



MINISTRY OF
EDUCATION



NATIONAL CENTRE
FOR CURRICULA AND
EDUCATIONAL
RESEARCH (NCCER)



SMILE

SERIES

SUDAN
MODERN
INTEGRATED
LEARNING OF
ENGLISH

6

SIX

PUPIL'S BOOK

GRADE 8

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 6

**Pupil's Book
Grade 8: 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-Rudha 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.

The Director General of the National Centre for Curricula and Educational Research (NCCER) would like to extend his sincere compliments and thanks to the following people and institutions for their hard efforts and invaluable contributions to the development of the SMILE Series particularly Book 5 for Grade 7 - Basic Education.

British Council, Khartoum, Global Partnership Education (GPE), Sudan National Centre for Languages (SUNACEL/SELTI), English Language Institute – University of Khartoum, Department of Linguistics – University of Khartoum, Institute of African and Asian Studies – University of Khartoum Institute of Languages – Ahfad University, Capital Radio, Council of British International Schools (COBIS), Sudan Volunteer Programme (SVP), Amal Al-Kashif (Basic Education Recovery Project (BERP, World Bank), Yousif Karrar Eltahir (Basic Education Recovery Project (BERP), World Bank), Victoria Pevitt (former Head of English for Education Systems, Horn of Africa, British Council), Mohsin Hanafa.

Sudan
Modern
Integrated
Learning of
English

SMILE Series: Book 6

Pupil's Book

Grade 8: Basic Level

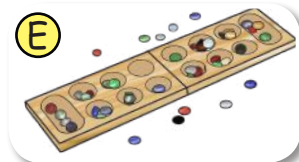
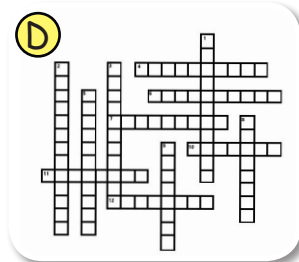
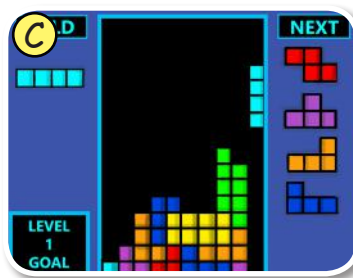
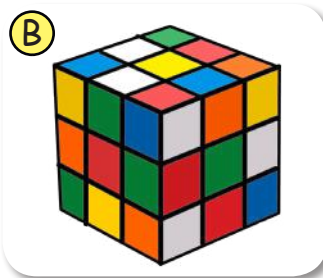
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1. Look at the games. Answer the questions.



- A Do you know these game?
- C How many people can play each game?
- B What do you have to do?

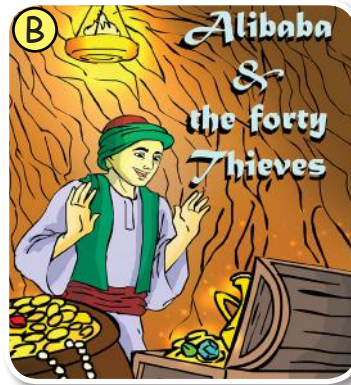
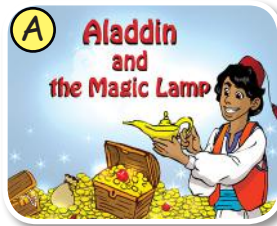
2. Read what some children said about the holidays. Match the games to the pictures.

- 1 I went by bus to my grandparents' house. It was a long journey but I kept myself busy. For most of the journey I was playing with my Rubik's cube. I can solve it really quickly now.
- 2 I enjoy school, but I also like learning things myself. In the holidays I read some English books. I also did lots of puzzles so that I can remember more English words.
- 3 I stayed with my cousin Amna. I usually play computer games, but she lives in a small village and doesn't have the Internet. It was very hot so we stayed at home. We talked, drank tea and played board games and traditional games.
- 4 I was very active in the holidays. I did exercises like sit-ups every morning and then I lifted weights. But in the evenings I needed to relax, so I watched television or played computer games.
- 5 I really enjoyed the holidays. I flew to Port Sudan and I went to the beach. I learnt to play volleyball and I watched some older boys playing football.

3. Talk about the holidays. What did you do?



1. Look at the pictures. Answer the questions.



- (A) Do you know the stories of Aladdin and Ali Baba?
- (B) What other traditional stories do you know?
- (C) What do we call the girl in the third picture?

2. Read the text. Which story is it from?

Fatma saw a golden ring shining on her daughter's hand.

'Who gave you this ring, Samira?' asked Fatma. 'You must tell me.'

'A princess,' said Samira.

'Are you crazy?' the mother shouted.

'No mother' said Samira 'I saw a tin can on the ground near our house. Then I heard a noise from inside so I opened it. A beautiful princess called Saadia came out of the tin and gave me the ring. She wanted to say thank you because I saved her life. She said: "If you turn the ring three times and call my name, I will come to you. Then you can make a wish".'

'A wish!' said the mother and smiled.

'Yes mum' said Samira.

Fatma thought about her lost husband, Samira's father. He went to another country many years ago and no one knew where he was. She said: 'Let's ask Saadia to find your father and bring him home.'

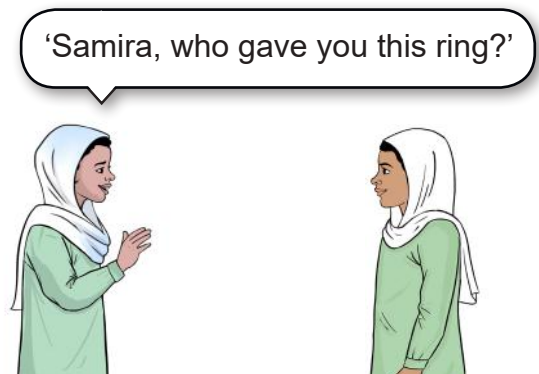
Samira took the ring. Slowly, she turned it three times on her finger and called 'Saadia.' Suddenly, the princess was there in front of her.

"We want you to find my father. Can you bring him home?" Samira asked. 'Yes' said Saadia 'I will bring him, it will be easy'.

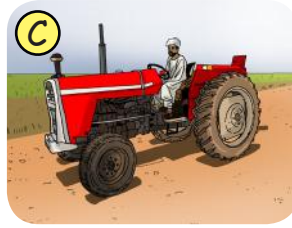
3. Read the sentences. Say them in the correct order.

- (A) A princess came out of the tin.
- (B) The princess gave Samira a ring and said she could make a wish.
- (C) Saadia agreed to find Samira's father.
- (D) Samira's mother was angry when she saw the ring.
- (E) She wanted to ask Saadia to find Samira's father.
- (F) Samira found a tin can on the ground.
- (G) Samira turned the ring three times and called Saadia.
- (H) But the mother smiled when she heard about the wish.

4. Act out the story.



1. Look at the pictures. Answer the questions.



- (A) What are the people in the pictures doing?
- (B) What else can you see in the pictures?
- (C) Who is the oldest person in the pictures?
- (D) Who is the youngest person?

2. 🎧 Listen. Point to the person that is speaking.

3. 🎧 Listen again. Answer the questions.

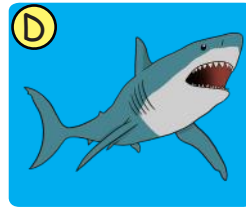
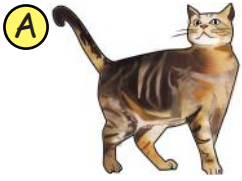
- (A) What does Selma do?
- (B) Is she happy? Why or why not?

4. Talk about an older person in your family.

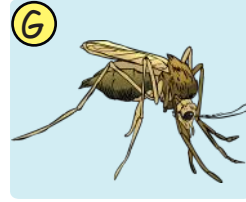
My grandfather lives with us. He's almost 60 years old. He...



1. Look at the pictures. Answer the questions.



- (A) What are the names of the animals?
- (B) Which ones are herbivores?
- (C) Which ones are carnivores?
- (D) Which one is in danger?
- (E) Which one is the most dangerous?
- (F) Which ones live in large groups?



2. Read the webpage. Match the headings to the paragraphs.

- (A) Strange animals
- (B) Dangerous animals
- (C) Animals that help us
- (D) Animals in danger

www.webpage.SMILE.sd

Interesting Animals

[Home](#)
[About](#)
[Contact](#)
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1. Animals are important in our lives. We all use animal products and have them in our homes. Leather and soap come from animals as well as meat, eggs and milk. People have kept animals on farms and as pets for many generations. For example, we have used oxen for work on farms and horses to carry us for over 6,000 years.

2. Not all animals help us. They sometimes eat our food and crops. For example, locusts are small but they can eat a field of plants in minutes. Animals like scorpions and sharks can hurt us and sometimes kill us. However, the most dangerous animal is the mosquito. These animals kill about one million people every year.

3. Some animals are very interesting because they are different from other animals. Sometimes they are different because they live in special places. For example, kangaroos are large Australian herbivores that hop and carry their babies in a pouch. Octopuses are also strange because they have three hearts and eight arms.

4. We need to protect animals so they don't become extinct. Many animals like rhinos are in danger because we hunt them for their skin or horns. Animals like pandas and mountain gorillas are in danger if we cut down forests. If we make more national parks, future generations will be able to see these amazing animals.

3. Read the webpage again. Answer the questions.

- (A) Why are animals important? Give two reasons.
- (B) Which animals can eat our crops?
- (C) Why do kangaroos have a pouch?
- (D) What can we do to protect animals in danger?

4. Talk about an animal. Describe it.

Elephants are huge mammals. They have large trunks which they use to drink water with. They eat grass and plants.



1. Look at the pictures. Answer the questions.



- (A) What is the name of the place circled on the map? (B) Do you know the name of the man?
(C) Do you know why he is famous?

2. Read the text. Were you correct?

Osman Digna was a friend of Al Mahdi. He was named 'Digna' because of his beard. He was born in Suakin in 1840. He was a merchant before he joined Al Mahdi. Sudan was ruled from Egypt but he wanted to change that.

In 1883, he attacked the Egyptian army near Tokar and a few months later he took control of the city. Over the next 16 years his army fought many times - sometimes they won and sometimes they didn't. In 1891, the combined British and Egyptian army joined together and took Tokar back. Osman Digna had to hide in the mountains. In 1899, he tried to reach safety in the Hejaz but he was caught at the end of January 1900 and put in prison.

The British let him go free in 1908 and he lived in Egypt until he died in 1926. After he died, his body was brought back to Sudan and he was buried near Khartoum.

3. Read the text again. Are the sentences true or false?

- (A) Osman Digna was a mechanic before he joined Al Mahdi.
(B) He was called 'Digna' because of his beard.
(C) He fought against the Egyptians.
(D) When he fought he always won.
(E) In 1891, he hid in the mountains.
(F) He spent eight years in prison.
(G) He died at the age of 76.
(H) He was buried near Kassala

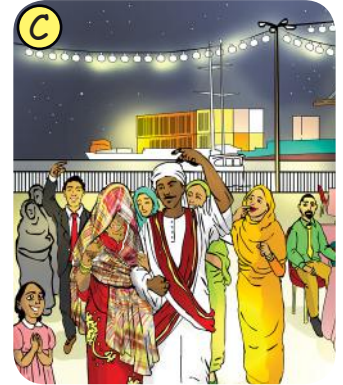
4. Talk about the important dates in Osman Digna's life.



What happened to Osman Digna in 1891?



1. Look at the pictures. Answer the questions.



- (A) What can you see in each picture?
- (B) What are the people doing in each picture?
- (C) What do you know about Port Sudan?

2. Read the brochure about Port Sudan. What did you find out?



IT IS FAMOUS FOR ITS BEACHES, ISLANDS AND NATURAL RESERVES.



PORT SUDAN HAS A TOURISM AND SHOPPING FESTIVAL FROM NOVEMBER TO JANUARY.

PORT SUDAN

PORT SUDAN IS ON THE WEST COAST OF THE RED SEA. BECAUSE OF ITS LOCATION, IT IS KNOWN AS THE 'EASTERN GATE' TO SUDAN. IT HAS A POPULATION OF 490,000.



3. 🎧 Listen to Huzaifa and John. What can Huzaifa's uncle take the boys to do?

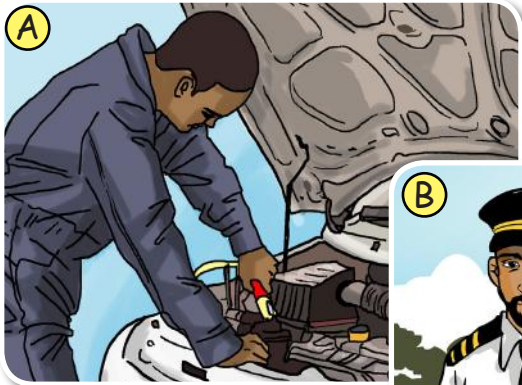
4. Play 'Have you Ever.'



Have you ever gone to a festival?



1. Look at the pictures. Answer the questions.



- ① What are they doing?
- ② How did they get their jobs?
- ③ What other jobs do people have where you live?

2. Read the texts. Point to the pictures.

① Hi there. My name is Ibrahim. I live in Abu Hamad. When I leave school, I want to study to be a teacher. I hope to teach children with disabilities. I am going to teach them how to read and write and help them as much as I can.



② Hello. I am Manal. I am from Wad Medani. When I finish secondary school, I'd like to be a scientist. If I can look for new medicines, I can help sick people with different diseases. I want all people to be healthy and happy.



③ Hi everybody. I am Rana and my brother is Rashid. We are from Sinja. We are going to study computer sciences at university when we leave school. Rashid is going to study computer engineering. He can fix computers. I am going to study computer programming and become a programmer. I hope to make useful computer programs that help people in their lives.



3. Read the texts. Point to the pictures.

What do you want to do when you leave school?

I'm going to...



1. Look at the pictures. Why is each person learning English?



2. Read the speech bubbles. Point to the pictures.

① I'm Abdullah and I'm 16. I like English but I find reading difficult and my spelling is bad. I know I will have to read English books if I go to college or university so I need to practise writing by myself in the holidays.

② Hi! I'm Hala and I'm 15. I'm learning English and French at school and I want to study more languages. I'm practising listening and speaking on the computer so I can talk to people in other parts of the world.

③ Hello! I'm Yusif and I'm 14. I love sports and my dream is to be a professional athlete. I've started watching films and sports programmes on TV in English. It's difficult to understand sometimes, but I know lots of English words now.

④ I'm Hana and I'm 15. My parents have a small hotel and we have visitors from lots of different countries. Sometimes I have to speak English to them because they don't understand Arabic. I write down useful phrases in my notebook.

3. Talk about learning English.

Why is English important?
How will you practise your English?



1. Look at the pictures. What can you see?



2. Read the text. What is it about?

Every year during autumn there is a chance of heavy rain. Many Sudanese houses are damaged because of these rains. Before the rains, it's important to repair houses so there is not so much damage. In each community, young volunteers, called *nafeer*, work together to help their communities prepare for the rain.

3. Read the conversation. Act it out.

Tasneem: Hi Yusra.

Yusra: Hi Tasneem, how are you?

Tasneem: Fine. My father said there was an announcement on the radio today. People should take care because there may be heavy rain next week.

Yusra: So soon? That's a problem. Our house is very old and made of mud. We need to repair it soon.

Tasneem: I think your family should move to your grandma's place until the rain passes.

Yusra: No, we'll stay at home to prepare food for the *nafeer* while they are working.

Tasneem: I hope people are going to help your father?

Yusra: Yes, they are. He sat with them to plan what to do.

Tasneem: What did they plan to do?

Yusra: Firstly, they have to check the walls and the roof and repair them. Secondly, they should probably remove rubbish so the water can flow away easily. Finally, they need to build a shelter. The family can go to the shelter if the house isn't safe during the rains.

Tasneem: That's not easy. I hope it goes well.

Yusra: Thank you Tasneem. See you later. Bye.



They **have** to check the walls.
They **need** to build a shelter.
They **should** probably remove rubbish.

4. Look at the picture. Talk about ways to help the people.

The house of the family in the picture is old and made of mud. In groups, discuss how you could help prepare the house for rain. Use the words in the box.

shelter roof rubbish walls repair damage



1. Look at the pictures. What can you see?



2. Listen to Hassan and Hussain. Are they similar or different?

3. Listen again. Are the sentences true or false?

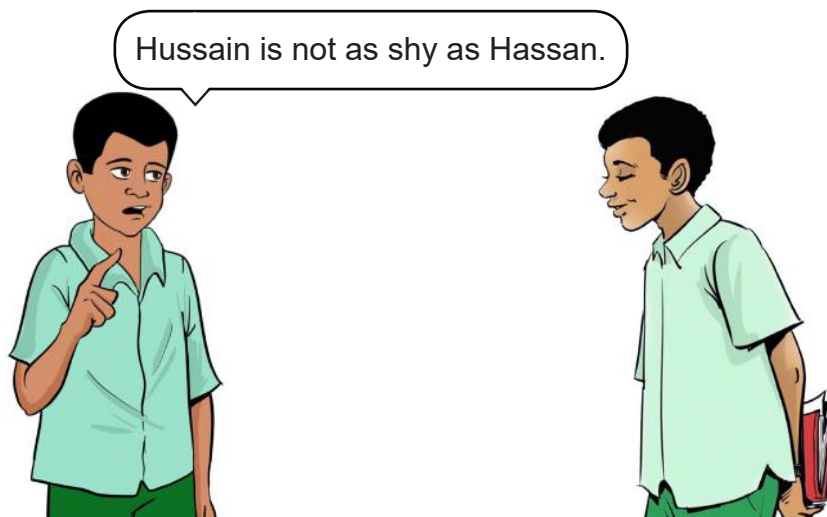
- A Hassan and Hussain are twins.
- B They are both slim.
- C Both boys are tall.
- D Both boys like playing sports.
- E Neither boy likes swimming.
- F They like the same colours.
- G It's easy to tell the difference between the two boys.
- H Hussain likes to play tricks on people.



Both boys are tall.
Neither boy likes swimming.

Both of them are tall.
Neither of them likes swimming.

4. Talk about the twins. Compare them.



1. Look at the pictures. What do you think the magazine article is about?
2. Read the magazine article. Were you correct?

Amur and Timur: Friend or Enemy?

There is a very unusual friendship in a Russian zoo. Amur is a large tiger and Timur is a small goat. Now they have become the best of friends, even though they should be enemies.

Timur the goat was given as food for the tiger, Amur. Amur loves meat, especially goats. Usually when an animal was put in his cage he would eat it quickly.



However, Timur was not scared of the dangerous predator. When he was put in the cage he showed no fear, even though the tiger could eat him in a second. Timur had never seen a tiger before so he didn't know that he should be afraid.



When Timur didn't act like prey, Amur decided not to eat him. The goat not only saved his own life, but he also kicked the tiger out of his shelter and went to sleep in his bed!

Now Amur and Timur are the best of friends and spend all their time together.



They have become the best of friends, **even though** they should be enemies.

3. Read the article again. Answer the questions.

- (A) In which country is the zoo?
- (B) Why was Timur given to Amur?
- (C) Was Timur scared of Amur?
- (D) Why was this unusual?
- (E) Can you think of any other unusual animal friendships?

1. Look at the pictures. What can you see? What did Mona get yesterday?



2. Read the email. What is Jane worried about?

To: mona@SMILE.sd

Subject: A Problem.

Dear Mona,

How are you doing?

I'm sorry I haven't written to you for a long time, but we have examinations on Monday and I'm studying day and night. I'm feeling very tired and worried about the exams at the moment. I'm not sleeping or eating much because I'm so busy!

I'm also feeling upset because my mother said I'm not getting enough fresh air and healthy food. She says I should visit my grandparents at their farm for two weeks. My grandparents also really want me to come.

I love my grandparents but I would prefer to spend the holidays at summer camp with my friends. After all this studying I just want to have fun. I'm worried though that my grandparents will be sad if I don't go to stay with them.

What do you think I should do?

I can't wait to hear from you,

Jane

send

3. Read the email again. Answer the questions.

- ☐ A Why hasn't Jane written to Mona for a long time?
- ☐ B Why isn't she getting enough sleep?
- ☐ C What does Jane's mother want her to do?
- ☐ D Does Jane want to go and stay with her grandparents? Why (not)?



At the moment I'm studying hard.

Every day I study hard.

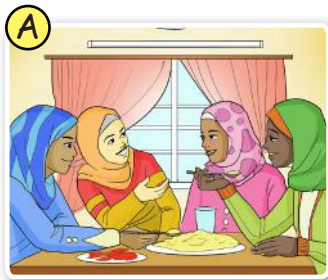
4. Talk about what Jane should do.

What do you think Jane should do?

I think Jane should...



1. Look at the pictures. What can you see?



2. Read the text messages. What are they about?



Hi, Samah. It's Ehlam. I'm sending you a text message.

Hi Ehlam. I just got your message. How are you?

I'm great! What are you doing on the second day of Eid?

Nothing much. Are you planning something special?

Yes, all our friends are meeting at my house for a party and dinner. Would you like to come?

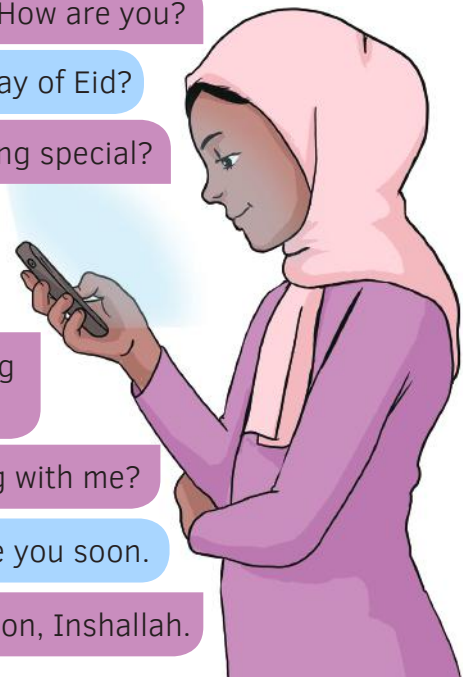
Yes, I'd love to. Can I bring my friend Rihab with me?

Yes, you're all welcome.

What shall I bring with me?

Nothing. It's OK, I'm preparing everything. See you soon.

Bye. See you soon, Inshallah.



Are you planning something special?
All our friends **are meeting** at my house.

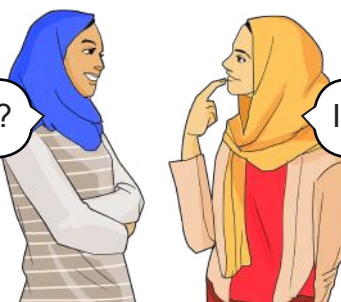
3. Read the text messages again. Answer the questions.

- (A) What is Samah doing for the second day of Eid?
- (B) What does Ehlam write that she is doing?
- (C) Who does Samah want to bring with her?
- (D) Does Samah need to bring anything with her? Why (not)?

4. Act out a conversation about plans.

Would you like to...?

I'd love to! Shall I bring...?



1. Look at the pictures. Answer the questions.



- (A) Does your school have a football team?
- (B) Do they play in competitions?
- (C) Do you support a local football team?

2. Listen to the football coach and his team. Who's the next team captain?

The next game is really important



3. Listen again. Answer the questions.

- (A) Why is the next game important?
- (B) Why is Wail a winner?
- (C) What does Wail say they all have to do?
- (D) Do you think the coach was right to change the team captain?

4 Talk about a sport's match you have watched.

Why did you choose it? What happened?

It's a really exciting match!



1. Ask and answer the questions.

- (A) Do you have a best friend?
- (B) Why are your friends important to you?

2. Read Omnia's email. What is it about?

●
●
●

To: sara@SMILE.sd

Subject: Some good news!

Marwa and I have lived near to each other since childhood. Both our parents moved to the same town. We have been great friends for a long time, even though we come from different parts of Sudan. I still remember when we first met at school. We have been friends ever since we first met.

Marwa is very smart and she's very kind as well. We always supported each other at school. We shared our school books and helped each other with our homework. During the holidays we visited each other. We even went on a tour with our parents. We went to her hometown and then to mine. After high school, we both went to the same university.

The big surprise today is that my brother and Marwa are getting married! They decided to get married after my brother returned from Saudi Arabia. Marwa is very happy and so is her family. I'm so excited. Soon my best friend will become my sister!

send

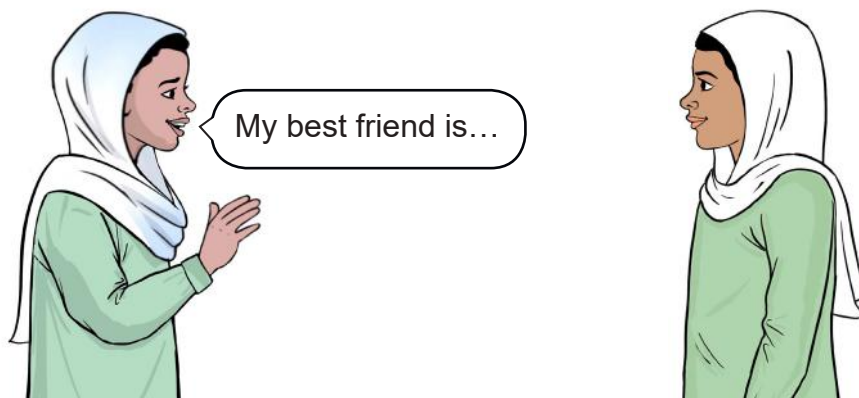


We have lived near to each other **since childhood**.
We have been great friends **for a long time**.

3. Read the text again. Then answer the questions.

- (A) Were Omnia and Marwa born in the same town?
- (B) What is Marwa like?
- (C) How did they support each other at school?
- (D) What happened when they finished school?
- (E) Why is Omnia so excited?

4. Talk about your best friend. Describe him or her.



1. Look at the picture. What do you think the boys are doing?



2. Read the text. Were you correct?

Hi, my name is Adam and I am 19. This is a picture of me and my friend Ali. Our hometown is Buram, a town in South Darfur state. We were great friends at basic school.

We were born on the same day and we were in the same class. We liked doing the same things and we enjoyed playing the same games. We liked playing hide and seek. Football was our favourite game. Our coach said we were the best players. Sometimes we also helped to make repairs to houses to prepare for rains.

I haven't seen Ali for 6 years because his father got a job in Saudi Arabia. Lots of other things have changed since then. I've finished school now and I've learned to speak English. I've even learned to drive. But I still miss him.



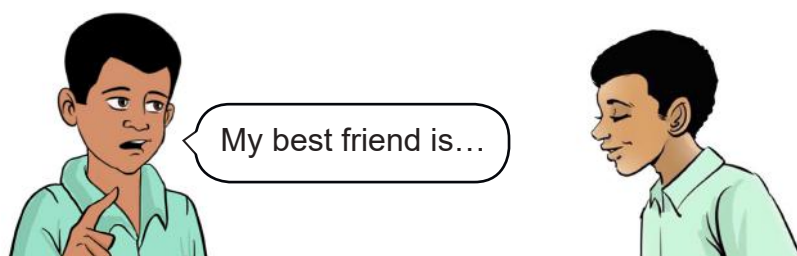
Two years ago, I got a mobile phone and we started sending messages to each other. Last week, he told me that he's coming back to Buram during Eid El Fitr! I am going to prepare a party for him.

I'm so excited that we can be together again like the old days.

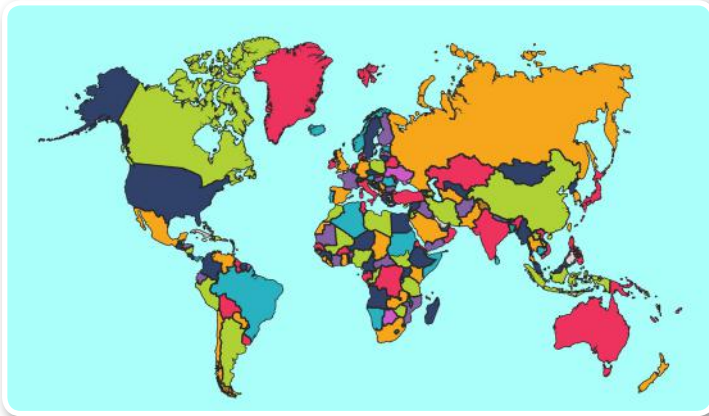
3. Read the text again. What has changed since their childhood?

- (A) Ali has finished school, learned to drive and learned to speak English.
- (B) Adam has learned to speak English, learned to drive and moved to Saudi Arabia.
- (C) Adam has learned to drive and learned to speak English and finished school.

4. Talk about a childhood friend.



1. Look at the world map. Point to...



- (A) a small country
- (B) a long river
- (C) a country with an important capital city.
- (D) an ocean

2. Look at the map of Sudan and its neighbours. Answer the questions.



● capitals of the countries

- (A) Which country is the largest?
- (B) Which country is west of Chad?
- (C) What is the capital city of the Central African Republic?
- (D) Which country is smaller: Uganda or Cameroon?
- (E) Which country is south of Ethiopia?

3. Look at the map again. Talk about Sudanese states.

This is a state in central Sudan. It's south of Khartoum and west of Jazeera. It's one of the smallest states.

That's correct!

Is it White Nile State?



1. Look at the pictures. Answer the questions.



- (A) Why is Mount Everest famous?
- (B) What problems do climbers face?
- (C) How do you think these climbers feel?

2. Read the blog. What is it about?

www.blog.SMILE.sd

Everest Climb

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I've attempted to climb Mount Everest twice. The first time I didn't make it to the top, the second time I did. The first time, I thought that having a strong body was enough to get to the top. However, I learned the second time that having a strong mind with determination was just as important. I kept going until I reached the top – even though my body wanted to stop.

The weather was good on my first climb, but during the second climb, there was a storm. We had to wait for two days. Luckily, the storm passed quickly.

The first time, I got sick and felt exhausted. Many climbers feel ill when they are high up on the mountain. I had to go back down the mountain and rest.

It's amazing when you finally reach the top. After years of training, my dream had come true. Finally, I was standing on top of the world!

meet Ray

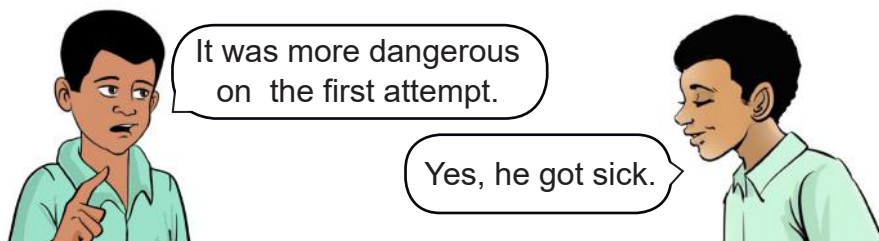


Hi, I am Ray.
Welcome to my blog.

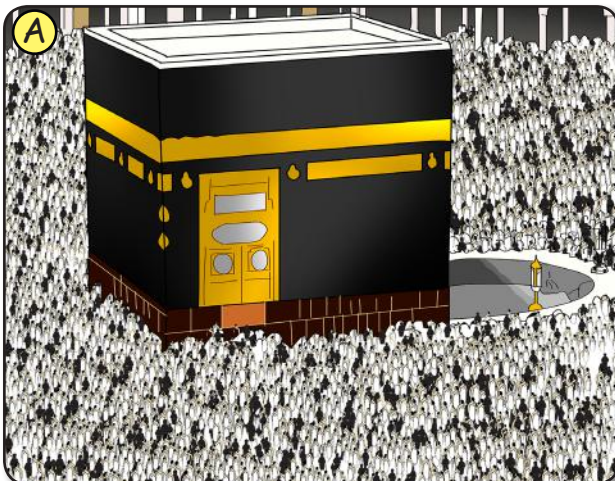
3. Read the blog again. Answer the questions.

- (A) How many times has the man tried to climb Mount Everest?
- (B) On which attempt did he reach the top of the mountain?
- (C) What did he learn was important during the second attempt?
- (D) Why did he have to wait to climb the second time?
- (E) How did he feel when he reached the top?

4. Talk about the two attempts to climb Mt Everest. Compare them

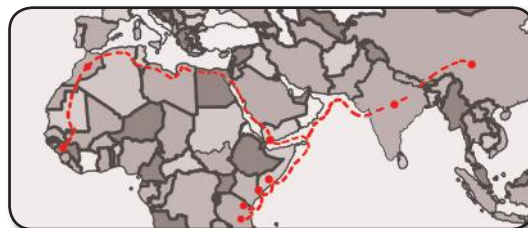


1. Look at the pictures. Answer the questions.



- ① What can you see?
- ② What reasons for travel do the pictures suggest?
- ③ Why do you usually travel?
- ④ How do you usually travel?

2. Look at the map. Say three places Ibn Battuta visited.



3. Read the encyclopedia. Were you correct?

www.encyclopedia.SMILE.sd

ENCYCLOPEDIA

The free encyclopedia

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Ibn Battuta

Ibn Battuta was a famous traveller. During his life, he covered about 121,000 kilometres and visited many countries.

Ibn Battuta began travelling when he was 20 years old. He left his home country, Morocco, in 1325 to go on Hajj, in Makkah.

After the Hajj, Ibn Battuta stayed in Makkah and studied there for about a year. Then he left and started another adventure. From Makkah, he went to Jeddah on the Red Sea coast where he and some people took a small boat. This was Ibn Battuta's first time on a boat and he didn't like it. They were travelling on a calm sea, but then the winds changed. There was a storm and big waves flooded the boat. Everyone was feeling very sick during the rest of the journey.

When the ship finally reached the shore, Ibn Battuta was able to rent camels and continue by land to West Africa. After that, he had many more adventures. He joined trading ships and travelled to Asian countries such as India and China. In India he found work and then got married to an Indian woman.



They **were travelling** on a calm sea, but then the winds **changed**.

1. Look at the pictures. Answer the questions.



1. What is the capital of China?
2. Which sea is Shanghai close to?
3. How many skyscrapers (very tall buildings) can you see in picture B?
4. Do you think Shanghai is a crowded city? Why?
5. What can you see in Picture C?



2. Listen to the football coach and his team. Who's the next team captain?

3. Listen again. Are the sentences true or false?

- A. Nada visited Shanghai.
- B. Nada thinks Shanghai is a wonderful city.
- C. The Maglev train is very slow.
- D. There aren't many parks in Shanghai.
- E. The SWFC building is a skyscraper.
- F. Nada is happy to be back home.



It's very crowded, isn't it?
You were on the Maglev Train, weren't you?

4. Imagine your friend has returned home after travelling. Ask him/her about it.

Imagine that one of your friends recently travelled to another part of Sudan. In groups, ask him/her about it.



1. Look at the pictures. What can you see?

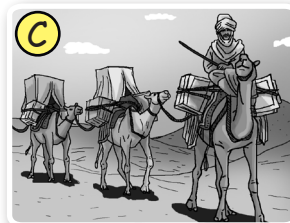
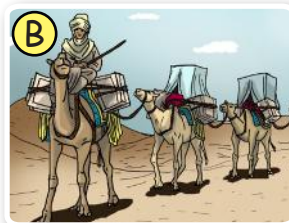


2. Read the text.

Match the paragraphs to the pictures.

A caravan is a group of people who travel together. In the past, traders carried goods on camels. These days, traders use trucks to transport the goods they want to sell.

- ① Sudanese caravans usually started their journey between September and April. Temperatures were cooler in these months, making travelling easier. Each caravan had a leader who decided the goods to take and planned the journey. Caravans also included a muezzin, guards and people to load the camels.
- ② One of the most important trade journeys in Sudan was called the *Forty Days Road*. It began in El Fashir, Darfur and ended in Asyut, Egypt, where people wanted to buy the Sudanese goods. The caravan would bring goods such as beautiful feathers and copper to be sold at the markets there.
- ③ On the return journey, the caravan brought cotton, which the people in Darfur wanted. The Nuba and the Beja, also sold gold, dates and leather to the caravan. They got sugar, cotton and other goods in return.
- ④ Even though the Sultans of Darfur cared for the road, caravans faced many difficulties on the long journey. Sometimes there was not enough water for the men and camels, which could lead to problems. Sometimes dangerous bandits attacked the caravans to take the goods.



3. Read the text again. Answer the questions.

- A What is a caravan?
- B When did most caravans start their journeys? Why?
- C What was the *Forty Days Road*?
- D What did Sudanese traders sell in Egypt?
- E What goods did they bring back?
- F What two problems did they face?



A caravan is a group of people **who** travel together. Sometimes there was not enough water, **which** could make problems. It began in El Fashir, Darfur and ended in Asyut, Egypt, **where** people...

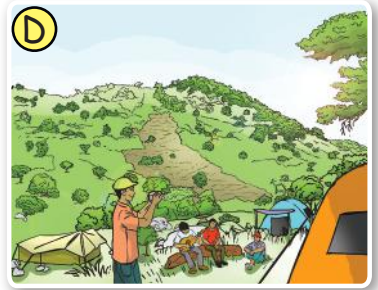
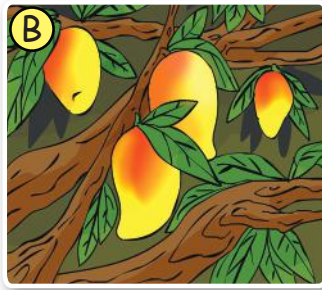
4. Imagine you were part of a caravan 100 years ago. Talk about what you would bring to sell in another place

I would bring lots of copper.

I would bring lots of camel leather.



1. Look at the pictures. What can you see?



2. Read the travel brochure. Match the options to the pictures.

Join Nuba Tours

Explore the Nuba Mountains with us!

The Nuba Mountains in South Kordofan are one of the most beautiful places in Sudan.

With Nuba Tours you can visit South Kordofan and learn about its places, people and traditions. With us you can relax and enjoy yourself. We will make sure you have an amazing journey.

Choose from the following options.

1. **Kadugli:** The capital of South Kordofan. See the Kambala dance at the local festival and visit the Miri dam. Price: 400 SDG

2. **El Dalang:** Watch a traditional wrestling match. Bring a camera and take wonderful photos! Price: 400 SDG

3. **Nuba Mountains:** Explore colourful villages and see the spring on the top of the mountain. Camp for two nights. Price: 650 SDG

4. **Abu Jubayhah:** Green and beautiful. Enjoy the fresh taste of delicious mangoes at the local market. Price: 200 SDG



3. Read the brochure again. Are the sentences true or false?

- (A) Nuba Tours think that you will enjoy their tours.
- (B) Watching the wrestling in El Dalang is the cheapest option.
- (C) If you want to see the Miri Dam, you need to go to Kadugli.
- (D) The camping trip to the Nuba Mountains is for one night.



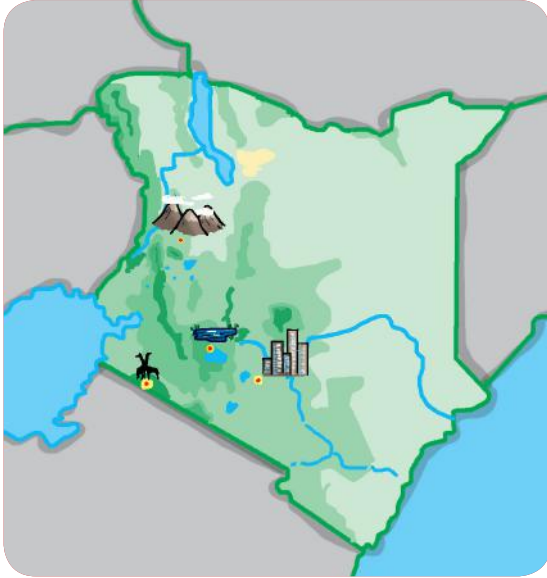
Tariq **told us** to visit Kadugli.
He **said we** should visit Abu Jubaiyhah.

4. Plan a visit to the Nuba Mountains.

Tariq told us to visit Kadugli because the dam is amazing. He said we should visit Abu Jubaiyhah because he likes mangoes.



1. Look at the map. Point to...

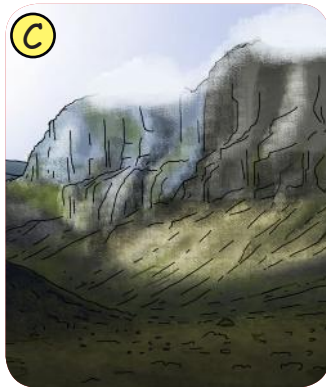
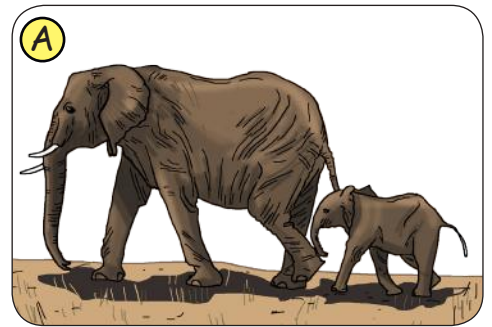


- (A) Nairobi
- (B) Maasai Mara Park
- (C) Lake Nakuru
- (D) The Great Rift Valley

2. Why do people visit Kenya? Match the five reasons with the pictures.

Many people visit Kenya because they want to...

- ① take photos of the Great Rift Valley.
- ② travel in a hot-air balloon.
- ③ see big animals in the Maasai Mara Park.
- ④ see pink flamingos.
- ⑤ learn about the Maasai people.

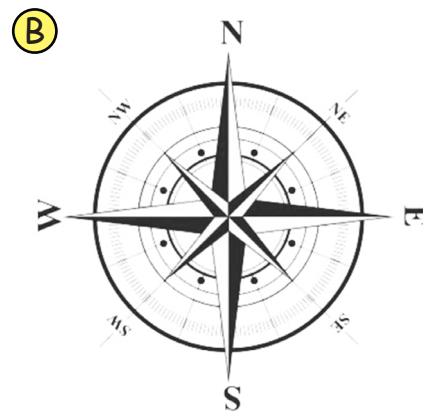
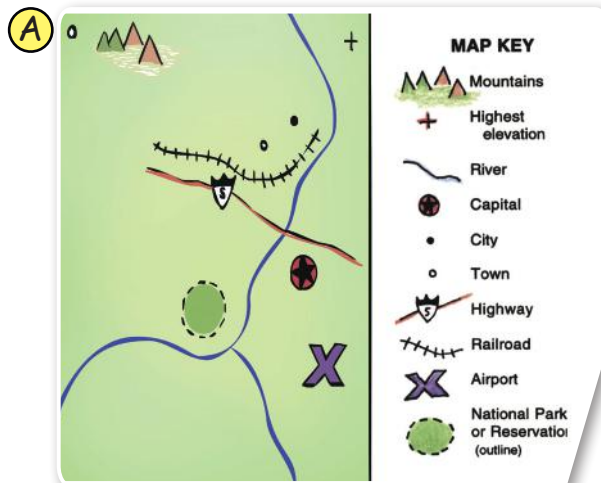


3. Listen to a tour guide. Point to the pictures that he mentions.

4. Act out a conversation between a tour guide and some tourists.



1. Look at the pictures. Answer the questions.



- ① Where can you find the things in the pictures?
- ② What information can you get from a map?
- ③ Who uses a map? Why?

2. Read the email. What does Richard ask Zakaria to do?

●
●
●

To:
Katekitty@SMILE.uk

Subject:
Request for information

Dear Zakaria

Hello to you and your family.

My name is Richard. Kate and I are very excited that we are coming to Sudan with the Sudan Volunteer Programme! We are going to help teach English at schools. We can't wait and we are sure we will enjoy ourselves. Kate is very happy to have a chance like this in Africa. I am determined to learn some Arabic while I'm there too!

Tim McVicar, the manager of the programme in Khartoum, said we can choose any state to work in. He gave me your email address and said you could give us information about your state.

Could you please send us some information about your state? We want to know about the location, the weather and the places we can go on the weekend. We are very interested in learning about Sudanese life and traditions.

We would be very thankful for any information you can give us,

Best regards,

Richard

send

3. Read the email again. Answer the questions.

- A** Who is the email from?
- B** Who do you think Kate is?
- C** Why are Richard and Kate going to Sudan?
- D** What does Richard want to do while he is there?
- E** Why does Richard ask Zakaria to send him information about where he lives?

1. Look at the pictures. Answer the questions.



- ① What do you know about Juha?
- ② Do you know any of his stories?
- ③ What do you think this story is about?
- ④ What do you think the men in the second picture are talking about?

2. Read the story. Were you correct?

One day, Juha met a man who wanted to buy his house. Juha agreed to sell the house to the man on one condition. He said that he wanted to keep one nail. The nail was in one of the walls of the house. Even though the man thought this was strange, he agreed. The sale was quickly completed and the family were soon living in Juha's beautiful house.

The people who bought the house were very happy. However, after a few days, Juha knocked at the door while the family were eating. He said that he wanted to see his nail. Because the Sudanese are

very generous, they invited Juha to have a meal after seeing his nail. This was the first of many visits that Juha made. Juha arrived at all hours, day or night, to see his nail. Each time, he was given food and drink and left the house with a stomach full of food.

After many months, the new owner finally got angry. Juha was annoying his family and they never had any time alone. He came out of the house with his family, shouting at Juha, "Take your house with its nail. I don't want it!"



Juha **knocked** at the door while the family **were eating**.

3. Read the story. Were you correct?

Do you know the story of Juha and his nail?

Yes, I do. One day Juha met a man who wanted to buy his house...

1. Look at the picture. What can you see?



2. Read the notices. Guess the definitions of the words in bold.

You are the
generation of the
future.

It's important
to have neat
handwriting.

The **youth** of today
are the adults of
tomorrow.

Be polite and
well-behaved
at home and
at school.

3. Listen to the people. Answer the questions.

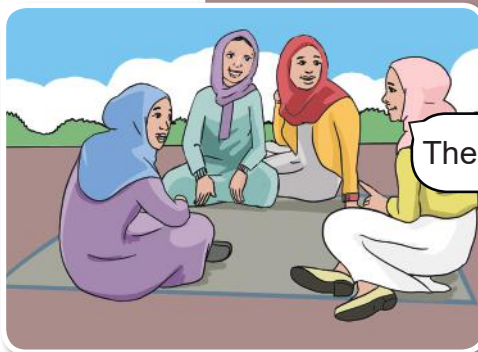
- A** Which words does Haja Amna get wrong?
- B** Why do you need a pencil and rubber?
- C** What does Alsir say about his daughter's notebook?
- D** What do young people learn from the older generation?

4. Play the 'Telephone Game.'

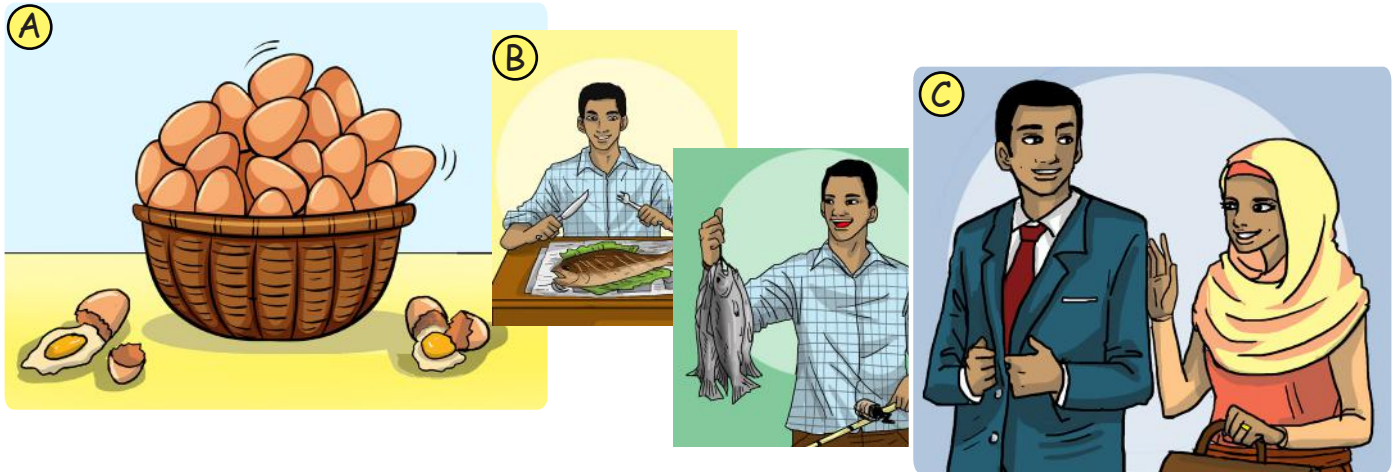
(The youth of today are the adults of the future.



The tooth that plays is as old as furniture.



1. Look at the pictures. What can you see?



2. Listen to the sayings. Match them to the pictures.

3. Listen to the poem. Answer the questions.

- A What is the title of the poem?
- B How does the poet describe life?
- C What does the poet say will happen if you keep your belief?
- D What do you think is the main idea of the poem?



Life **is like** a wild and crazy jumping horse.

4. Compare different things. Use like.



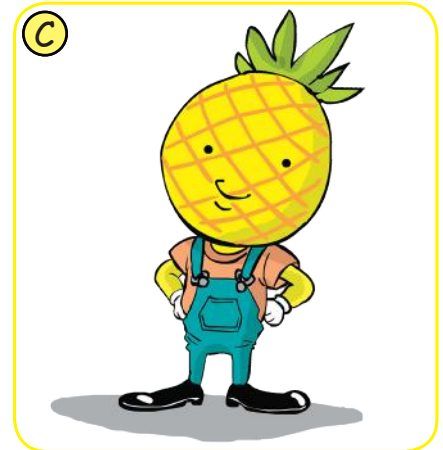
The sun is like a ball of fire.



My grandfather is like an old tree.



1. Look at the cartoons. Answer the questions.



- (A) What are cartoons?
- (B) Do you like cartoons? Why / Why not?
- (C) Who is your favourite cartoon character? Why?

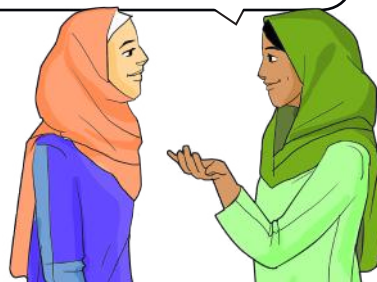
2. Look at the cartoon story. What is happening?



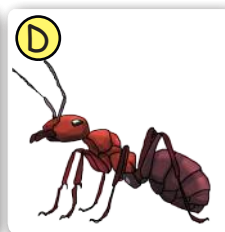
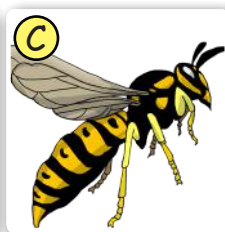
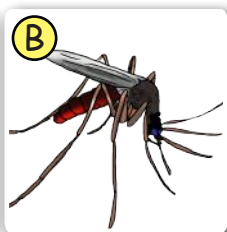
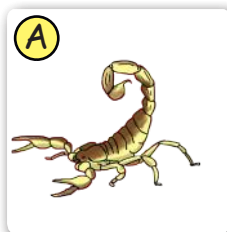
Salim is sleeping deeply...
He is in a deep sleep.

3. Make your own cartoon story. Show and tell the class.

This is Warda. She's running fast.



1. Look at the pictures. Answer the questions.



- ① What do these people do?
- ② Where can you see them?
- ③ What are their names?

2. Read the conversation. How do win the guessing game?

Rayan: Right. You have to think of a famous person.
Nuha: OK. Ali Mahdi Nouri.
Rayan: No, you mustn't tell me the name. I have to guess. Think of another person.
Nuha: Um. Must they be Sudanese?
Rayan: No. Just someone famous that I might know.
Nuha: OK...I'm ready.
Rayan: It's a woman, isn't it?
Nuha: No, It's a man.
Rayan: Just say yes or no.
Nuha: OK. No.
Rayan: So it's a man, isn't it?
Nuha: Yes, that's right.
Rayan: Is he alive?
Nuha: No, he isn't.
Rayan: Was he a comedian?
Nuha: No, he wasn't.
Rayan: Did he write things?
Nuha: Yes, he did.
Rayan: He's a poet, isn't he?
Nuha: Yes, he is.
Rayan: Is it Al-Jaily Abdel Rahman?
Nuha: Yes, it is.



Checking information

It's a woman, **isn't it?**
 He wrote poetry, **didn't he?**

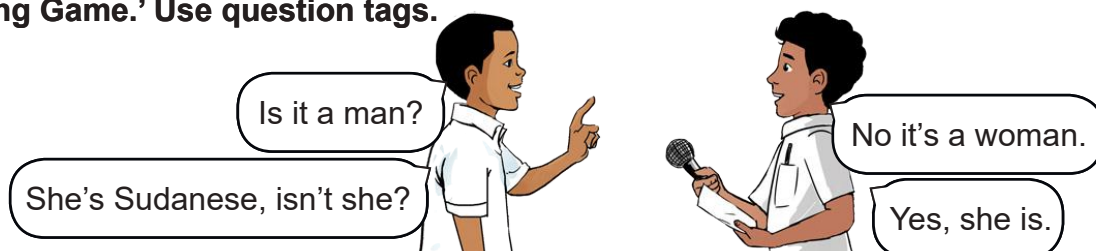
Asking for information

Is it a woman?
 Did he write poetry?

3. Read the conversation again. Answer the questions.

- A What are the two girls doing?
- B Do they both know how to play?
- C How many questions does the first girl ask?
- D Do you think she wins the game?

4. Play the 'Guessing Game.' Use question tags.



1. Look at the picture. Answer the questions.



- (A) What can you see in the picture?
- (B) Why do you think Oliver wants more food?
- (C) What do you think the man will say to Oliver?

2. Read about 'Oliver Twist.' Answer the questions.

Charles Dickens wrote the story of Oliver Twist. The story starts in 1833 when Oliver was a young boy. His mother died and he had been left alone. He had to go to the workhouse because he had no money. The workhouse was a bad place. At the workhouse, poor people had to work very hard for no money and did not get enough food to eat.

- (A) When did the story happen?
- (B) Why did Oliver have to go to the workhouse?

3. Read the story. What happened to Oliver at the workhouse?

Oliver Twist and the other boys were very hungry. They became so crazy with hunger that they didn't know what to do. One big boy said he might eat the small boy who slept next to him! He looked so wild that the other boys believed him.

The hungry boys made a plan. They decided someone should walk up to the master after dinner and ask for more food. They chose Oliver Twist.

The evening arrived and the boys sat down to eat. When they finished eating they looked at Oliver. He got up from the table and went up to the master. He had his bowl and his spoon in his hand. He said: "Please, sir, I want some more."

The master was a fat, healthy man, but he was cruel. He became very pale. "What!" he said, in a low voice.

"Please, sir," said Oliver, "I want some more."

"More! Never! You greedy boy!" the master said loudly, and then hit him over the head with his big spoon.



I want (some) **more** food.
I want **less** food.

I **don't** have **enough** food.
I have **too much** food.

4. Talk about the story. Use adjectives.

Why were the boys hungry?

How did they feel?

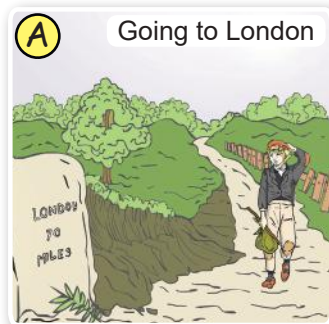


Because they didn't have enough to eat.

They felt crazy.



1. Look at the pictures and captions. Answer the questions.



- 1 What is the boy doing in picture A?
- 2 What are the boys doing in picture B?
- 3 What is the boy in picture C doing? Why do you think he is doing it?
- 4 Where is the boy in picture D? Why was he put there?

2. Listen to 'Oliver Twist.' Say the sentences in the correct order.

- A Oliver worked for Mr Sowerberry who is a cruel man.
- B Oliver lived in a workhouse and had a hard life.
- C Oliver met Dodger who stole money for a bad man called Fagin.
- D Oliver was put in a cell without any food.



good – better – best
bad – worse – worst

3. Ask and answer the questions.

- A Why does Oliver always run away?
- B Why was Oliver put in a cell?

4. Talk about the story. What happened next?

What do you think happened to Oliver after he ran away from Fagin's?



When he ran away again I think.



1. Look at the pictures. Answer the questions.



- ① What happened in Picture A?
- ② What do you think happened in pictures B and C?

2. Read the story. Answer the questions.

One day, Juha was taking his ten camels to the market. He was riding one camel and the others were walking behind him. He stopped for some water and counted the camels. Juha went pale. There were only nine! He got off his camel and counted them again. This time there were ten! So he rode off happily.

He got on his camel and rode off. But then he decided to check one more time. Only nine camels! Now Juha was annoyed. 'Someone is stealing my camel,' he thought. He decided to go home to find the other camel. He was so tired he made a cup of tea. When he counted the camels, there were ten. Now he was glad he came home.

- Ⓐ Why was Juha going to the market?
- Ⓑ How many camels were there?
- Ⓒ Why did he think he only had nine camels?

3. Retell the two stories.

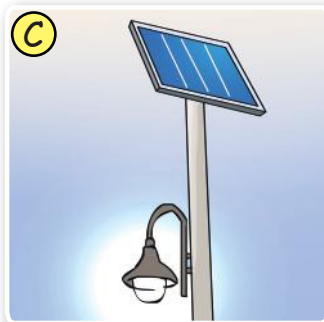
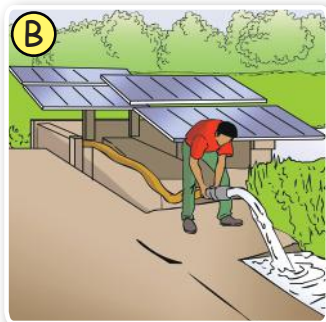
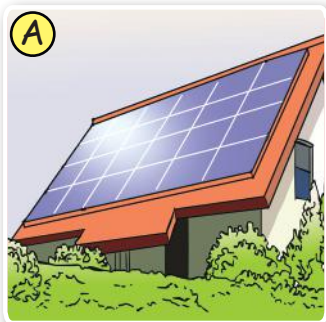
Juha was going to market.

Yes, he had ten camels.

And he was riding on one of them.



1. Look at the pictures. Answer the questions.



- ① What can you see in each picture?
- ② What are they all used for?
- ③ Can you think of other uses?

2. Read the conversation. What is good about solar power?

- Ismail: Why has that hut got a window in the roof?
- Abdelaziz: It's not a window, it's a solar panel.
- Ismail: What's that?
- Abdelaziz: It makes electricity. Solar energy comes from the sun. The sunlight is changed into electricity by solar panels.
- Ismail: Wow. That's great!
- Abdelaziz: Something else that's great. It can be used for air conditioners. The sun is hot, but solar power can be used to keep the house cool!
- Ismail: So why didn't we use it before?
- Abdelaziz: Solar panels were difficult to make before. Now it is easier and sunlight is free and renewable. Solar energy is a great resource in Sudan because there's lots of sun.
- Ismail: Free electricity. That's fantastic!
- Abdelaziz: Well it's not completely free! Making solar power needs a lot of money. But people are working hard to have more solar power in Sudan.
- Ismail: So it will help a lot of people then?
- Abdelaziz: Yes, solar power could be used across the country and help to power machines on farms.
- Ismail: I'd like to be an engineer. I could help bring solar electricity to Sudan!
- Abdelaziz: That's great, because solar energy doesn't make a lot of pollution and doesn't make any noise!



3. Read the conversation again. Are the sentences true or false?

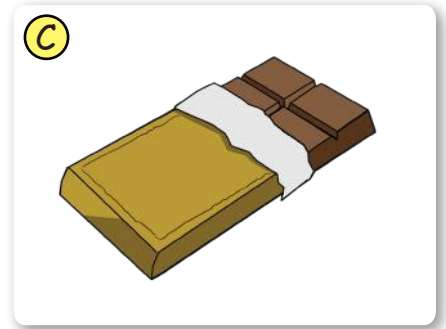
- (A) We need sunlight to make solar power.
- (B) Energy from the sun can keep a house cool.
- (C) Solar panels are free.
- (D) Solar power cannot be used on farms.
- (E) Solar energy makes a lot of pollution.

4. Talk about solar power.



Solar power can be used for air conditioners.

1. Look at the pictures. Answer the questions.



- 1 What does picture A show?
- 2 Where does it grow?
- 3 How does it become a chocolate bar?

2. 🎧 Listen to Nahla. What is she talking about? Point to the pictures.



pick



dry



roast



take off



press



shape

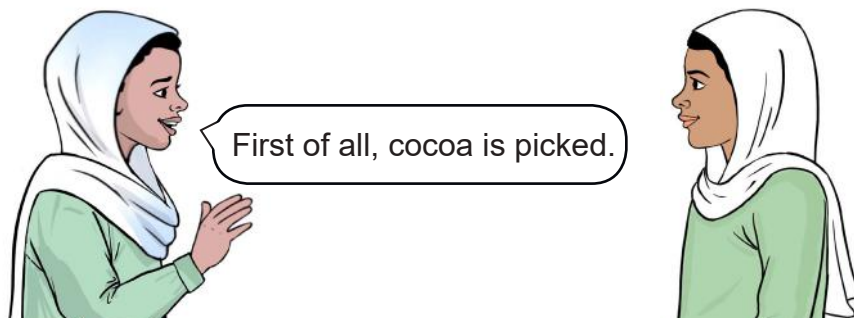
3. 🎧 Listen again. Answer the questions.

- A What happens before the beans are taken to the factory?
- B What is the first thing that happens in the factory?
- C What is removed from the beans?
- D What other things are added to make chocolate?

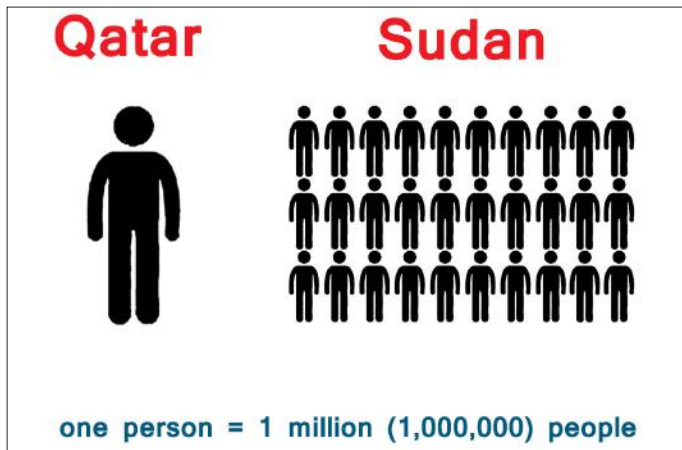


First of all, the cocoa beans **are picked**.
First of all, **we pick** the cocoa beans.

4. Talk about how chocolate is made.



1. Look at the pictures. Answer the questions.



- (A) What does the key tell us?
- (B) What is the population of Qatar?
- (C) What is the population of Sudan?

2. Read the web page. What are statistics? Why are they important?

What are statistics?

How many people live in Sudan? How many people have moved to cities in the last ten years? To find the answer to questions like these the government has to find out the number of people living in different areas of Sudan. These numbers are called population statistics.

The government needs to have statistics about the people living in Sudan so they can see which towns and cities are growing and

which ones are not. Statistics can also show things like people's ages and other important information.

With these statistics the government can plan things like where to build new schools, hospitals and other important things.

To collect statistics, teams of people use surveys to help them count the population in different areas. Then they look at graphs and tables to find out how populations are increasing or decreasing

3. Read the text again. Ask and answer these questions.

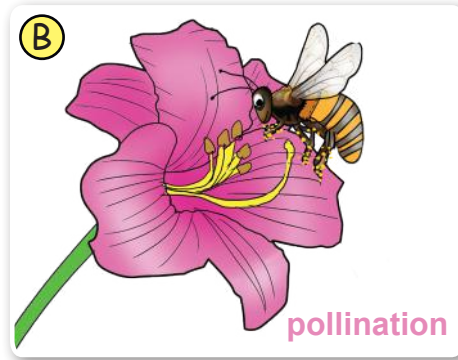
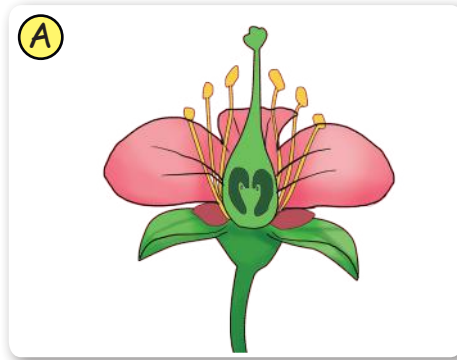
- (A) Why does the government need statistics?
- (B) How are statistics collected?
- (C) Why are graphs and tables important?
- (D) What do statistics help governments to plan?

4. Say some statistics about your class or school.

In our class there are 35 pupils.



1. Look at the pictures. Answer the questions.

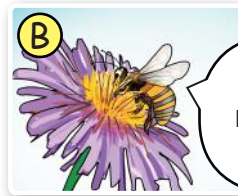


- 1 What can you see?
- 2 Why are bees important?

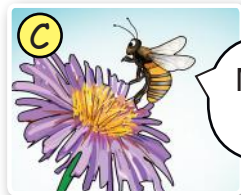
2. Read the text. What is it about?



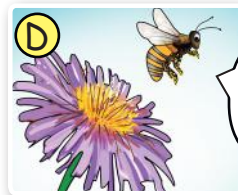
Mmm. Nice bright colours!
And a sweet smell! Two
things that attract me!



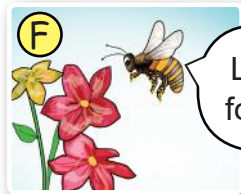
Food for me and pollen to feed
my children. The pollen is made
in the male part of the flower.



Mm. That's delicious. Now I
can find another flower.



The pollen sticks to my legs
they're bright yellow! That
means lots of pollen.



Look! More food
for a hungry bee.



I give the flowers some of my pollen. This
fertilises the flower's eggs and makes a
seed for new flowers to grow. Then there
will be more pollen to eat next year.

3. Read the text again. Answer the questions.

- A What attracts the bee?
- B What does the bee feed to its children?
- C What colour is the pollen?
- D Why does the bee leave some pollen on the flower?

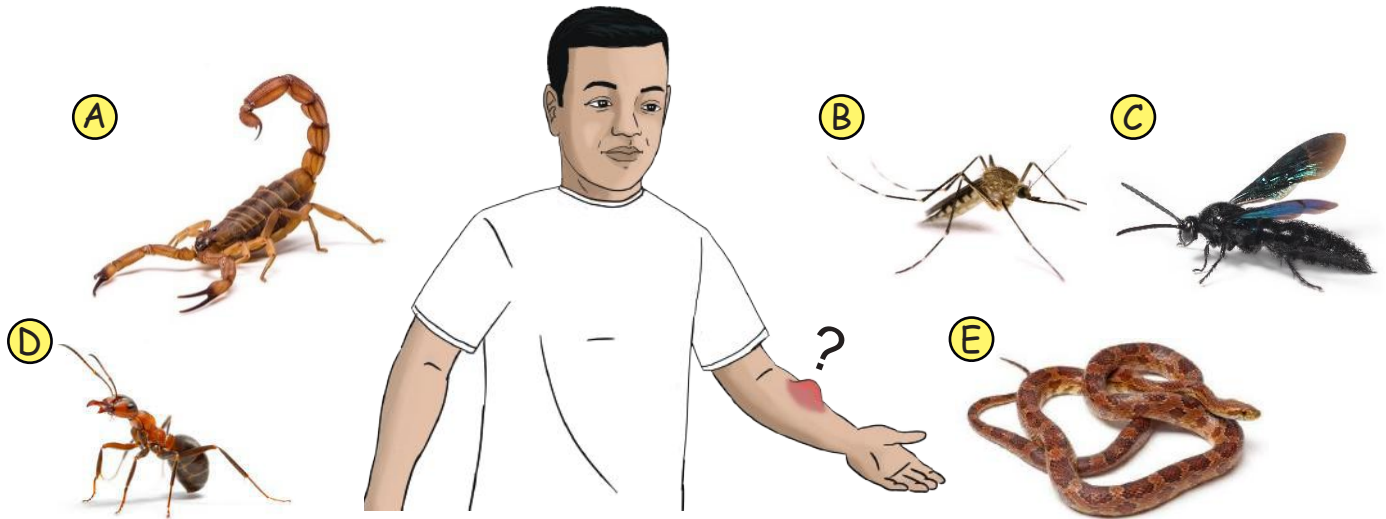


Flowers smell sweet **so** bees are attracted to them.
Bees are attracted to flowers **because** they smell sweet.

4. Your turn. Ask and answer questions about pollination.



1. Look at the pictures. Answer the questions.



- ① What insects and animals can you see in the pictures?
- ② Which bite and which sting?
- ③ Do you think the boy has been bitten or stung?

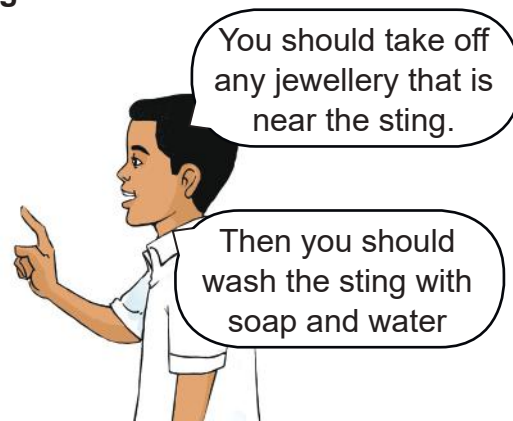
2. Find out who has been bitten or stung in your class.



I've **been stung** by a bee.
A bee **has stung** me.

I've **been bitten** by a dog.
A dog **has bitten** me.

3. Talk about what to do if you are bitten or stung.



1. Look at the pictures. Answer the questions.



- ① Which car do you like best?
- ② Which cars have problems?
- ③ What other problems do cars have?

2. Read the conversation. Does Uncle Ibrahim have an old or new car?

Hatim: Hi Uncle Ibrahim. What are you doing?
Ibrahim: I'm doing some work on my car.
Hatim: Has it broken down?
Ibrahim: No, but it might break down if I don't look after it.
Hatim: So what are you doing?
Ibrahim: Well, first of all, I'm changing the oil. After that I'll pump up the tyres.
Hatim: They look OK.
Ibrahim: Yes, but if they don't have enough air the tyres will wear out.
Hatim: What else do you need to do?
Ibrahim: Well, I should fill up the radiator. That's very important in this heat.
Hatim: Was the engine getting hot?
Ibrahim: No, but it's best to fill it up before a long journey.
Hatim: Are you going away?
Ibrahim: Yes, I'm driving to Khartoum. I want to go to the Car Show.
Hatim: You aren't going to buy a new car, are you?
Ibrahim: Well, this one is very old ...



3. Read the conversation again. Answer the questions.

- (A) Why is Uncle Ibrahim working on his car?
- (B) What does he do first?
- (C) Why does he pump up the tyres?
- (D) What else should you do in hot weather?
- (E) Where is Uncle Ibrahim going?



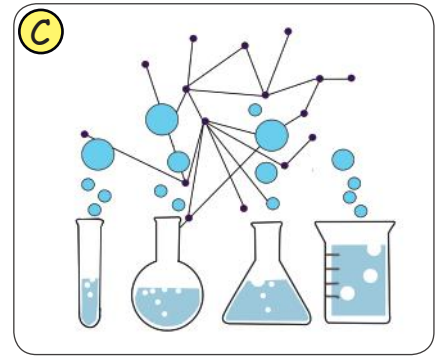
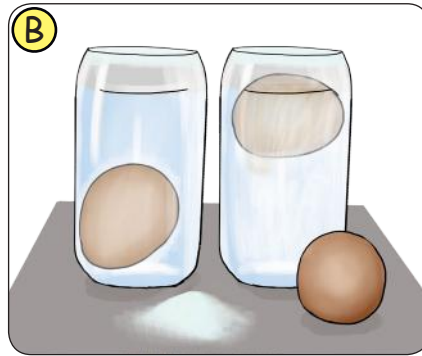
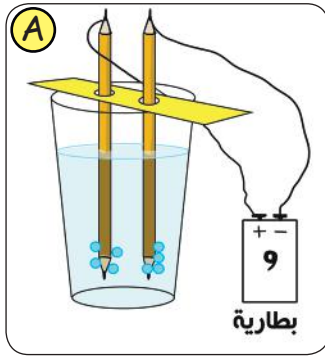
I should **fill up the radiator**.

It's best to **fill it up**.

4. Imagine you are driving a long way tomorrow. What should you do to prepare?



1. Look at the pictures. Answer the questions.

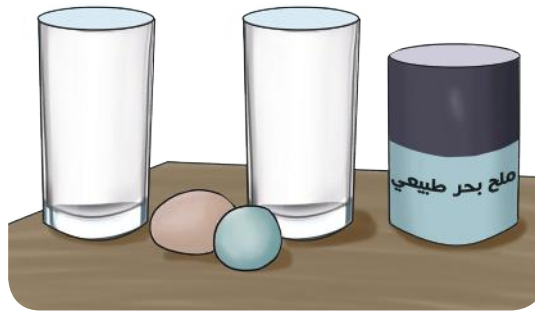


- ① What can you see?
- ② What does each picture show?
- ③ Why do people do experiments?

2. Look at the materials and guess what the experiment will be.

Materials needed:

- water
- salt
- a spoon
- 2 eggs
- 2 glasses



3. 🎧 Listen to Adil the scientist. Answer the questions.

- A Was your idea about the experiment correct?
- B Why does Adil need two eggs?
- C How much salt does he use?
- D Why does he need to stir the water in one of the glasses?
- E What do you think happens?



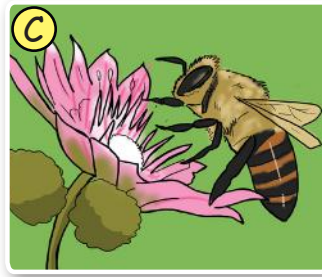
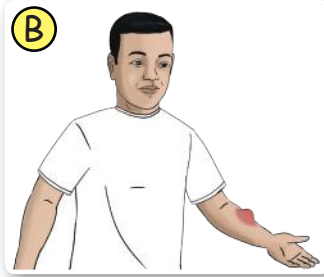
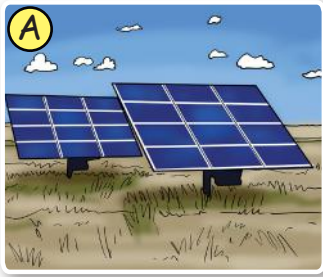
First, we need to fill two glasses...
Secondly, we add salt...
Next, we need to stir the salt...
Finally, we put one egg in each glass...

4. Talk about the experiment. What do you think happens?

Do you think the eggs will float or sink?



1. Look at the pictures. Answer the questions.



Can you remember...

- (A) ... 3 advantages of solar power?
- (B) ... 3 things you should do to help someone who has been stung?
- (C) ... 3 parts of a flower?
- (D) ... 3 things you should do before a long car journey?

2. Read the sentences about making chocolate. Say them in the correct order.

- (A) The chocolate is made into different shapes.
- (B) The roasted beans are pressed to make liquid chocolate.
- (C) The cocoa beans are picked and dried.
- (D) Sugar and milk are added.
- (E) The shells are taken off.
- (F) The beans are brought to the factory and roasted.

3. Talk about how chocolate is made.



First of all, the beans are picked and dried.

Secondly, they're brought to the factory...



1. Look at the pictures. What can you see?



2. Read the newspaper report. Who won the football match?

SMILE NEWS

Business Travel Sport and Hobbies Weather

El Obeid Hilal against Khartoum Hilal!

Khartoum Hilal were the favourites - everyone expected them to win easily. El Obeid Hilal hadn't beaten Khartoum for five years. The match was played in Khartoum. At half time, Khartoum Hilal were winning 2-0. Sadomba scored both goals. It looked like El Obeid Hilal were going to lose again.

Although they were behind by two goals, El Obeid didn't lose hope. They returned to play the second half with determination. They played

well and then the unexpected happened - they scored four goals, one after another. El Obeid players Mohanad, Mufadul, Faisal and Mocuro all scored.

Khartoum tried hard to score goals as well but couldn't. The match ended. El Obeid won by four goals to Khartoum's two. Khartoum players and their fans were surprised they lost the match.

El Obied players and fans were amazed and happy. Even though no one thought they would win, their determination carried them to victory.



Although / Even though they were behind by two goals, El Obeid didn't lose hope.

3. Read the newspaper report again. Answer the questions.

- (A) Which team was winning at half time?
- (B) What happened in the second half?
- (C) Who won the match?
- (D) Why were people surprised by the result?

4. Talk about a victory you have seen or heard about.

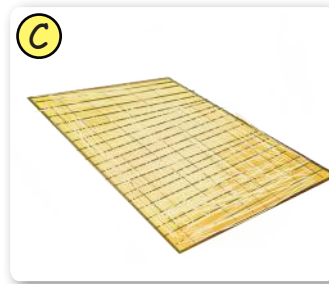
Although we only had 10 players, we...



We won because...



1. Look at the pictures. Answer the questions.



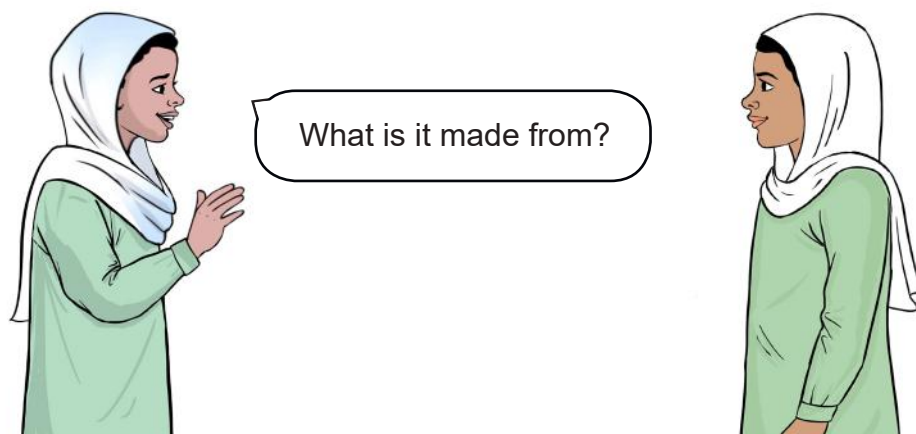
- ① What can you see in the pictures?
- ② What are they made of?
- ③ What other Sudanese handicrafts can you name?

2. 🎧 Listen to Nafeisa and the tourist. What does the tourist want?

3. Read the descriptions. Match them to the pictures.

- ① We use beads to make this. The beads can be made from coloured glass or clay. The beads have a hole in the centre and they are put onto string.
- ② They are made of leather. The leather is dyed to add colour and then cut into shapes. These are sewn together using a very strong string.
- ③ It's made of wood. This one was made by my grandfather. He used a very sharp knife to make the shape and the pattern you can see on it

4. Your turn. Talk about what things are made from.



1. Look at the picture. Discuss the sentences.



- Ⓐ A picture paints a thousand words.
- Ⓑ Every picture tells a story.

2. Read the description. Which photo is it about?



This is a beautiful photo - I really like the scenery. There are some cows in the middle of the picture, some on the left, and some on the right. They are eating some very green grass. Behind them there are lots of small trees and some white birds on the ground. In front of the cows, more birds can be seen, sitting or eating. It is very peaceful.



There are some [cows] **on the left** of the picture.
on the right
in the middle
at the top
at the bottom

3. Describe one of the photos. Use some of the words and phrases in the box.

behind in front of near on in next to on the left / right between



I think this picture was taken in the desert. On the right of the picture...



1. Look at the picture. Answer the questions.



- ① What is each person doing?
- ② Why do people have hobbies?

2. Read the texts. Point to the pictures.

1. I'm Paul and my hobby is collecting stamps. My grandfather used to collect stamps and he gave me his collection. It's so interesting to see all the different kinds of stamps there are. I have almost 3,000 stamps from about 73 countries around the world. Some of my friends think my hobby is a waste of time.

2. I'm Mary and I have an unusual hobby. I like to paint eggs. I think it's really fun to try and paint very nice patterns on the eggs. Of course, you need to empty the shells first. If I make a mistake I just wait for the paint to dry and then start again. They make very good presents. I sell some of them and save the money.

3. My name's Peter and I have an outdoor hobby, which is collecting insects. I spend a lot of time running around outside trying to catch insects in my net. It's quite interesting as there are so many different kinds and lots of shapes and sizes. Spiders are my favourite. I have about fifty in my collection.



really
so
very interesting.
quite

3. Read the texts again. Which unusual hobby do you prefer?

I prefer collecting spiders!

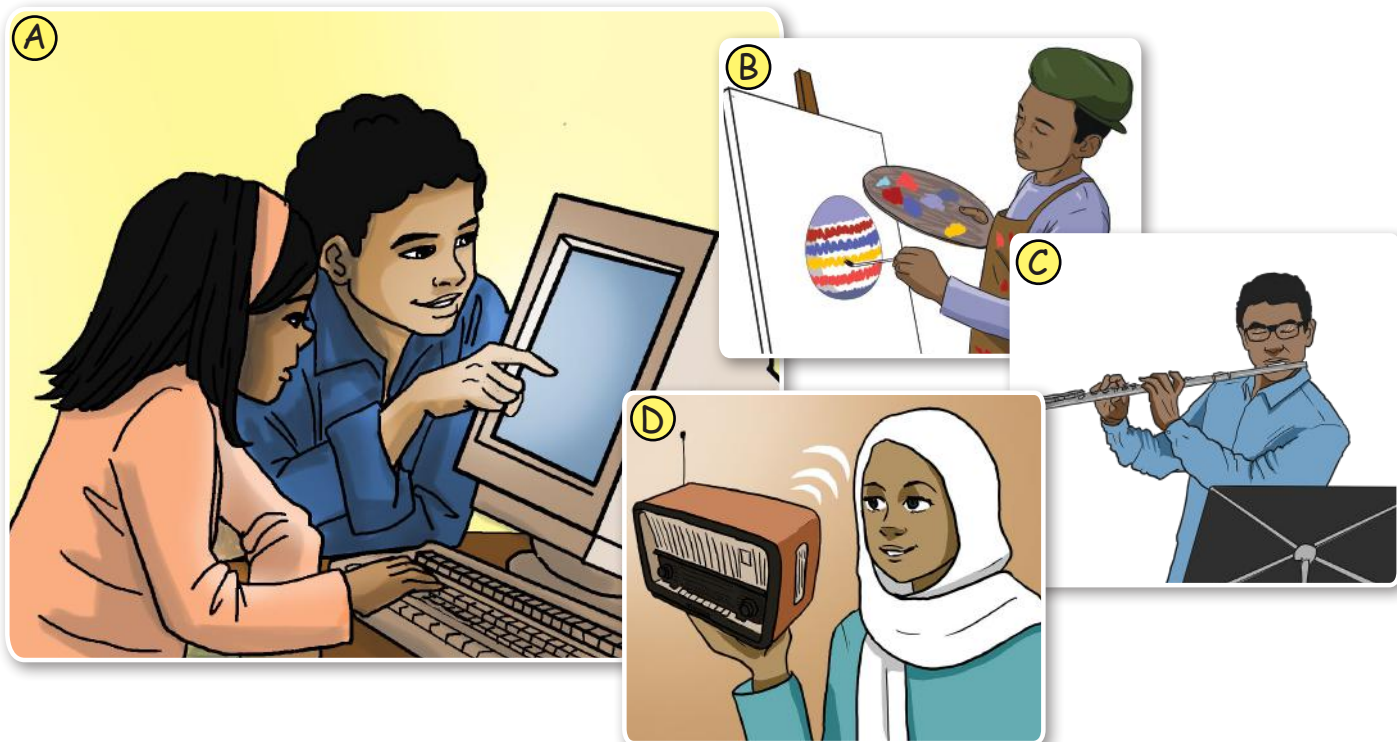
4. Ask and answer questions about hobbies.

Which hobby do you prefer?

I prefer playing a drum.



1. Look at the pictures. What can you see?



2. Read what Jaafar's Grandfather says. Were hobbies different in the past?

When I was your age, I used to spend all my time inside reading books. We didn't have a computer or mobile phones. We had to make our own fun. When I was ten, I would play football with my friends. I used to play the drums as well. And when I was sixteen, my friends and I would go swimming in the river.

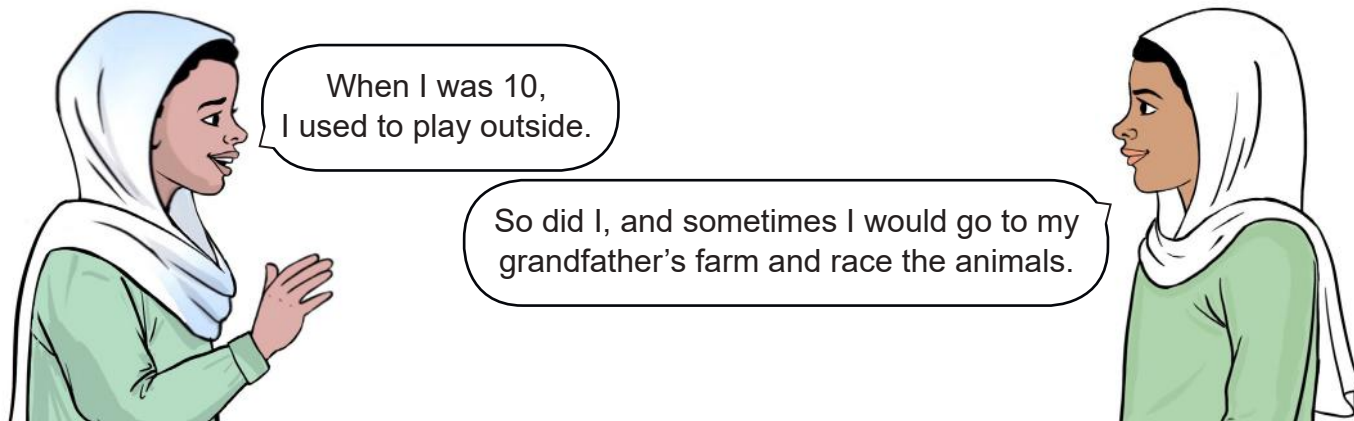


3. 🎧 Listen to Jaafar and his grandfather. What is different?

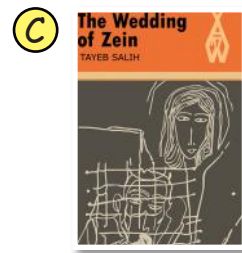
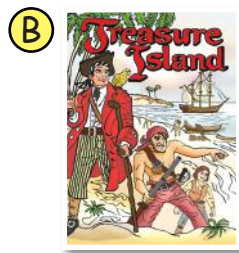
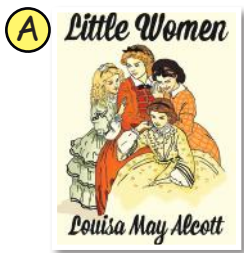


I used to play the drums.
I would play football.

4. Talk about the things you used to do.



1. Look at the pictures. Answer the questions.



- ① What kind of books can you see in the pictures?
- ② What do you like to read about?
- ③ Why is reading important?

2. Read the passage from a story. Point to the book cover it is from.

"What's your dream, Laurie?" asked Meg.

"I have so many dreams. It's hard to choose one." said Laurie. "I'm going to be a famous musician and I'd like to travel around Europe and just enjoy myself. What's yours, Meg?"

"I'd like to live in a lovely house, full of nice things: good food, pretty clothes and lots of money." said Meg.

"Your house wouldn't be complete without a good husband and some children!" said Jo. "My house will be full of novels. I'm going to surprise you all, I think I'll write books and get rich and famous. That is my favourite dream."

"My dream is to be an artist and to go to Rome! I want to be the best artist in the world," said Amy.

"I wonder if our dreams will come true. If we are all alive in ten years, let's meet and see." said Jo, always ready with a plan.

The sisters agreed to meet in ten years' time. They all wanted to find out if their dreams would come true.



I'm going to be a famous musician.
I think I'll write books.

[100%]
[65%]

3. Talk about your dreams for the future.

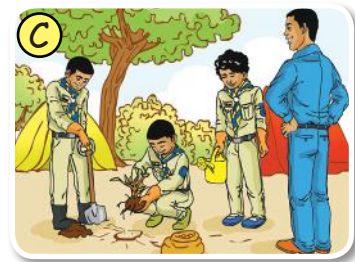
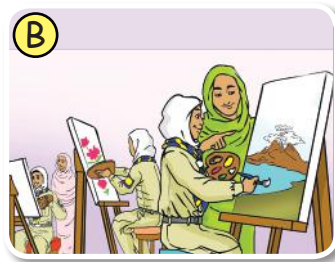
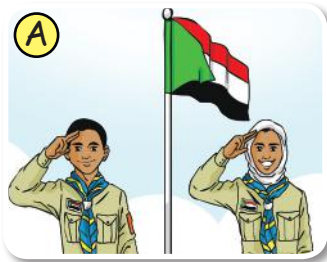


I'm going to study medicine and be a doctor.

I'd like to be a pilot. I think I'll travel around the world.



1. Look at the pictures. How do scouts and guides help their communities?



2. Read the conversations. Act them out.

Rasha (wearing a purple shirt and a colorful headscarf):

Are you doing anything this weekend, Yasmeen?

What are you going to do there?

That's great. I like helping people.

Yasmeen (in a scout uniform):

Amal and I are going to visit Khadijah, the old woman next door.

We're going to clean the house, do her washing and cook a meal for her.

Yes, so do I.

Mazin (in an orange shirt):

Hey Khalid, what are your plans for the mid-term holiday?

What are you going to do there?

Wow. That's really interesting.

Neither do I.

Khalid (in a scout uniform):

Our sports teacher is taking us to a village near our school.

We're going to cook a meal for the poor.

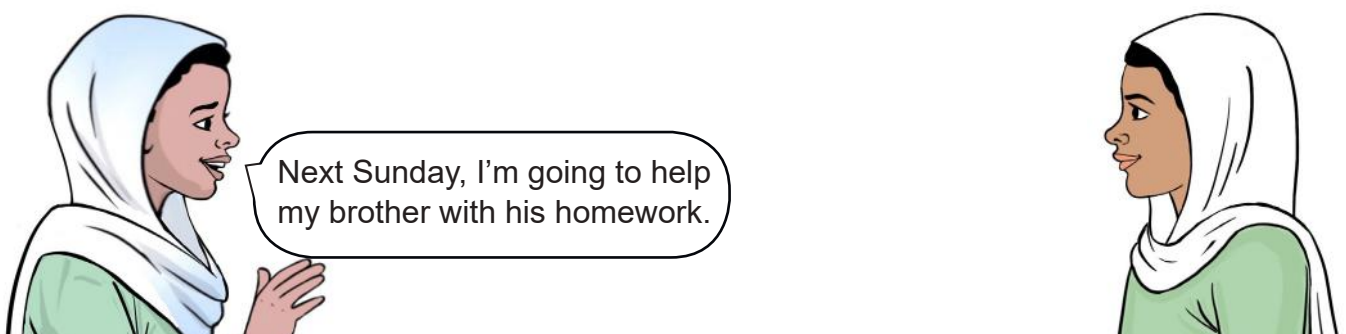
I want to be helpful. I don't like watching too much TV.



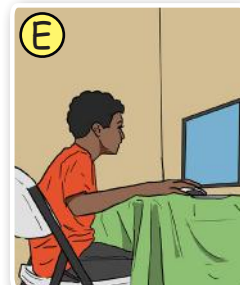
I like helping people.
I don't like watching too much TV.

So do I
Neither do I

3. Make some plans to help people in your community.



1. Look at the pictures. Answer the questions.



- ① What can you see in each picture?
- ② Which one do you prefer?
- ③ Which hobbies and sports used to be played 50 years ago?



2. Read Amjed's email. What is it about?

To: Katekitty@SMILE.uk
Subject: Request for information

Dear Zakaria

I'm happy to be your friend. It's amazing that we can send messages to each other even though we live so far away. Let me tell you about myself. I used to live in a village near Kerma with my mother, father and sister but now I live in Dongola.

I enjoy reading – I like books about history, but I prefer reading novels. I also enjoy photography – I really like taking photos of animals, buildings and people. I'd like to be a photographer one day. I love playing football with my friends. I also quite like playing guitar even though I don't have much time to practise it. I'm going to join the scouts next year - I can't wait.

Can you tell me about your hobbies and what you do in your free time?
I hope to hear from you soon.

Best wishes,
Amjed

send

3. Read the email again. Answer the questions.

- ① Who is it to?
- ② Has Amjed ever met Joe?
- ③ Does Amjed live in Dongola?
- ④ What are Amjed's hobbies?
- ⑤ What are his plans?

4. Ask and answer about favourite hobbies.

What's your favourite hobby and why do you like it?



1. Look at the banknotes. Answer the questions.



- ① Do you know which countries the banknotes are from?
- ② Can you name the different currencies?

2. Read the text. Which currencies are mentioned?

Different countries have their own currency. In the UK they use the pound, while in Japan the currency is called the yen. Sometimes a group of countries decide to use the same currency to make trading easier. One example is the euro which has been used in 19 countries since 1999. Before the introduction of the euro each of these countries had its own currency.

3. Listen to the three conversations. What does each customer want to buy?



The prices haven't changed **since 2016**.
The price hasn't changed **for 6 years**.

4. Ask and answer questions about the price of different things.



How much does toothpaste cost in Sudan?

It's about 30 Sudanese pounds.



It's **about** three pounds.
around

1. Look at the pictures. Where were the products made?

Nice phone! Do you know where it was made?

I don't know. Maybe China?

Possibly, most of the phones in Sudan were made in China.



A: A red car.

B: A woman wearing a yellow and green striped headscarf and a yellow dress.

C: A bottle of pink perfume.

D: A cup of coffee on a saucer.

E: A bottle of olive oil.

F: A plate of orange slices.

G: A mug of tea with a yellow tag.

2. Read the text. Were you correct?

Sudan imports products from many different countries around the world. Most of the cars in Sudan are manufactured in Korea and Japan, although you can sometimes see cars that were made in Germany or the USA.

While a lot of clothes are made in Sudan, a lot of clothing also comes from India. Tea is grown in Kenya and imported, while coffee comes from Ethiopia and Brazil.

Olive oil is produced in Spain and oranges are imported from Egypt. Expensive perfume is imported from France.

Next time you go shopping take a look at the label or ask the shopkeeper if they know where the product was made. It's often interesting to know that you have the world in your house!

3. Read the text again. Answer the questions.

- A Are all the cars in Sudan from Japan and Korea?
- B Where do Sudanese clothes come from?
- C What do we import from other countries in Africa?
- D What do we get from France?



Most of the phones in Sudan **were made** in China.

4. Talk about these products. Where do you think they were made?

Where do you think this was made?



A: A pair of blue trousers.

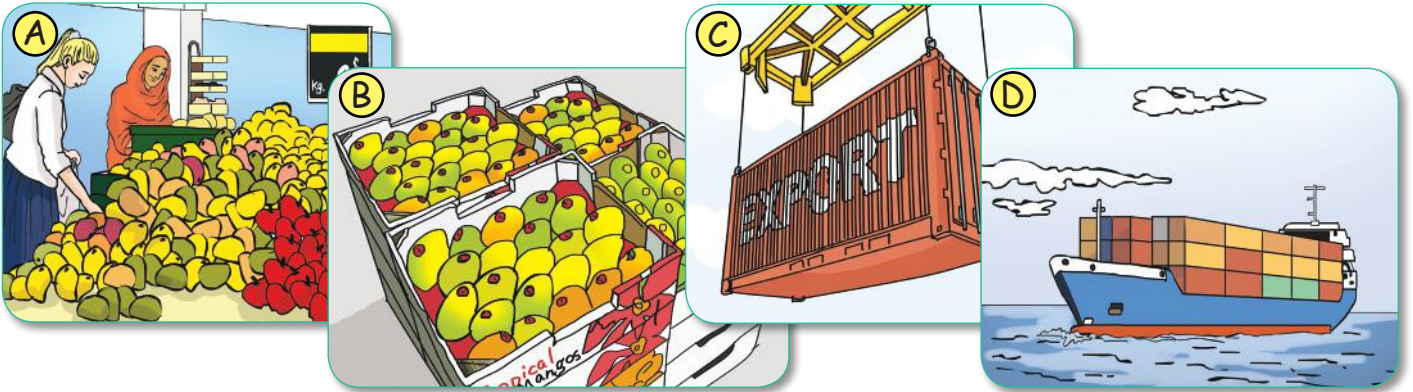
B: A bar of chocolate.

C: A blue and black backpack.

D: A laptop.

E: A white car.

1. Look at the pictures. Answer the questions.



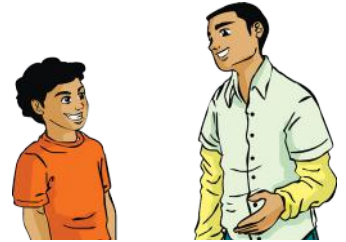
- ① How does Sudan export goods to different countries?
- ② What is the correct order of pictures A – D?

2. Match the sentences to the pictures.

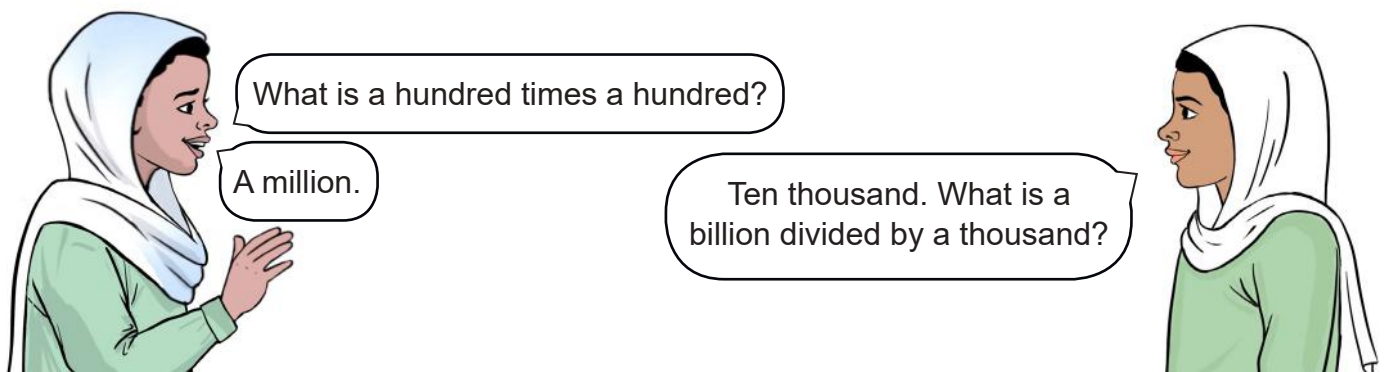
- ① The mangoes are packed in boxes.
- ② The containers are loaded onto ships.
- ③ The containers are transported by ship.
- ④ The mangoes are sold in overseas markets.

3. Read the conversation. What exports do the boys talk about?

- Omer:** Look at that ship. It's full of big boxes.
Mahmood: That's a container ship and those are containers.
Omer: What's in the containers?
Mahmood: Things that we sell to other countries.
Omer: What kind of things?
Mahmood: Lots of different things, like gum Arabic and petroleum.
Omer: Look, there are mangoes over there. Do we sell mangoes?
Mahmood: Oh, yes. We export lots of mangoes, maybe billions! They are worth millions of pounds to Sudan
Omer: How much is a billion?
Mahmood: Ah, it's a lot of mangoes. See that box over there, there are about 30 mangoes in it. You can put about 8,000 boxes in the container over there. That's about 240,000 mangoes. So there are more than a million mangoes in five containers.
Omer: Is that a billion?
Mahmood: No, a billion is a thousand times a million.
Omer: Wow! That's a lot of mangoes.



4. Ask and answer questions about numbers.



1. Look at the pictures. Answer the questions.



- ① Where do you think the boat comes from?
- ② What goods do you think it might carry?
- ③ How many things in your home were made in another country?
- ④ Where do you think they come from?

2. Read the newspaper story. Who are Sudan's main trading partners?

SMILE NEWS

Business

Travel

Sport and Hobbies

Weather

Trading Partners

Today, the best friendships are between countries that do business together. They are called trading partners. Trading partners export and import goods and services to each other's countries. Sudan's main trading partners are China, India, the United Arab Emirates, Saudi Arabia, Europe and Brazil. Sudan's smaller trading partners include Egypt and Korea.

Sudan exports crops and animals to Saudi Arabia, China and other countries. Sudan also has gold and petroleum as well as a population of more than 30 million people. This means other countries want to

put money into Sudan to grow Sudanese industry. Countries such as China and Malaysia have invested in Sudan's oil industry so it can produce more power and have better roads. Both Sudan and the country that invests in it can make money from this investment.

Sudan also imports a lot of goods from its trade partners. Most of the trucks on the road, as well as the machines used in factories, are imported from Europe and China. From Brazil, Sudan imports farming equipment. It also receives information about producing sugar from Brazil. Saudi Arabian and Indian medicine is cheaper, so Sudan imports a lot from these countries.

3. Read the newspaper story again. Answer the questions.

- Ⓐ Why do other countries invest in Sudan?
- Ⓑ What is exported from Sudan?
- Ⓒ What does Sudan get from India?
- Ⓓ What else does Sudan import?

1. Look at the pictures. Guess the ingredients.



2. Read the text. Why are labels important?

The labels on food products have lots of useful and important information. Not only can you find a list of the ingredients and the expiry date, but also information about the nutrition of the food or drink. Next time you are shopping take a look and see what your food contains.

3. Read the label. What do you think the product is?

Nutrition Facts	Amount
Size	100ml
Energy	87 calories
Sugar	25g
Protein	3g
Fat	5g
Sodium	7g
Ingredients	milk, sugar
Expiry date	26/10/2023

The serving size is 100 mls.

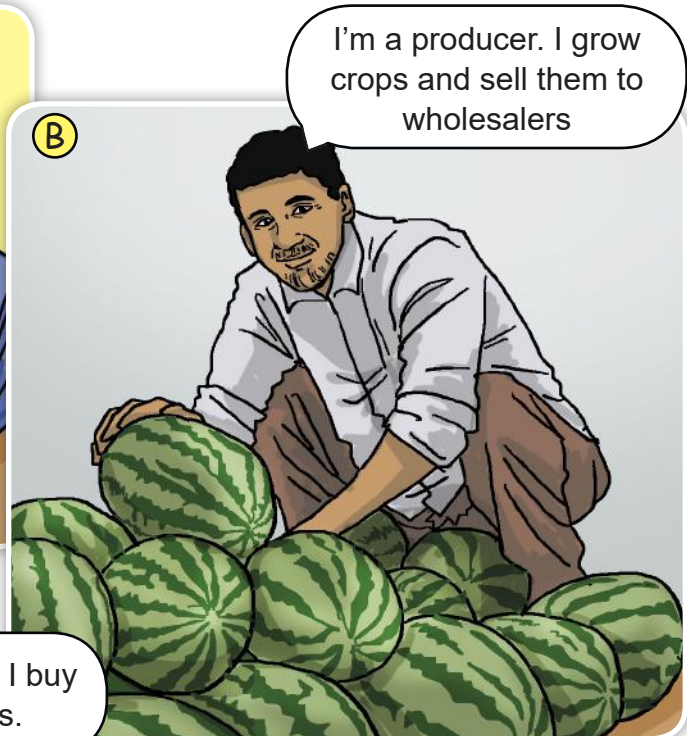
It has a lot of sugar.
25 grams of it.

But it has less fat,
just 5 grams



It has **a lot of** / **a little** sugar.
It has **more** / **less** fat.

1. Talk about the pictures. Put them in the correct order.

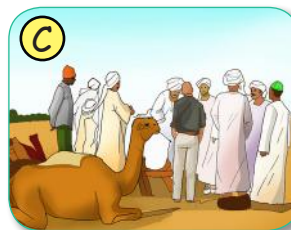
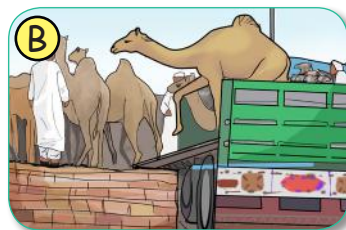
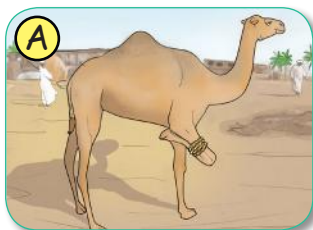


2. 🎧 Listen to Abdelatif. Which products does he talk about?

3. 🎧 Listen again. Are the sentences true or false?

- A** Abdelatif is a farmer and he grows peanuts.
- B** The peanuts are sold to factories.
- C** Abdelatif buys cars as well as peanuts.
- D** First, he agrees on the price of the goods.
- E** The bananas are kept in the trucks until they are sold to retailers.

1. Look at the pictures. What can you see?



- ① Look at the pictures. What can you see?
- ② Read the conversation. Point to the pictures.
- ③ Read the conversation again. Answer these questions.

2. Read the conversation. Point to the pictures.

- Tariq:** Where do all these camels come from?
- Abdullahi:** Most of them are from Darfur, but some may come from other areas of Sudan.
- Tariq:** Most Sudanese camels are exported to Egypt, aren't they?
- Abdullahi:** Yes, that's right. The camels are taken across the Sudanese-Egyptian border where they're sold to traders.
- Mudathir:** That's quite a journey! How long does it take to get there?
- Abdullahi:** It may take a few days. In the past they travelled across the desert on foot, so it took much longer.
- Mudathir:** How do they travel now?
- Abdullahi:** They go by truck.
- Tariq:** Those camels have their front legs tied— why is that?
- Abdullahi:** It's because they've already been sold. If their legs weren't tied, they might escape.
- Mudathir:** What are the women doing at the stalls over there?
- Abdullahi:** They're cooking camel meat to sell.
- Tariq:** Camel meat is healthier than other meat, isn't it?
- Abdullahi:** Yes, it's got low levels of fat and cholesterol.
- Tariq:** OK. All this talking about camels has made me hungry.
- Mudathir:** Yes, let's try some camel meat! Thank you for telling us about the camel market.
- Abdullahi:** You're welcome, have a nice time.

3. Read the conversation again. Answer the questions.

- (A) Where do most camels in Sudan come from?
- (B) Which country imports the most camels from Sudan?
- (C) How were the camels taken to Egypt in the past?
- (D) Why are camels legs sometimes tied together?
- (E) Why is camel meat better for you than other meat?

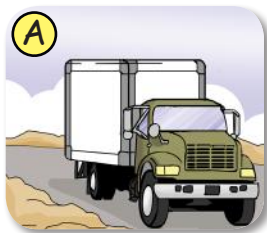


It **may** take a few days.
They **might** run away.

4. Act out a conversation between a visitor and a trader at the camel market. Use the question starters.

How long... How often... How much... How many... How do...

1. Look at the pictures. Answer the questions.



- ① What can you see?
- ② Which ones are imports?
- ③ How much do they cost?



2. Give examples of...

- A ... three other currencies.
- B ... three other Sudanese imports.
- C ... three Sudanese exports.
- D ... three top trading partners of Sudan.
- E ... three things on a label.

3. Read what these people say about money. Who do you agree with?

You don't always need money. Sometimes it's better to trade goods and services for other goods and services. That's what people used to do. - Mariam

If people work hard, they can become rich. I want to work hard and get a good job when I leave school. - Razan

A lot of money is wasted on imported goods and clothes that don't last very long. I prefer to save my money. - Ammar

My cousin travels to other countries and uses different currencies. I live in a small village so I don't need much money. - Salwa

I'd like to have about fifty billion pounds. Then I could buy everything I wanted. - Bashir

Sudan is a rich country because it has a lot of natural resources. We can export them to other countries and import things from them. - Leila

4. Read again. Answer the questions.

- A Who wants to be very rich?
- B Who doesn't need much money?
- C Who talks about economics?
- D Who saves their money?
- E Who thinks money isn't needed?
- F Who wants to get a good job and get lots of money?

5. Talk about money. Give your opinion.

How important is money to you?

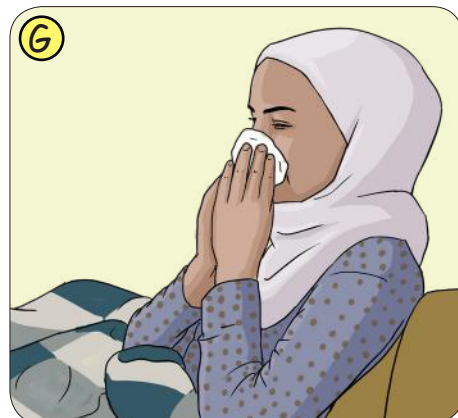
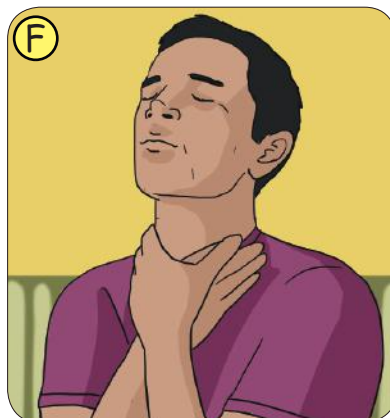
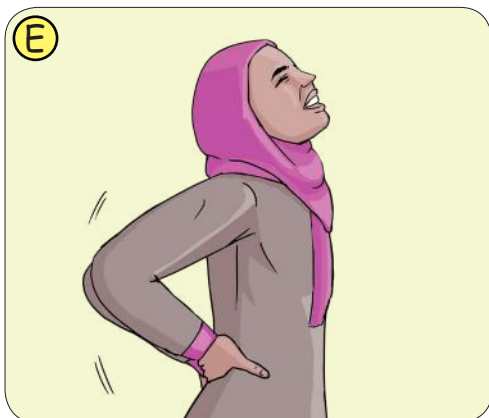
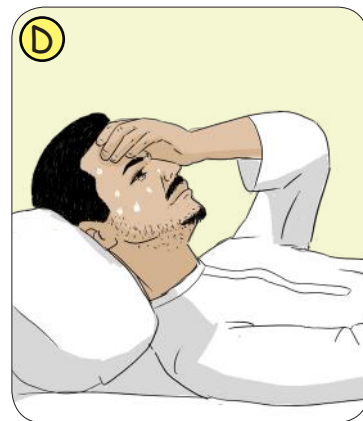
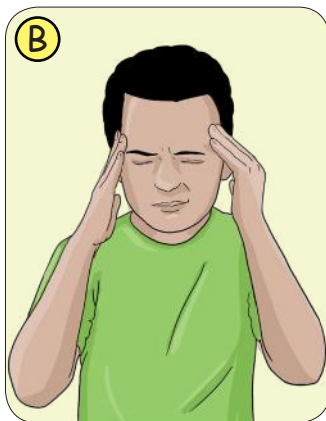
How should money be spent?

Money

How do you spend your money?

How do people waste money?

1. Look at the pictures. What can you see?



2. Listen to Adam and Doctor Ayman. What is Adam's problem?

3. Listen again. Answer the questions.

- 1 Why is Adam sick?
- 2 What should Adam eat?
- 3 What does Adam usually drink?
- 4 Does the doctor think this is good?
- 5 What advice does the doctor give Adam?



If you follow these instructions, **you'll stay** healthy.
If you are hot, **you should** drink plenty of water.

4. Imagine your friend has health problem. Give him or her some advice.

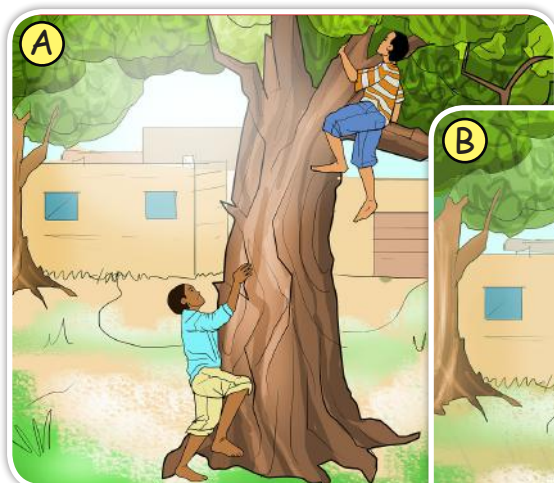


I have toothache.

If you have toothache, you should see a dentist



1. Look at the pictures. Answer the questions.



- ① What are the boys doing in the first picture?
- ② What do you think may happen to the boy who is climbing in Picture A?
- ③ What do you think happened to the boy in Picture B?
- ④ Why do you think the man in Picture C uses a walking stick?

2. Read the conversation. Act it out.

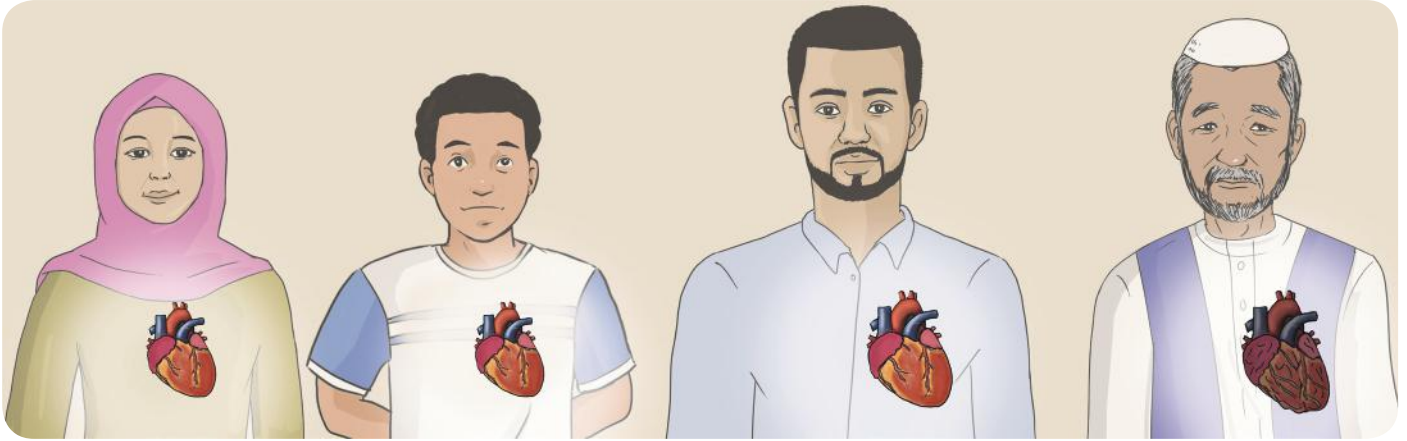
Munira was playing volleyball at school when she fell down. She was taken to hospital.

Doctor Hanan: Hi Munira, what happened?
Munira: I fell down. My arm hurts!
Doctor Hanan: Oh, which part of your arm?
Munira: My wrist.
Doctor Hanan: What were you doing when you fell down?
Munira: I was playing volleyball.
Doctor Hanan: Munira, does your shoulder hurt?
Munira: No,... it doesn't.
Doctor Hanan: Ok, that's good. Can you move your wrist?
Munira: AAH. No, I can't! It's too painful.
Doctor Hanan: I think you may have broken your wrist. Go to the X-ray room and we'll find out.
Munira: OK. Thanks for your help, doctor.

3. Imagine your partner is injured. Ask questions to find out where he or she is hurt.



1. Look at the pictures. Answer the questions.

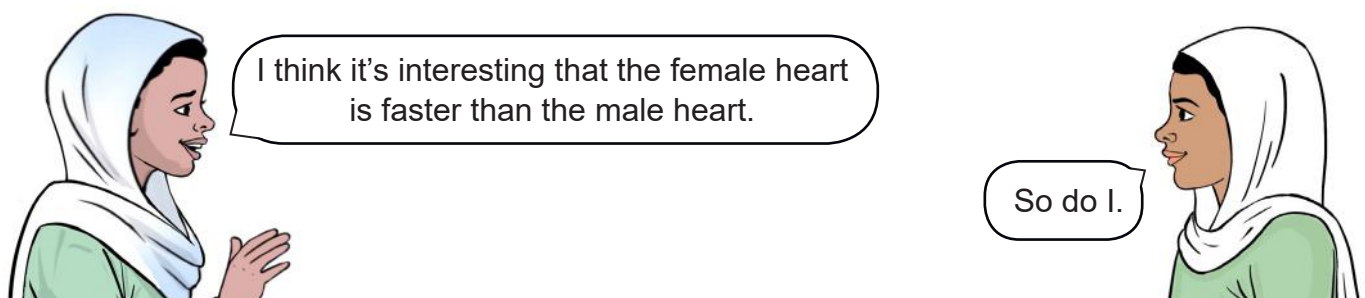


- ① What do you know about your heart?
- ② How many times do you think your heart beats in a minute?
- ③ What makes your heart beat faster?
- ④ What does the heart pump around the body?
- ⑤ What does the blood carry around your body?
- ⑥ What problems do people have with their hearts?

2. Read the facts about the heart. Answer the questions from Activity 1 again.

- A** I'm the size of a closed hand because I am still growing. The male heart beats about 70 times per minute. It weighs about 60 grams more than a female heart.
- B** I beat about 78 times per minute because I'm a girl! The female heart beats faster than the male heart, so I beat 500 more times than a boy's heart in an hour. It only takes 16 seconds for blood to go from the heart to the toes and back again!
- C** I'm an adult heart, so I'm the size of two closed hands. I beat about 100,000 times in a day. The beating sound of the heart is the heart valves opening and closing. The right side pumps blood into the lungs to get oxygen and the left side pumps the blood with oxygen into the body.
- D** I have pumped about 150 million litres of blood already during my life. That would fill three big petrol tankers. The greatest threat to our health is heart disease. Exercise is the best way to keep your heart healthy, so I exercise every day.

3. Read the facts again. Which facts are the most interesting?



1. Look at the pictures. What are the differences between the two girls?



2. Read the conversation. Answer the questions.

Woman: So what happened?

Eman: I was travelling to Kassala. I had my little son, Osman with me, but I forgot to bring water.

Eman: I found he was getting hot. But I thought it was just the heat in the bus.

Woman: Yes, it's a long journey and it gets very hot in the bus.

Eman: He also had diarrhoea. I didn't worry too much, at the time.

Woman: So when did you think there was something wrong?

Eman: Well he started crying and he had no energy – he looked really ill. I saw a sign for a hospital in El-Gadarif and asked the driver to stop.

Woman: That was a good idea. You're only about half way to Kassala.

Eman: Yes, I'm happy we stopped. But if I go on another journey, I'll bring plenty of water.

(A) Where were Eman and Osman going?

(B) Where are they now?

(C) Why are they there?

3. Read the article. What else did you learn about Eman and her child?

SMILE NEWS

Business

Travel

Sport and Hobbies

Weather

Dehydrated Child Stops the Bus

A mother and her two-year old boy, Osman, were travelling from Wad Medani to Kassala to visit their family. During the journey, Osman got a fever and later he had diarrhoea. By the time the bus reached El-Gadarif, he had a headache and was very tired.

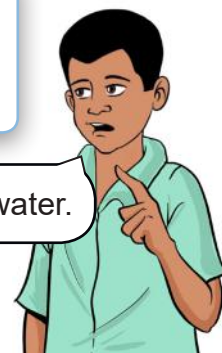
He also looked weak and his skin and lips were very dry. The mother was so worried that she asked the bus driver to stop the bus near a hospital. At the hospital they found that Osman was dehydrated. The mother said she would bring plenty of water next time.



'If I go on another journey, I **will bring** plenty of water,' said **Eman**.

4. Talk about ways to avoid dehydration.

You should always drink lots of water.



1. Look at the pictures. Answer the questions.



- ① What do you think the girl might have done to win the cup?
- ② What is the man in picture B doing?
- ③ What has happened to the metal tools in picture C?
- ④ Can you think of any other special abilities that people have?

2. Read the texts. Point to the pictures.

Daniel Browning Smith is known as 'Rubberboy' because of what he can do with his body. The Guinness Book of Records says he is the most flexible person in the world. He can turn the top half of his body around 180 degrees!

Dennis Rogers is the strongest man in the world. He can lift a car, bend metal and even stop a plane with his hands. Amazingly, he weighs just 76 kg and is only 1.5 metres tall. He says that most of his strength is in his hands.

Pryanshi Somani is very intelligent. From the age of six, she enjoyed solving maths problems, but unlike most children, she liked to calculate them in her head. At the age of eleven she entered the Mental Calculation World Cup and won the competition. Amazingly, she is the only person to ever score 100%!

3. Read the texts again. Answer the questions.

- Ⓐ Who uses his/her brain to do special things?
- Ⓑ Who can move his/her body in strange ways?
- Ⓒ How long had Pryanshi Somani been solving maths problems before she won the competition?
- Ⓓ Why is it surprising that Dennis Rogers is so strong?

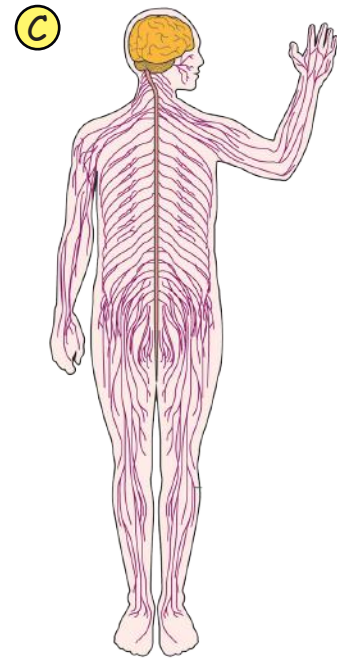
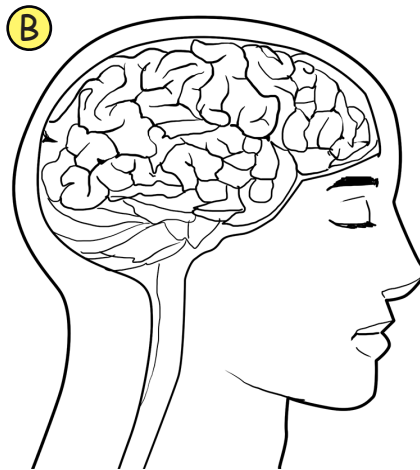
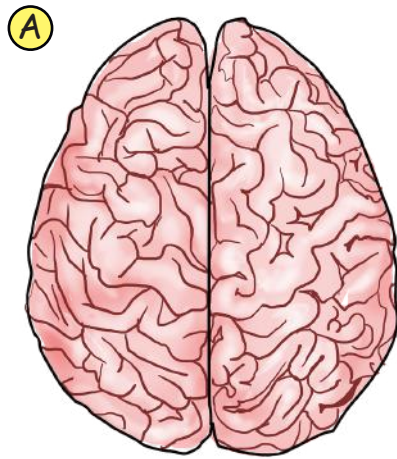
4. Talk about the most amazing person. Say why.



I think Pryanshi is the most amazing because...



1. Look at the pictures. Answer the questions.



- ① How much do you think the brain weighs?
- ② How is the brain protected?
- ③ What does the brain control?
- ④ How is intelligence measured?

2. 🎧 Listen to the boys. Answer the questions from Activity 1 again.



About three quarters of the brain is water **so** it can be easily damaged.
The brain can be easily damaged **because** about three quarters of it is made of water.

3. Play a memory game.

I went to the market and bought some apples.

I went to the market and bought some apples and a bottle of water.

I went to the market and bought some apples, a bottle of water and some eggs.



1. Look at the picture. Answer the questions.



- (A) What are the boys doing?
- (B) Why is the boy smiling?
- (C) What games do you play in the classroom?

2. Read the instructions. How do you win the game?

For this game, you need a set of picture cards and a set of matching word cards. Before the game starts you need to turn all the cards face down on a table. You play the game in pairs or small groups.

- (A) Turn over a picture card.
- (B) Turn over a word card.
- (C) The winner is the person who collects the most cards.
- (D) If it matches the picture card, take both cards and keep them.
- (E) If it doesn't match, turn both cards back over.
- (F) It is now the next player's turn.
- (G) Continue until all the cards are matched.

- The winner is the person with the most cards at the end of the game.

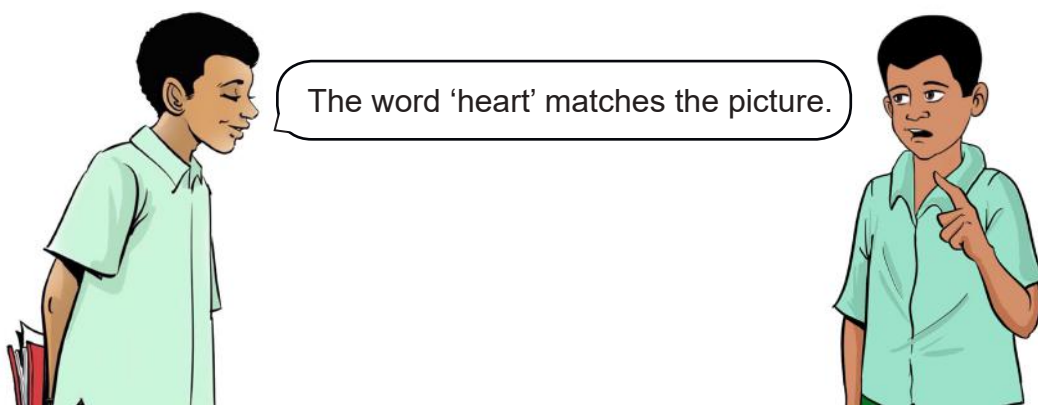
3. Read the ideas. Do you agree or disagree?

- (A) If I wrote new words in my notebook, I would remember them better.
- (B) If I had a dictionary, I would check the meaning of new words.
- (C) I would remember more new words if I drew pictures of them.
- (D) If I wrote my own dictionary page, I would remember the spelling and meaning of words.
- (E) I would improve my speaking if I practised with a friend.
- (F) I would improve my writing if I wrote emails in English.



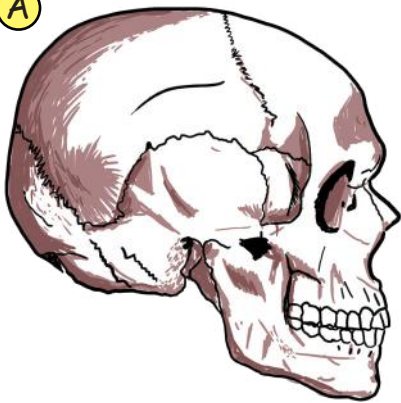
If I **had** a dictionary, I **would check** the meaning of new words.
I **would improve** my speaking if I **practised** with a friend.

4. Play a memory game.

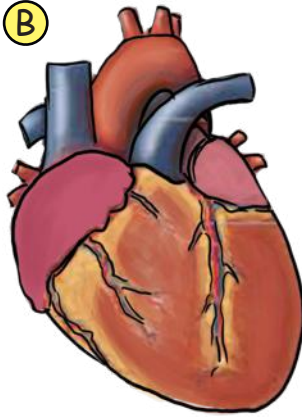


1. Look at the pictures. What do you know about each one?

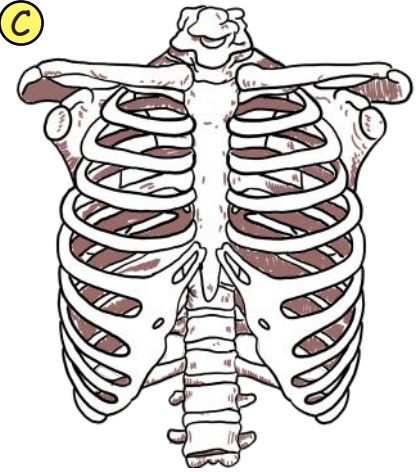
(A)



(B)



(C)



2. Read the information. Point to the pictures.

- ① These protect the heart and the lungs. Most people have 24, but a few people have 22 or 26. People who play sports often damage them. If you break them, it can hurt when you breathe.
- ② This is one of the most important body parts. It never rests. It works every minute of every day. In adults, it pumps over 300 litres of blood in a single hour! The blood that the heart pumps delivers oxygen around the body and removes waste.
- ③ This has 22 bones and protects the brain. If you didn't have it, you might lose your memory or damage your brain every time you hit your head! It has many small holes in it for the blood to pass through.

3. Read the information again. Answer the questions.

Which body part/s...

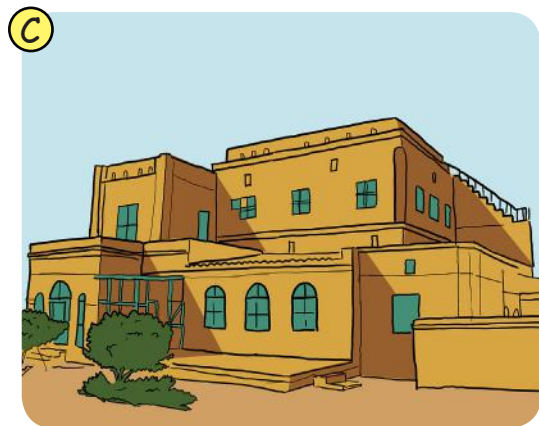
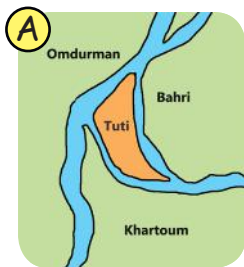
- (A) can break if you play sports?
- (B) pumps over 300 litres of blood every hour?
- (C) protect other parts of the body?
- (D) are made of bones?
- (E) Never rests?

4. Look at the pictures. Answer the questions.



- ① What is the child doing?
- ② What do you think will happen to the child?
- ③ What is some advice to give the child?

1. Look at the pictures. Answer the questions.



Do you know...

- ① ...the difference between a town and village?
- ② ...where the name of your town or village comes from?

2. Read the conversation. Read it aloud with a partner.

- Awatif:** My father says that some place names are named after other things.
- Einas:** Really? Like what?
- Awatif:** Well, you know Kosti in White Nile State? He said it was named after a Greek trader called Kostinos.
- Einas:** Oh, yes. My grandmother told me something about a town in Darfur. She said it was the Sultan's Court in the past. And in the Fur language, Fashir means 'a place to meet'.
- Awatif:** And what about this? Last year our Geography teacher said that the name of Tuti island came from the Nubian language. Tuti is a Nubian word that means 'cow's stomach'!
- Einas:** I wonder why they called it that? What about Suakin? Do you know how it got its name?
- Awatif:** Yes, I've heard something about it. I think it was a prison in the past, wasn't it? So they used to call it Sawagin and then it became Suakin over time.
- Einas:** Maybe, but I've heard another story. My mum knows an old woman who was born there.
- Awatif:** What did she say?
- Einas:** She said the name came from maskoon because of the bad people who were kept in the prison there.
- Awatif:** Oh, that sounds frightening ...!



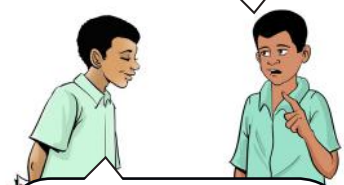
How **did it get** its name?
Do you know **how it got** its name?

3. Look at the chart. Talk about how the places got their names. Use the phrases in the box.

I think that... My... told me that... People say that...

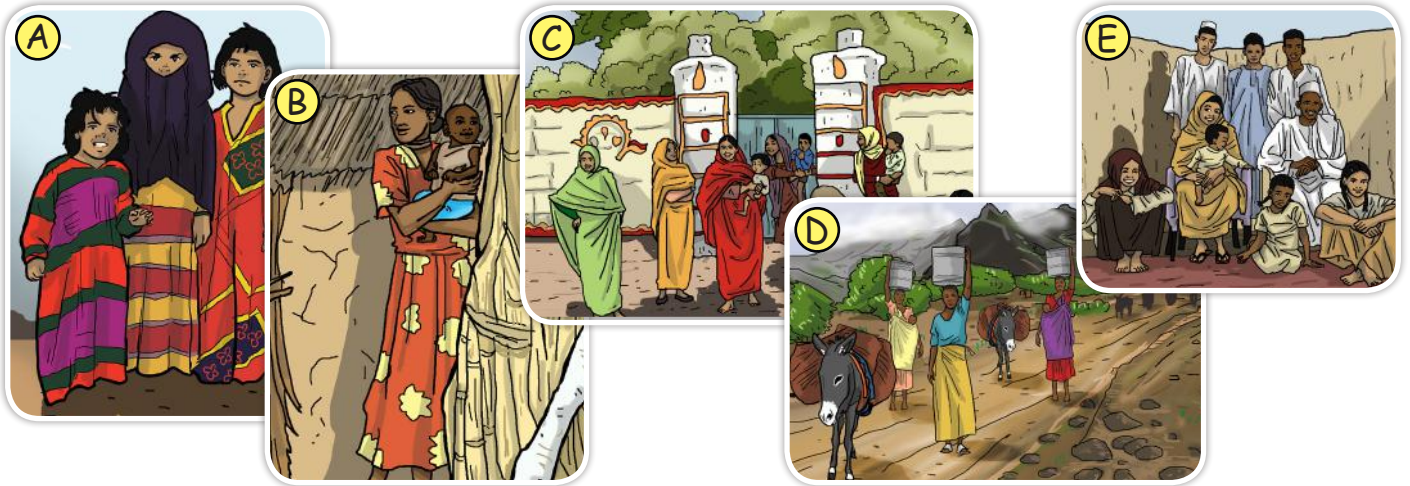
The place	How it got its name
A. Babanusa	There are a lot of these trees near there.
B. Ed Al Fursan	Ed means 'well'. There are many horses near there and people still take them to drink at the village well.
C. White Nile / Blue Nile	Each river has a different water colour. You can easily see the difference at Al Mogran (where the two rivers join together).
D. Karima	This means generous. It is the main market for all the villages around, so it is a town that gives to everyone.
E. Wad Medani	Named after Wad Medani Alsuni. He was a Sheikh and Holy Quran teacher who moved there in 1489.

Where does the name 'Babanusa' come from?



My father told me that it was named after a tree. He said that there are lots of these trees near there.

1. Look at the pictures. Answer the questions.



- ① Which region are these people from?
- ② Which language do they speak?

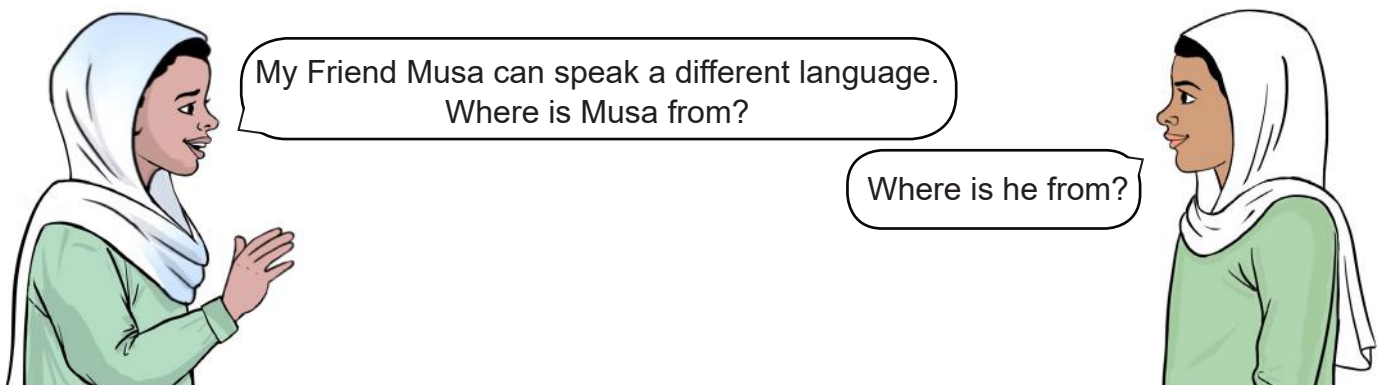
2. 🎧 Listen to an interview with Professor Abdelrahim. What is it about?



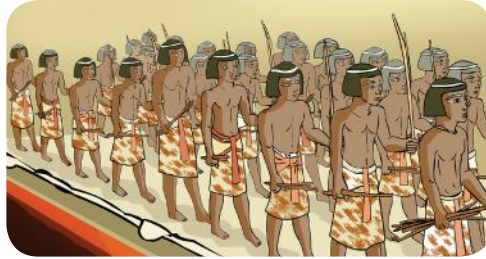
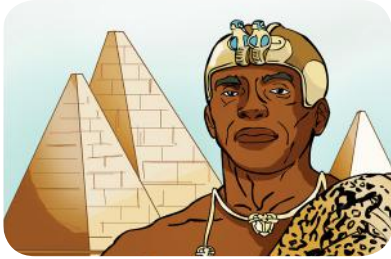
3. 🎧 Listen again. Are the sentences true or false?

- A There are about twenty languages in Sudan.
- B Almost everyone in Sudan speaks Arabic.
- C People in the North of Sudan say Dabaywa when they meet each other.
- D The professor can speak Dongolese.

4. Talk about person you know that can speak a different Sudanese language.



1. Look at the pictures. Answer the questions.



- ① Who do you think this man is in picture A?
- ② What do you think the men in picture B did?
- ③ Who do you think is buried under this pyramid in picture C?

2. Read the encyclopedia. Why was King Piankhi famous?

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Who were the Nubians?
The Nubia tribe lived many thousands of years ago in the North of modern Sudan. They were an independent kingdom, but were later controlled by Egypt with its strong army, its huge pyramids, and its powerful pharaohs.

The Nubian Kingdom of Kush
About 3,000 years ago, the Nubians got back their independence. This new Kingdom was called the Kingdom of Kush. The Kush became very rich because they had gold and controlled the trade from Africa to Egypt in the north. As the Kingdom became richer, it also became more powerful.

King Piankhi takes control of Egypt
The most famous King of Kush was called Piankhi. He wanted to take control of Egypt and join the two kingdoms together. He took a large army into Egypt and fought many battles. In less than a year, he was the Pharaoh of all Egypt.

The Nubian pharaohs
The Nubian controlled Egypt for another 75 years. The great Pharaoh Piankhi was buried at El Kurru under a large pyramid, which you can still see today. The Kush Kingdom is remembered as one of the strongest kingdoms in Africa.

3. Read the encyclopedia again. Answer the questions.

- A Where did the Nubians live?
- B What happened about 3,000 years ago?
- C What did King Piankhi want to do?
- D How long did the Nubians rule over Egypt?
- E Where was King Piankhi buried?

4. Talk about the Nubians and King Piankhi.

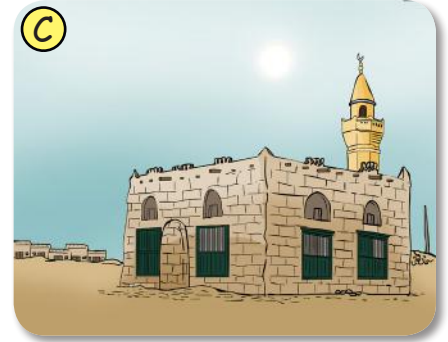


King Piankhi was a great king.



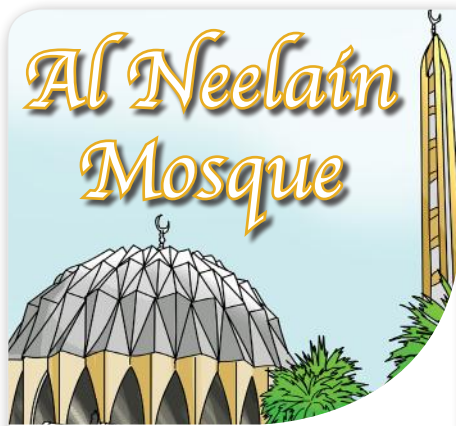
Yes, he took control of Egypt.

1. Look at the pictures. Answer the questions.



- ① How many minarets do these mosques have?
- ② What is the same about the mosques?
- ③ What is different about them?

2. Read the tourist brochure. Which is it about?



Al Neelain Mosque, which was built in 1984, is one of the most beautiful mosques in Sudan. From the outside it looks like a shell. Inside there are beautiful mosaics from Morocco. The mosque was built on the west bank of the Nile in Omdurman.

An engineering student at the University of Khartoum designed this mosque in the 1970s. Gaafar El-Nimeiri, who was the president at that time, saw the design at an exhibition. He liked it so much that he decided to build it.



Al Neelain Mosque is different from other mosques in Sudan. In fact it is the only mosque in the world which doesn't have pillars to support the roof.



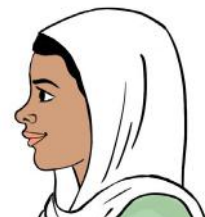
3. Read the brochure again. Answer the questions.

- A When was the mosque built?
- B What can you see on the walls inside?
- C Who decided to build it?
- D What makes it special?

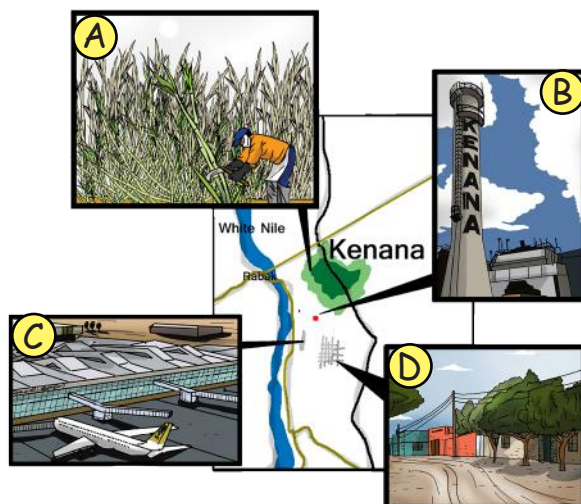
4. Talk about a mosque or building in your town or village. Describe it.



It's a small mosque which has just one minaret...



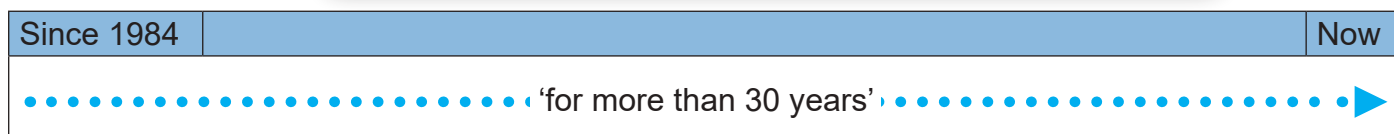
1. Look at the map and the pictures. What can you see?



2. 🎧 Listen to the tour guide and boys. Why is Kenana so important?



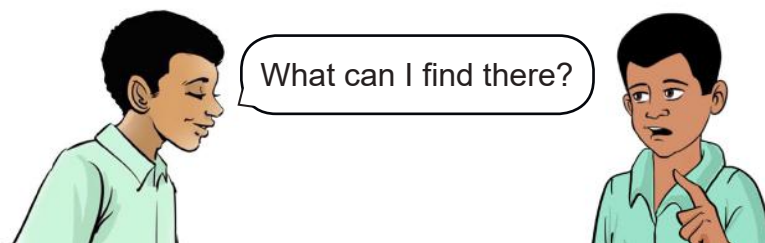
It has been **producing** sugar for more than 30 years.
It has **been producing** sugar since 1984.



3. 🎧 Listen again. Are the sentences true or false?

- (A) There is a large sugar factory in Kenana.
- (B) It has been there for 35 years.
- (C) The boys have been there before.
- (D) The factory is good for the area.
- (E) The only way to get to Kenana is by road.

4. Act out the conversation.



1. Look at the picture. Answer the questions.



- ① Do you know where the man is from in picture A?
- ② What is the name of this building in picture B?
- ③ What type of message is shown in picture C?
- ④ What type of money is shown in picture D?



2. Read the text. What is it about?

The first Muslim Sudanese kingdom began in Sennar in 1504. But about 300 years later, in the early 19th century, it was having problems with the Mamluks.

In 1820, Muhammad Ali Pasha who was the Ottoman ruler of Egypt, invaded Sudan. Mohamed Ali wanted money and the gold from the Beni Shangool Mountains. The Ottomans ruled over Sudan for the next 60 years.

During this time, Muhammad Ali and the Ottomans had many problems because their rule of Sudan was unpopular. Ottoman rule was unpopular because there were many disadvantages to the Sudanese. One disadvantage was that a lot of money was used to support Egypt in the north. So although there was an increase in trade, most of the money went to Sudan's northern neighbour. Another disadvantage was that many government officials only helped local people if they gave them money.

But there were some advantages for the Sudanese. First of all, there was better trade between Egypt and Sudan. Secondly, the country became much safer. Also, farming improved throughout the country and many new schools were opened.

3. Read the text again. Answer the questions.

- Ⓐ What happened in 1504?
- Ⓑ What happened in 1820?
- Ⓒ Why did Muhammad Ali Pasha send an army into Sudan?
- Ⓓ How do we know Mohammad Ali's rule was unpopular with some people?
- Ⓔ Was everything bad during this period?

4. Talk about the advantages and disadvantages of Ottoman rule.



What was one of the disadvantages of Ottoman rule?



1. Look at the pictures. Compare them.



2. Read the two letters. Who do you agree with?

Last month we asked our readers the question,

'What do you think Sudan will be like in the future?'

Here are the views of two readers.

I'm very hopeful about the future. Let's start with schools. In the future, I don't think we'll need to carry a big bag of books to school every day. I think we'll have everything we need on one small electronic tablet. I also think we'll have half of our lessons at home. That means we won't need to get up so early to go to school. I also think we'll learn to live together and there will be less war in the world. People might think I'm dreaming, but it would be so nice to live in a wonderful, peaceful world.

- Azza

I don't think things will change very much in the future. Of course, there will be some changes and it might be better for a few people. I think we will make more things in Sudan in the future, so there will be more factories. But I don't think that will mean more jobs or lots more money for people. I think a lot of the jobs will be done by robots!

- Ahmed

3. Read the texts again. Answer the questions.

- (A) What does Azza think we won't do in the future?
- (B) Why might people think she is dreaming?
- (C) What does Ahmed think there will be more of?
- (D) Why doesn't he think there will be more jobs?

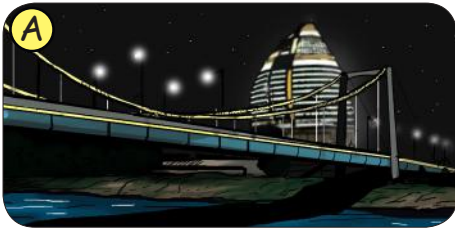


I don't think we'll need to carry a big bag.
I think we won't need to carry a big bag.

4. Look at the pictures. Talk about Sudan in the future.



1. Look at the pictures. Answer the questions.



- ① Where do you think the hotel and bridge in picture A are from?
- ② What do you think road in picture B is?
- ③ Why do you think the dam in picture C is important?
- ④ How old do you think the pyramids in picture D are?



2. Read the web page. What is it about?



3. Read the web page again. Answer the questions.

- Ⓐ Why do many place names begin with Abu or Um?
- Ⓑ Where is Abu Hujar?
- Ⓒ What examples are given from Kordofan?
- Ⓓ Which area has Nubian place names?
- Ⓔ Why is it difficult to say some place names in Eastern Sudan?

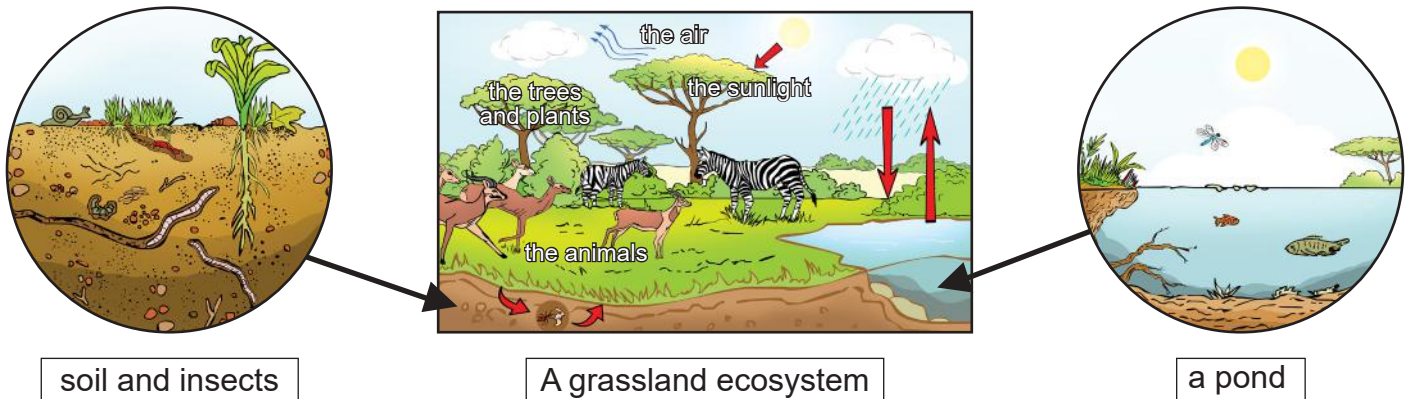
4. Talk about one of the following topics.

- Ⓐ My grandchildren will have a better education.
- Ⓑ A famous Sudanese Leader
- Ⓒ An important time in Sudanese history.
- Ⓓ A wonderful place to visit in Sudan.

I think my grandchildren will have a better education because...



1. Look at the picture. What can you see?



2. Read the text. What is a successful ecosystem?

When people talk about an ecosystem they often use the example of a pond. The pond is an example of a place. The ecosystem in this example is all the living things in the pond and the way they interact. They interact with each other as well as non-living things like the weather.

There has to be enough food for all the living things in an ecosystem. For example, in and around a pond the plants have soil and water and attract insects. Frogs live in the water and eat the insects. The frogs are sometimes eaten by birds.

There are lots of different living things in an ecosystem and they all live and interact together. Only small changes happen in a successful ecosystem. The most important thing is that there is a balance. As soon as there is a big change, the ecosystem loses its balance. For example, if there are too many frogs, they will eat all the insects. Then there will be too few insects. The change might be because of disease, change in the weather or because of something man made, like too much pollution from towns and villages.

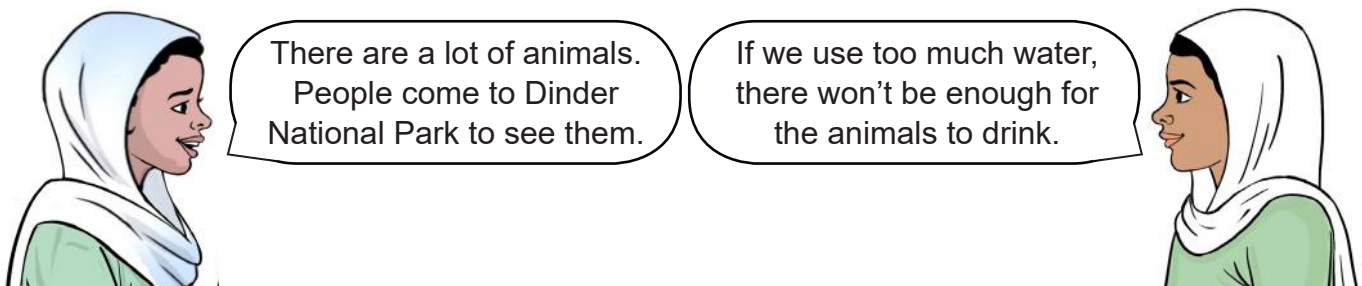
3. Read the text again. Give examples of the following:

- (A) An ecosystem.
- (B) A living thing in an ecosystem.
- (C) A non-living thing in an ecosystem.
- (D) Food in an ecosystem.
- (E) A reason for an ecosystem losing its balance.
- (F) A pond that has lost its balance.



If there are **too many** frogs ... there will be **too few** insects.

4. Talk about the grassland ecosystem at Dinder National Park.



1. Look at the pictures. Answer the questions.



Pictures A - C

- ① Which water would you drink? Why?
- ② Have you ever had problems from drinking water?



Picture D

- ③ What does the sign say?
- ④ What can we write under each circle?

2. Read the text. What problems do we have with water?

Water Facts

Seventy-one percent of our planet is water, but almost 783 million people do not have clean water to use!

- If we don't have clean water for drinking, cooking and washing, people can get sick.
- If we don't wash our hands before eating, we can also get sick.

In many countries, women spend their time collecting water, sometimes for six hours a day!

- If young girls spend time collecting water, they can't go to school.
- If women spend less time collecting water, they can do other things.

A lot of fresh water is used when farmers grow food for people to eat.

- If the population keeps growing, we will need sixty percent more food by 2050.
- If we need more food, we'll also need more water to grow it.

Around 3.5 million people die every year because of polluted water and poor sanitation. Ninety percent of these people are children under five years old.

- If everyone had clean water, we could prevent 350,000 adults from dying every year.
- If every child had clean water, maybe 3.15 million children wouldn't die every year!

Think before you use water!

3. Read the text again. What are these numbers about?

60

71

90

350,000

3.15 million

3.5 million

783 million



If we don't wash our hands before eating, we can get sick. (= likely to happen)
If every child had clean water, maybe 3.15 million children wouldn't die every year!
(=unlikely to happen)

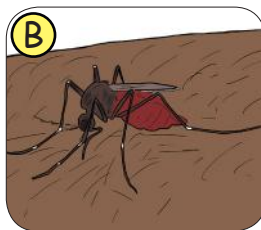
4. Give advice to children about water.



You shouldn't drink polluted water. If you drink clean water, you won't get sick.



1. Look at the pictures. Answer the questions.



- ① What are the dangers shown in picture A and B?
- ② What do you think has happened in picture C?
- ③ Who are the people in picture D? Why are they wearing special clothes?
- ④ What is the name of this organisation shown in picture E?



2. Read the text. What are some examples of epidemics?

Epidemic Facts

- **What is an epidemic?** It is when a disease infects a large number of people in a short time. Examples of epidemics in the past 35 years are Ebola and HIV / AIDS.
- **What happens in an epidemic?** When it starts, many people get the disease. The disease can be spread by touching infected people, dirty drinking water or infected food. It can also be spread by animals and insects.
- **What can we do in an epidemic?** The World Health Organisation (WHO) teaches people what to do during epidemics. For example, you should wash your hands more and stop sharing things like food bowls and water bottles.
- **What should governments do in an epidemic?** They should act quickly to stop the spread of the disease. This includes keeping people away from others if they have an infection.
- **What else could we do?** Millions of people would be protected if they were vaccinated against diseases such as cholera. Millions more would be protected if we could find a vaccine for diseases such as malaria and Ebola.



Giving examples:
This **includes** keeping people away from others.
For example, you should wash your hands.
It can be spread **by** touching sick people, dirty water or infected food.

3. Give a group presentation about epidemics to your class.

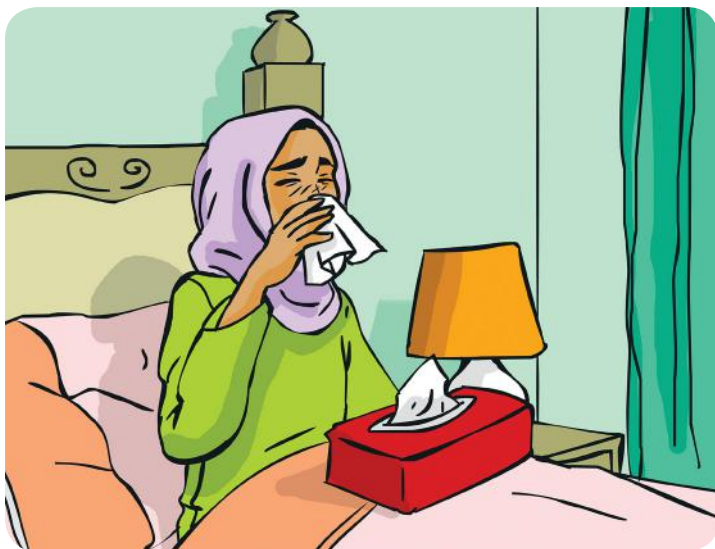


3 things to do to control an...

If you have a temperature you should...



1. Look at the picture. Answer the questions.



- (A) How does the girl look?
- (B) What is her illness?
- (C) When was the last time you felt like this?

2. 🎧 Listen to Alaa and the Doctor Israa. Does Alaa have a cold or flu?

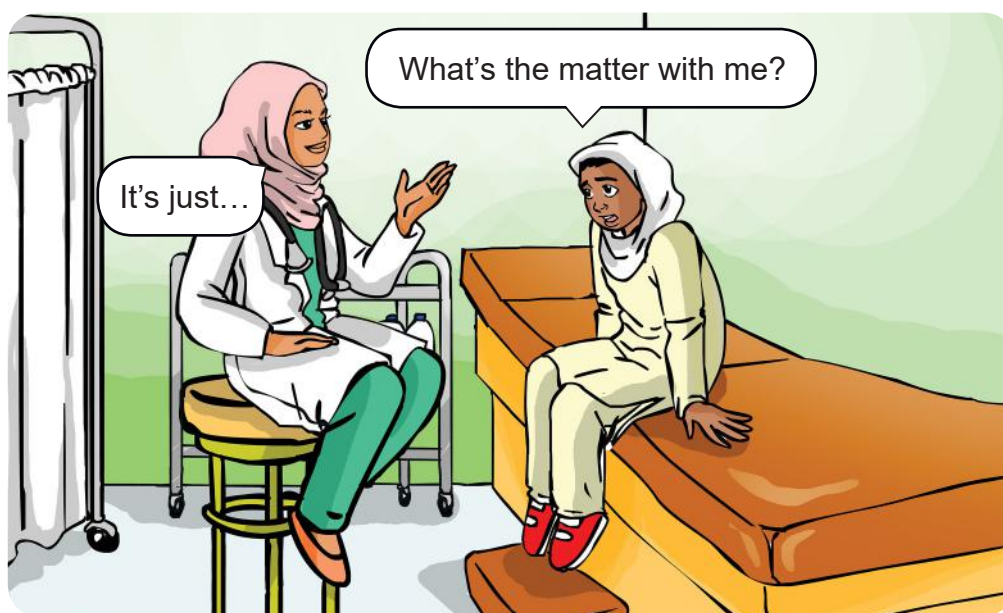
3. 🎧 Listen again. Answer the questions.

- (A) What are Alaa's symptoms?
- (B) Who else is ill in her family?
- (C) Why does the doctor take her temperature?
- (D) What does the doctor say?

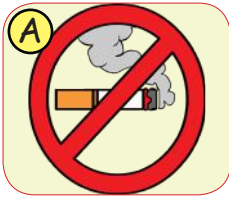


If you **had** flu, you **would have** a temperature.
You **would have** a temperature if you **had** flu.

4. Act out a visit to the doctor.



1. Look at the pictures. Answer the questions.



- 1 What does the sign in picture A say?
- 2 Where is the label in picture B found?
- 3 Which lungs in picture C are healthy and which are unhealthy?
- 4 Do you think the people in the picture D are happy? Why?

2. Read the texts. What is different about the third person?



Coach Ronnie: Smoking is bad for young people even if they feel healthy. Smokers usually find it more difficult to breathe and exercise. They also get tired quickly. I only let non-smokers play on my team because they are better footballers and can run more quickly. If someone gave up smoking, I would let him play on my team.



Doctor Safa: Children often have health problems if their parents smoke. For example, they are more likely to get coughs and ear infections. But it is also bad for their health later in life. Smokers should think carefully about other people before they light a cigarette.



El Sheikh: I started smoking when I was very young. I smoked for more than 30 years. I liked smoking and it made me feel like a man. Some of my relatives said I should stop but I didn't – I was very selfish. I used to smoke in the bedroom where my wife and our baby slept and my baby often had a cough. Then one day, I had a heart attack and I stayed in hospital for nine days. After that I gave up smoking easily and I've never smoked again.

3. Read the texts again. Answer the questions.

- A What does Coach Ronnie say smokers find more difficult than non-smokers?
- B Who is Dr Safa most worried about? Why?
- C Why did El Sheikh stop smoking?
- D What do they all agree on?



quick – quickly
careful - carefully
easy - easily

4. Give advice to the man in the picture.

If you gave up smoking, you would be a better footballer.



1. Look at the picture. Answer the questions.



- What are the names of the herbs in the pictures?
- What are they used for?
- Have you ever used herbs for a health problem or illness?
- What other herbs can you find where you live?

2 Read the text. What is it about?



Moringa leaves have lots of proteins, vitamins and minerals. You can take them as a medicine to help with diseases such as eye diseases. You should boil a few Moringa leaves and drink a little of the liquid before breakfast.



Sesame oil has lots of vitamins and minerals. You can use it to improve your skin and hair. You can also add the seeds to food to make it taste good. Dentists say you should use it to clean your teeth.



Hibiscus tea has lots of vitamin C and minerals. Hibiscus lowers your blood pressure when you drink it as a hot tea or cold juice. It also lowers cholesterol and helps people to lose weight. You can prepare it by boiling a few flowers, but you shouldn't drink too much hibiscus tea.



Acacia nilotica (Garad) kills germs. You can boil it as a tea for colds and flu. The crushed seeds are also used to clean cuts. In the future, it could be used by doctors to treat diabetes.

3. Read the text again. Answer the questions.

- What are the names of the herbs in the pictures?
- What are they used for?
- Have you ever used herbs for a health problem or illness?
- What other herbs can you find where you live?



Countable

Moringa leaves **have lots of** proteins.
Boil **a few** Moringa leaves.
Don't eat **too many** seeds.

Uncountable

Sesame oil **has lots of** vitamins.
Drink **a little** of the liquid.
Don't drink **too much** tea.

4. Act out a visit to an herbalist.

Hi, How can I help you?

I have a cold.



1. Look at the pictures. Answer the questions.



1. Which picture shows a healthy environment?
2. Why is the other environment unhealthy?
3. How can you help create a healthy environment?

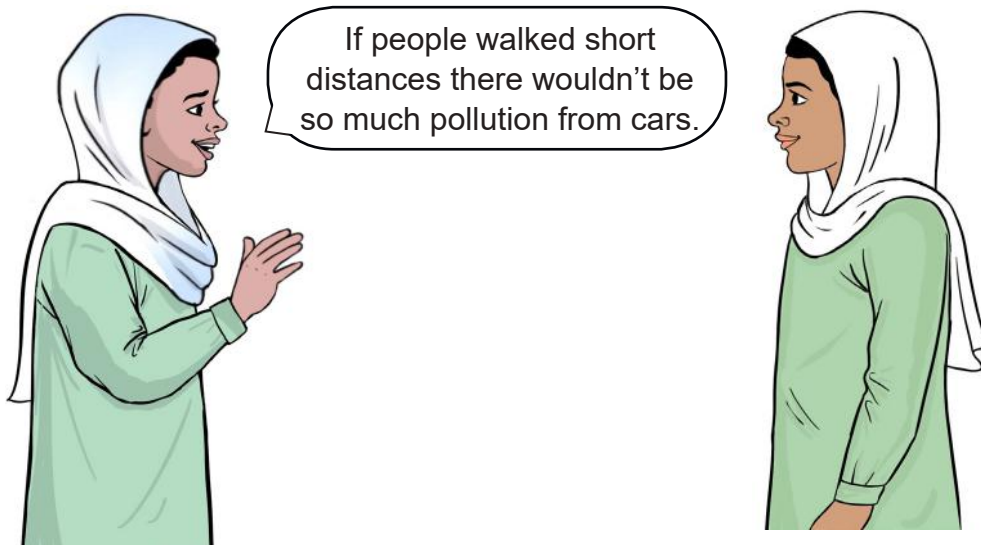
2. Listen to the interview with Dr Kamal. What is it about?

3. Listen again. Are the sentences true or false?

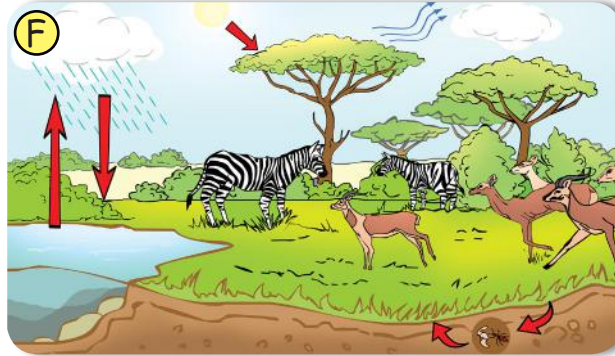
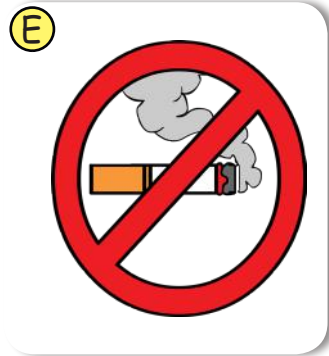
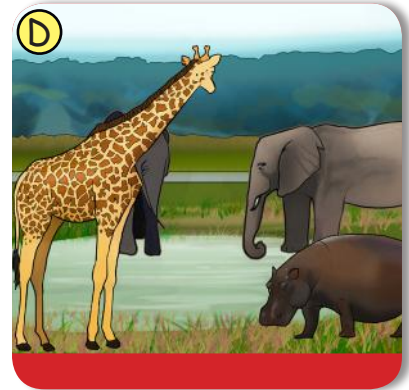
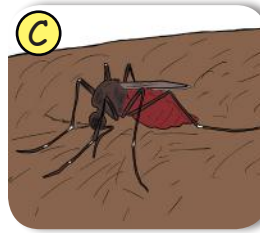
He thinks...

- A ... good food and exercise is enough to be healthy.
- B ... lots of people breathe polluted air.
- C ... we should use cars that make less pollution.
- D ... cigarette smoke is not a kind of air pollution

4. Talk about some ways to make the air cleaner.



1. Look at the pictures. Answer the questions.



Which pictures show:

- ① something healthy?
- ② something unhealthy?
- ③ problems?
- ④ answers to problems?

2. Read the text. Answer the questions.

The British organisation Oxfam spoke to ten children in a poor part of Nairobi, the capital of Kenya. They asked them a question: 'What would you do if you were President of Kenya for a day.'

- A Who asked the question?
- B Who answered the question?

3. Read the ideas. Which one do you like best?

A If I were president, I would change the roads. Mud is a problem. I would make them easier to use.

B If I were President, I would make Nairobi safer. I would also open more hospitals because a lot of people get sick.

C If I were President I would make sure there were good toilets. I would bring good toilets to the whole country.

D If I was President, I would make the houses safer. I would make them of concrete so the children don't get burned when there is a fire.

E If I were President, I would change people's lives. I would make this a better town to live in.

F If I were President, I would make sure the water was clean enough to drink.

4. Read the ideas again. Answer the questions.

- A Who talks about sanitation?
- B Who talks about safety?
- C Who talks about health?
- D Who talks about happiness?

5. Talk about what you would do if you were president for the day.

If I were president for the day, I would...



1. Look at the pictures. Answer the questions.



- ① What are these people called?
- ② What do they do?
- ③ Why do they move from place to place?

2. 🎧 Listen to Leshan. Point to the pictures.



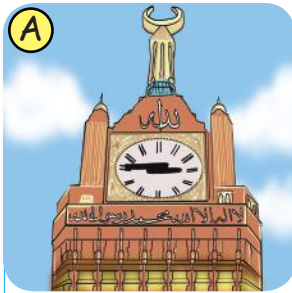
3. 🎧 Listen again. Are the sentences true or false?

- Ⓐ Leshan travels around with his family.
- Ⓑ He looks after the animals on his own.
- Ⓒ The family live in large tents.
- Ⓓ Leshan wants to become a teacher.



We **live** in Kenya **now**.
We **have been living** in Kenya **for 1,000 years**.

1. Look at the pictures and captions. Answer the questions.



A Makkah Clock.
581.1 metres high.
It has two million
lights which can be
seen from far away.



B Hussain Bisad.
232cm tall. Somali,
born 1975. Lives
in Britain.



C World's largest sandwich,
2,467.5 kg. USA.



D World's largest
pumpkin 2016,
1,190.5 Kg. Germany.

- A** Which is the strangest? Why?
- B** Which is the funniest? Why?
- C** Which is the most amazing? Why?
- D** Which is the most difficult to believe? Why?

2. Read the blog. What are some languages that can Nicholas Kontovas speak?

www.blog.SMILE.sd

Amazing Humans

My teacher is amazing. He can speak about 18 languages so he's a polygot – that's what they call people who speak lots of languages. He's one of the most famous polyglots in the world. His name is Nicholas Kontovas. That's a Greek name even though he's from New York City. I'm Turkish and study at a university in Istanbul where he teaches. I can speak English, Turkish and a bit of French, but that's nothing compared to him! He can speak languages as well as a native speaker – someone who was born there. He has also learnt lots of different language types, like Spanish, Persian and Chinese.

[meet Jojo](#)



*Hi, I am Jojo.
Welcome to my blog.*

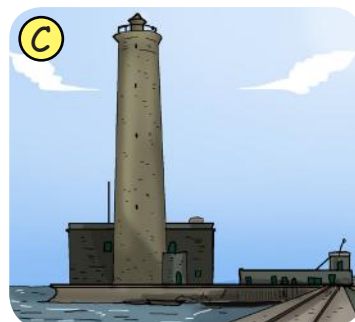
3. Read the blog again. Answer the questions.

- A** What is a polyglot?
- B** Is the student a polyglot?
- C** What is a native speaker?
- D** What is the native language of the student?

4. Talk about one of the following topics.

- A** The highest mark you scored in a school subject.
- B** The most interesting person in your area.
- C** The most popular teacher in your school.
- D** The funniest thing you did or saw in school or at home.

1. Look at the pictures. Answer the questions.



- ① Can you name these famous buildings?
- ② Which countries are they in?
- ③ Do you know any famous buildings in Sudan?
- ④ What other famous buildings do you know?

2. Read the two articles. What are they about?

The lighthouse of Alexandria

The lighthouse of Alexandria was one of the Seven Wonders of the World. It was built in the 3rd century and for hundreds of years was the tallest building in the world. It was about 120 metres tall. It was built to help sailors see the location of the city at night.

There was a mirror in the lighthouse that reflected sun light into the sea. Some people say that the mirror was used to set enemy ships on fire.

The lighthouse was damaged by three different earthquakes. By the 14th century, only a few stones were left.

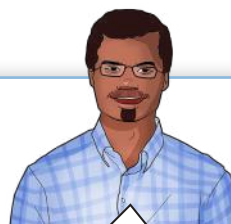


The Library of Alexandria

The first library of Alexandria was the oldest library in the world. It was built over two thousand years ago. For hundreds of years, the world's most important books were kept there. In those days, it was a very special place to visit and study. During the famous fires of Alexandria, the library was destroyed and many of the books were lost forever. A new Alexandria library was built in 2002.

I'm very excited about the library.

The woman said she **was** very excited about the library.



I **hope** you **will** visit again.

The man said he **hoped** they **would** visit again.

1. Look at the pictures. Answer the questions.



- ① What are the names of the birds in the pictures?
- ② Have you ever seen one or both of them?
- ③ Do you think they are amazing? Why? Why not?

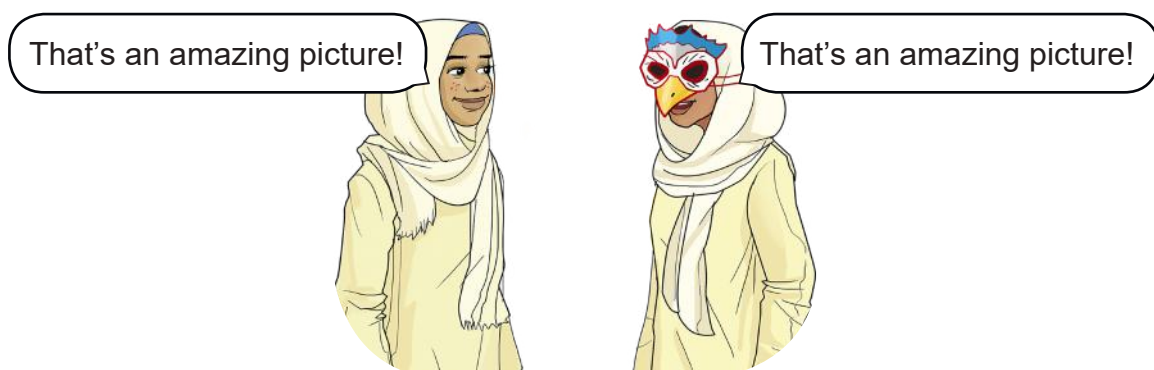
3. 🎧 Listen to Mansour and the Parrot. How does Mansour feel?



3. 🎧 Listen again. Choose the correct feeling.

- | | |
|---|-----------------------------|
| Ⓐ Really? I don't think that is true! | angry / neutral / surprised |
| Ⓑ Why are you asking me that? | angry / neutral / surprised |
| Ⓒ OK, carry on ... | excited / neutral / sad |
| Ⓓ No, no please don't say that. | excited / neutral / sad |
| Ⓔ That's very kind of you! | excited / neutral / sad |
| Ⓕ You've cheered me up a lot. | happy / neutral / surprised |
| Ⓖ Hold on. There's someone at the door. | angry / neutral / sad |

4. Play the parrot game. Use different expressions.



1. Look at the pictures. Answer the questions.



- ① What is the difference between the two boys? ① What is the difference between the two mothers?

2. Read the email. Why is Yasir writing to Atif?

To: Atif@SMILE.sd
Subject: Request for information

Hi Atif,

Can I ask your advice? I'll tell you why. Yesterday I saw a young boy. He was carrying a water container. He looked very tired so I asked him what his name was and if he needed help. He said his name was Awad and he was collecting water for the tea ladies at the market - they give him a bit of money for that. He said he also worked in the market helping people who sell vegetables.

I asked him what his parents did. He told me that his father was dead and his mother was sick – the doctor had told her that she couldn't work.

I felt very sorry for the boy, but the more he talked, the more I liked him. He said he was working to support his family. He is trying to get money so his younger brother and sister can go to school. But he also said he wanted to save money and go back to school himself. I was amazed by his strength and ambition.

I'd like to help Awad, but I don't know how. Do you have any suggestions?

Yasir

send

3. Read the email again. Answer the questions.

- Ⓐ What was Awad doing when Yasir saw him?
Ⓑ Why was he carrying a water container?
Ⓒ Why does he need to work?
Ⓓ Why does Yasir want to help Awad?

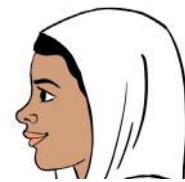


I asked him **what** his name **was**. What's your name?
He told me he **lived** in a small village. I live in a small village.

4. Give some advice to Yasir.



He could talk to people at an organisation that helps children.



1. Look at the map. Answer the questions.

- ① How many countries do you know?
- ② Where is Finland?
- ③ Look at the pictures below.
How do you think Finland is different to Sudan?



2. Read the blog Why is Finland called the land of the midnight sun?

The Land of The Midnight Sun






My name is Siri and I live with my parents and my brother Elias. We come from a very special country – Finland.

Finland has very short cold days in winter. We have a lot of snow and you can see the northern lights in the sky. But in summer we have long, warm, sunny days and beautiful, green countryside. People call Finland 'the land of the midnight sun' because where we live in the north, there are 24 hours of sun in June and July!

People ask us: 'How do you sleep in summer when there is no sunset?' In fact, we don't sleep very much in June and July. One reason is that the countryside of Finland is so beautiful in the summer. After the long, cold, dark, winter nights, most Finns like to leave the city and stay in small, wooden houses in the countryside. Finland has about 188,000 lakes and 179,000 islands to visit – it's great for walking and sailing.

My family spends a lot of time outdoors. We often go swimming or fishing in the lake. Then we make a fire and sit around it – we cook fish, talk and play games. Sometimes we stay up all night.

meet Siri



Hi, I am Siri.
Welcome to my blog.

3. Read the blog again. Answer the questions.

- A What is Finland like in winter?
- B What is it like in summer?
- C What do Finns do in the summer?
- D What does Siri's family do outdoors?



the long, cold, dark, winter nights

size temperature colour main adjective

4. Talk about what you would do.



What would you do if the sun didn't set in the summer?

I would stay up all night! What about you?



1. Look at the pictures. Answer the questions.



- ① What can you guess about the people in pictures A and B?
- ② What sort of books did they write?
- ③ What is happening in pictures C and D?

2. Read the texts. Are the sentences true or false?

Charlotte Bronte

Charlotte Bronte was born in 1816 and started writing poetry at the age of 13 when she started a magazine at home with her brother and sisters. She and her sisters published their poetry, but gave themselves male names at first, so that people would read their work.

Later, she wrote her famous novel 'Jane Eyre', which quickly became popular because of her dramatic way of writing. After her brother and sisters died, Charlotte wrote two more novels and then married in 1854. She died less than one year later at the age of 38. People all over the world still love to read the exciting and dramatic story of Jane Eyre.

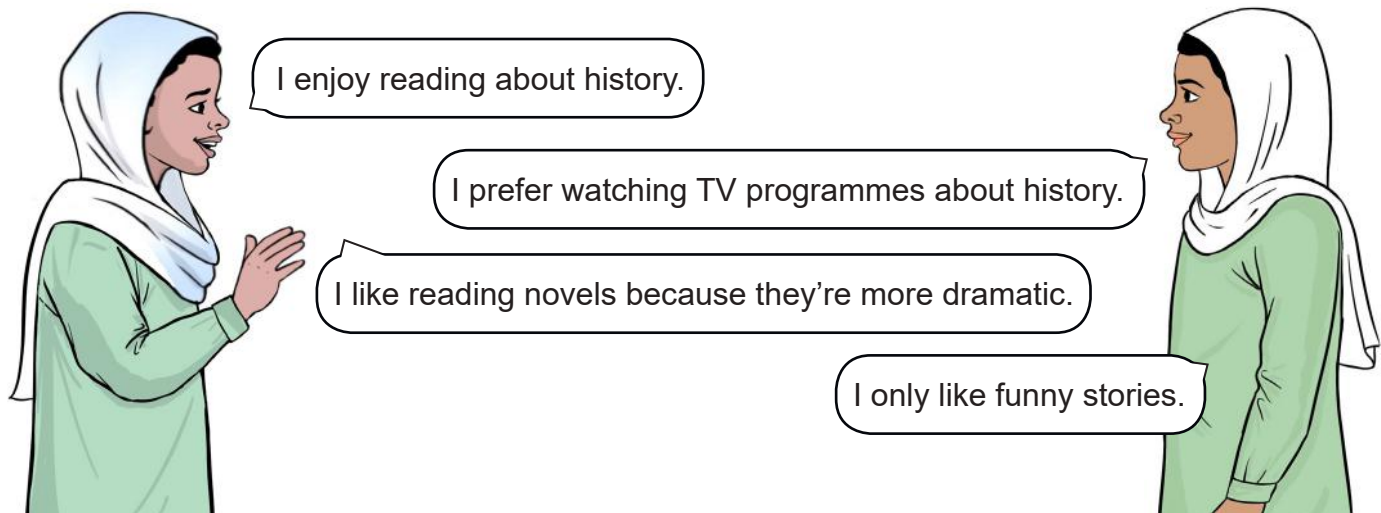
Charles Dickens

Charles Dickens was born in 1812. He had a poor and unhappy childhood after his father was sent to prison, but later he became a writer for a magazine. He wrote at least 24 novels and is often described as the greatest English novelist. Dickens had a busy life writing books and plays and travelling. He had lots of friends and a big family with 10 children. When Dickens died in 1870, he was rich and famous.

His novels are still very popular because they describe old English life in a clever and interesting way. They include many unusual and amusing characters like Fagin and Mr Bumble.

- (A) Both authors lived over one hundred years ago, but their books are popular today.
- (B) Neither author wrote many books.

3. Talk about what you like to read or watch.



1. Look at the picture. Answer the questions.



- ① What can you see in the pictures?
- ② Where are they?
- ③ Why did people build them?
- ④ What makes them amazing?

2. Read the web page. Point to the pictures.

www.webpage.SMILE.sd

Unusual Buildings

Home About Contact Links

There are many amazing and unusual things that have been built by people. Here are just three from around the world

- Stonehenge is the oldest of the three. It was built around 5,000 years ago. People wonder how such big stones were brought there from places far away. And why was it built? Was it a way of keeping the time, or something else? It is still not known why.
- The Pyramids of Egypt were built as tombs. Most of them were built between about 3,600 and 4,600 years ago. The pyramids were built by thousands of people. People think that many of them died while working in the hot weather. Inside the pyramids, there were rooms full of treasure but most of this was taken or is now in museums.
- The Great Wall of China is 3,000 miles long. Many people think it's the only man-made object you can see from space — but that's not true! Some parts of the walls are ten metres high with room to walk along the top. But other parts are much smaller. The wall was built to keep out the people who lived in the north.

3. Read the web page again. Choose the correct place for each sentence.

- (A) It was built to keep people out.
- (B) It was the first one to be built.
- (C) Things were kept inside them.
- (D) You could walk along part of it.
- (E) They were places for the dead.
- (F) We don't know why it was built.

Stonehenge / Great Wall of China / Pyramids
 Stonehenge / Great Wall of China / Pyramids
 Stonehenge / Great Wall of China / Pyramids
 Stonehenge / Great Wall of China / Pyramids
 Stonehenge / Great Wall of China / Pyramids
 Stonehenge / Great Wall of China / Pyramids

1. Look at the pictures. Answer the questions.



- (A) Who do you think the two girls are?
- (B) What do you think has happened between the first and second picture.

2. Read the text. What is the best title?

- (A) Staying friends
- (B) Growing up
- (C) My twin sister

My name is Lina and I have a twin sister called Doha. She has been my friend since we were very young and we have always done things together. We have always gone to the same school together and we have always liked doing the same things. We even used to dress the same so people couldn't tell us apart.

But now we are 15, we have started to do different things. These days, I don't like going out in the hot sun so I like to stay inside and read. But Doha prefers to go outdoors – even when it is hot. She loves growing things and working with our grandmother in the garden.

At first Doha was angry with me. She still wanted me to do everything with her. So we talked to my grandmother and she was very helpful. She told us that we would change as we grew up into adults and didn't need to do everything together. She said if we tried to keep things the same, we would be unhappy. My grandmother is a very wise woman and we both listened to her. The funny thing is that we have started doing more things together again, even though we still do some things differently.

3. Read the text. Are the sentences true or false?

- (A) Lina's sister Doha is not as old as her.
- (B) Lina and Doha used to look the same.
- (C) Lina has always liked to spend time outside.
- (D) Lina's grandmother told the twins to stay together
- (E) Lina and Doha are happier now.

4. Talk about the advice people in your family give you.



My dad says it's important to work hard, but also to take plenty of breaks so you don't get tired.

1. Look at the picture. Answer the questions.



- A What do you remember about 'Juha's Nail'?
- B Why do people tell Juha stories?
- C How would you describe Juha?

2. Look at the picture.

What do you think the story is about?



3. Read the story. Why is the merchant angry?

The Wise Man of the Village

by Muna Zaki

In a village by the River Nile, there lived a wise old man. The old man had more money than he needed and he kept it buried in his garden. There were different quantities of money buried in different places. When anyone asked to borrow money, he told them where to dig and they found what they needed. The old man always said, "Just put the money back when you can."

One day, a merchant borrowed a large quantity of money from the old man to help his business. Months passed and he didn't take it back. Months turned into years and he still didn't return it. But

one day, business was very bad and the merchant lost all his money. He decided to go back to the old man for more.

"There should be some money over there," replied the old man, pointing to the place in the garden where the merchant dug before.

The merchant began to dig. Down and down he dug but there was no money to be found. He went back to the old man and said angrily, "They told me you were wise, but that there's no money there at all!"

The old man held up his hand and replied, "When you pay it back, you will find it again."

4. Read the story again. Answer the questions.

- A When did people borrow money from the wise old man?
- B When did they put it back?
- C Why do you think the merchant didn't put the money back?
- D Do you think the wise man remembered the merchant?
- E Do you think the wise man knew there was no money?



He went back to the old man and **said angrily**. He **was angry** and said to the old man.

5. Talk about some of your favourite stories.



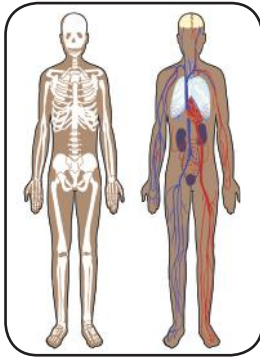
What is your favourite story?

I like Oliver Twist!

What's it about?



1. Look at the picture. Follow the instructions.



- (A) Write down the names of the bones you know.
- (B) Compare your list with a partner.
- (C) Add the names of any body organs you know.

2. Read the text. Which organs does it talk about?

All the organs in the human body are important for keeping us alive. But the heart and lungs are special. We can hear our heart pump and we can feel ourselves breathe. They are also important because they help produce energy.

When we breathe in, the air is processed by our lungs and the oxygen from it is added to our blood. The heart then pumps the blood around the body. Our body needs oxygen to burn our food and produce energy. The blood also collects the carbon dioxide that is left after the oxygen has been used. When we breathe out, the carbon dioxide is returned to the air.

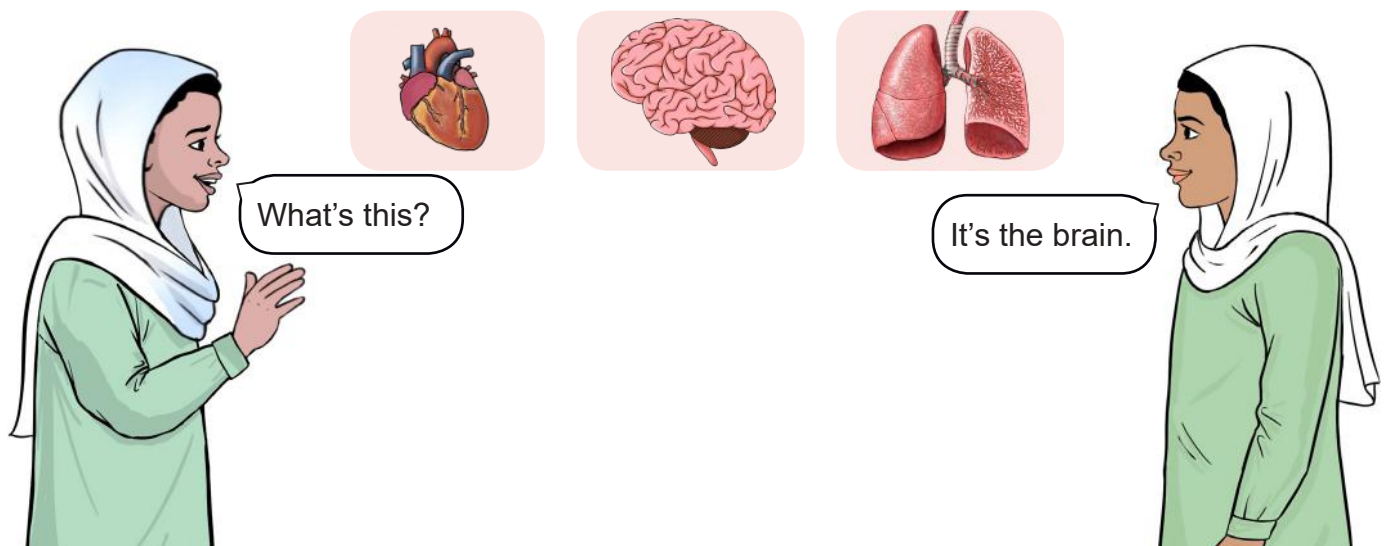
We need energy to keep all the other organs in our bodies alive and working. For example, when you are sitting at school and learning things, your brain is working hard. The brain uses lots of energy to process information and control the body, so it needs lots of oxygen.

So don't forget that the lungs, the heart and the brain all need oxygen and look after them!

3. Read the text again. Ask and answer these questions.

- (A) What do the heart and lungs do?
- (B) How are they different from other organs?
- (C) Why do we need oxygen?
- (D) What does the brain need energy for?

4. Ask and answer questions about the body.



1. Look at the pictures. Answer the questions.



① Why do people travel like this?



② Why do people visit places like this?

2. 🎧 Listen to Alex. What is he talking about?

3. 🎧 Listen again. Answer the questions.

- Ⓐ How many times has Alex visited Sudan?
- Ⓑ Why does he like visiting Sudan?
- Ⓒ Who did he come with on his third visit?
- Ⓓ Where is he going this time?

4. Talk about places which you have visited in Sudan.

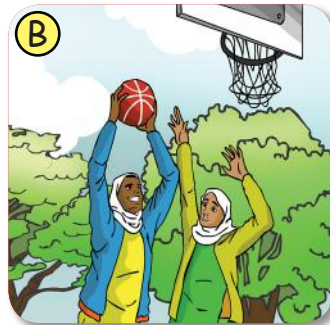


Have you ever visited Dinder?



No, I haven't, but I've been to Suakin

1. Look at the pictures. What can you see?



2. Read the text. Which puzzle do you think is easiest?

A very popular hobby around the world is doing puzzles. There are all sorts of puzzle activities such as crosswords, jigsaw puzzles and logic puzzles. Here are three logic puzzles. See if you can solve them?



Ohaj used to be a teacher who worked in a big town. He used to take 15 minutes to walk to the bus station and 35 minutes to go to work by bus. What time did he leave the house to get to work at 7.30 a.m.?



Loqman and Aliya have a total of 39 toys. If Omnia has 5 more toys than Loqman, how many toys does each one have?



A farmer is going home from the market where he bought a goat, some straw and a fox. On the way home he has to cross the Nile, but there are no bridges nearby. He has a boat, but it is small. This means he can't take all the things he bought each time he crosses the river. But he cannot leave the goat alone with the straw – because the goat would eat it. And he cannot leave the goat alone with the fox – because the goat would be eaten. How can the farmer get everything onto the other side safely?

3. Read the texts again. Can you solve the puzzles?

4. Talk about your hobbies now and in the past.



Do you have any hobbies?

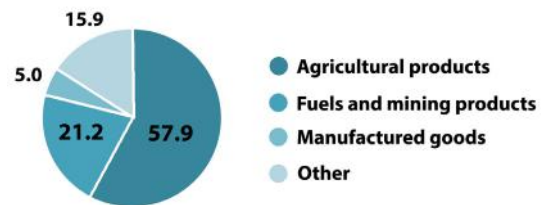
I used to like drawing but now I prefer...



1. Look at the picture and graph. Answer the questions.



Sudanese Exports 2015



- (A) What products are in the market?
- (B) Which ones are exported from Sudan?
- (C) Which ones are imports?

2. Read the conversation. Who know more about imports and exports?

- Al Tayib:** Look – there's so much hibiscus on that stall. I feel like a nice glass of hibiscus tea.
- El Fatih:** Yes, hibiscus has a lot of vitamins in it. Did you know that Sudan has increased its exports of hibiscus by more than 50% during the last ten years?
- Al Tayib:** How do you know?
- El Fatih:** My uncle works as an export business man.
- Al Tayib:** Oh, really? What else do we export?
- El Fatih:** Peanuts, sesame, sheep...
- Al Tayib:** I thought we exported minerals and oil.
- El Fatih:** Yes, we export fuel and metals like gold and iron. But not as much metal as agricultural products. Look, it shows you on this chart on my phone.
- Al Tayib:** Oh yes. 57.9% of Sudan's exports are agricultural products.
- El Fatih:** Almost 60% of our exports. Only 21.2% of our exports are minerals and fuels.
- Al Tayib:** OK, and what other things do we export?
- El Fatih:** About 5% of exports are manufactured goods, like clothes and processed food. My uncle says that's not enough.
- Al Tayib:** What, like those plastic sandals over there?
- El Fatih:** Yes, but they are probably imported from China, and those clothes are probably imported from India.
- El Fatih:** Yes, we should make more things here.

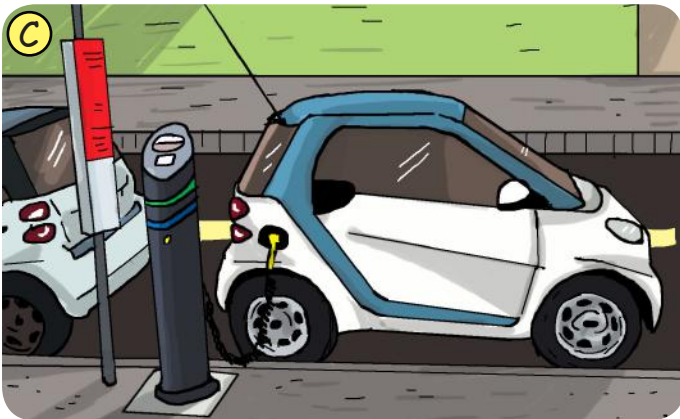
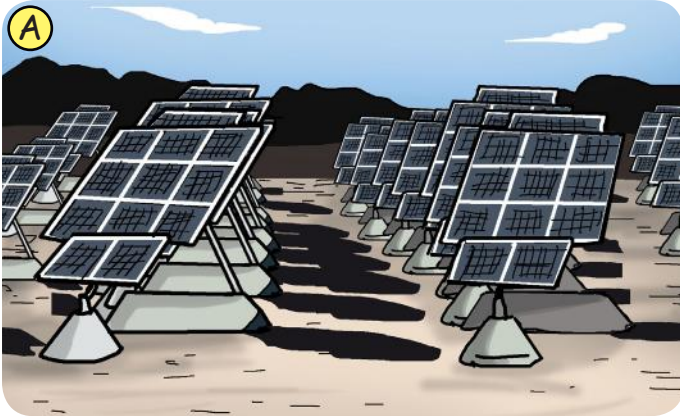
3. Talk about some things in your home. Where are they made?



In our house we have goods from...



1. Look at the pictures. Answer the questions.



- ① What's the difference between the solar panels in picture A and B.
- ② How do you think electricity is used in picture C and D.

2. 🎧 Listen to Buthaina. Why is she excited?

3. 🎧 Listen again. Answer the questions.

- A What has Buthaina been doing?
- B What sort of energy does she talk about?
- C How does she feel?



I think things **might** be getting better.
Solar panels **will** become cheaper.

4. Talk about ways to reduce pollution.



If we stopped putting dangerous chemicals into rivers, they would be cleaner



1. Look at the pictures. What are the people doing in the school holidays?



2. Read the ideas. Match them to the pictures.



① I might play some memory games to keep my brain active.

② My cousins from overseas are coming to visit us. I want to practise my English with them.

③ I'm travelling with my family to Kenya. I might go up in a hot air balloon!

④ I'm going to the market with my aunt. I really like being with her because we laugh and talk all the time.

⑤ I'm going to help my dad repair the house because it might rain.

⑥ I think I'll read 'Jane Eyre' by Charlotte Bronte. One day I'd like to study English at university.

3. Read the ideas again. Answer and answer the questions.

- A Who is going to do something very useful?
- B Who is probably going to have fun?
- C Who is going to help someone?
- D Who might spend a lot of money?
- E Who is going to speak English?
- F Who isn't sure about their plans?
- G Who has a big ambition?

4. Talk about your holiday plans.

What are you doing this summer?





SUDAN
MODERN
INTEGRATED
LEARNING OF
ENGLISH

6

SIX