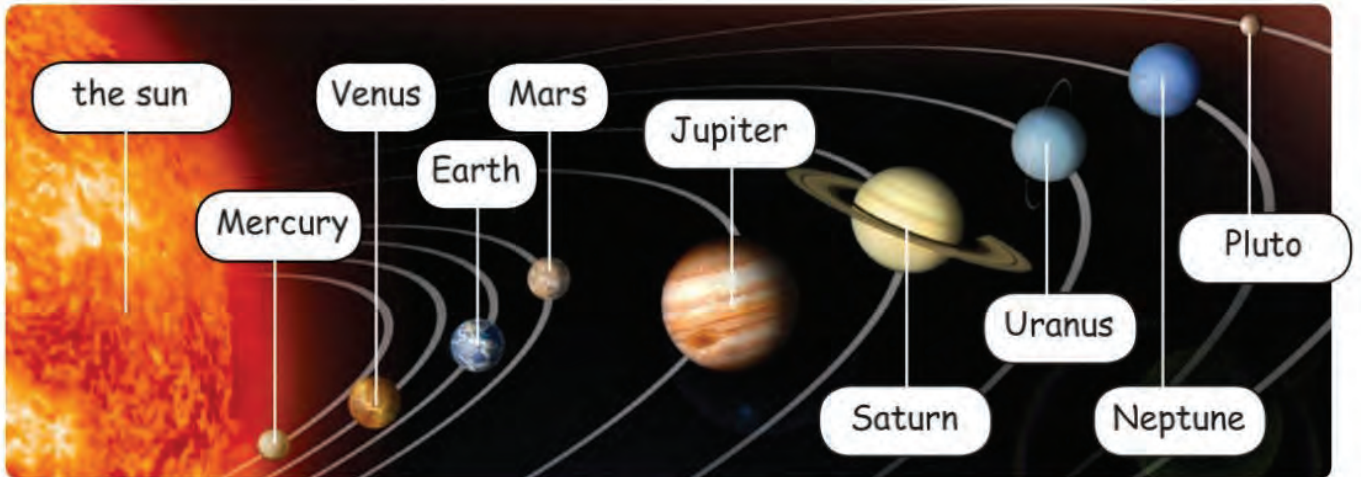


the biggest...

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.

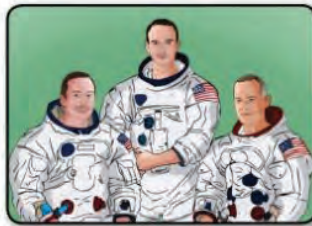
1. Read and choose the correct order. Then say.

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

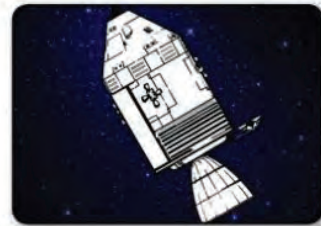
B Neil and Buzz walked on the moon's surface. They collected rocks and stayed for 21 hours. After they finished their work, they returned to Apollo 11.



a rocket



the astronauts



Apollo 11 spacecraft

C On the 21st 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 24th July.

D On the 17th 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 C D A B

② A B D C

③ B C A D

④ D A B C

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...

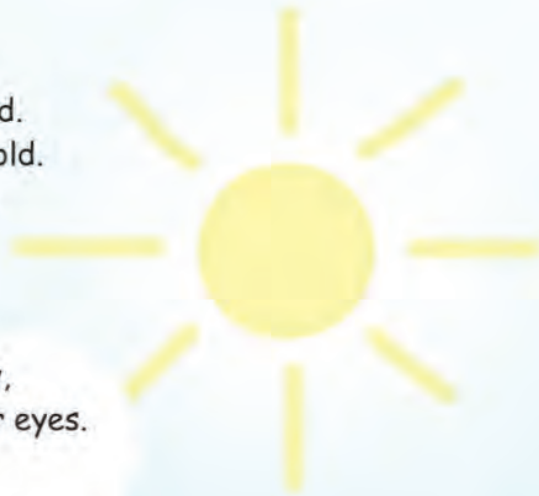
A rocket blasted off from the Earth on the 17th of July.





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.

 	This is an...	
--------------	---------------	--



One night, Hisham was outside. He saw a star in the sky.

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.

A yours? mine / Ali's	B Sara's? hers / mine
C Ali's? his / mine	D yours? mine / Sara's

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.

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

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

A hat-seller walked from...



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.



(C)



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.

(D)



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?
- ③ Where does Huda work?

- ② What is Ibrahim's job?
- ④ What is Osman's job?

2. Match the clothes and the jobs.

(A)	(B)	(C)	(D)	(E)
-----	-----	-----	-----	-----

3. Say sentences about the people and their jobs.

Musa is a policeman.
He wears a...





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. Write about clothes for different seasons.

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

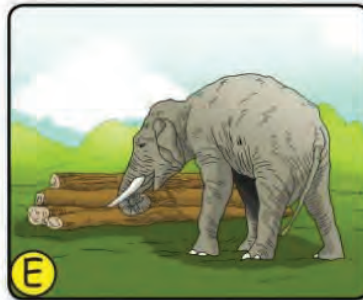
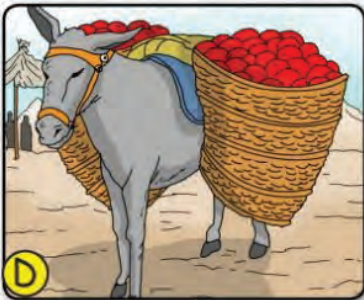
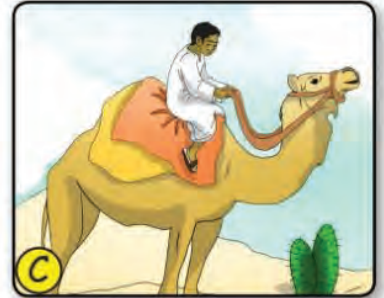
a sheep dog

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.
--	------------------------	---

3. Play 'One and More than One'.

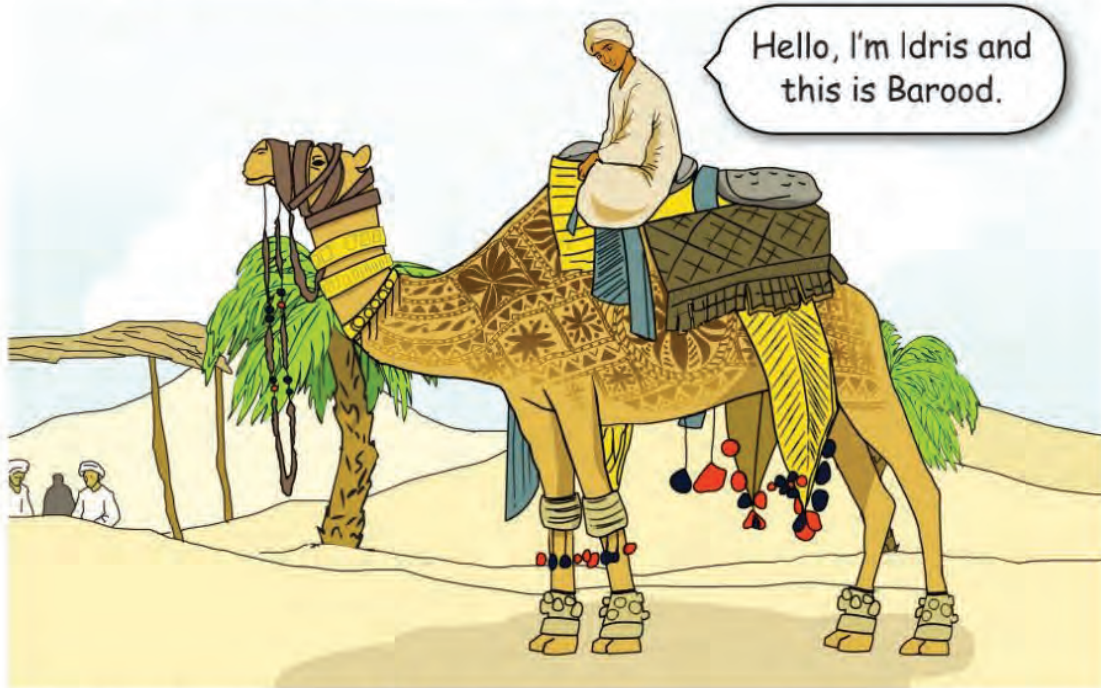
- (A) a boy (B) a child (C) a camel (D) a person
 (E) a woman (F) a girl (G) a sheep (H) an elephant

A boy.
Boys.



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.

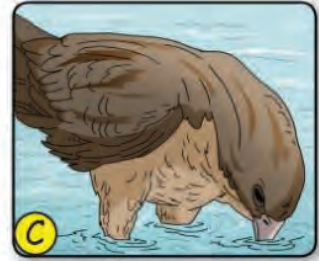
Yes, he did.

No, he didn't.

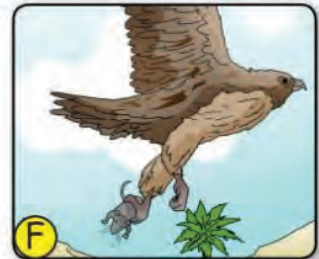
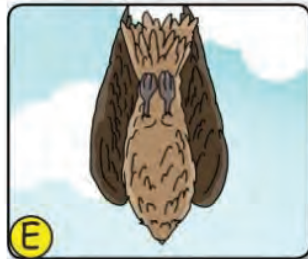
- A** Did Idris wake up at six?
- B** Did Idris wash Barood yesterday?
- C** Did Idris paint patterns on Barood's coat?
- D** Did Idris ride Barood to the ceremony?
- E** Did Idris give Barood water?
- F** Did Idris have a wonderful day?



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



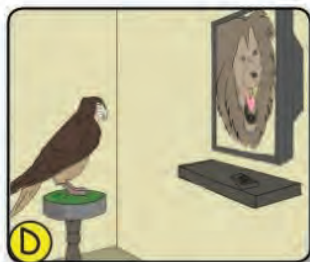
... always wear a glove.



... 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.



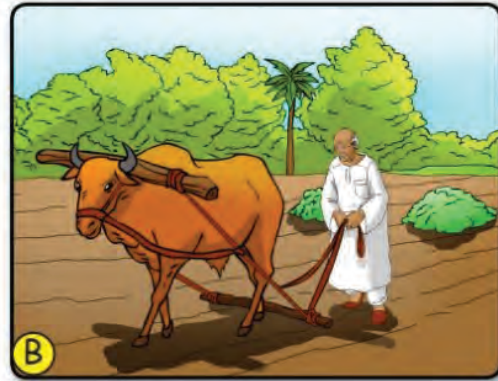
The Abu Dhabi Falcon Hospital was the first hospital in the world for falcons. It is in the United Arab Emirates. It opened in 1999. It is the largest falcon hospital in the world. Last year, it looked after 6,000 falcons.

- 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!"



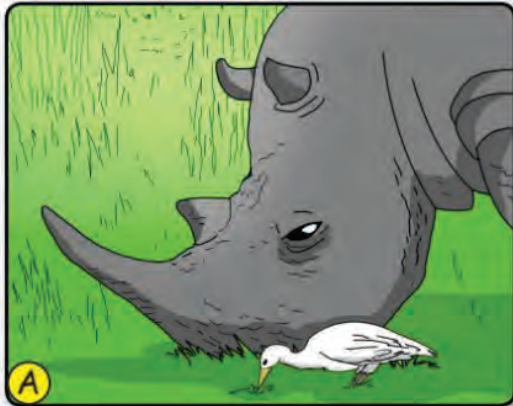
Ali added: "You should stop work or you should sell the animals. Or you can buy a tractor, a car and a clock. They are better than animals."

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

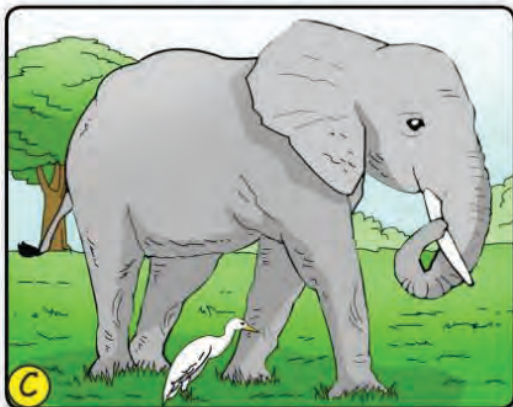
Hamid should	sell his animals keep his animals stop work	because	machines are easier. it's hard to be a farmer. he likes them. he is an old man. animals are better. machines are faster.
--------------	---	---------	---



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?



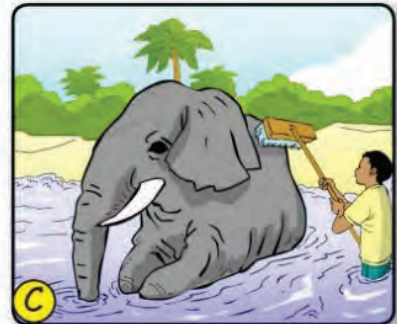
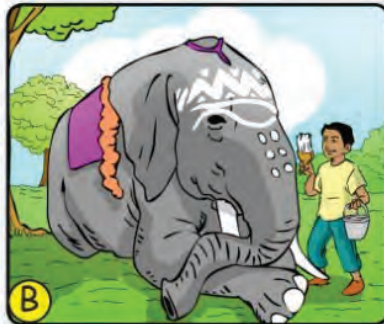
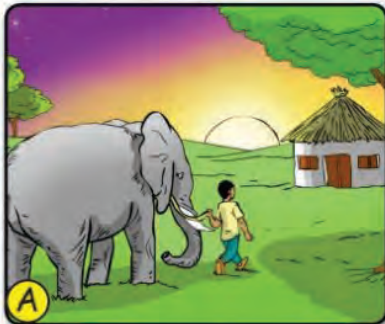
Dear Uncle,

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.

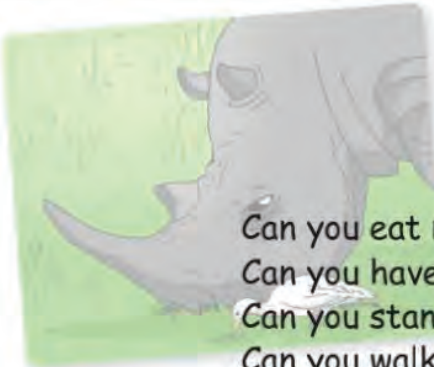
When we arrived at the Elephant Festival in Jaipur, there were lots of tourists. The tourists said Amit looked nice. They took photos of him and some of them rode on him. We went home at six o'clock. We enjoyed our day at the Festival.

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.

The Abu Dhabi Falcon Hospital is...

3. Tell the story of Hamid and his animals.



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

4. 📖 Add words.

Animals	Past verbs	Verbs
falcon	took	train
camel	wrote	hunt

5. Say it. Spell it!



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.



We can study and learn. That's a good way to build our future.

We can't arrive late for school. That's not a good way 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...



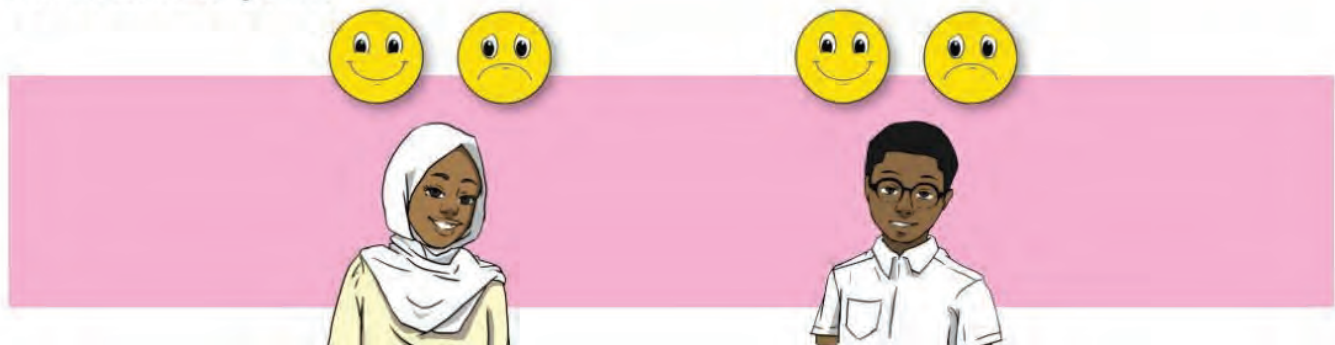
There are a lot of grapes in the picture.

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?



Mona likes eating healthy food.

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



I think pupils should clean the board after lessons.

I don't think pupils should play with balls in class.

Helping in School
We should clean the board after lessons.
We shouldn't play with...

1. Read, point and complete.

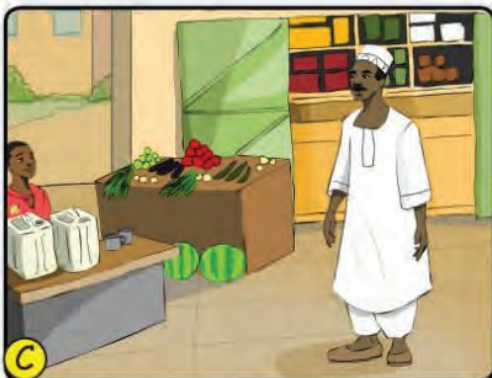
bought died got saw sold went



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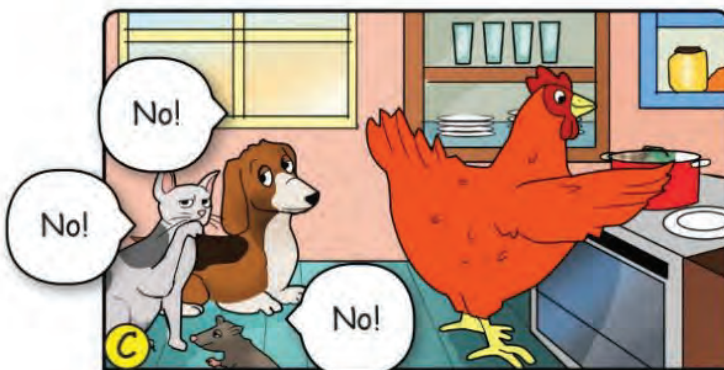
1. 🎧 Listen, read and repeat.



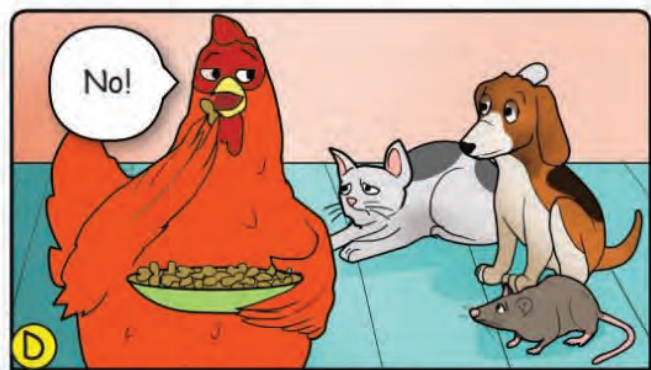
A little red hen found some seeds and asked a cat, a rat and a dog: "Can you help to plant these seeds?" "No!" they said. So the red hen planted the seeds without help.



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.



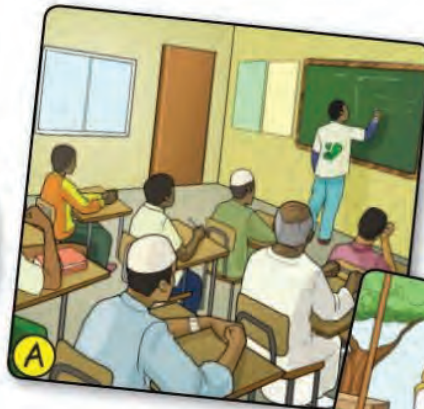
They asked: "Can we have some?" The hen answered: "No! I planted, I harvested and I cooked the peanuts without help. I can eat the peanuts without help." The hen ate them all.

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.

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

3. Tell the story of Ali and the shopkeeper.



Ali was a young boy who was very poor.
Every day, he...

4. Add words.

Adjectives	Past verbs	Food
ill lazy	bought grew	burger junk food

5. Say it. Spell it!





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?

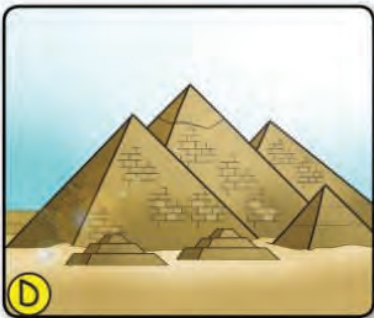
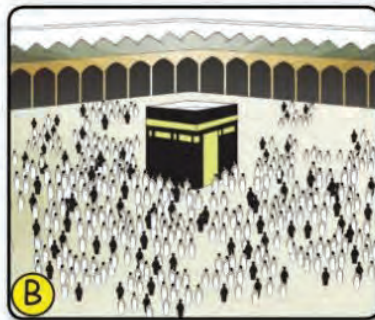


1. Read and find six reasons why people travel.

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?



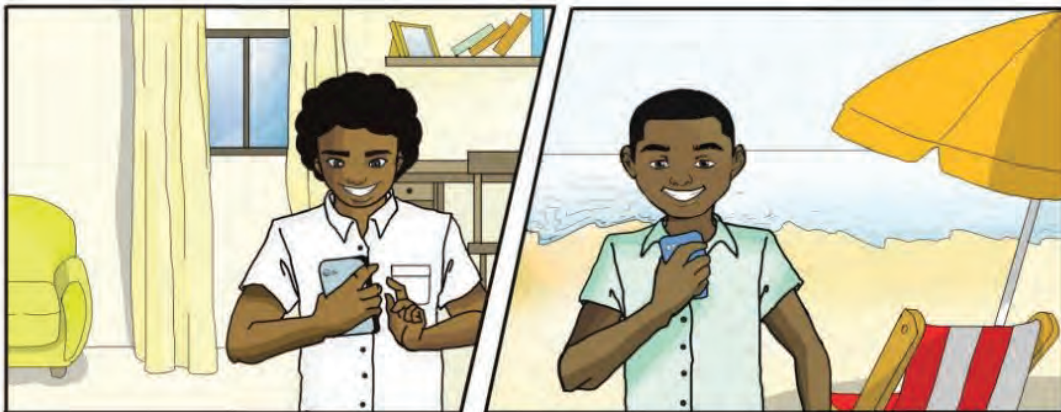


1. Read, ask and answer.

- (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?



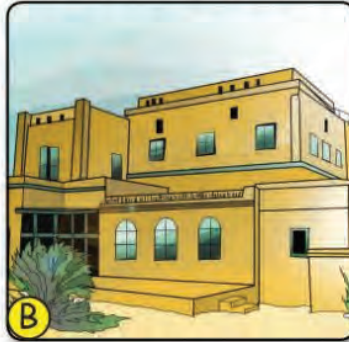
He went to Port Sudan to visit his uncle.



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



... explore Jebel Barkal.



... visit El Fashir.

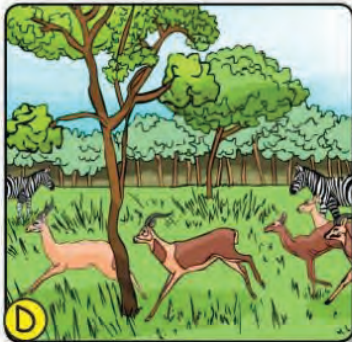


... go to the Red Sea.

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?

Salah: Why would you like to explore Jebel Barkal?



Hassan: I'd 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'?

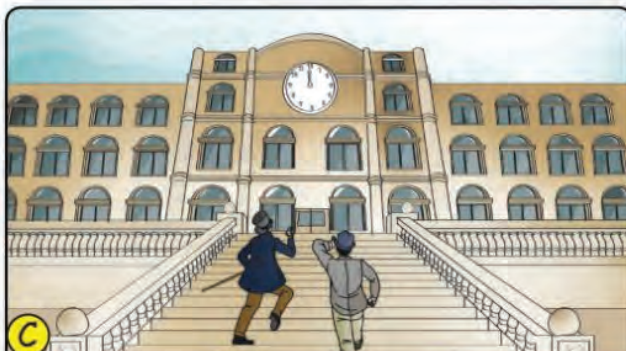
2. Read, ask and answer.



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.



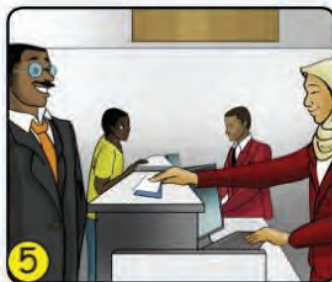
Phileas and Passepartout arrived back in London after 80 days. They thought they were five minutes late but they weren't. They won a prize of £20,000 for their journey.

- 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.

Departure Hall
ticket
airport
Check-in Desk
Departure Gate

passport
need
security
Passport Control

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



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

4. Add words.

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

5. Say it. Spell it!





1. Listen, read and say.

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.

2. Read and say the dates.

(A)

23rd March 2020

(B)

9th December 1868

(C)

31st April 1968

(D)

25th May 1986

(E)

2nd July 2013

(F)

8th November 1643

(G)

21st January 2035

(H)

14th October 1926

The twenty-third of
March, two thousand
and twenty.



3. Ask and answer.

What was the
date yesterday?



What is the
date today?

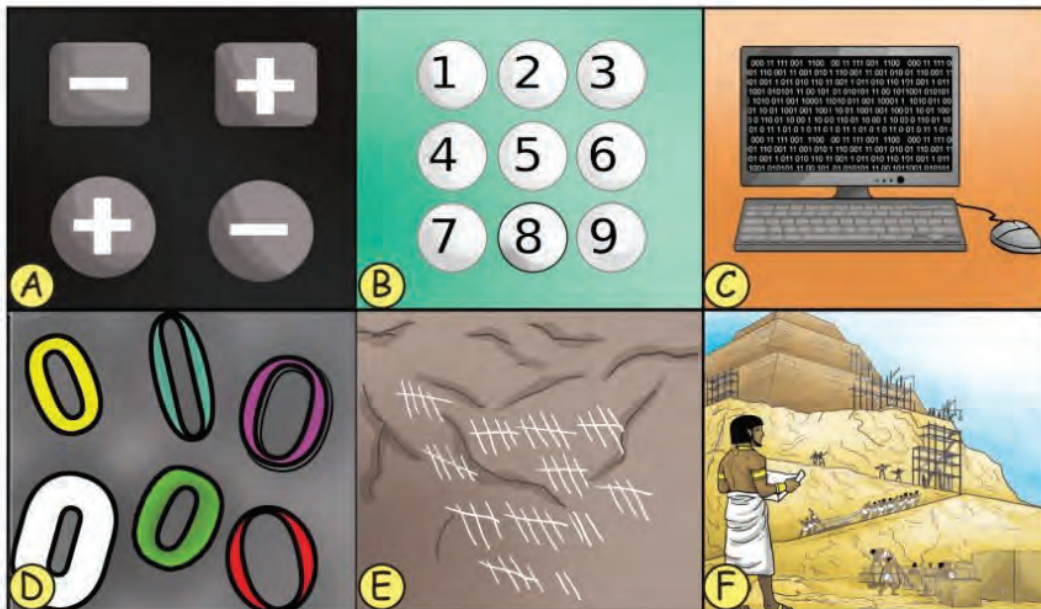


What's the date
tomorrow?



1. Read, match and say how many years ago.

- 25,000 years ago, people lived in caves. About this time, they started to count. They drew symbols on the walls of the caves to help them.
- 5,000 years ago, Sudanese and Egyptian people built pyramids. They used Maths and numbers to calculate how to build them.
- 2,000 years ago, the Indians invented a symbol for zero.
- 1,000 years ago, the Arabs invented new symbols for numbers one to nine. We use these symbols around the world today.
- 500 years ago, Europeans invented the symbols for plus (+) and minus (-).
- 80 years ago, Europeans and Americans invented computers. Computers use only two numbers, 1 (on) and 0 (off), to make the other numbers, pictures, letters and words.



2. Change the sentences to correct sentences. Then say.

- A People lived in houses 25,000 years ago.
- B Europeans built the pyramids 5,000 years ago.
- C 2,000 years ago, Americans invented zeros.
- D Arabs invented new number symbols 250 years ago.
- E Indians invented the plus symbol 500 years ago.
- F People invented computers 100 years ago.

People lived in houses 25,000 years ago.

No, people lived in caves.



1. Read and say.

- | | | | | |
|------------|---------|-------------|-----------|---------|
| (A) 50,000 | (B) 24 | (C) 160 | (D) 3,600 | (E) 32 |
| (F) 5,000 | (G) 206 | (H) 100,000 | (I) 1,095 | (J) 176 |

2. Read, ask and answer. Then listen and check.



- (A) the number of teeth in your mouth
- (B) the height of a woman in centimetres
- (C) the number of toes, fingers, legs and arms in your body
- (D) the number of your steps in one day
- (E) the number of seconds in ten hours
- (F) the number of beats of your heart in twelve hours
- (G) the number of days in three years
- (H) the height of a man in centimetres
- (I) the number of hairs on your head
- (J) the number of bones in your body

What's the number of teeth in your mouth?

No, it's thirty-two.

I think the number is twenty-four.



1. Read, point and complete.

looked rose flew landed put had



A crow ①... over a farm on a hot summer day. She was thirsty but she couldn't see any water. Then she saw a water jar in a field.



The crow ②... next to the jar. There was a little water in the jar. The crow ③... her beak in the jar but she couldn't reach the water inside.



The crow couldn't think what to do. Then she ④... around and saw some small stones on the ground. Then she ⑤... a good idea.



The crow dropped stones one by one into the jar. Little by little, the water ⑥... in the jar. Finally, the crow could drink some water. She was very happy.

2. Look, read and say.



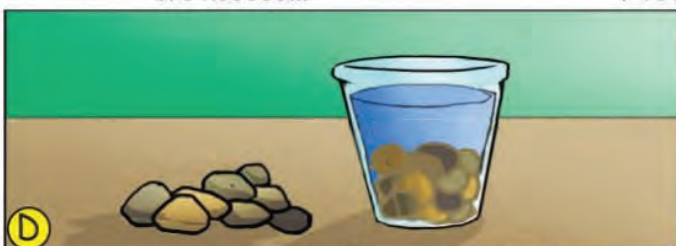
A We needed...



B First, we...



C Then we...

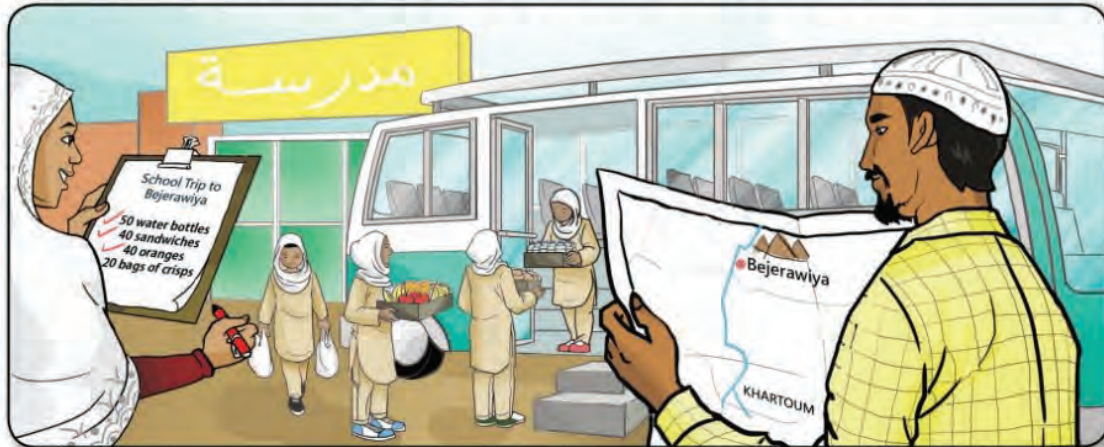


D When we put half...



E When we put all...

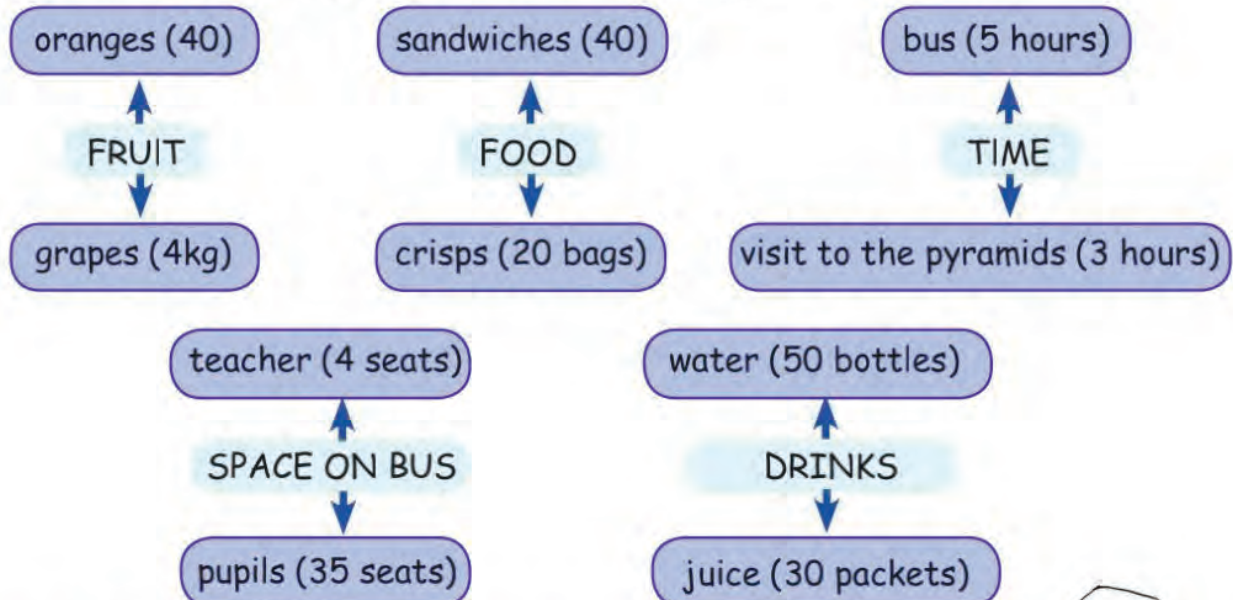
1. Ask and answer about the picture. Use the words in the box.



- A Why is the bus outside the school?
- B Where is the bus going?
- C How many pupils are there?
- D What are they doing?
- E What is the teacher doing?
- F What is the driver doing?

take / pupils / trip
go / Bejerawiya
there are
put / things / bus
check / count / food / water
look / map

2. Ask and answer. Use How much or How many.



How much fruit do we need?

We need 40 oranges and 4kg of grapes.



1. Listen, read and repeat.



A Hassan didn't sleep well last night. He had a bad dream. He dreamt of a day without numbers.



B Hassan couldn't read his clock and he got up late. There weren't any numbers on his clock.



C Hassan couldn't watch TV during breakfast. He couldn't find the children's channel.



D Hassan couldn't catch the bus to school. There were no numbers on the buses. He was late for school.



E Hassan couldn't phone. He couldn't cook. He couldn't buy anything. He couldn't find his place in his book.



F When Hassan woke up, there were numbers: on his phone, on his clock, on his money. He was very happy.

2. Make and say correct sentences.

Hassan couldn't	read the clock watch TV read his book catch the bus phone people	so he because he	couldn't find the channel. couldn't see the numbers to call. arrived late for school. couldn't find his place. he got up late.
-----------------	--	---------------------	--



Hassan couldn't read the clock...

... so he got up late.



1. Read and match.



a carpenter



an astronaut

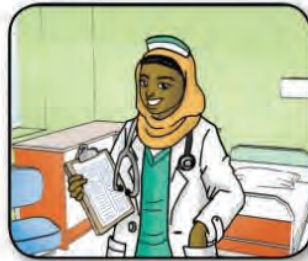


a teacher

- (A) They look after people who are ill. They use Maths to take temperatures and do other jobs.
- (B) They make houses and other buildings. They use Maths to calculate the number of bricks and other materials in a house.
- (C) They sell things. They use Maths to weigh food and other materials. They use Maths to calculate the prices.
- (D) They work with young people. They use numbers when they help young people to learn about Maths and the world around them.
- (E) They work with wood. They make tables, chairs and use Maths to calculate how much wood to use.
- (F) They travel in space in spacecrafts. They use Maths to control where to go and how far to travel.



a builder



a nurse



a shopkeeper

2. Say sentences about the pictures. Use who.

A carpenter is someone who works with wood.

3. Write about two jobs you would like to do. Use because.

When I'm older,	I want to be a / an...		you get a lot of money.
	I would like to be a / an...	because	you help other people.
			it's important work.
			it's interesting work.
			it's easy to find a job.

1.  Listen, read and say.



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.



2.  Write facts about numbers.

3. Tell the story of the crow and the water jar.

People started to count about 25,000 years ago. We have 32 teeth in our mouth.
--



On a hot summer day,
a crow flew over the
fields. She was...

4.  Add words.

5. Say it. Spell it!

Jobs	Past verbs	Nationalities
doctor	drew	Sudanese
builder	dreamt	Egyptian





1. Ask and answer about the pictures.

Ways to travel

new

safe

bad

dear

fast



A a rocket



B a bike



C a car

Ways to communicate

slow

old

good

easy

cheap

Yes or no?



No.



E a text message



F a letter

D speaking

- 1 Which is the newest of these ways to travel?
- 2 Which is the safest of these ways to travel?
- 3 Which is the worst of these ways to travel?
- 4 Which is the slowest of these ways to communicate?
- 5 Which is the oldest of these ways to communicate?
- 6 Which is the best of these ways to communicate?

I think a rocket is the newest of these ways to travel.



2. Compare the pictures. Use the adjectives in the box.

better

worse

cheaper

slower



A bike is a worse way to travel than a car.

A text message is a better way to communicate than a letter.



1. Read the email. Then ask and answer.

●

●

●

To: Hassan@sd.com

From: Ahmed@sd.com

I visited my granddad last week. My granddad is a farmer and he's got a big farm near the River Nile. He showed me his vegetables and fruit trees. I asked lots of questions about the canals in the fields.



a canal

- A** Who did Ahmed visit?
- B** When did Ahmed go there?
- C** What did Ahmed see there?
- D** What did Ahmed ask about?

2. 🎧 Listen and number these words in your notebook.

better cheaper cleaner faster fresher noisier

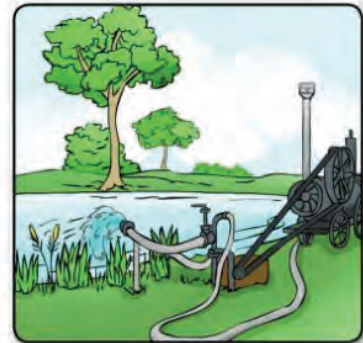
3. Compare these inventions. Use the words in the box.



a shadoof



a sakia



a pump

- A** slow / fast
- B** easy / hard
- C** clean / dirty
- D** noisy / quiet
- E** cheap / dear

It's slower to use a shadoof than a sakia.



1. Listen and match.

Ways to stay healthy



2. Say sentences with must ✓ or mustn't ✗. Use the words in the box.

(A) watch ✗
(C) wash ✓
(E) have ✓
(G) clean ✓

(B) eat ✗
(D) take ✓
(F) go ✗
(H) drink ✓



We mustn't watch lots of TV.

3. Ask and answer.

Health facts

Vaccinations are important. Doctors started to give them about 140 years ago.

Vaccinations protect children and adults against health problems.



Vaccination Card

Name: Sawsan Faisal

Vaccination	Date	Doctor
1. Tetanus	15.3.2013	Fatima Issa
2. Measles	21.9.2015	Mousa Ali
3.		
4.		

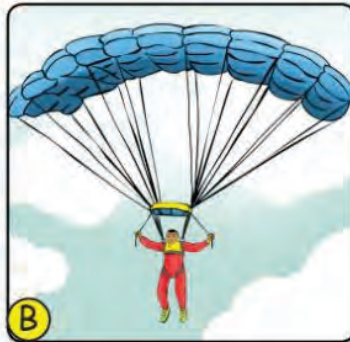
- (A) When did doctors start to give vaccinations?
- (B) Why are vaccinations important?
- (C) Who can we see in the picture?
- (D) What vaccination did Sawsan have in 2013?

1. Point and say. What is each invention called?



A

a rocket



B

a parachute



C

a van



D

a rickshaw



E

a plane



F

a helicopter

The invention in picture A is called a rocket.



2. Read, point and complete.

studied boy artist plants

Leonardo da Vinci was born in Italy in 1452. He was a **A**... who was always outside. He looked at birds, **B**... and animals and **C**... them carefully. When he was an adult, he was a famous **D**... who drew and painted pictures.



3. Say sentences with who. Use the words in the box.

teacher farmer writer
artist inventor chef

A teacher is someone who teaches pupils.



1. Look and read. What is the traveller's problem?



A

A poor traveller arrived in a village late on a cold night in winter. The moon and the stars were in the sky.



B

The traveller didn't have any food and he didn't have any money.



C

The traveller went from house to house in the village and asked:



D

No one helped or gave him food. The answer was always the same:



E

The traveller was poor, tired and hungry but he was clever, too. He thought of a new invention.



F

He took a pot from his bag and put water and a stone in it and put it on a fire. Then he sat and waited.

2. Ask and answer.

- | | |
|--------------------------------------|--|
| (A) When did the traveller arrive? | (B) What was the weather like? |
| (C) Could the traveller buy food? | (D) Why couldn't the traveller buy food? |
| (E) What did the traveller do? | (F) What did he ask? |
| (G) How did each person answer? | (H) Why wasn't the traveller happy? |
| (I) What was in the traveller's bag? | (J) What did he do with the pot? |

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



Villager: What are you doing?
Traveller: I'm making stone soup.
Villager: Stone soup? Can I try it?
Traveller: No, it needs some salt.
 Have you got any?
Villager: Yes, no problem.



Villager: Are you cooking soup?
Traveller: Yes, would you like some?
Villager: Yes, please.
Traveller: It's not ready. Have you got any onions and carrots?
Villager: Yes, I can get them.



Villager: Are you making soup?
Traveller: Yes, but I haven't got any cabbage for it.
Villager: Do you want any meat?
Traveller: Yes, please.



The villagers brought salt, vegetables and meat. When the stone soup was ready, the villagers and the traveller ate it. The traveller didn't go to bed hungry.

2. Ask and answer.

 A ✓ X	 B X ✓	 C X X
 D ✓ X	 E ✓ ✓	 F X X

Have you got any salt and pepper?

I've got some salt. I haven't got any pepper.



1. Say sentences about the pictures. Use the verbs in the box.

chat phone drink play read look for write



In the first picture, two women are chatting over a wall.



In the second picture, two girls are chatting on the Internet.

2. Read and say **Yes** or **No** for the ways you use the Internet.

Ways to use the Internet

A We can use the Internet to look for information.

B We can use the Internet to send emails.

C We can use the Internet to chat to our friends.

D We can use the Internet to help find places.

E We can use the Internet to send photos to our friends.

3. Say sentences about Elham and Salah. Use likes or dislikes.

Elham

A ✓ B ✗ C ✓
D ✓ E ✗

Salah

A ✓ B ✓ C ✗
D ✗ E ✓



Elham likes using the Internet to look for information.



1. Listen, read and chant.

There are many new inventions and lots of new machines,
to make our houses comfortable or to keep them nice and clean.
There are new ways to communicate like emails or phones.
There are air conditioners and computers in many of our homes.
There are many new inventions and lots of new machines,
but the best invention when you're hot is a very cold ice cream.

2. Write what you must and mustn't do at home.

	We must listen to our mother and father. We mustn't...

3. Tell the story of the traveller and the stone soup.



On a cold winter night, a traveller arrived in a village. He was...

4. Add words.

Adjectives	Past verbs	Computers
safe	sat	email
slow	made	Internet

5. Say it. Spell it!





1. Listen, match and say.



A



B



C

There are many wonders in the world for us all to see.
 The Taj Mahal in India, the Colosseum in Italy.
 The city of Petra in Jordan is old - but looks very new.
 The city of Machu Picchu in the mountains of Peru.
 The Great Wall of China and the Great Pyramid in Egypt, too.
 Walls, mosques, palaces, cities: many wonders to see.
 If you go and visit them, can you also pay for me?



D



E



F

2. Ask and answer.



What's in
picture A?



I think it's
the Great
Pyramid.



Where is the
Great Pyramid?



It is in Egypt.

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

biggest	highest	loneliest
longest	oldest	prettiest

Herodotus wrote about the 'wonders of the world' 2,500 years ago. He called seven buildings 'wonders of the world.' The Great Pyramid in Egypt, in Africa, was a tomb and it is often called the **A**... wonder of the world. A second wonder is Petra, a beautiful old city in the desert in Jordan, in Asia. It was one of the **B**... wonders in the world. In India, the Taj Mahal is one of the **C**... buildings in the world. It was the tomb for the wife of Shah Jahan. In China, in Asia, the Great Wall of China is an amazing wall. It is the **D**... wall in the world. The Colosseum in Italy, in Europe, is also amazing. For a long time, it was the **E**... theatre in the world. Finally, one of the **F**... wonders of the world is Machu Picchu, a city in the mountains in Peru, in South America.

2. Ask and answer.



What's the oldest wonder of the world?

The oldest wonder of the world is the Great Pyramid.

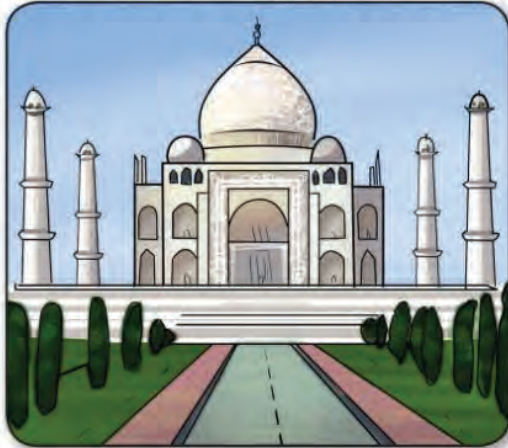


What was the Great Pyramid?

It was a tomb.



1. Look, ask and guess the answer.



- (A) What building is this?
- (B) Who are these people?
- (C) Which country is this building in?
- (D) Which city is the building in?
- (E) Is the city in the north or south of India?
- (F) What river is the city next to?



2. Read and make questions. Then ask and answer.

Shah Jahan was born in 1592. He was the Muslim leader of India from 1628 to 1658. He married Mumtaz Mahal in 1612. She had 14 children and died in 1631. Shah Jahan built the Taj Mahal, a big building in Agra, to put her body in. Workers started to build the Taj Mahal in 1632. 1,000 elephants carried the materials to the new building and 20,000 workers worked there. It took 20 years to finish. The building is made of white marble and when Shah Jahan died in 1666, the Taj Mahal was his tomb, too.

- (A) He was born in 1592. **when**
- (B) Shah Jahan was the Muslim leader of India. **who**
- (C) He married Mumtaz Mahal. **who**
- (D) She had 14 children. **how many**
- (E) They started to build it in 1632. **when**
- (F) They carried materials to the building. **what**
- (G) It took 20 years to finish. **how long**
- (H) He died in 1666. **when**

When was Shah Jahan born?

He was born in 1592.



1. Read, ask and answer.

PETRA



- | | |
|--|---------------------------------------|
| Do you like exploring old cities? | • Visit Petra, an amazing stone city. |
| Do you like riding animals? | • Ride a camel across the desert. |
| Do you like walking or climbing? | • Explore the mountains. |
| Do you like looking at old buildings? | • See old houses and tombs. |
| Do you like trying interesting activities? | • Stay in a cave for a night. |
| Do you like meeting new people? | • Have tea with a Bedouin family. |

2,000 years ago, Petra was a rich city in the desert. It was a centre of trade. Bedouin Arabs cut into the sides of the mountains and built 800 buildings, tombs and caves.

- | | |
|--|--|
| A What is this text about? | B What is Petra made of? |
| C Where can you ride? | D Where can you walk? |
| E What old buildings can you see? | F Where can you stay for a night? |
| G How old is Petra? | H Why was Petra rich? |

2. Ask and answer.



Did you like exploring old cities?

Yes. I visited Petra, an amazing stone city.



1. Read about Meroë. Then change the sentences to correct sentences.



Many people know about the Great Pyramid but Sudan has got amazing pyramids, too. Sudanese pyramids are smaller than Egyptian pyramids but there are more of them, about 220. Egypt has got 118.

For 1,100 years, Kush was an important kingdom. It started about 2,700 years ago in Napata and then moved to the city of Meroë. Kush was rich from its trade in iron.

There are about 200 pyramids in Meroë. Like the Great Pyramid in Egypt, the pyramids of Meroë were tombs. They are often made of stone or bricks on the outside and they have stones, rocks or sand inside.

When Giuseppe Ferlini arrived in Khartoum, he heard stories about gold. In 1834, he started to look for gold and damaged about 40 pyramids. He found treasure in the pyramid of a famous Queen and took it to Europe.

- (A) Sudanese pyramids are the biggest in the world.
- (B) Egypt has got more pyramids than Sudan.
- (C) The Kingdom of Kush started 1,100 years ago.
- (D) There are about 220 pyramids in Meroë.
- (E) Giuseppe Ferlini went to Khartoum in 1834.
- (F) Giuseppe Ferlini took a pyramid to Europe.

2. Ask and answer about the pictures.



What's the first thing made of?

It's made of plastic.



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



Camel 1: Where are we going?
Camel 2: The place is called Meroë.
Camel 1: Why are we going there?
Camel 2: To visit the pyramids.
Camel 1: Pyramids? I like pyramids.
Camel 2: Me too.



Camel 1: Who's the leader?
Camel 2: His name's Giuseppe Ferlini. He's from Italy.
Camel 1: What's he doing in Sudan?
Camel 2: He's exploring the desert.
Camel 1: Oh, does he like sand?



Camel 1: Why aren't they sleeping?
Camel 2: They're drinking tea and talking about tomorrow's work.
Camel 1: It's late. They should go to sleep.



Camel 1: What's that noise?
Camel 2: They're blowing up the pyramid. They're looking for treasure.
Camel 1: They're crazy! They shouldn't do that! It's old and important!

2. Ask and answer.

- (A) Where are the camels going?
- (B) Why are they going there?
- (C) What colour clothes is the leader wearing?
- (D) What is he doing in Sudan?
- (E) What are the men drinking?
- (F) What are the men talking about?
- (G) Why are the men blowing up the pyramid?

1. Look and guess the answers.

- (A) What is this?
- (B) Where is it?
- (C) How long is it?
- (D) How old is it?
- (E) How tall is it?
- (F) How wide is it?
- (G) What is it made of?
- (H) What is it for?



2. Listen and complete the sentences.



- (A) Lee and Salah are talking about...
China. a wall. their health.
- (B) The wall is in the...
east of China. west of China. north of China.
- (C) The wall is about...
6km long. 600km long. 6,000km long.
- (D) The oldest parts of the wall are about...
500 years old. 2,500 years old. 5,000 years old.
- (E) The highest parts of the wall are about...
8m high. 1.8m high. 80m high.
- (F) The widest parts of the wall are about...
4m wide. 7m wide. 9m wide.
- (G) The wall is made of...
stone and bricks. bricks and wood. wood and stone.
- (H) The Chinese built the wall to...
give people work. protect China. stop animals.

3. Say sentences about the Great Wall of China.



The Great Wall is the longest wall in the world.



It is in the north of China.



1. Listen, read and say.

There are many wonders in the world for us all to see.
 The Taj Mahal in India, the Colosseum in Italy.
 The city of Petra in Jordan is old - but looks very new.
 The city of Machu Picchu in the mountains of Peru.
 The Great Wall of China and the Great Pyramid in Egypt, too.
 Walls, mosques, palaces, cities: many wonders to see.
 If you go and visit them, can you also pay for me?

2. Write sentences about what the objects are made of.

3. Tell the story of the camels and the pyramids.

		
A	B	
		
C	D	E

A. This wall is made of bricks.

"Where are we going?"
 one camel asked the
 other.

The place is
 called Meroë...



4. Add words.

5. Say it. Spell it!

Adjectives	Past verbs	Countries
crazy	built	India
high	heard	China





1. Listen, match and chant.



Celebrate, celebrate, special days:
Eid El Fitr, weddings and festivals,
Mother's Day and school graduations.
We can smile and keep clapping,
when nice things happen.
We can have fun and cheer,
when nice things are here.
Smile! Laugh! Take a photograph!
Celebrate, celebrate, special days.



2. Ask and answer.



What can you see in picture A?

I can see girls at a school graduation.



1. Read, point and complete.



ate came
met sang
drank got on
slept took
went had



10th January

Dear Diary,

Yesterday, our class **A**... on a special school trip to Sabaloka. We all **B**... early at the school and the bus **C**... before seven o'clock in the morning. We stopped on the way and **D**... tea and **E**... some cake. During the bus trip, we **F**... songs and played games. After three hours in the bus, we arrived in Sabaloka. We **G**... a boat tour and saw the rocks in the River Nile. In the afternoon, we **H**... a picnic and then we played by the river. Finally, we all **I**... the bus. We **J**... in the bus on the way home. It was a great school trip.



2. Plan a special trip. Ask and answer with would like to.

A	place:	where / visit
B	time:	when / take / trip
C	travel:	how / travel
D	food:	what / take
E	people:	who / go / with
F	time:	how long / stay
G	money:	how much / spend
H	activity:	what / do / during / trip

Where would you like to visit?

I would like to visit...



1. Read the invitations. Then ask and answer.



- ① Who is the invitation to?
- ② Who is the invitation from?
- ③ When is the invitation for?

2. Ask and answer with his, hers or theirs.

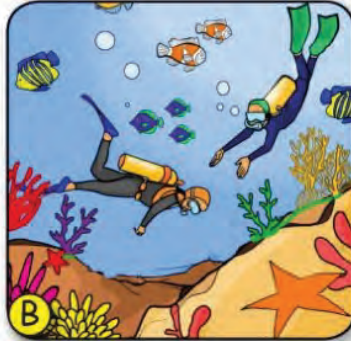
- | | |
|----------------------------|----------------------|
| A Whose bag...? | ... Sara? |
| B Whose phone...? | ... Mona? |
| C Whose pens...? | ... Ahmed? |
| D Whose flat...? | ... Manal's family? |
| E Whose car...? | ... Waleed? |
| F Whose food...? | ... Sara's and Mona? |
| G Whose books...? | ... Tariq? |
| H Whose sweater...? | ... Sara? |

Yes...
Yes...
Yes...
No...
No...
Yes...
Yes...
No...



1. 📖 Read and match. Then ask and answer.

dive fish listen shop watch



What are the people doing in picture A?

They are shopping.



2. Read and answer.

Come to PORT SUDAN

Visit the Tourism and Shopping Festival. Buy wonderful presents for your family and friends. Enjoy different activities at the festival. Have a great holiday in Port Sudan. See the interesting port with its ships from around the world. Swim in the warm water. Relax with your family on the beautiful beaches. Take a boat tour. Dive in the Red Sea and watch the amazing fish!

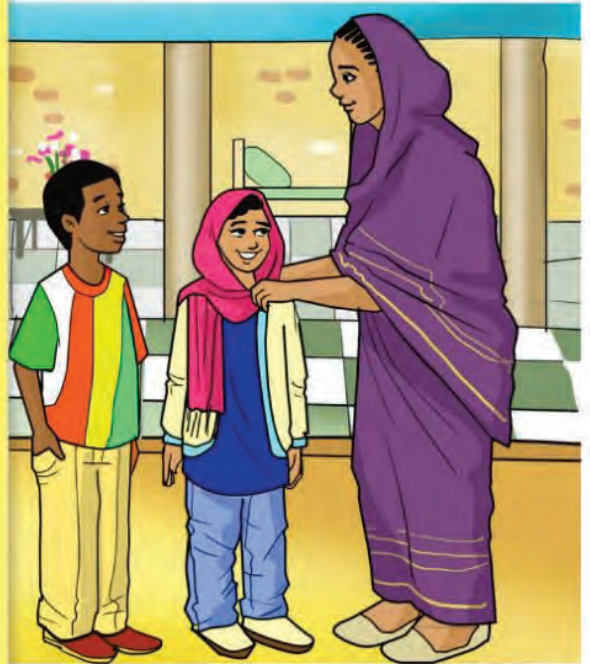
- A** Who is this text for?
- B** What other words are there like 'come'?
- C** What other words are there like 'wonderful'?
- D** What can you do in Port Sudan?

1. Listen, read and say.

Who should I honour and give my love to,
after Allah and Rasulullah?
Your mother. Your mother. Your mother.
And after my mother? Your father.

Who listened to you when you started to talk?
Who watched you when you started to walk?
When you fell down, who picked you up?
Who washed your face and cleaned your cut?
Who listened when you had a story to tell?
When you were ill, who helped you to be well?
When you were afraid, who stayed up at night?
When you were sad, who held you tight?

So say: thank you Allah for your mother.
Say: Alhamdulillah for your mother.



2. Say suggestions for things to do on Mother's Day.



A

clean



B

make



C

give



Let's...



How about...?



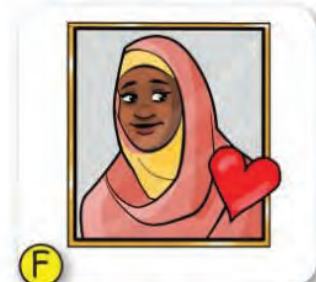
D

send



E

tidy



F

paint

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



A One day, the birds had a competition to find the best flyer. The falcon was the strongest bird and flew high but he didn't win the competition.



B The wren won because she was the cleverest bird. She sat on the falcon's back. When he was tired, she flew higher.



C The birds wanted to have a party for the wren and promised to protect her from her enemies.



D But on the day of the party a cat caught the wren. The wren couldn't escape but sang a song.



E The cat asked the wren: "Why are you singing? Are you sad?"
"No," the wren answered and smiled: "It's my song for help."



F The other birds heard the wren and flew to her. When the cat saw them all, he was afraid. He put down the wren and quickly left the forest.

2. Make the sentences negative. Then correct them.

- | | |
|---|---|
| A The birds had a celebration. | B The falcon won the competition. |
| C The falcon sat on the wren's back. | D The birds wanted to have a plant. |
| E The birds promised to protect the cat. | F The wren caught the cat. |
| G The cat answered the question. | H The birds quickly left the forest. |

1.  Listen and match. Then say sentences about what Salah does.

Eid Mubarak!



2. Ask and answer.

Where do you enjoy going at Eid El Fitr?

What food do you like eating at Eid?

What presents do you enjoy getting at Eid?

What do you like doing best at Eid?

Who do you enjoy visiting at Eid?

What presents do you enjoy giving at Eid?



1. Listen, read and chant.



2. Write an invitation for a friend or relative.

	Dear... Would you like to come...
--	--------------------------------------

3. Tell the story of the birds and the cat.



One day, the birds had a competition to find the best flyer.

4. Add words.

Events	Past verbs	Places
wedding	ate	café
festival	drank	club

5. Say it. Spell it!





1 Listen, point and say.



We need a mouth to talk with and two eyes to see.
 We need a face, two ears, teeth and two knees.
 We need fingers in our gloves where our two hands end.
 We need shoulders and elbows so our arms can bend.
 We need a back and a body and a head on the top.
 We need our toes in our shoes where our two feet stop.
 We need legs on the ground to take all our weight.
 We need a backbone and a neck to hold our head straight.
 We need a nose to smell with and a stomach when we eat.
 We need a heart in our body to pump and to beat.



2. Ask and answer.



Can you
spell foot?

Yes, correct.

f-o-o-t.

Can you
spell head?



1. Ask and answer about the pictures. Use should or shouldn't.



What's that boy doing in picture A?

He's playing with matches.

We shouldn't play with matches.

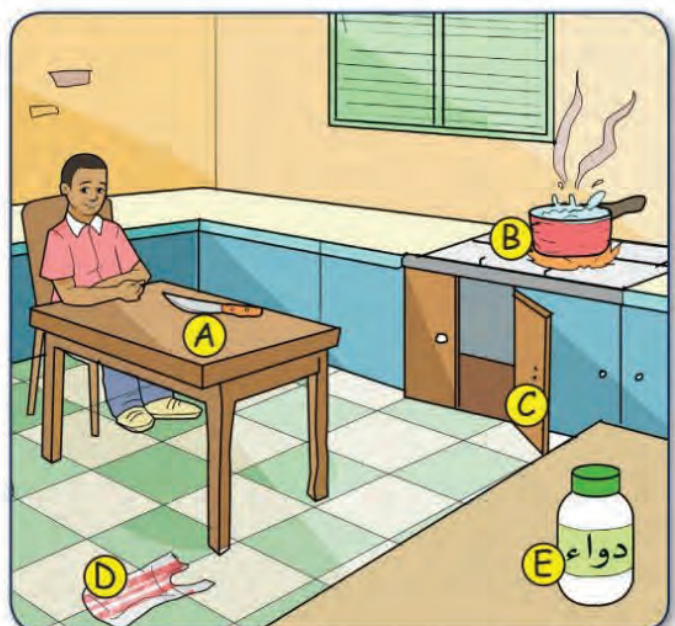


2. 📖 Listen and match.

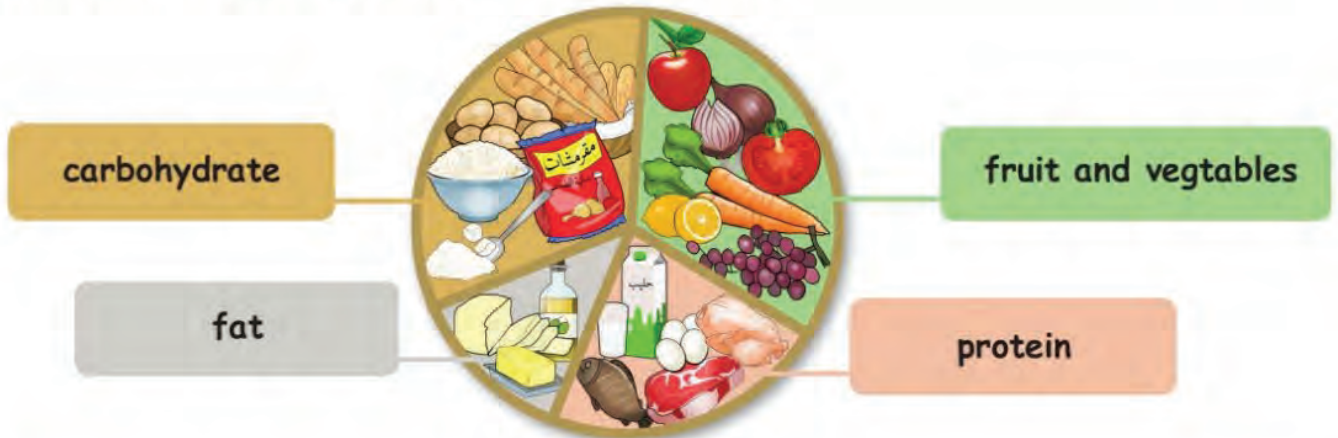
3. Say five sentences about the picture.



You mustn't leave...



1. Listen, ask and answer about the food circle.



- A** What can you see in the food circle? **B** How many food groups are there?
C Which group are tomatoes in? **D** Which group is meat in?
E Which group is bread in? **F** Which fruit and vegetables can you see?

2. Read the information. Then ask and answer.

Food / Drink	Each day	Example
protein	30gm	fish, milk, meat, eggs and chicken
carbohydrate	200gm	bread, sugar, potatoes, crisps and rice
fat	60gm	cheese, butter and oil
fruit	2 kinds	lemon, apples and grapes
vegetables	3 kinds	carrots, onions and garlic

How much
protein / fat / carbohydrate
milk / bread / fruit

How many
grams of / litres of / kinds of
eggs / vegetables / beans

How much
protein should we
eat each day?

How many kinds
of vegetables
should we eat?

What kinds of
protein should
we eat?

What kinds of
vegetables should
we eat?

1. Look, point and say sentences.



Those boys are playing football.



They enjoy playing football.

It's their favourite kind of exercise.

2. Read, point and complete. Then listen and check.

bones	good	hearts
happier	lower	stronger

Regular exercise is (A)... for us and more exercise is better. Exercise builds our muscles and (B)... and makes us strong. Exercise keeps our (C)... and bodies healthy. Children who take regular exercise:

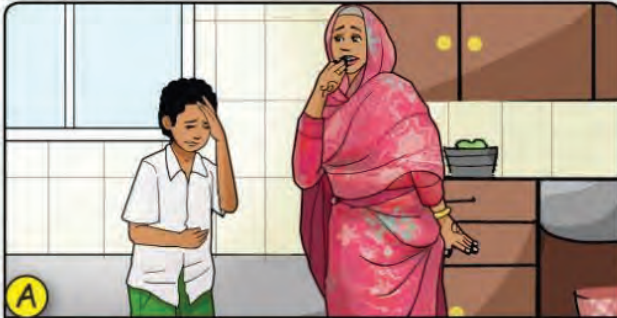
- have better control of their weight;
- have (D)... muscles and bones;
- have (E)... blood pressure than children who don't take exercise;
- are fitter, faster and healthier than children who don't take exercise;
- are usually (F)... than children who don't take exercise.

3. Say sentences about exercise.



Children who take regular exercise have better control of their weight.

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



A Murad was not always a good boy. He lied a lot. One day after school, he said to his mum: "Mum, I'm ill with a high temperature. I need a doctor."



B So Murad's mum took Murad in a taxi to see a doctor at a clinic. The doctor found nothing wrong with Murad. His mum was happy because Murad was fine.



C The same thing happened four times. Murad said he was ill. His mum took him to a clinic. The doctor examined Murad and Murad was fine.



D Finally, Murad's mum asked Murad why he said he was ill when he wasn't. Murad answered: "Don't be angry, Mum. I did it to make you laugh."



E Murad: Can I see the doctor, Mum?
Mum: No, you can't. You're fine.
Murad: I'm very ill. I'm not lying.
Mum: Go to bed, Murad.



F Murad went to bed. He was very ill and needed a doctor but his mum and dad didn't believe him. He was very sad and alone.

2. Ask and answer.

- A** How was Murad naughty?
- C** Why was Murad's mum happy?
- E** When was Murad very ill?

- B** What did he say was wrong with him?
- D** Why was Murad's mum angry?
- F** Why was Murad alone?

1. Read and match.



- | | |
|----------------------------------|---|
| (A) Go to bed early. | (B) Wear a helmet when you ride a bike. |
| (C) Rest your back on a wall. | (D) Stand straight. It's good for you. |
| (E) Ride a bike every morning. | (F) Sleep with your window closed. |
| (G) Sit with your back straight. | (H) Sit in a comfortable chair. |



2. Read and choose the five best rules to help you to sleep well.

Sleep well at night

Your body needs to rest at night. It's important. Do not play exciting games or eat a lot before bedtime. Don't change your habits before bed. Keep the same routine. Here are some ideas about how to get a good night's sleep:

- | | |
|---|-------------------------|
| • eat a small meal two hours before sleep | • wear a sweater in bed |
| • play exciting games | • drink some warm milk |
| • go to bed a lot earlier than usual | • brush your teeth |
| • read for ten minutes | • eat lots of sweets |

3. Say sentences about how to sleep well. Use always and never.



Always keep
the same
routine.



Never eat
a lot.

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

busy don't ears listen street then wear wise

Don't cross the **(A)** ... until you're sure
you **(B)** ... and look and look some more.
Be careful. Be clever. Be **(C)** ...
Use your **(D)** ... and use your eyes. Look left.
Look right. Look left and **(E)** ...
cross the street. **(F)** ... check again.
(G) ... bright clothes when out at night
and cross **(H)** ... roads at a traffic light.



2. Point and say instructions.



Put your bicycle
helmet on.

Ride on the
right hand side
of the street.

Don't ride with
two people on
the bicycle.





1. Listen, point and say.



We need a mouth to talk with and two eyes to see.
We need a face, two ears, teeth and two knees.
We need fingers in our gloves where our two hands end.

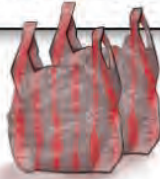


We need shoulders and elbows so our arms can bend.
We need a back and a body and a head on the top.
We need our toes in our shoes where our two feet stop.
We need legs on the ground to take all our weight.
We need a backbone and a neck to hold our head straight.
We need a nose to smell with and a stomach when we eat.
We need a heart in our body to pump and to beat.



2. Write about being safe at home.

You mustn't leave shopping bags where a child could fall over them.



3. Tell the story of the boy who told lies.



Murad was not always a good boy. He lied a lot.

4. Add words.

Parts of the body

Adjectives

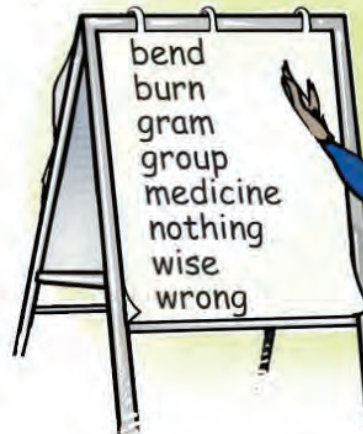
Food

bone
elbow

clever
exciting

butter
cheese

5. Say it. Spell it!



bend
burn
gram
group
medicine
nothing
wise
wrong



1. Listen, read and say.



Take care of the Earth and try to be green.

Keep the Earth healthy and keep it clean.

When you leave a room or go out at night,
remember to stop and turn out the light.

Don't throw down rubbish and leave it behind.

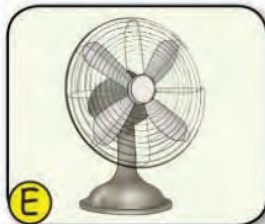
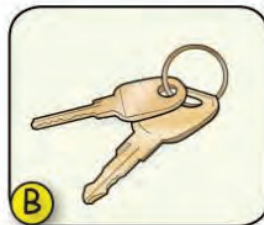
Don't waste paper or money. Don't waste food or time.

Don't waste water or energy and try to be green.

Keep the Earth healthy and keep it clean.



2. Point, ask and answer.

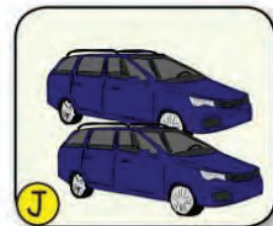
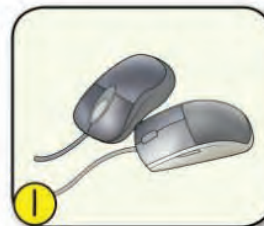


glass

metal

plastic

wood



is / are called...

is / are made of...



What's that
called in English?

What's it
made of?

It's called a
desk in English.

It's made
of wood.

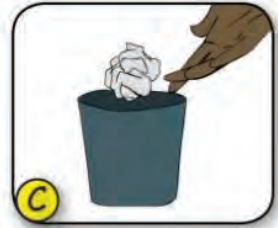
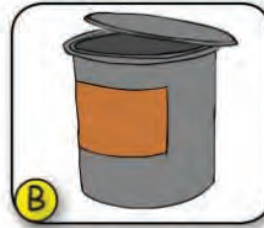


1. Look, think and say.

What can we re-use? What can we recycle?

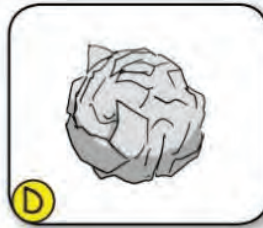


We can re-use cups. We don't throw them away.



recycle

re-use



2. Read and order the sentences.

How to recycle in class

- A When the boxes are ready, at home, collect things to recycle.
- B At school, write four labels: *Glass*, *Metal*, *Plastic* and *Paper*.
- C Put the four boxes with their labels at the front of the classroom.
- D Put each thing in the correct box, for example put jars in the *Glass* box.
- E Find four large boxes at home and bring them to school.
- F Bring the things to recycle from home to school.
- G Put one label on each box.



3. Say sentences about how to recycle in class.

First,...

Next,...

Then...

Finally,...



First, find four...

Next,...



1. Read and match.



Khalid
a brick layer



Musa
a herder



Khalifa
a sailor

- (A) I keep animals but I am not a farmer.
- (B) I use a net but I am not a football player.
- (C) I eat fresh vegetables but I never buy any.
- (D) I am not a builder but my work helps people to have new houses.
- (E) I travel a lot but I don't fly in a plane.



Yasir
a farmer



Salim
a fisherman

2. Listen and say the person's name.

3. Say sentences about people and their jobs.

- (A) Khalid / work / mix / make
- (B) Musa / take / to eat / to drink
- (C) Khalifa / go / go / take
- (D) Yasir / take / use / grow
- (E) Salim / has / go / to sell / catch

Khalid is a
brick layer.
He...



1. 📖 Listen and match.



2. Read the text. Then correct the sentences.

5,200 years ago, people in Iraq wrote symbols for words on clay.
 Egyptians began to write on stone about 5,000 years ago.
 Chinese people started to write language on paper about 3,500 years ago.
 Romans started writing their language about 2,500 years ago.
 Many European languages now use Roman letters to write their language.
 Arabs started to write Arabic between 1,600 to 1,700 years ago.
 About 10 years ago, people invented new symbols for their mobile phones.



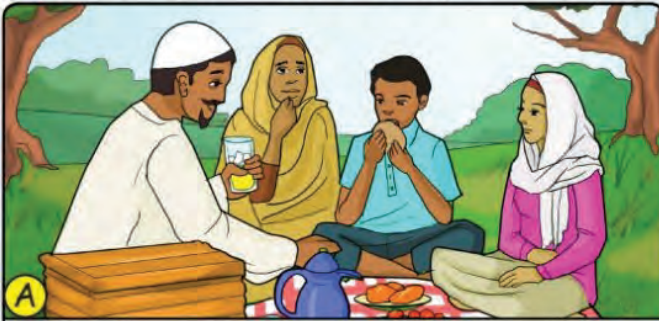
- (A) People in Iraq wrote on paper 5,200 years ago.
- (B) Egyptians began to write with stones 5,000 years ago.
- (C) Chinese writing is older than Egyptian writing.
- (D) Arabs wrote with new numbers 1,600 years ago.
- (E) Romans wrote with Arabic letters.
- (F) People invented new symbols 100 years ago.

People in Iraq wrote on paper 5,200 years ago.

No, they wrote on clay.



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



A family went to the forest. The children climbed trees then they all had a picnic. During the picnic, some cheese fell on the ground.



A fox and a crow in the forest saw the cheese. After the family left, they both tried to get it. The fox ran to the cheese and the crow flew to it. The crow won the race.



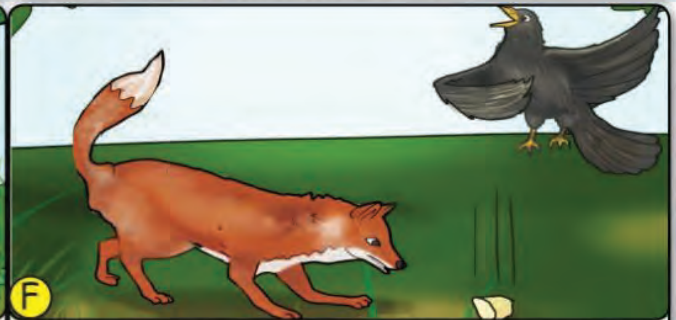
When the crow put the cheese into her beak, the fox thought of a clever idea to stop her before she ate it.



He spoke to the crow: "Mrs Crow, you are a beautiful bird and a clever bird. You've also got a wonderful voice."



The crow was very happy to hear this. The fox added: "Please sing a song so I can hear your beautiful voice."



The crow opened her mouth. She sang to the fox and the cheese fell to the ground. The fox ate it and ran away.

2. Ask and answer.

- A What did the family do in the forest?
- B When did the cheese fall to the ground?
- C When did the fox and the crow try to get the cheese?
- D Why did the fox want to stop the crow before she ate the cheese?
- E What did the crow do when she began to sing?
- F Why do you think the fox ran away?

1. Look and think. Then ask and answer.

- (A) Where is Machu Picchu?
- (B) Is Machu Picchu in the mountains?
- (C) What are houses in Machu Picchu made of?



- (D) What other kinds of places do people build in?
- (E) What materials are other houses, for example in Sudan, made of?



2. Read, point and complete.

built	called	cut	east
found	height	left	visit

Machu Picchu is in Peru, in South America. It is on the (A) ... side of the Andes Mountains at a (B) ... of 2,400 metres. The Incas, people from Peru, (C) ... this city in about 1450. They built it with stones. They (D) ... and fitted the stones together. Machu Picchu is sometimes (E) ... the Lost City of the Incas, because it was lost for many years. In 1572, people (F) ... the city because of health problems. An American (G) ... the city again in 1911. Now lots of people from around the world (H) ... Machu Picchu every year.

3. Make sentences to compare the 'wonders of the world'.

Place	Age	Height above the sea	Size
Machu Picchu	about 600 years old	about 2,400 metres	13 square kilometres
Great Pyramid	about 4,800 years old	about 50 metres	19,500 square metres
Petra	about 2,300 years old	about 800 metres	60 square kilometres

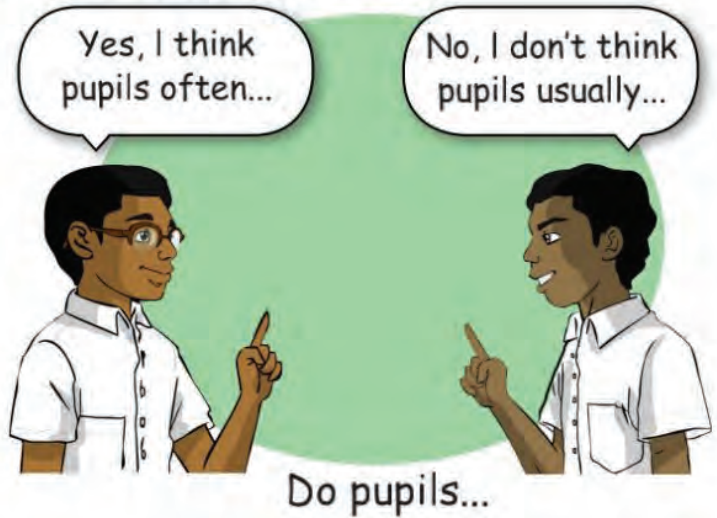
The Great Pyramid is the oldest of these places.



1. Look, ask and answer.



School graduations



- make food
- make speeches
- sing songs
- play sports
- thank teachers
- get prizes
- say a poem
- watch TV
- take photos
- talk about new schools
- say goodbye to friends
- send text messages

2. Say sentences about school graduations. Use enjoy or dislike.



3. Listen and read.

Dear friends!

We welcome you to our school on this special day. It's the end of the year and this is our last day. During the year, we studied hard and worked hard. Now it's time to leave our school. We would like to thank our principal and our teachers. They helped us and taught us when we studied here. We would also like to thank our parents and families. They helped us to work hard all the time. We wish you a nice graduation party and a happy holiday. Thank you for listening!

1. 🎧 Listen, read and say.

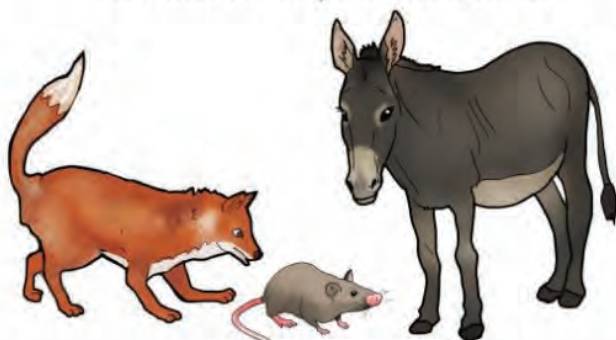


Take care of the earth and try to be green.
Keep the earth healthy and keep it clean.
When you leave a room or go out at night,
Remember to stop and turn out the light.
Don't throw down rubbish and leave it behind.
Don't waste paper or money. Don't waste food or time.
Don't waste water or energy and try to be green.
Keep the earth healthy and keep it clean.



2. 📖 Compare these animals. Write sentences in your notebook.

3. Tell the story of the crow and the fox.



A family went to the forest one day...

A mouse is the smallest of these animals.

4. 📖 Add words.

5. Say it. Spell it!

Jobs	Past verbs	Materials
sailor	began	clay
fisherman	ran	metal





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 rd 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



Lesson 3	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
Lesson 4	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
Lesson 5	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
Lesson 6	<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
Lesson 7	(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
Lesson 8			

Unit 5

Unit 5	Grammar	New language	Functions
Lesson 1	<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
Lesson 2	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
Lesson 3	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
Lesson 4	<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
Lesson 5	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
Lesson 6	(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
Lesson 7	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
Lesson 8		<i>feed</i>	



Book Map



Unit 6

Unit 6	Grammar	New language	Functions
Lesson 1	would like to + verb; prepositional phrase: <i>by (car)</i>	<i>Cairo, Jeddah, love (v), motorbike, of course, Paris, 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 Arabia</i>	actions and events: talk about everyday activities
Lesson 3	Wh- 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> ; Wh-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, 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 (think)</i>	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 (fly)</i>	actions and events: talk about everyday activities
Lesson 8			

Unit 7

Unit 7	Grammar	New language	Functions
Lesson 1	numbers for dates: 1 st to 31 st , <i>two thousand and...</i> ; questions with <i>What's/What was...</i>	<i>around, calculate, count (v), everywhere</i>	date and time: talk about dates
Lesson 2	(irregular) past simple verbs; prepositional time phrases	<i>American, Arab, Egyptian, European, Indian, minus, plus, symbol</i> ; irregular past tenses: <i>built (build), drew (draw)</i>	actions and events: talk about past events
Lesson 3	cardinal numbers: <i>a thousand, ten thousand, a hundred thousand</i> ; prepositional time phrases	<i>beat (n), centimetre, height, second (n), step</i>	numbers: count cardinal numbers to 100,000
Lesson 4	<i>could, couldn't</i> , for ability; (irregular) past simple verbs	<i>crow (n), idea, reach, stone, thirsty</i> ; irregular past tense: <i>rose (rise)</i>	ability: express current and past ability



Book Map



Lesson 5	expressions of quantity with countable and uncountable nouns: <i>lots, many, much</i> ; questions and sentences in the present continuous	<i>bottle, crisp, packet, sandwich</i>	numbers and amounts: express quantity and countability
Lesson 6	<i>couldn't</i> for ability in the past; conjunctions: <i>because, so</i>	<i>anything, channel, dream (n), dream (v)</i> ; irregular past tense: <i>dreamt (dream)</i>	ability: express past ability
Lesson 7	relative clauses with <i>who</i> ; sentences with <i>want to</i> and <i>would like to</i>	<i>brick, builder, building, carpenter, important</i>	personal information: talk about occupations and what someone does
Lesson 8			

Unit 8

Unit 8	Grammar	New language	Functions
Lesson 1	comparatives and superlatives; short adjectives; questions with <i>Which?</i>	<i>communicate, letter, safe, slow, worse/worst</i>	make comparisons: make comparisons between two or more things
Lesson 2	short comparative adjectives; sentences and questions in the past simple	<i>canal, dear (adj), fresh, lift (v), pump (n)</i>	make comparisons: make comparisons between two ways of doing something
Lesson 3	modals: <i>must, mustn't</i> for obligation; question words: <i>when, who, why, what</i>	<i>against, before, tetanus, measles, vaccinations</i>	talk about rules and obligations
Lesson 4	passives phrase: <i>is/are called</i> ; relative clauses with <i>who</i>	<i>artist, helicopter, Italy, carefully, parachute (n)</i>	identify people and name a range of common objects
Lesson 5	past simple of <i>to be</i> : <i>was, wasn't, were, weren't</i> ; (negative) sentences and questions with the past simple of common (irregular) verbs	<i>clever, neighbour, no one, pot, traveller</i> ; irregular past tenses: <i>made (make), sat (sit)</i>	actions and events: talk about past activities, events and experiences
Lesson 6	articles and other determiners: <i>a, an, some, any</i> ; countable and uncountable nouns	<i>cabbage, ready, pepper, soup, villager</i>	questions: ask and answer common questions
Lesson 7	<i>like/dislike + verb + -ing</i> ; sentences in the present continuous	<i>chat (v), dislike, information, internet</i>	preferences: express likes and dislikes
Lesson 8			

Unit 9

Unit 9	Grammar	New language	Functions
Lesson 1	prepositions and prepositional phrases; ordinal numbers 1 st to 6 th	<i>city, India, Jordan, pay (v), Peru, something, wonder (n)</i>	describe location: say where items are in a picture
Lesson 2	superlatives of short adjectives; question with <i>where</i> and <i>why</i>	<i>Africa, amazing, Asia, high, pretty, South America, theatre</i>	describe location: say where places are



Book Map



Lesson 3	question words and <i>Wh</i> -questions: <i>When? Who? How?</i> ; the past simple of common irregular verbs	<i>Agra, leader, marble, marry (v), worker</i> ; irregular past tense: <i>built</i> (build)	describe location: say where places are
Lesson 4	<i>like, dislike, enjoy</i> + verb + <i>-ing</i> ; sentences and questions with past tense (irregular) verbs	<i>activity, centre, rich, side, trade (n)</i>	preferences: express likes and dislikes
Lesson 5	fixed passive form: <i>is/are made of</i> ; past simple of common (irregular) verbs	<i>damage (v), iron (n), kingdom, more, queen</i> ; irregular past tense: <i>heard</i> (hear)	describe physical appearance
Lesson 6	sentences and questions in the present continuous; modal verb: <i>should(n't)</i>	<i>blow up (v), crazy</i>	actions and events: talk about activities happening at the time of speaking
Lesson 7	question words: <i>What, Where, How</i> ; sentences in the present simple	<i>Chinese, enemy, part (n)</i>	ask and respond to common questions
Lesson 8			

Unit 10

Unit 10	Grammar	New language	Functions
Lesson 1	relative clauses with <i>who</i> ; sentences in the present continuous	<i>celebrate, cheer, graduation, invitation, special, tourism, wedding</i>	describe physical appearance
Lesson 2	questions and answers with <i>I'd like to / I would like to</i> + verb; past simple of common irregular verbs	<i>diary, song, tour (n)</i> ; irregular past tenses: <i>drank</i> (drink), <i>met</i> (meet), <i>sang</i> (sing), <i>slept</i> (sleep)	talk about future plans
Lesson 3	possessive pronouns: <i>his, hers, theirs</i> ; ordinal numbers 1 st to 31 st for dates	<i>birthday, club, honour, hotel, meal, party, university</i>	numbers: ordinal numbers 1 st to 31 st
Lesson 4	questions and answers in the present continuous; question words: <i>Where, Who, What, Why, How</i>	<i>port, relax</i>	actions and events: talk about activities that are happening now
Lesson 5	questions in the past simple with question words (<i>Who, When</i>); modal: <i>should</i>	<i>cut (n), honour (v), love (n), tight</i> ; irregular past tense: <i>fell</i> (fall), <i>hold</i> (held)	advice: make simple suggestions
Lesson 6	past simple of common (irregular) verbs; comparative and superlative of some short adjectives	<i>competition, flyer, promise (v), tired, tortoise, wren</i> ; irregular past tense: <i>left</i> (leave)	actions and events: talk about past activities, events and experiences
Lesson 7	sentences and questions in the present simple; <i>like, enjoy</i> + verb + <i>-ing</i>	<i>prayer, relative (n), wish (v)</i>	preferences: express likes and dislikes
Lesson 8			



Book Map



Unit 11

Unit 11	Grammar	New language	Functions
Lesson 1	regular and irregular plural nouns; <i>can</i> , for ability	<i>bend (v)</i> , <i>elbow</i> , <i>finger</i> , <i>knee</i> , <i>shoulder</i> , <i>stomach</i> , <i>weight</i>	describe physical appearance
Lesson 2	modals: <i>must</i> , <i>mustn't</i> for obligation; sentences and questions in the present continuous	<i>burn</i> , <i>match</i> (lighting), <i>medicine</i> , <i>open (adj)</i> , <i>re-use</i>	talk about rules and obligations
Lesson 3	cardinal numbers up to one thousand; modal: <i>should</i> for advice	<i>brick layer</i> , <i>butter</i> , <i>carbohydrate</i> , <i>cheese</i> , <i>example</i> , <i>fat (n)</i> , <i>gram</i> , <i>group (n)</i> , <i>protein</i> , <i>rice</i>	numbers: count cardinal numbers to 1000
Lesson 4	possessive adjectives: <i>his</i> , <i>her</i> , <i>their</i> ; relative clauses with <i>who</i>	<i>blood pressure</i> , <i>bone</i> , <i>muscle</i> , <i>low/lower</i> , <i>regular</i>	actions and events: talk about activities happening now
Lesson 5	sentences and questions with <i>was</i> , <i>wasn't</i> , <i>were</i> , <i>weren't</i> ; the past simple of common (irregular) verbs	<i>alone</i> , <i>believe</i> , <i>examine</i> , <i>lie (v, n)</i> , <i>nothing</i> , <i>wrong</i>	actions and events: talk about past events
Lesson 6	adverbs of frequency: <i>always</i> , <i>never</i> ; modals: <i>should(n't)</i> for advice	<i>bedtime</i> , <i>exciting</i> , <i>habit</i> , <i>routine</i>	advice: give advice and instructions
Lesson 7	adverbs of frequency, time, sequence and place; conjunctions e.g. <i>then</i> , <i>when</i>	<i>instruction</i> , <i>sure</i> , <i>swing (n)</i>	advice: give advice and instructions
Lesson 8			

Unit 12

Unit 12	Grammar	New language	Functions
Lesson 1	passives in very simple fixed forms: <i>is/are called</i> , <i>is/are made of</i> ; questions with <i>What's</i>	<i>(take) care (of)</i> , <i>energy</i> , <i>glass</i> , <i>green</i> (environment), <i>metal</i> , <i>waste (v)</i>	ask and respond to known, common language
Lesson 2	adverbs of frequency; modals: <i>can</i> , <i>can't</i> for ability	<i>label (n)</i> , <i>newspaper</i> , <i>open</i> , <i>recycle</i>	talk about rules and obligations
Lesson 3	(negative) sentences and questions in the present simple; adverbs	<i>clay</i> , <i>fisherman</i> , <i>herder</i> , <i>maker</i> , <i>sailor</i>	talk about occupations and about what someone does
Lesson 4	single and plural sentences in the present continuous; the past simple of common (irregular) verbs	<i>began</i> (begin), <i>Iraq</i> , <i>language</i> , <i>Roman</i> , <i>symbol</i>	actions and events: talk about activities happening now
Lesson 5	past simple of common (irregular) verbs; (negative) sentences and questions with <i>was</i> , <i>wasn't</i> , <i>were</i> , <i>weren't</i>	<i>voice</i> , irregular past tenses: <i>ran</i> (run) <i>spoke</i> (speak)	actions and events: talk about past activities, events and experiences



Book Map



Lesson 6	comparatives and superlatives: short adjectives; sentences and questions in the present simple	<i>above, age (n), fit (v), size square metres / kilometres</i>	make comparisons: make comparisons between people, animals, objects and places
Lesson 7	sentences in the present simple; sentences with <i>dislike, enjoy</i> + verb + -ing	<i>poem, principal, speech; irregular past tense: taught (teach)</i>	actions and events: talk about everyday activities
Lesson 8			



Listening Scripts



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.



Listening Scripts



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.



Listening Scripts



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.



Listening Scripts



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.



Listening Scripts



Unit 8, Lesson 2, Activity 2



- Ahmed: How can you get water from the river into the canals, Granddad?
- Grandad: Look, Ahmed. This saqia lifts water from the river. In some farms there are pumps to do this.
- Ahmed: Yes. I saw them from the bus on our way here. I think a pump is faster than a saqia.
- Grandad: Yes it is, but I think saqia is better.
- Ahmed: Why is it better, Granddad?
- With a saqia we can get enough water and the air is fresher and cleaner. It is cheaper to use a saqia than to use a pump. And a saqia is quieter. A pump is noisier than a saqia. Listen.

Unit 8, Lesson 3, Activity 1

- One: Wash your hands before you eat.
Wash your hands before you eat.
- Two: Don't drink dirty water.
Don't drink dirty water.
- Three: Have vaccinations against health problems. Have vaccinations against health problems.
- Four: Don't go to bed late.
Don't go to bed late.
- Five: Clean your teeth after you eat.
Clean your teeth after you eat.
- Six: Don't watch lots of TV.
Don't watch lots of TV.
- Seven: Don't eat lots of junk food.
Don't eat lots of junk food.
- Eight: Take lots of exercise.
Take lots of exercise.

Unit 8, Lesson 6, Activity 1



- Villager 1: What are you doing?
- Traveller: I'm making stone soup.
- Villager 1: Stone soup? Can I try it?
- Traveller: No, it needs some salt. Have you got any?
- Villager 1: Yes, no problem.
- Villager 2: Are you cooking soup?
- Traveller: Yes, would you like some?
- Villager 2: Yes, please.
- Traveller: It's not ready. Have you got any onions and carrots?
- Villager 2: Yes, I can get them.
- Villager 3: Are you making soup?
- Traveller: Yes, but I haven't got any cabbage for it.
- Villager 3: Do you want any meat?
- Traveller: Yes, please.
- Narrator: The villagers brought salt, vegetables and meat. When the stone soup was ready, the villagers and the traveller ate it. The traveller didn't go to bed hungry.

Unit 9, Lesson 2, Activity 1

Herodotus wrote about the 'wonders of the world' 2,500 years ago. He called seven buildings 'wonders of the world'.

The Great Pyramid in Egypt, in Africa was a tomb and it is often called the oldest wonder of the world. A second wonder is Petra, a beautiful old city in the desert in Jordan, in Asia. It was one of the loneliest wonders in the world.

In India, the Taj Mahal is one of the prettiest buildings in the world. It was the tomb for the wife of Shah Jahan.

In China, in Asia, the Great Wall of China is an amazing wall. It is the longest wall in the world. The Colosseum in Italy, in Europe, is also amazing. For a long time, it was the biggest theatre in the world.

Finally, one of the highest wonders of the world is Machu Picchu, a city in the mountains in Peru, in South America.



Listening Scripts



Unit 9, Lesson 6, Activity 1



Camel 1: Where are we going?
 Camel 2: The place is called Meroë.
 Camel 1: Why are we going there?
 Camel 2: To visit the pyramids.
 Camel 1: Pyramids? I like pyramids.
 Camel 2: Me too.
 Camel 1: Who's the leader?
 Camel 2: His name's Giuseppe Ferlini. He's from Italy.
 Camel 1: What's he doing in Sudan?
 Camel 2: He's exploring the desert.
 Camel 1: Oh, does he like sand?
 Why aren't they sleeping?
 Camel 2: They're drinking tea and talking about tomorrow's work.
 Camel 1: It's late. They should go to sleep.
 What's that noise?
 Camel 2: They're blowing up the pyramid.
 They're looking for treasure.
 Camel 1: They're crazy! They shouldn't do that!
 It's old and important!

Unit 9, Lesson 7, Activity 2



Salah: Hello Lee, how are you?
 Lee: Hello Salah. I am fine, thank you.
 Salah: Where are you now?
 Lee: I am standing on the Great Wall. It's in the north of China.
 Salah: How long is the Great Wall?
 Lee: It is very long. The wall is about 6,000 kilometres long.
 Salah: Is the wall very old?
 Lee: The oldest part is 2,500 years old.
 Salah: I see. And how tall is the wall?
 Lee: The tallest parts of the wall are eight metres high.
 Salah: Is the wall wide? How wide is it?
 Lee: In some places it is between 5 and 9 metres wide.

Salah: What's the wall made of, Lee? Wood? Stone?
 Lee: It's made of stone and bricks.
 Salah: My last question is, what's the wall for? To stop enemies?
 Lee: Yes, the Chinese people built the Great Wall to protect China from their enemies.

Unit 10, Lesson 5, Activity 1



Who should I honour and give my love to,
 After Allah and Rasulullah?
 Your mother. (pause) Your mother. (pause) Your mother. (pause)
 And after my mother? (pause)
 Your father.
 Who listened to you when you started to talk?
 Who watched you when you started to walk?
 When you fell down, who picked you up?
 Who washed your face and cleaned your cut?
 Who listened when you had a story to tell?
 When you were ill, who helped you to be well?
 When you were afraid, who stayed up at night?
 When you were sad, who held you tight?
 So say: thank you Allah for your mother.
 Say: Alhamdulillah for your mother.

Unit 10, Lesson 6, Activity 1



Narrator: One day, the birds had a competition to find the best flyer. The falcon was the strongest bird and flew high but he didn't win the competition.
 The wren won because she was the cleverest bird. She sat on the falcon's back. When he was tired, she flew higher.
 The birds wanted to have a party for the wren and promised to protect her from her enemies.



Listening Scripts



Narrator: But on the day of the party a cat caught the wren. The wren couldn't escape but sang a song.
The cat asked the wren:
Cat: "Why are you singing? Are you sad?"
Wren: "No,"
Narrator: the wren answered and smiled:
Wren: "It's my song for help."
Narrator: The other birds heard the wren and flew to her. When the cat saw them all, he was afraid. He put down the wren and quickly left the forest.

Unit 10, Lesson 7, Activity 1

On Eid days, I get up very early in the morning.
First, I wash and put on my best clothes.
Then I go to the mosque with my father for Eid prayers. After prayers, people greet each other and say: Eid Mubarak.
After that, I go home with my father. On the way home, we go into people's houses and we wish them Eid Mubarak. It's great. They give us lots of sweets. I enjoy eating sweets on Eid days.
Next, we have breakfast with relatives and neighbours.
In the afternoon, I visit some more relatives and friends.
In the evening, I go to the park with my family. I love playing games there.

Unit 11, Lesson 1, Activity 1

We need a mouth to talk and two eyes to see.
We need a face, two ears, teeth and two knees.
We need fingers in our gloves where our two hands end.
We need shoulders and elbows so our arms can bend.
We need a back and a body and a head on the top.
We need our toes in our shoes where our two feet stop.
We need legs on the ground to take all our weight.
We need a backbone and a neck to hold our head straight.
We need a nose to smell and a stomach when we eat.
We need a heart in our body to pump and to beat.

Unit 11, Lesson 2, Activity 2

- One: You mustn't leave shopping bags on the floor where a child can fall over it.
You mustn't leave shopping bags on the floor where a child can fall over it.
- Two: You mustn't leave a sharp knife on a table where a child can reach it and cut his hand.
You mustn't leave a sharp knife on a table where a child can reach it and cut his hand.
- Three: You mustn't leave medicine where a child can reach it and can eat it.
You mustn't leave medicine where a child can find it and can eat it.
- Four: You mustn't leave an open door where a child can hit his head.
You mustn't leave an open door where a child can hit his head.
- Five: You mustn't leave hot water where a child can touch it and burn himself.
You mustn't leave hot water where a child can touch it and burn himself.

Unit 11, Lesson 4, Activity 2

Regular exercise is good for us and more exercise is better. Exercise builds our muscles and bones and makes us strong. Exercise keeps our hearts and bodies healthy. Children who take regular exercise:

- have better control of their weight;
- have stronger muscles and bones;
- have lower blood pressure than children who don't take exercise;
- are fitter, faster and healthier than children who don't take exercise;
- are usually happier and calmer than children who don't take exercise.



Listening Scripts



Unit 11, Lesson 5, Activity 1



Narrator: Murad was not always a good boy. He lied a lot. One day, after school he said to his mum:

Murad: Mum, I'm ill with a high temperature. I need a doctor.

Narrator: So Murad's mum took Murad in a taxi to see a doctor at a clinic. The doctor found nothing wrong with Murad. His mum was happy because Murad was fine.

The same thing happened four times. Murad said he was ill. His mum took him to a clinic. The doctor examined Murad and Murad was fine.

Finally, Murad's mum asked Murad why he said he was ill when he wasn't. Murad answered:

Murad: "Don't be angry, Mum. I did it to make you laugh."

"Can I see the doctor, Mum?"

Mum: "No, you can't. You're fine."

Murad: "I'm very ill. I'm not lying."

Mum: "Go to bed, Murad."

Narrator: Murad went to bed. He was very ill and needed a doctor but his mum and dad didn't believe him. He was very sad and alone.

Unit 11, Lesson 7, Activity 1

Don't cross the street until you're sure
You listen and look and look some more.
Be careful. Be clever. Be wise.
Use your ears and use your eyes.
Look left. Look right. Look left and then,
cross the street. Don't check again.
Wear bright clothes when out at night
and cross busy roads at a traffic light.

Unit 12, Lesson 1, Activity 1



Take care of the Earth and try to be green.
Keep the Earth healthy and keep it clean.
When you leave a room or go out at night,
Remember to stop and turn out the light.
Don't throw down rubbish and leave it behind.
Don't waste paper or money. Don't waste food or time.
Don't waste water or energy and try to be green.
Keep the Earth healthy and keep it clean.

Unit 12, Lesson 2, Activity 2

One: Find four large boxes at home and bring them to school.

Two: At school, write four labels: *Glass, Metal, Plastic and Paper*.

Three: Put one label on each box.

Four: Put the four boxes with their labels at the front of the classroom.

Five: When the boxes are ready, at home, collect things to recycle.

Six: Bring the things to recycle from home to school.

Seven: Put each thing in the correct box; for example, put jars in the *Glass* box.



Listening Scripts



Unit 12, Lesson 3, Activity 2

- A: He has a boat and is often on the river.
He often goes to the market to sell fish.
He catches them in the river.
He has a boat and is often on the river.
He often goes to the market to sell fish.
He catches them in the river.
- B: He works near the river. He mixes clay and water and makes bricks. He leaves them in the sun to get hard.
He works near the river. He mixes clay and water and makes bricks. He leaves them in the sun to get hard.
- C: He goes on the river every day and often goes to different places. He takes tourists on boat to interesting places.
He goes on the river every day and often goes to many different places.
He takes tourists on boat to interesting places.
- D: He often takes his animals to eat the grass near the river. The animals also drink water from the river.
He often takes his animals to eat the grass near the river. The animals also drink water from the river.
- E: He takes water from the river to his fields. He uses a pump. He grows dates and vegetables. He takes water from the river to his fields. He uses a pump.
He grows dates and vegetables.

Unit 12, Lesson 4, Activity 1

- One: Look at that man. He's cutting letters into stone. He's writing the language of Rome.
Look at that man. He's cutting letters into stone. He's writing the language of Rome.
- Two: Look. That's man's using clay to write on.
Look. That's man's using clay to write on.
- Three: This writing is on a kind of paper. There are pictures, too. The people are giving presents to the king. This writing is on a kind of paper. There are pictures, too. The people are giving presents to the king.
- Four: This man is using a brush to draw and paint letters. He's writing Chinese. This man is using a brush to draw and paint letters. He's writing Chinese.
- Five: This person is writing in Arabic. He's using paper to write on. This person is writing in Arabic. He's using paper to write on.

Unit 12, Lesson 5, Activity 1



- Narrator: A family went to the forest. The children climbed trees then they all had a picnic. During the picnic, some cheese fell on the ground.
A fox and a crow in the forest saw the cheese. After the family left, they both tried to get it. The fox ran to the cheese and the crow flew to it. The crow won the race.
When the crow put the cheese into her beak, the fox thought of a clever idea to stop her before she ate it.
He spoke to the crow:
- Crow: "Mrs Crow, you are a beautiful bird and a clever bird. You've also got a wonderful voice."
- Narrator: The crow was very happy to hear this. The fox added:
- Crow: "Please sing a song so I can hear your beautiful voice."
- Narrator: The crow opened her mouth. She sang to the fox and the cheese fell to the ground. The fox ate it and ran away.