



MINISTRY OF EDUCATION



NATIONAL CENTRE FOR CURRICULA AND EDUCATIONAL RESEARCH (NCCER)



SUDAN MODERN NTEGRATED LEARNING OF INGLISH

0

PUPIL'S BOOK Eight **GRADE 8 INTERMEDIATE LEVEL 2**



SERIES

SMILE



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 8

Pupil's Book Grade 8: Intermediate Level 2

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Introduction:

Dear Pupils:

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.

The introduction of English language learning in the Intermediate 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-centered, standards-based curriculum. It targets phonics and makes use of cross-curricular topics and enjoyable learning activities to motivate younger learners.

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).

SMILE textbooks consist of eight units. Every unit has eight lessons. Lesson 8 is 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 8 revises learning from previous units.

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

With best regards,

The Writers

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Sudan Modern Integrated Learning of English

SMILE Series: Book 8

Pupil's Book

Grade 8: Intermediate Level 2

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



2. (1) Listen to the Mrs Khadija and the girls. Which picture is she talking about?



There's too much rain.

It's too hot / dry / cold.

4. Read the text. What's it about?

Sudan is very big. The weather is not the same in every part of the country. In the north, it is very dry and sometimes there is not enough rain. Khartoum usually has rain from July to September and sometimes there are floods. There are lots of sandstorms in some parts of Sudan. They are called haboobs.



Lesson 2: Forests, Deserts and Mountains

UNIT

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



- 2. Read the texts. Match the headings with the texts.
- A forests B mountains
- C deserts

 In some places there are very few plants and very little water. These are deserts. The biggest desert in the world is the Sahara Desert. The temperature is sometimes 49 degrees. The hottest temperature was 58 degrees in 1922.

- 2 We need trees for our life. They give us oxygen, food and medicines. About 31 percent of our planet is covered in trees, but forests are getting smaller every year.
- 3 There are lots of mountains in Africa. The Atlas Mountains in the north-west are 2,500 kilometres long and go across three countries. The highest mountain is Mount Kilimanjaro in Tanzania. It is 5,895 metres high with snow at the top.

3. Read the texts again. Answer the questions.

- A Why is the Sahara Desert special?
- B What happened in 1922?
- C What is special about Mount Kilimanjaro?

4. Quiz time!

- A What is the longest river in the world?
- B What is the biggest animal in the world?
- C What is the driest desert in the world?
- **b** What is the fastest animal in the world?

| | high | the high est |
|-------|-------|---------------------|
| | large | the large st |
| Look! | big | the big gest |
| | good | the best |
| | dry | the dr iest |
| | | |





Lesson 3: A Clean Environment

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



2. Read the brochure. What are the Sudanese Environment Society doing?



Every year on the 5th of June, people around the world celebrate World Environment Day. The Sudanese Environment Society would like you to join us. We will show how we can make Sudan a cleaner place for all of us. We are meeting at 9 o'clock in the morning in Souq Omdurman for a day of work and fun. Come along and help us tidy up our environment. A clean environment protects us from diseases. When our environment is clean we feel happier and can live a healthier life.

We can write: Let's

clean the town!

3. Read the brochure again. Answer the questions.

- A) When is World Environment Day?
- B Who wants to make Sudan a cleaner place to live?
- C Where is the meeting?
- **b** Why is a clean environment important?

4. Make a 'Clean Environment' poster.

What can we write here?



Lesson 4: Protect the Environment

UNIT '

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



2. (1) Listen to the children. Match the children to the problems.



Mary, Kenya





Omar, Jordan





Tim, New Zealand





Rubina, Bangladesh



- 3. ■) Listen again. Are the sentences true or false?
- A Lots of people in Bangladesh use solar cookers to cook food.
- B The smoke from wood fires makes people ill.
- C Everyone in Jordan has enough water.
- **b** Some people walk a long way to get their water.
- E There are many animals in Kenya.
- F There is too much recycling.

4. Ask and answer questions about ways to protect the Environment.



Lesson 5: Forest Fires, Tornadoes and Sandstorms

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

UNIT



2. Read the texts. What are they about?

- (A) Forest fires are sometimes started by lightning. Lightning can hit a tree and start a fire. These forest fires can last a long time and burn down lots of trees. When the fire is near a town, people have to leave their homes and go somewhere safe.
- B Every year there are more than 1,000 tornadoes in the USA. A tornado is a very strong wind. It moves round and round very quickly but goes slowly from one place to another. Most tornadoes only last for about ten minutes, but they do a lot of damage to houses and buildings as well as plants and trees.

3. Read the texts again. Make true sentences.



Lesson 6: Life Cycles

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



2. Read the text. What is it about?

Every living thing on Earth has a life cycle: a beginning and an end to its life. Some animals or plants only live for a few hours and others live for hundreds of years.

3. Read the text again. Answer the questions.

(A) What is a life cycle? (B) What has a life cycle? (C) How long is a life cycle?

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



5. Ask and answer questions about the life cycle of a Frog.



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UNI

UNIT 1

Lesson 7: Animals in Danger

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







2. Read the poster. What is it about?



Save the animals

Around the world many different animals are in danger. Pandas in China, white rhinos and a type of gazelle in Africa are in danger.

White rhinos are in danger from people who hunt them for their horns. They sell the horns for lots of money.

The slender-horned gazelle are also hunted, but not for their horns. They are hunted for meat.

Another problem is that people are cutting down the forests where animals live. Pandas and other animals are losing their homes and their food.

3. Complete the sentences. Use information from the poster.

- A Lots of animals are in…
- B People hunt white rhinos for their...
- C They hunt gazelles for...
- D Pandas are losing their...

4. Talk about ways to protect animals that are in danger.



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



The dangers of weather

The danger of people

The world is a dangerous place. Floods, droughts and storms happen all around the world. However, for many animals the biggest danger is people. We hunt animals for their meat and their horns. We cut down trees, build houses and roads and we make the rivers and air dirty with smoke and rubbish.

There is only one world. It's important that we think about the environment for us and for all the other animals on the planet.

2. Read the text again. Answer the questions.

- A What bad weather does the text talk about?
 - What three things make people dangerous for the planet?
 - C) Why do we have to think about the environment?

3. Look at the picture. What is happening?



4. Talk about the water cycle.



Lesson 1: Hand Washing

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



2. Read the text. Answer the questions.

Hand washing is important because it helps you to stay healthy. A simple thing like washing your hands after you go to the toilet can keep you safe. You should also wash your hands before you eat or when they are dirty. It is easy for bacteria to go from your hands to your mouth and make you ill. Washing your hands can stop you from getting ill with a sore stomach or the runs.

- A) Why is hand washing important?
- B When should you wash your hands?
- C) What can make you ill?

after / before / when

Look!

You should wash your hands **before** you eat *I* **after** you go to the toilet *I* **when** they are dirty.

3. Talk about hand washing.



You should also

Lesson 2: A Healthy Life

UNIT 2

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



2. ■) Listen to Amien. What does he usually do?

- A gets up early / gets up late
- B eats lots of junk food / eats a healthy breakfast
- C drinks lots of fizzy drinks / drinks lots of water
- D plays computer games / watches TV or reads a book
- E goes to bed early / gets up late
- 3. ■) Listen again. Talk about Amien. Use the words in the box.



4. Ask and answer questions about your habits.



UNIT 2

Lesson 3: Healthy Food

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



(B) Which food is frozen? D Which food is healthy?

2. Look at the picture. Answer the questions.

- A) Which food is fresh?
 - Which food is canned?

E) Which food is less healthy?

3. Read the text. What is it about?

It is important to have a good diet to stay healthy. But it is not always easy.

Fresh food is healthier than canned food. People who live on a farm can usually eat lots of fresh food like eggs, fruit and vegetables. But the food in cities is not always as fresh as the food from villages where it is grown. It has often travelled a long way. Often this food is canned or frozen.

Junk food like crisps, sweets and chocolate is not good for you. You can eat junk food sometimes, but you should not eat too much of it.

How **many** eggs do you have? How **much** sugar do you have? I don't have **many** eggs. I don't have **much** sugar. Look! I have lots of eggs. I have lots of sugar. I have **some** eggs. I have **some** sugar.

4. Talk about the different kinds of food you have at home.



••

Lesson 4: A Visit to the Doctor

1. Match the health problems to the pictures.



2. (1) Listen to Fadia and the doctor. Answer the questions.

A Where is Fadia?

B What is the problem?

C What should she do?

UNIT 2

3. Give advice. Use the phrases in the box.

clean your teeth go to bed early eat your food slowly stay away from the sun



....

1. Read the instructions. What is the problem?

UNIT 2

It is very useful to learn about first aid. When your friends hurt themselves you can help.

This is how to stop a nosebleed:

- First, tell the person to sit down.
- After that, ask them to sit forward and breathe through their mouth.
- Next tell them to hold the middle of the nose for about ten minutes.
- Finally, put some ice on the nose. This helps stop the bleeding.

2. Read the text again. Put the pictures in the correct order.



3. Talk about how to stop a nosebleed. Say the sentences in the correct order.



Unit 2: Stay Healthy

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Lesson 6: Malaria

1. Look at the poster. What is it about?

Malaria kills Every time a mosquito bites you, you might get malaria. Every minute a child dies from malaria. There is more malaria in African countries than in other places. Children can get malaria more easily than adults. Mhat happens when you have malaria? You may have a fever, headache or feel sick. Some children find it difficult to breathe. Mhat do you do to stop malaria? • Use nets over your bed when you sleep. • Cover your arms and legs and use insect spray. • Remember mosquitoes live near water.

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

- A) Malaria is not very dangerous.
- (B) There is a lot of malaria in Africa.
- C Adults do not get malaria.
- D People with malaria often have a fever.
- (E) You should use a net at night.
- (F) Mosquitoes don't like water.

3. Say six true facts about malaria.



UNIT 2

UNIT 2

Lesson 7: An Accident

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











Put your head

forward and hold your nose.

2. Look at the cartoon again. Are the sentences true or false?

- Ali and Omer are playing football.
- *C*) It hits Omer on the arm.

G Ali knows some first aid.

E Ali is hurt.

- B Ali passes the ball to Omer. D Omer's glasses fall off.
- F Omer has a headache.
- H Ali tells him to put his head back and hold his hand.
- 3. Talk about each cartoon picture. What's happening?



4. Imagine that your friend has a nosebleed. Give him/her advice.



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Lesson 8: Healthy and Fit

1. Read the text. What is it about?

Hi, my name is Amien and I like to stay healthy and fit. I always get up early in the morning and I always eat a healthy breakfast. I usually eat some fruit. During the day I drink lots of fizzy drinks. I usually drink one or two bottles every day. I never eat junk food. I often do exercise – I like playing football with my brother. In the evening I always watch TV and I never go to bed early. I'm healthy and I'm happy.

2. (1) Listen to Amien. How many differences do you hear?

3. Look at the pictures. What health problems can you see?



4. Your turn.



UNIT 2

Lesson 1: Around My Country

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



2. Read the brochure. Point to the pictures. Which picture is missing?



- 3. (1) Listen to the tour guide. Point to the places on the map.
- 4. Talk about some places you have visited.





Lesson 2: The Sultan's Palace

UNIT 3

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



2. Read the text. Point to pictures.



The palace of Sultan Ali Dinar is in the city of El Fasher. Ali Dinar was the last sultan of Darfur between 1891 and 1916. The building is made of stones and bricks, but inside, the ceiling and windows are made of wood.

The palace is now a museum and has lots of things for visitors to see including coins, clothes as well as many of the Sultan's things. In one room you can see his ring and a watch he got as a present. There is also his turban and a copy of the Holy Quran that the Sultan wrote himself.

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

(A) In El Fasher, there is a palace where the (B) Ali Dinar was a sultan **who** lived many Sultan lived. years ago. (C) There is a palace **that** was a museum (D) The museum has walls **that** are made before. of wood. E) There is a turban that the F) There is also a watch that someone gave Sultan wore. to the Sultan. Which sultan? A sultan **who** lived many years ago. Look!

Which palace? Which turban?

A palace where the Sultan lived. A turban that the Sultan wore.



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



2. Read the text. What did you find interesting?

The NTC Tower is the tallest building in Sudan. It was built in 2009. It is an amazing building that stands high above the others around it. The tower has 29 floors and is 106 metres high. People who work in the building have the best views of Khartoum and Bahri.

It is a modern building and is made from modern building materials. One important thing is the way it gets energy. It uses special panels that get energy from the sun. These are called solar panels and are good for the environment.

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

- A When was the building finished?
- B How high is it?
- C How many floors does it have?
- What does it use to get energy?
- E Where does the energy come from?

4. Quiz time!

- A person who shows tourists around is called a...
- B A building where there are lots of books is called a...
- C A person who keeps you healthy is called a...
- D A building where old things from history are kept is called a...
- E A person who drives a bus is called a...
- F A place where a sultan lives is called a...



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



2. Read the postcard. Where did Tim go last week?



- 3. ■) Listen to Tim. What differences do you hear?
- 4. Imagine you are visiting the Marra Mountains. Ask and answer about the trip.



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



2. Read the text. Match the headings with the paragraphs.

A The city of Meroë.

B Old pyramids.





3. Read the text again. Answer the questions.

- A Where is Meroë?
 - When were they built?
- E) What has happened to Meroë?
- B What can you see on the way?

What was Meroë?

F Who visits Meroë?

Look!

We know how to make a sundial. They knew how to build pyramids.

4. Talk about Meroë.

Meroë is north of Khartoum



Lesson 6: A Place by the Sea

UNIT 3

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







2. Read the fact sheet. What didn't you know?

Fact Sheet

Name Suakin (or Sawakin)

How it got its name

The local people (the Beja) call it *U* Souq which sounds like the Arabic word for 'market.'

Location

58 km south of Port Sudan on the Red Sea. The town is on an island but a road joins it to the mainland.

Transport

Boat to Jeddah in Saudi Arabia every day.

History Oldest port in Sudan.

Weather

Hot and dry. Rain in November.

Problems

The coral reef makes it difficult for ships to get into the port.

3. Ask and answer questions about Khartoum.



Lesson 7: A Place to Shop

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



2. Read the email. Point to the pictures.

| New mes | ssage – z × |
|---|---|
| To: ben@ | @SMILE.sd |
| Subject: | Leaving Sudan soon! |
| Hi Ben | , |
| amazin west ba lots of t and the also vis is burie market | a last few weeks in Sudan. I'm very sad because it's an ag country. Today, we went to Omdurman again. It's on the ank of the River Nile opposite Khartoum. We've been there times but I really like it. We went to see the Abdelqayom Gate & Khalifa's House. You can take lots of photographs there. We sited the Mahdi's Tomb where Mohammed Ahmed Al Mahdi ed, but we didn't go inside. In the afternoon, we visited the . It was so busy! My mum bought some jewellery and my dad a painting. |
| Tim | |
| C Sen | nd |

A) It's Tim's first week in Sudan.

3. Read

Look!

- He enjoyed his visit to Omdurman.
- (B) He has enjoyed his trip.
- He went inside the Mahdi's Tomb. (D
- They went to the market in the morning.
- F His parents bought some things in the market.

We went to Omdurman yesterday. [There is a time.]

We've been there lots of times. [There is no time.]

4. Ask and answer questions about places in Sudan.



Lesson 8: Wonderful Sudan

UNIT 3

1. Look at the pictures. Can you name the places?



2. Read the email. Point to the pictures.

| New message - z × |
|---|
| To: ben@SMILE.sd |
| Subject: Leaving Sudan! |
| Hi Ben, |
| It's not long before I will be back in New Zealand. We're going back to New Zealand next week. I've been busy in Khartoum saying goodbye to my new friends. |
| I've really enjoyed my wonderful trip to Sudan and we've done lots of things. I went to a traditional wedding. That was great! We also visited lots of amazing places but we didn't go to Dinder National Park. Next time! Yesterday we went shopping in Omdurman Market. I bought some souvenirs so I can remember my time in Sudan. My favourite trip was to the north of Sudan where we saw the pyramids at Meroë. They are really old and I loved all the stories I heard about their history. |
| See you soon, |
| Tim |
| Send Send |
| 8. Read the text again. Make true sentences. |
| A Tim is 1 in Khartoum. 2 at the airport. 3 in New Zealand. B In a few days, he is going |

(2) to a wedding.

wonderful.

2 North Sudan.

(2) souvenirs.

- (3) to Dinder National park.
- (3) his favourite.
 - 3 Dinder Park.
 - (3) gifts for his friends.

F He liked the pyramids at Meroë because...

(1) the Marra Mountains.

1) gifts for his family.

1 you can go shopping there. 2 they are very old. 3 he liked the stories about them.

4. Play the 'Definitions Game'.

home.

C He says his trip was... amazing.

(D) He says he visited...

(1)

(E) Tim bought...





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UNIT 4

Lesson 1: Making Friends

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



2. Read the conversation. Who do Yusra and Hana meet?

- Yusra: Hi Hana. It's your first day back at school, isn't it?
- Hana: Yes, it's great to see you again.
- **Yusra:** Oh, who's that girl over there?
- Hana: She's new, isn't she?
- Yusra: Yes, she is. And look! She's coming to talk to us.
- Amal: Hello. Are you in grade 7?
- Hana: Yes, that's right. I'm Hana and this is Yusra.
- Amal: Nice to meet you. I'm Amal.
- Hana: You're new here, aren't you?
- Amal: Yes, I am. I lived in Kassala before. Do you know it?
- Yusra: Yes. I spend my summer holidays there every year.
- Amal: That's amazing! We can be friends, can't we?
- Yusra: Yes, of course we can!

C What grade are Hana and Yusra in?

Hana: Come on. Classes are starting. We can talk later.

3. Read the conversation again. Ask and answer the questions.

A Where are the girls?

B What day is it?

b Where did Amal live?

E What does Yusra do in Kassala every summer?



It's your first day back at school, **isn't it?** You're new here, **aren't you?**

She's new, **isn't she?** We can be friends, **can't we?**

4. Ask and answer the questions in Activity B.





<u>..</u>

Lesson 2: School Time

UNIT 4

1. Look at the timetable. What subjects can you see?



2. Read the email. What is it about?

| To: | Tim@SMILE.nz | |
|---|---|--|
| Subject: | Hello! | |
| Hi Tim, | | |
| - | s the first day back at school in Sudan after the holidays. I'm in grade 7 now and I'm ed. Today we had Maths, Geography, Islamic Studies and English at school. | |
| English is my favourite subject, so I was very happy. But I didn't like one thing! All our teachers gave us homework! My Maths homework is very difficult, but the homework for Geography is about New Zealand. You come from there. Perhaps you can help me with it. | | |
| Tomorrow I have Science, Islamic Studies, History and Maths again. Is it strange to be back in New Zealand? When do you go back to school there? | | |
| Your friend, Amien | | |
| 🔘 send | | |
| | | |

3. Read the email again. Ask and answer the questions.

- A Who wrote the email?
- **B** What grade is he in now?
- C What did he like about his day?
- What did he dislike about his day?
- € What does he want Tim to help him with? Why?
- **(F)** What subjects does he have tomorrow?
- **G** What two questions does he ask Tim?
- 4. Ask and answer questions about your favourite school subjects.

What's your favourite subject? Why do you like it? Why do you like it? I like it because we learn about the past. It's interesting.

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UNIT 4

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



2. Read the school rules. Point to the pictures.



3. Say the questions and sentences.



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UNIT 4

Lesson 4: Our Family

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





2. Read the text. What is it about?

Ohaj and his family are from Kassala in the east of Sudan. Ohaj, his parents, grandparents, his two brothers, three sisters, an uncle and an aunt all live together in a house in Merghaniya. Ohaj has another uncle and aunt and four cousins who live nearby. These relatives are all part of Ohaj's family.

Families are important because they are the people who are closest to you in the world. Older generations help young people and give them advice about life. Every day after Maghrib, Ohaj's family sits together, drinks tea and talks. Sometimes people talk about things that happened during the day, and sometimes they talk about things that are important to the family.

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



- A Ohaj has a small family.
- B Ohaj lives in the same house as his grandparents.
- C Ohaj's parents have five children.
- **b** In Ohaj's family the children give advice to their parents.
- € Ohaj's family spends time together every day.
- **(F)** Ohaj's family talks together about different things.



Ohaj has another aunt and uncle **who** live nearby. Sometimes they talk about things **that** happened during the day.

4. Talk about your family.

I have a small family. There are two generations in our house. There's me, my brother and my parents. I have an uncle who lives nearby.


Lesson 5: Houses

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



2. Read the text. Point to the pictures.

In Sudan people live in different kinds of houses. In towns and cities, people often live in buildings that are made of blocks, stone or bricks. Some houses have two floors, and the bedrooms are upstairs. Some houses have only one floor, but they sometimes have large rooms and a garden.

In villages and in the country, houses are often made of traditional local materials because they are cheap. Some houses in Sudan and other countries in Africa are made of the hair of animals like camels and goats. These houses are easy to move from place to place.

In some parts of Sudan, people live in houses that are made of wood and mud. The roof is made of straw. These houses are warm in the winter and cool in the summer.

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

- A Do all the people in Sudan live in the same kinds of houses?
- B What are houses often made of in towns and cities?
- C Are houses always made of local materials?
- **b** Why are houses in villages often made of local materials?
- **(E)** What is one advantage of a house made of animal hair?
- F What is one advantage of a house made of wood and mud?

4. Practise your English. Say the questions and sentences.



Lesson 6: First Aid

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



2. () Listen to Dr Reem. Which of the problems does she talk about?



3. () Listen again. Which phrases do the doctor or pupils say?

| A go to the doctor | B go to bed and rest |
|-------------------------------|--|
| C tell the person to sit down | b put some water on it |
| € get a bandage | F give the person some medicine |
| 6 ask them to sit forward | H tell them to breathe through their mouth |
| ① put some ice on it | J put some cream on it |



What should you do first? You should ... What should you do next? You should ...

Should you go to the doctor? Yes, you should. / No, you shouldn't.

4. Look at the pictures in Activity A. Give some advice.



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Lesson 7: Summer Holiday

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





2. () Listen to Nasreldin and Hashim. Point to the pictures.









3. Read Hashim's email. What are the differences?

| To: | mum@SMILE.sd | |
|----------|--------------|--|
| Subject: | Port Sudan! | |
| Hi Mum | | |

ni ivium,

I'm in Port Sudan! The flight here was great - there weren't any problems at all. Aunt and Uncle were very happy to see me. Yesterday I went with Grandfather by car to Dinder National Park. I saw some antelopes and elephants. It was great fun. Tomorrow I'm going to play football with the other children in the village. My cousins don't like playing football very much. They like swimming, but I can't swim. I'm enjoying my holidays!

Write soon, Nasreldin

O send

4. Ask and answer the questions in Activity C.





Lesson 8: Eid El Fitr

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



2. Read the texts. What is each text about?

- There are many important celebrations around the world such as Thanksgiving Day in the USA, Bonfire Night in the UK, and the Chinese New Year. One important holiday for Muslims is Eid El Fitr at the end of Ramadan (the ninth month in the Islamic Calendar).
- 2 A few days before Eid El Fitr, people clean their houses and women bake biscuits and cakes. People also buy lots of sweets. The festival celebrates the end of Ramadan and the first time when Muslims can eat again during the day.
- 3 Eid El Fitr is not just about food and eating. People also put on their best clothes, and visit friends and relatives. The most important thing about Eid El Fitr is to give thanks to Allah, and to give and forgive.

3. Read the texts again. Ask and answer the questions.

- A Where do people celebrate Thanksgiving Day?
- B What is the name of the British festival in the text?
- C When do people celebrate Eid El Fitr?
- What do women do before Eid El Fitr?
- **E** What does the festival celebrate?
- **F** Is Eid El Fitr only about eating food?
- What is the most important thing about Eid El Fitr?

4. Talk about what your family did during the last Eid El Fitr.



Lesson 1: Strange Animals

1. Look at the pictures. Answer the questions.





- What are these animals called?
- 2 Where do they live?
- 3 What other things do you know about each one?
- 2. Read the texts. Point to the pictures.

A Kangaroos live in Australia. The biggest kangaroos can weigh 90 kilos. Kangaroos are herbivores and eat grasses, flowers and leaves. Kangaroos hop and can travel at 48 kilometres an hour. Mother kangaroos carry their babies in a pouch on the outside of their stomachs.

B Meerkats live in the Kalahari Desert in Africa. They are social animals and live in family groups of 20 to 50. Meerkats are only about 30 centimetres tall when they stand. They are omnivores and usually eat insects, fruit, small mammals and sometimes scorpions. C Octopuses live in different seas around the world. Some octopuses weigh only 1 kilo but other kinds can weigh up to 270 kilos. Octopuses are carnivores. They eat fish, and sometimes other octopuses! They have eight arms and three hearts. They are one of the Earth's most amazing animals.



Kangaroos are **faste**r than meerkats. Meerkats are **more socia**l than octopuses. The **biggest** kangaroo can weigh 90 kilos. The octopus is the **most amazing** animal.

3. Cover the texts about the animals. Ask and answer the questions.

Where do kangroos live? How much do they weigh? What do they eat? What other things do you know about them?

> Where do meerkats live? How tall are they? What do they eat? What other things do you know about them?



Where do octopuses live? How much do they weigh? What do they eat? What other things do you know about them?



Lesson 2: The Thirsty Animal

1. Look at the pictures. What is the story?



- 2. ◀) Listen to the story. Point to the pictures.
- 3. ◀) Listen again. Are the sentences true or false?



4. Look at Activity 1. Retell the story.



Lesson 3: Animals in Danger

1. Look at the pictures. Answer the questions.



- 1 What are these animals called?
- 2 Where do they live?
- 3 Why are they in danger?



2. Read the web page. Why are the animals in danger?



Animals like pandas, gorillas and rhinos are in danger. People are cutting down forests. If we cut down all the trees, animals like pandas and gorillas won't have a place to live. There are now only 1,800 giant pandas and 800 mountain gorillas in the wild. Another problem is hunting. Rhinos are hunted for their horns. Many animals will be extinct if we don't do something to protect them.

Happily, there are things that we can do to save animals in danger. We can protect the forests where animals live, and we can make national parks. We can stop hunting animals that are in danger. There were only 100 white rhinos in Africa, but now there are 20,000. If we do these things, future generations will see and enjoy these animals.

3. Read the web page again. Ask and answer the questions.

- A What is the problem for animals that live in forests?
- **B** How many giant pandas are there in the wild?
- C How many mountain gorillas are there in the wild?
- **b** What is the problem for rhinos?
- What three things can we do to save animals in danger?
- How many white rhinos are there now in Africa?



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If we cut down all the trees, pandas won't have a place to live. Many animals will be extinct if we don't do something to protect them. If we **do** these things, future generations **will see** and enjoy these animals.

Lesson 4: Animals Helping People

1. Look at the pictures. Answer the questions.



2 What animal is missing in each picture?

2. Read the text. Point to the animal words.

People have kept animals for many generations. We first started using dogs for hunting more than 12,000 years ago. Around 7,000 years ago, we began to keep chickens and sheep for food and wool. We have kept animals on our farms and as pets for many years.

Today, in many parts of the world, people still use animals to help with everyday life. Farmers use oxen to plough fields, and donkeys to pull carts full of food to markets. Animals help people and are very useful in our lives.

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

- A What happened 12,000 years ago?
- B Why did people start keeping chickens and sheep?
- C How do farmers use donkeys and oxen?
- **b** What other ways do animals help us?



Today, many people **keep** cats as pets. Around 7,000 years ago, people **began** to keep chickens. We **have kept** animals on our farms for many years.

4. Talk about how animals help people. Use the chart in Activity C.



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



2. Read the text. Point to the pictures.

Although animals are important in our life, some animals are dangerous. Sharks look dangerous because they have sharp teeth. We sometimes hear stories of them killing people but they are not the most dangerous animals. We should be afraid of small animals like spiders, locusts and scorpions.

A scorpion can sting and hurt us and sometimes it can kill us. Locusts can eat a field of plants in minutes. When this happens lots of people can die because there is not enough food. Some spiders can kill us when they bite. However, the most dangerous animal is the mosquito. This insect can give us malaria and about a million people die every year from this disease.

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



- A Not all animals are dangerous.
- B Sharks are the most dangerous animals for us.
- C If a scorpion stings you, you will always die.
- D Sometimes locusts can eat a lot of food.
- E You will always die if a spider bites you.
- **F** Mosquitoes kill about one million people every year.



Although animals are important in our lives, some animals are dangerous. We hear stories of sharks killing people **but** they are not the most dangerous animals. However, the most dangerous animal is the mosquito.

4. Ask and answer about dangerous animals.



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Lesson 6: Products and Animals

UNIT 5

1. Look at the pictures. Answer the questions.



- 1 What can you see?
- 2 What products can you get from each animal?
- 2. Read the blog. What animal products does it talk about?



3. Read the blog again. Ask and answer the questions.

- A How long have people used animals?
- B What are some shoes made of?
- C What are some sweaters made of?
- D What animal products do we eat or drink?
- E Where does wax come from?
- **(F)** What can we use wax for?

4. Ask and answer questions about animal products you have at home.



We have some soap. It's in the bathroom. We have meat and eggs. and some yoghurt, too.

My father has some shoes made of leather. He wears them for work.

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Lesson 7: The Horse and The Soup

1. Look at the pictures. What is the story?



2. ◀) Listen to the story. Point to the pictures.

3. ◀) Listen again. Ask and answer the questions.

- A Why did the traveller want to sit near the fire?
- B Who did the traveller want to speak to?
- C What food did the cook want to give the horse?
- What food did the traveller say to give his horse?
- **E** Why did all the men go outside?
- **•** Did the horse eat the soup?
- **G** Why did the traveller tell the cook to give his horse some soup?



We **will** give the horse some hay. A horse **won't** eat soup. / A horse **will not** eat soup. **Will** you bring me some soup, please?

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Lesson 8: Interesting Animal Facts UNIT

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



2. Read the facts. Which animal is each sentence about?

| Did You Know ? |
|---|
| A. The is one of the cleverest animals in the world. It can use tools and can make 25 different sounds. |
| B. The can run up to 60 kilometres an hour. |
| C. A baby lives in its mother's pouch for many months before it leaves. |
| D. Only the female bites people and animals. It needs blood to make eggs. |
| E. An can change the colour of its body in less than one second. |
| F. A spends up to sixteen hours every day eating plants. |
| G. If a dangerous snake or scorpion bites or stings a, the animal won't die. |
| H. A can jump 70 centimetres. This is like a person jumping 18 metres. |

3. Ask and answer questions about the animal.

| Camel | | |
|----------------------|--|--|
| Place where it lives | Deserts and dry places in North Africa and the centre of Asia | |
| Weight / Size | From 400 – 1,000 kilos Up to 2 metres tall | |
| Food | Herbivores: plants, leaves, grasses | |
| Other information | Can close its nose during sandstorms Can drink 113 litres of water in 13 minutes Can live up to six months without food and water Used as transport for thousands of years Products: milk, meat, leather, wool | |



Lesson 1: The Night Sky

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



2. () Listen to Ammar and Rami. Point to the pictures.



3. () Listen again. Ask and answer the questions.

- A What are the boys looking at?
- B Why does the moon sometimes look bigger?
- C What is special about the North Star?
- **b** Why does one boy know a lot about the night sky?
- (E) What is a comet?



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It's amazing, isn't it? You saw the comet, didn't you?

You know a lot about stars, don't you? We can see so much, can't we?

4. Work in groups. Ask and answer the questions.



Lesson 2: Our Solar System

UNIT 6

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



2. Read the text. Point to the planets.

Our solar system is like an egg. It consists of the sun, which is a star, and nine planets. One of these is our planet, the Earth. The closest planet to the sun is Mercury, which is also the smallest planet. The Earth is the third planet from the sun and almost 150 million kilometres away from it. We don't get too cold or too hot. The biggest planet is Jupiter. It has 63 moons. Saturn is famous for its rings of ice. Venus is between the Earth and Mercury, and we find Mars between the Earth and Jupiter. Uranus is the 7th planet and is the coldest planet in our solar system. Pluto is the most distant planet from the sun. It takes 164 Earth years for Neptune to orbit the sun once. Neptune is between Uranus and Pluto.

3. Read the text again. Use the numbers to talk about the solar system.





Lesson 3: Astronomy

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



2. Read the encyclopedia. Point to the pictures.

| | <u> </u> |
|---------------------------------------|--|
| | |
| www.encyclope | edia.SMILE.sd |
| | |
| ENCYCLOPEDIA The free encyclopedia | • The moon, the sun and the stars have always interested people. For thousands of years we used the sun, the moon and the stars to help us tell the time and to find our way across the seas. |
| Main page | • The Arab and Muslim world was famous for astronomy, and |
| Contents | there were observatories in many cities. Muslim Persian scientists and astronomers like Al-Battani, Al-Khwarizmi, |
| Search | Ibn Al-Haytham and Omar Khayyam studied the stars and planets, and made important discoveries in astronomy. Later, |
| Quiz | their discoveries helped scientists in Europe. Copernicus |
| | (1473 - 1543) was the first person to say the sun was the centre of the solar system and to say that the planets orbited it. Galileo (1564 - 1642) is often called the inventor of the telescope. |
| | |

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



- A People became interested in the moon, the sun and the stars a short time ago.
- **B** Sailors used the stars to help them to cross the seas.
- C Astronomy in Europe helped the Muslim world to make new discoveries.
- D People in Europe did not know about any famous Arab scientists.
- € Copernicus thought the sun went around the Earth.
- **F** Galileo probably invented the telescope.



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The sun and the stars interested people a long time ago. [In the past]The sun and the stars still interest people.[Now]The sun and the stars have always interested people.[From the past to now]

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Lesson 4: A Trip to the Moon

UNIT 6

1. Look at the pictures. What is happening?



2. ◀) Listen to the reporter. Were you correct?

3. **◀**) Listen again. Ask and answer the questions.

- A When did the rocket blast off?
- **B** Where is the rocket going?
- C When was the last time people went to the moon?
- **b** Who said everything is going well?
- E How long have some of the people been at the control centre?
- **F** What have they just seen?



They haven't heard from the astronauts **yet**. They have **already** spoken to the astronauts. They have **just** seen a rocket.

4. Look at the information. Ask and answer questions about the three trips.



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Lesson 5: The Sun, The Earth and The Moon

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

UNIT



- 2. Read the texts. Match each text with the pictures.
- A It takes 27.3 days for it to orbit the Earth. Gravity is weaker than on the Earth but it makes seas rise and fall. You cannot hear sounds there because there is no air and the sky always looks black.
- B This is at the centre of our solar system. It is 4.6 billion years old. The surface temperature is 5,500°C that is very hot! It takes 8 minutes for light from there to reach us because we are 150 million kilometres away.
- C This is the only planet in the solar system with life. The air here consists of 78 percent nitrogen and 21 percent oxygen. It is often called the 'Blue Planet'. 70 percent of the surface is covered with water. In the past, people thought this planet was the centre of the solar system.

3. Read the texts again. Are the sentences about the sun, the Earth or the moon?

- A It's the centre of the solar system.
- **B** The surface is covered with water.
- C You can't hear anything.
- D The surface temperature is very hot.
- E Animals and plants live on this planet.
- **(F)** It has a black sky.

4. Say sentences about the sun, the Earth or the moon. Can your friends guess?



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Lesson 6: Life in Space

1. Look at the picture. Where can you find it?



2. Read the magazine article. Match the headings with the paragraphs.

A Living on the moon. B Life on the International Space Station.



1) I'm a scientist and I work on the International Space Station. We can only spend six months here because there's no gravity in space. If we stay here longer, our muscles and bones will become weak. We do exercise for two hours every day. We spend a lot of our time cleaning the station because dust can damage the equipment. Most of our food is in packets and we add water before we eat it. Occasionally we get fresh fruit and it's always delicious!



UNIT

(2) I've never been to the moon, but I think people will live there in the future. We'll need special places to live because there's no oxygen. We'll also need to grow food and find water. People will need to find ways to stay fit and healthy too.

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



- A The scientist is working on the International Space Station.
- B Scientists can't live in space for more than half a year.
- C They can't do any exercise on the station.
- D They don't need to clean the station.
- E They often have fresh food.
- F The scientist believes people will live on the moon.
- G There is too much oxygen on the moon.
- At the moment we can't grow food on the moon.



I think people **will** live on the moon in the future. We **will** need special places to live.

4. Read the sentences in Activity B. Do you agree or disagree?

What do you think about this sentence? I think scientists will find life on another planet.



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Lesson 7: The Eclipse

1. Look at the pictures. What is happening?



2. Read the story. Were you correct?



Obuya was walking across the field to the river when suddenly everything went dark. He fell down and landed on his hands. Obuya looked up at the sky. Where was the sun? He stood up, brushed the dust from his clothes and looked at his hands - only a few cuts.

Obuya was suddenly afraid and started to run quickly back to the camp. Then suddenly it started to get light again! What was happening? Obuya was very confused. He sat down and looked up again. A shape was moving across the sun.

Now the sun was getting bigger and brighter. He covered his eves because the sun started to hurt them. He took another quick look. Was that shape the moon? Why was the moon trying to eat the sun?

- 3. Read the story again. Ask and answer the questions.
- A Where was Obuya going?
- C Why was he afraid?
- **E** What did he think the moon was doing?



- **B** Why did he fall over?
- **b** Why did he cover his eyes?
- **F** What do you think was happening?

Obuya was walking across the field. The sun was getting bigger. What was happening?

4. Talk about what you wrote in Activity C.

I ran back to the camp and I saw my family. I asked, "What happened? Did you see the sun? Why was the moon trying to eat the sun?" My father said ...



My father, mother and I were at the camp. Suddenly, Obuya ran to us. He looked very confused. "What happened?" he asked.

Lesson 8: Out Into Space

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



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



3. Read the sentences. Choose the correct person.

- Al-Biruni / Sally Ride was born more than a thousand years ago.
- B AI-Biruni / Sally Ride collected information that astronomers used many years later.
- C Al-Biruni / Sally Ride was an astronaut.
- **D** Al-Biruni / Sally Ride went into space at the age of 32.
- **E** Al-Biruni / Sally Ride wrote lots of books about Maths and Science.
- **F** Al-Biruni / Sally Ride wanted to make science interesting for girls.

4. Talk about what will happen in the future.





1. Look at the pictures. What are the games?



2. Read the texts. Say one thing you have learnt about the games.

Shaddat

The game is played between two teams with the same number of players. The players have to stand on one leg and push or pull players from the other team. If a player falls over, he or she is out of the game. One team wins when all the players from the other team are out.



The players **have to** stand on one leg. A player **has to** throw the Shileil.

Shileil

You play Shileil on a night with a bright moon. You make a circle on the ground and then a player has to throw the Shileil (a bone) and shout, "Where's the Shileil?" The other players answer, "The lion ate the Shileil", and they try to find the Shileil. Players ask and answer the same question about different animals. When a player finds the Shileil, they try to get to the circle to win the game.

3. ◀) Listen to Gasim and Tim. Which game are they talking about?



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Lesson 2: Women in Sport

1. Look at the pictures. What are the sports?



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



3. Read the web page again. Ask and answer the questions.

- A Why is Cathy O'Dowd famous?
- B When could women compete in the Olympic Games for the first time?
- C Who were the first sisters to play together and win a gold medal?
- **b** Why were the 2012 Olympic Games important for women?
- E When did Wilma Rudolph win three gold medals?
- Image: Which woman do you think is the most amazing? Why?
- 4. Look at the chart in Activity C. Talk about one of the women.

What did Wilma do? When did she do it?





She won three gold medals in the Olympic Games. She did it in 1960.

UNIT

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Lesson 3: The World's Most Popular Sport

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



2. Read the text. Say one thing you have learned about football.

People first played football with written rules in about 1870. It has now become the world's most popular sport. 250 million people in almost every country play it. Across the world there are football competitions for both men and women. The first World Cup took place in 1930, and 13 teams took part. Uruguay beat Argentina 4-2 in the final. Since then the World Cup has grown and 32 teams played in the 2014 finals. Argentina lost again in the final, this time 1 – 0 to Germany.

Twenty-seven years after the first World Cup, the African Cup of Nations started. Only three countries took part in the first African Cup of Nations. When the competition took place in Khartoum, Egypt won. Sudan has won the African Cup of Nations once in 1970.



UNIT

The competition **took place** in Khartoum.

Three countries **took part** in the first African Cup of Nations.

Phrasal verbs such as take place and take part have two or more parts in them.

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



A People started playing football with written rules in 1870.

B People play football in almost every country in the world.

C Women don't play football.

b The World Cup is an international football competition.

- E The African Cup of Nations started in 1950.
- F Three countries took part in the first African Cup of Nations.
- 6 Sudan has won the African Cup of Nations many times.
- H Sudan has won the World Cup once.

4. Talk about the numbers in the text.



Lesson 4: African Athletes

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





UNIT

2. () Listen. Who is the athlete? How many medals did he win?

3. Read about the athletes. Then ask and answer about important dates in their lives.

| Zola Bu | ldd |
|---------|---|
| 1966 | was born in South Africa on 26 May |
| 1984 | competed in the 3,000 metres race (Olympic Games, Los Angeles) |
| 1985 | ran with no shoes, got the world record for the 5,000 metres race |
| | (time: 14 minutes and 48 seconds) |
| 1989 | got married |
| 2008 | moved to the USA |
| | |

Jemima Sumgong

| 1984 2006 | was born in Kenya on 21 December competed in her first marathon and won (Las Vegas) | |
|--------------|--|--|
| 2000 | | |
| | (time: 2 hours, 35 minutes, 22 seconds) | |
| 2011 | had a daughter | |
| 2016 | won the London marathon (April), won gold medal at the Olympic Games | |
| | (Rio de Janeiro) and became the first person from Kenya to win a gold medal in an | |
| | Olympic marathon | |



Lesson 5: Fit and Healthy

1. Look at the pictures. What are they doing?



2. Read the poster. Point to the pictures.

Stay Fit and Healthy.

To stay fit and healthy we have to eat a healthy diet, drink enough water and do exercise regularly. Teenagers should do 60 minutes of exercise every day.

Some exercise is good to give you energy, for example when you walk quickly, run, swim or skip. These exercises make you sweat and breathe faster.

Some exercise helps to make you stronger, such as doing situps and lifting weights. You have to make sure you look after your muscles too. This doesn't just mean making them stronger. You have to be careful to stretch your muscles and make sure they are not too tight.



3. Read the poster again. Ask and answer the questions.

- A Exercise is one of the things you should do to stay fit and healthy. What are the other two?
- B How long should teenagers do exercise every day?
- C How does swimming help you stay fit?
- D What kind of exercises make you breathe faster?
- E What exercise can you do to help your muscles?



4. Ask and answer the questions about the exercise that you do.



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Lesson 6: Sudanese Sports Stars

UNIT 7

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



2. Read the texts. Point to the pictures.

Sara Jad Allah Jubara had polio when she was a young child, and she started to swim to help her to get better. Although Sara couldn't walk well, she could easily move through the water. In 1975, Sara became the first Sudanese person to swim between the UK and France. Now she encourages other Sudanese girls to learn to swim. Ismail Ahmed Ismail was the first Sudanese athlete to win an Olympic medal. He was born in Khartoum in 1984. He started running when he was a child, and he won a gold medal at the Afro Asian Games when he was 19. A year later, he reached the final of the 800 metres race in the 2004 Olympic Games. Four years later, he won a silver medal in the 800 metres final at the Olympic Games in China.

3. Read the sentences. Choose the correct person.

- A Sara / Ismail became the first Sudanese person to do something in 1975.
- **B** Sara / Ismail started a sport to help with an illness.
- C Sara / Ismail was in the 800 metres final at the Olympic Games in 2004.
- **Sara** / **Ismail** started running when she / he was young.
- **E** Sara / Ismail could not walk very well when she / he was a young child.
- **F** Sara / Ismail won an Olympic medal at the age of 24.



Adjective

Adverb

After polio, Sara wasn't a **good** walker. \leftrightarrow After polio, Sara couldn't walk **well**. Moving through water was **easy** for Sara \leftrightarrow Sara could move **easily** through water.

4. Imagine your friend is Sara or Ismail. Ask them the questions in Activity C.



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Lesson 7: Strange Sports

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



2. Read the magazine article. Point to the pictures.

<u>'Let's learn about three strange</u> <u>sports.'</u>

Which one would you like to try? 1. Zorbing began in New Zealand. You climb into a big plastic ball and roll down a hill. You put on a harness inside the ball. You won't hurt yourself, although you will get very dizzy! Bo-taoshi is a Japanese game. There are two teams of 150 players. Each team tries to pull down the other team's pole. The players climb up the poles.
 Bungee jumping looks frightening and dangerous. You jump off high places like bridges. You wear an elastic rope around you. You think you will hit the ground but the rope will stop you!

3. Read the magazine article again. Ask and answer the questions.

- A Which sport needs teams?
- **B** Which sport started in New Zealand?
- C Which sport isn't good for someone who is afraid of high places?
- **b** Which sport comes from Japan?
- **(E)** Which sports can you do alone?
- **(F)** Which sport looks the most dangerous? Why?

You **will** hurt yourself. The rope **will** stop you. You **won't** hurt yourself. The rope **won't** stop you.

4. Ask and answer questions about a sport you would like to try.





Lesson 8: Be Active!

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



2. Read the leaflet. What is it about?

xercise is important for teenagers. If you do exercise, you won't have as many illnesses and diseases when you are older. People who exercise usually live longer.

Teenagers should do an hour of exercise every day. You should do exercises to make your muscles and bones stronger, and to give you energy. You should try to make yourself sweat or breathe more quickly.

Teenagers who live in towns and cities often don't get enough exercise. They sometimes spend hours watching TV, and they travel by bus or by car. If this is you, try to walk to school, or go outside and play football with your friends.

inally, remember this: exercise doesn't just help you stay fit and healthy, it makes you happier too!

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



- A People who do exercise have more illnesses and diseases when they are older.
- B Teenagers should exercise for 60 minutes every day.
- C Exercise doesn't help to make your muscles and bones stronger.
- **(b)** Some teenagers don't get enough exercise.
- E Walking to school is not exercise.
- F Exercise helps you to feel better.

4. Talk about the exercise you do.

I walk to school every day with my brother. I play football with my friends at the weekend. I play football in the village. I do about seven hours of exercise every week. UNIT

Lesson 1: Good Health

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



2. Listen to Fadia. Where is she? What is wrong with her?

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

- (A) Fadia has got a bad cough.
- C The doctor says she has got a fever.
- E) She eats a lot of junk food.
- G She should take one spoon every day.
- (B) The doctor wants Fadia to sit down.
- (D) Fadia does exercise every day.
- (F) The doctor is going to give her some medicine.

4. Goodbye! Read the cartoon. Say goodbye to your English class friends.



Lesson 2: Protecting Animals

UNIT 8

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



2. Read the text. Point to the pictures.

People and animals have a complex relationship. We use animals such as dogs, oxen and chickens for hunting, farming and for food. There are other animals that we kill because we think they are dangerous. However, we need to be careful. Animals like scorpions are often useful because they eat small animals like mice and rats. If we kill scorpions, then there will be more mice and they will destroy crops and eat our food.

It is also important to protect animals and their habitats. Animals such as pandas in China are not in danger because people kill them, but because we destroy the places they live. Other animals, like the rhinos in Africa, are under threat from hunting. People must remember that we share the planet with animals.

3. Read the text again. What does it say about the animals?



Lesson 3: Sports Time

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

UNIT 8



2. Read the leaflet. Point to the pictures.



Stay Fit and Healthy! Try a New Sport!

There are sports for everybody. You can do some sports alone such as swimming or running, or you can join a club and do these sports with friends. Other sports, like football or Shadat, are played in teams.

If you don't like sweating and getting hot and tired, try archery or yoga Yes, yoga is a sport! People don't always want to compete, or try to be stronger or faster.

For some sports, you need equipment which costs money. For example, it's difficult to sail without a boat, or if you don't live near a river or a lake. However, for some sports you don't really need anything. Abebe Bikila didn't wear shoes when he won a gold medal at the 1960 Olympic Games!



3. Read the leaflet again. Ask and answer the questions.

- A Why should people do some kind of sport?
- B Which of the sports in the text can you do by yourself?
- C Which of the sports in the text do you play in teams?
- What should you do if you don't like getting hot?
- E Why is it difficult to do some sports?
- F What was special about Abebe Bikila in the Olympics in 1960?

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