

# كتاب اللغة الإنكليزية

الصف الخامس

منهاج التعلم التمكيني



## Introduction

We are delighted to offer our English language book to learners as a powerful tool for learning.

This book has been designed to focus on fundamental skills, catering to those who may not have access to traditional classroom education or learning resources.

Our aim is to provide enriching information and engaging activities aligned with educational standards, which will help learners acquire valuable skills, knowledge, and values. These activities promote critical thinking, problem-solving, decision-making, and deduction methods, which are essential for solving real-life language use issues.

We believe that the English language is vital in our daily lives, and it is our mission to impart its importance to learners through lifelong learning experiences.

The authors

# Book Icons



I manage my learning

Instructions about learning management. I can find it in the (How I Learn) manual.



Let's Start

An introductory activity at the beginning of the unit encourages entry into the unit.



Keywords

Keywords for each lesson.



Time

The time I need to study lessons and activities.



Activity Objective

The objective that I need to accomplish at the end of an activity.



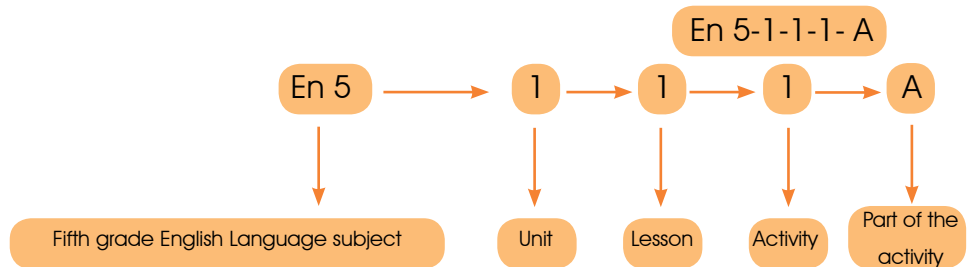
My Tools

The tools I need to perform the activity.



Audio Script

Listening to the corresponding audio of the activities I will do.



I Check

Checking my answer after finishing the activity.



Standards

The standards which the lesson activities were built on.

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# Exploring The Book's Parts

**1** **Book Icons**

**Icons**

A page to get to know the types of icons and their meanings.

**6** **Let's Go**

**Let's Go**

A warm-up activity for the lesson.

**2** **Unit One: Growing Well**

**Unit Opening**

Title of the unit, its duration, and the importance of referring back to the guide (How do I learn?)

**5** **I Go around the World**

**Lesson Opening**

Title of the lesson, its keywords, duration, curriculum standards, and tools.

**3** **Unit Lessons**

**Unit Lessons**

Titles and expressive images of unit lessons.

**4** **Let's Start**

**Let's Start**

A warm-up activity for the unit.

7

**I Can Reply About Nature** أجيب عن الطبيعة

pencil / rubber

Recognizing the suitable word that completes each question.  
معرفة الكلمة المناسبة التي تكمل كل سؤال

10 - 15 minutes

I read and complete the questions

1. What ..... living things need to live?  
Living things need water to live.
2. What ..... water necessary for?  
Water is necessary for drinking, cooking
3. .... do plants need to live?  
Plants need water to live.
4. .... do bees live?  
Bees live in hives.

### Lesson Activity

Activities to master lesson skills and knowledge.

12

**How Do I Like to Learn?**

At the end of the unit, I am able to specify the way that helped me learn better by coloring a number of stars as following:

☆☆☆ helped a bit    ☆☆☆ helped    ☆☆☆ helped a lot

I learn by writing: ☆☆☆

1. Write capital letters when necessary
2. Marwan travels to farous every m...

I learn by completing: ☆☆☆

Bees fly thousands of miles in order to...

I learn by matching: ☆☆☆

1. Listen and match

1. Bees as nectar    c. in order

### How Do I Like to Learn?

Identifying preferred learning strategies.

8

**Check** أتحقق من أياي

1. What do living things need to live?  
Living things need water to live.
2. What is water necessary for?  
Water is necessary for drinking, cooking and washing.
3. What do plants need to live?  
Plants need water to live.
4. Where do bees live?  
Bees live in hives.

### I Check

Ensuring proper execution of each activity.

11

**Unit Quiz/Worksheet**

1. I classify the living and the non-living things. أصنف الأشياء الحية وغير الحية

mountain - tree - bird - cat - dress - flower - ice cream - balloon - mushroom - cow

Living things	Non-living things

I read and choose.

1. Bees fly thousands of miles in order to flowers
2. Bees move their wings to (made - m)
3. Ants pick wheat in order to (take - eat)
4. People go to the supermarket to buy

### Unit Worksheet

Additional exercises to build skills and connect the learning from the unit lessons.

9

**Self Assessment** أقيم نفسي

25-30 minutes

1. I am a big brown thing. Some people like to climb me as a kind of hobby. Some of me have bees on. What am I?
2. Water is my body. Fish live in me. I can run smoothly on lands. I am very important for plants, animals and humans.
3. You can find me between two mountains. I have the (V) shape. I have trees and rivers.
4. All living things need me to be one of them. I surround you.

I write what we must do and what nature clean.

We must

I look at the picture and describe who

### Lesson Self-Assessment

A test that covers the skills and knowledge of the lesson.

10

**Lesson Summary** أستعرض

15-20 minutes

I am able to

1. Define true and false statements following listening strategies.
2. Circle words following listening strategies.
3. Arrange scrambled letters correctly following listening strategies.
5. Guess the title of a text due to some pictures.
6. Choose the right answer based on reading a text.
7. Fill in the spaces with words from a text.
8. Ask and answer questions related to the text when reading using simple present form.
9. Distinguish between (must) and (mustn't).  
Eg - We must plant trees.  
- We mustn't throw the rubbish on the ground.
10. Define (must) and (mustn't) words to obligation form.

### Lesson Summary

Skills and knowledge acquired from the lesson.

# Unit 1: Growing Well



6-7 hours

## How Do I Learn?

Before you start this unit, go to the «How Do I Learn?» guide, to organize your time and weekly tasks.

This guide supports you to assess your learning and build your learning skills. You can use the guide while studying all the Empowered Learning Curriculum Subjects: English, Arabic, Mathematics and Science.

# Unit Lessons

## Lesson 1

### Beauty of Nature

جمال الطبيعة



## Lesson 2

### Farming

الفلاحة



# Let's Start



## Activity I Look at Nature



Drawing an illustration based on a simple instruction.

رسمُ صورةٍ بالاعتمادِ على تعليمَةٍ بسيطةٍ.



10 - 15 minutes



crayons



pencil

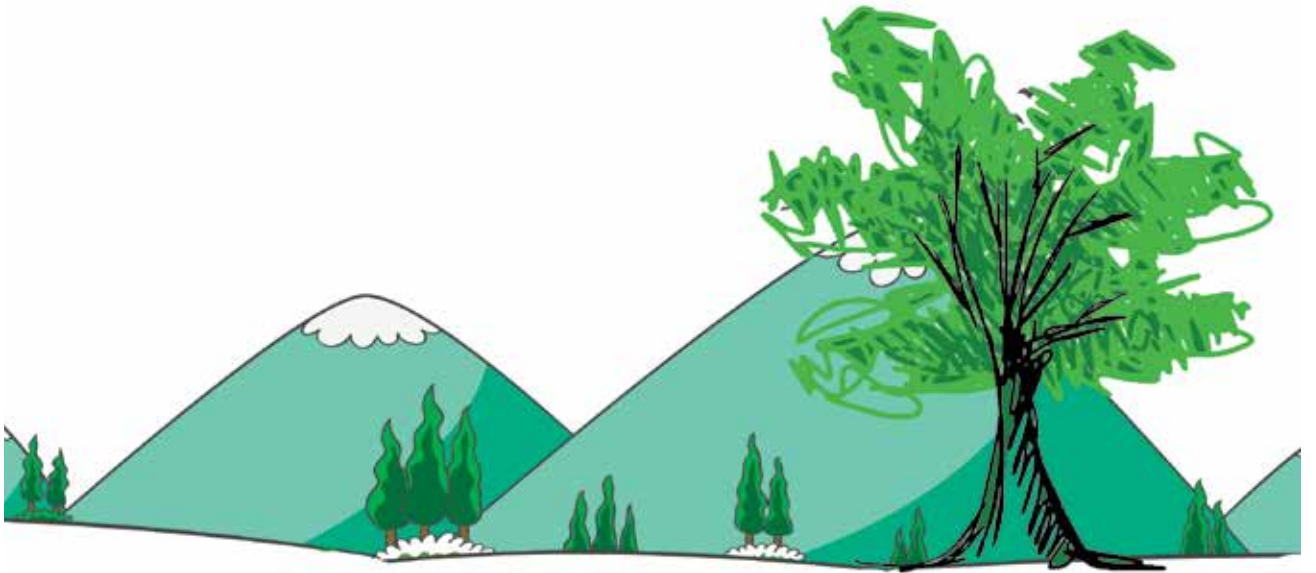


rubber



A I complete this picture by adding more items from nature.

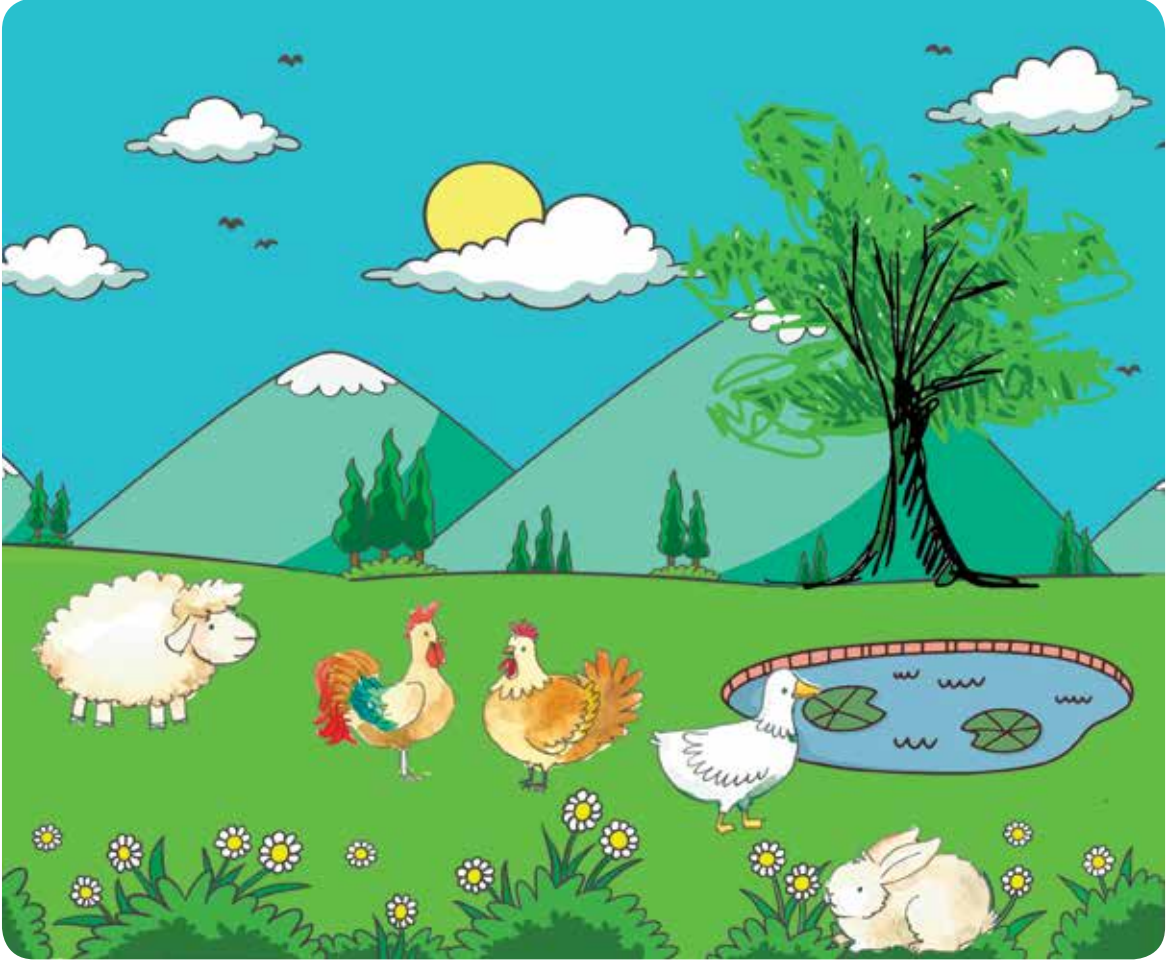
أكملُ هذهِ الصُّورةَ من خلالِ إضافةِ أشياءَ أكثرَ عن الطَّبيعةِ.





I Check

أتحقق من إجابتي





Water - Mountain - Valley - River - Nature

ماء

جبل

وادي

نهر

طبيعة



3.5 - 4 hours



crayons



pencil



rubber



CD player

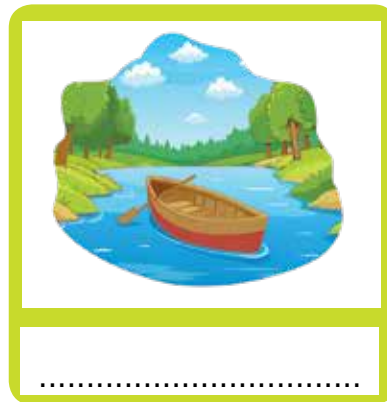


# Let's Go



I write the names of natural views.

أكتبُ أسماءَ المناظرِ الطَّبيعيةِ.



## Activity 1

## Nature's Gifts

## هبات الطّبيعة



Identifying whether the statements related to nature are true.

تحديدُ صحّة عباراتٍ حول الطّبيعة.



10 - 15 minutes



pencil



rubber



CD player



En5-1-1-1

I listen then decide if the sentences are True (T) or False (F).

أستمعُ ثمّ أقرّرُ فيما اذا كانتِ العباراتِ صحيحةً أو خاطئة.

1. Water is necessary for the life of animals and plants.

True

2. The sun doesn't give heat.

3. Mountains and valleys are parts of nature.

4. Air has only one gas.



I Check

أتحقّق من إجابتي

1. Water is necessary for the life of animals and plants.

2. The sun gives heat.

3. Mountains and valleys are parts of nature.

4. Air has many gases.

## Activity 2 Nature Surrounds Us

الطبيعة تحيط بنا



Identifying the correct words after listening.

التَّعَرَّفُ عَلَى الكَلِمَاتِ الصَّحِيحَةِ بَعْدَ الاسْتِمَاعِ.



10 - 15 minutes



pencil



rubber



CD player



En5-1-1-2 I circle the words that I hear.

أحيطُ الكَلِمَاتِ الَّتِي أَسْمَعُهَا.

1. rock - volcano - **river** - moon
2. mountain- valley - trees - stars
3. plants - flower - earth - animals
4. the sun - cloud - rainbow - sea



I Check

أتحقق من إجابتي



river



valley



plants



sea

### Activity 3

### Nature's Views

### مشاهد الطبيعة



Spelling learned vocabulary correctly.

تهجئة المفردات بشكل صحيح.



10 - 15 minutes



pencil rubber



I look and write.

أنظر وأكتب.

water - mountain - river - sky - animals



I Check

أتحقق من إجابتي



sky



river



mountain



animals



water

## Activity 4

## The Picture Tells

## الصورة تتحدّث



Using visual clues to predict the title.

استخدام الأدلة المرئية للتنبؤ بالعنوان.



10 - 15 minutes



pencil



rubber



I look at these pictures and guess what the lesson could be about.

أنظر إلى الصورة وأخمن موضوع الدرس.



I Check

أتحقّق من إجابتي

Nature

## Activity 5

## I Keep Nature Clean

## أحافظ على الطبيعة نظيفة



Using context to identify the correct vocabulary.

استخدامُ السِّيَاقِ للتعرفِ على المفرداتِ الصَّحيحة.



10 - 15 minutes



pencil rubber



I read and choose the correct answer between brackets.

أقرأ وأختارُ الإجابةَ الصَّحيحةَ من بينِ قوسين.

### The Gift of Nature

The natural environment consists of air, water, and plants. It includes everything we see around us like trees, plants, flowers, animals and mountains. It provides us with the air we breathe, the water we drink, and the food we eat. We must keep it clean. We must put the rubbish in the bins. We must plant trees and water them. We mustn't cut the trees to keep our nature safe.

1. The natural environment includes (**everyone** - **everything**) we see around us.
2. It consists of (**air** - **buildings**), water, and plants.
3. It provides us with the food we (**drink** - **eat**).
4. We (**must** - **mustn't**) cut down trees.



I Check

أتحقَّق من إجابتي

1. The natural environment includes everything we see around us.
2. It consists of air, water, and plants.
3. It provides us with the food we eat.
4. We mustn't cut down trees.

## Activity 6

## Nature's Words

## كلمات الطبيعة



Recognising the correct words.

التَّعَرُّفُ عَلَى الْكَلِمَاتِ الصَّحِيحَةِ.



10 - 15 minutes



pencil



rubber



I read the text again then fill in the spaces

املأ الفراغاتِ بكلماتٍ مِنَ النَّصِّ بَعْدَ قِرَاءَتِهِ مَرَّةً ثَانِيَةً.

### Mother Nature

The natural environment consists of air, ....., and plants. It includes everything we see around us like trees, plants, ....., animals and mountains. It provides us with the air we breathe, the water we ....., and the food we eat. We must keep it ----- . We must put the ..... in the bins. We must plant trees and water them. We mustn't cut the trees to keep our nature .....



I Check

أَتَحَقَّقُ مِنْ إِجَابَتِي

The **natural** environment consists of air, **water**, and plants. It includes everything we see around us like trees, plants, **flowers**, animals and mountains. It provides us with the air we breathe, the water we **drink**, and the food we eat. We must keep it **clean**. We must put the **rubbish** in the bins. We must plant trees and water them. We mustn't cut the trees to keep our nature **safe**.

## Activity 7

## I Can Reply About Nature

أجيب عن الطبيعة



Identifying the suitable word that completes each question.

تحديد الكلمة المناسبة التي تكمل كل سؤال.



10 - 15 minutes



pencil



rubber



I read and complete the questions.

أقرأ وأكمل الأسئلة.

1. What ..... living things need to live?

Living things need water, food and air to live.

2. What ..... water necessary for?

Water is necessary for drinking, cooking and washing.

3. .... do plants need to live?

Plants need water, sunshine and air to live.

4. .... do bees live?

Bees live in hives.



## I Check

أتحقق من إجابتي

1. What do living things need to live?

Living things need water, food and air to live.

2. What is water necessary for?

Water is necessary for drinking, cooking and washing.

3. What do plants need to live?

Plants need water, sunshine and air to live.

4. Where do bees live?

Bees live in hives.



## Activity 8

## It's My Duty

إنه واجبي



Distinguishing between /must/ and /mustn't/.

التمييز بين /يجب/ و/يجب ألا/.



10 - 15 minutes



pencil



rubber



I choose /must/ or /mustn't/.

أختارُ /يجب/ أو /يجب ألا/.

1. You (**must** - **mustn't**) be late for your school bus.
2. We (**must** - **mustn't**) protect nature.
3. People (**must** - **mustn't**) cut down trees.
4. Kids (**must** - **mustn't**) help keep nature clean.
5. We (**must** - **mustn't**) throw the rubbish on the ground.



I Check

أتحقّق من إجابتي

1. You **mustn't** be late for your school bus.
2. We **must** protect nature.
3. People **mustn't** cut down trees.
4. Kids **must** help keep nature clean.
5. We **mustn't** throw the rubbish on the ground.

## Activity 9

## Nature's Needs

## احتياجات الطبيعة



Distinguishing the use of /must/ and /mustn't/ related to duties.

تمييز استعمال /must/ و /mustn't/ المرتبطتين بالواجبات.



10 - 15 minutes



pencil



rubber



I look at the pictures and complete with /must/ or /mustn't/.

أنظر للصّور وأكمل ب/يجب/ أو /يجبُ ألاّ/.

1. He mustn't cut down the tree.



2. He ..... help animals.



3. She ..... water the plants.



4. He ..... throw the rubbish on the ground.



I Check

أتحقّق من إجابتي

1. He mustn't cut down the tree.



2. He must help animals.



3. She must water the plants.



4. He mustn't throw the rubbish on the ground.





أختبر نفسي



1. Guess what I am

احزر ما أنا.

1. I am big and brown. Some people like to climb me as a kind of hobby. Sometimes trees grow on me. What am I?

.....

2. Water is my body, fish live in me. I can run smoothly on lands. I am very important for plants, animals and humans.

.....

3. You can find me between two mountains. I have the /v/ shape.

I have trees and rivers.

.....

4. All living things need me to breathe. I have gases. Oxygen is one of them. I surround you everywhere.

.....



2. I write what we must do and what we mustn't do to keep our nature clean.

We must	We mustn't



3. I look at this picture and describe what I can see.

أنظر للصورة وأصف ما أرى.

.....  
 .....  
 .....  
 .....  
 .....  
 .....





## I Check

أتحقق من إجابتي

### Activity 1:

1. Mountain
2. River
3. Valley
4. Air

### Activity 2:

#### Sample Answers:

1. We must plant trees.
2. We must throw the rubbish in the bin.
3. We mustn't cut down trees.
4. We mustn't throw the rubbish on the ground.

### Activity 3:

#### Sample Answers:

I can see mountains and different kinds of flowers. There is also a road. I can see different colours. The sky is very beautiful and full of clouds.



I am able to أَسْتَطِيعُ أَنْ			
<p>1. Identify words related to nature. (Water - Mountain - Valley - River - Nature) أَمَيِّزُ كَلِمَاتٍ تَتَعَلَّقُ بِالطَّبِيعَةِ. (ماء - جبل - وادي - نهر - طبيعة)</p>			
<p>2. Circle words related to nature following listening strategies. (flower- plant- sun) أَحِيطُ كَلِمَاتٍ تَتَعَلَّقُ بِالطَّبِيعَةِ مَتَّبِعاً آليَّاتِ الاسْتِمَاعِ. (زهرة - نبتة - شمس)</p>			
<p>3. Choose the right answer based on a picture related to nature. أَخْتَارُ الإِجَابَةَ الصَّحِيحَةَ بِالاعْتِمَادِ عَلَى صُورَةٍ تَتَعَلَّقُ بِالطَّبِيعَةِ.</p>			
<p>4. Fill in the spaces with words about nature from a text. (The natural environment consists of air, water, and plants.) أَمَلَأُ الْفَرَاغَاتِ بِكَلِمَاتٍ عَنِ الطَّبِيعَةِ مِنَ النَّصِّ. (تتألف البيئة الطبيعيَّة من هواء وماء ونباتات.)</p>			

I am able to

أستطيع أن



5. Ask and answer questions related to nature when reading, using simple present form.  
(What do living things need to live?  
Living things need water, food and air to live.)

أسأل وأجيب عن الطّبيعة عند القراءة باستخدام زمن المضارع البسيط.  
(إلى ماذا تحتاج الكائنات الحيّة لتعيش؟  
تحتاج الكائنات الحيّة إلى ماء وغذاء وهواء لكي تعيش.)

6. Distinguish between /must/ and /mustn't/.  
( - We must plant trees.  
- We mustn't throw the rubbish on the ground.)

أفرّق بين must/ mustn't  
(يجب أن نزرع الأشجار. -  
ممنوع أن نرمي القمامة على الأرض.)



farm - farmer - farming - pick up flowers - nectar - bee - sip - hive

مزرعة مزارع زراعة التقاط الزهور رحيق نحلة رشفة خلية نحل



3.5 - 4 hours



crayons



pencil



rubber



CD player



# Let's Go



I tick the correct name of each animal.

أضع إشارة على اسم كل حيوان.



chicken

chick



cut

cat



good

goat



cow

cool



horse

house



dog

dig



red

rabbit



sheep

ship



duck

door

## Activity 1

### My Friends the Bees

### أصدقائي النحل



Identifying some farming vocabulary.

تحديد بعض المفردات الزراعية.



10 - 15 minutes



pencil



rubber



CD player



En5-1-2-1

I listen and choose.

أستمع وأختار.

### Honey Makers

Honey bees live together in large colonies inside nests or (houses - **hives**). Honey bees are black and gold. They collect nectar from flowers. They (**drink** - **sip**) the nectar to make honey. When bees find a flower, they suck the (**nectar** - **water**). The nectar is stored in a second stomach. Then the (**bees** - **queen**) return to their hive and start to pass the nectar from bee to bee. Then it turns into (**food** - **honey**).



I Check

أتحقق من إجابتي

Honey bees live together in large colonies inside nests or hives. Honey bees are black and gold. They collect nectar from flowers. They sip the nectar to make honey. When bees find a flower, they suck the nectar. The nectar is stored in a second stomach. Then the bees return to their hive and start to pass the nectar from bee to bee. Then it turns into honey.

## Activity 2

## I Know More about Bees

أنا أعرفُ أكثرَ عنِ النَّحْلِ



Identifying vocabulary about bees and making honey.

تحديدُ المفرداتِ المتعلِّقةِ بالنَّحْلِ وصنعِ العسلِ.



10 - 13 minutes



pencil rubber



I read, look and match.

اقرأ، وأنظُرْ وأطابق.



A queen bee



sip



hive



honey



nectar



I Check

أتحقِّق من إجابتي



nectar



hive



honey



sip



A queen  
bee

### Activity 3

### Let's Ask about Bees

هيا نسأل عن النحل



Identifying the correct answer to each question about bees.  
تحديد الإجابة الصحيحة لكل سؤال.



7 - 10 minutes



pencil rubber



I read and match.

اقرأ وأطابق.

1. What are the children doing?

2. Where do bees live?

3. What do bees make?

4. What colours are the bees?

a. Bees are black and yellow.

b. Bees live in a hive.

c. They are watering the flowers.

d. They make honey.



I Check

أتحقق من إجابتي

1. What are the children doing?

c. They are watering the flowers.

2. Where do bees live?

b. Bees live in a hive.

3. What do bees make?

d. They make honey.

4. What colours are the bees?

a. Bees are black and yellow.



**Activity 4****I Like Farming****أحبُّ الزراعة**

Responding correctly to the purpose of reading.

الإجابةُ بشكلٍ صحيحٍ بعدَ القراءة.



15 - 17 minutes



pencil      rubber



I read and choose.

أقرأ وأختار.

**Living on a Farm**

Farming is very important because it provides almost everything we need to live! Farmers play a big role in our society by growing food and producing useful products. There are two main types of farming: crop farming and animal farming. Some farmers plant seeds to grow crops like fruits, vegetables, and grains, while others raise animals such as cows, chickens, and sheep. Some farms have both crops and animals, which helps them make food and other useful products. Many families live on farms, working hard to grow the food we eat every day. Farmers today need to know a lot about both farming and business to be successful. Their hard work helps keep our food system strong!



1. We can get almost everything we need to live from a .....  
a. sea                                      b. factory                                      c. farm
2. Farmers help by .....  
a. producing products      b. making clothes                      c. building houses
3. Crops and animals are types of .....  
a. music                                      b. farming                                      c. places
4. Farmers plant seeds in order to .....  
a. grow crops                                      b. raise animals                                      c. have forests
5. Farmers grow crops and animals to produce food and .....  
a. houses                                      b. electricity                                      c. drinks



I Check

أتَحَقَّقُ مِنْ إِجَابَتِي

1. We can get almost everything we need to live from a farm.
2. Farmers help by producing products.
3. Crops and animals are types of farming.
4. Farmers plant seeds in order to grow crops.
5. Farmers grow crops and animals to produce food and drinks.

Activity 5

I Have Fun

أنا أستمتع



Classifying animals

تصنيفُ الحيوانات.



10 - 15 minutes



pencil



rubber



I read and classify.

أقرأ وأصنّف.

cow - tiger - chicken - sheep - wolf - rabbit - fox - horse



Domestic Animals

.....

.....

.....

.....

.....

.....



Wild Animals

.....

.....

.....

.....

.....

.....



I Check

أتحقق من إجابتي

Wild Animals: Fox - Tiger - Wolf

Domestic Animals: Rabbit - Horse - Cow - Sheep - Chicken

## Activity 6 Let's Join Sentences

هيا نربط الجمل



Linking sentences using "in order to".

ربطُ الجملِ باستخدام "in order to".



7 - 10 minutes



pencil



rubber



I reorder.

أعيدُ التَّرتيب.

1. sip / to / make / honey / in / nectar / order / Bees.

.....

2. Bees / fly / thousands / miles / of / flowers / to / for / search.

.....

3. their / down / in / cool / order / wings / to / Bees / move / the / hive.

.....

4. seeds / in / plant / grow / Farmers / crops / order / to.

.....



I Check

أنحَقِّق من إجابتي

1. Bees sip nectar in order to make honey.

2. Bees fly thousands of miles to search for flowers.

3. Bees move their wings in order to cool down the hive.

4. Farmers plant seeds in order to grow crops.

## Activity 7

## Let's Learn

هيا نتعلم



Using visual clues to identify the meanings of words.

استعمال الأدلة البصرية للتعرف على معاني الكلمات.



13 - 15 minutes



pencil



rubber



I look at the pictures of the tools that a farmer uses and write what he uses them for.

أنظر إلى صور الأدوات التي يستخدمها المزارع وأكتب استعمالها.

shovel - water can - gloves - wheelbarrow




.....  
.....




.....  
.....




.....  
.....




.....  
.....



I Check

أنحَقّق من إجابتي



gloves

The farmer uses gloves to protect his hands.



water can

The farmer uses the water can to water the plants.



shovel

The farmer uses a shovel to dig or plant seeds.



wheelbarrow

The farmer uses the wheelbarrow to carry things.

## Activity 8

## I Can Use Capital Letters

يمكنني استخدام الأحرف الكبيرة



Writing capital letters legibly and neatly.

كتابة الأحرف الكبيرة بشكلٍ مقروءٍ وأنيق.



10 - 15 minutes



pencil



rubber



I Write capital letters when necessary.

أكتبُ الحروفَ الكبيرةَ عندَ الضرورة.

1. Claude lives in London.
2. mariam travels to tartous every month.

.....

3. rana works in damascus.

.....

4. maher is a teacher from syria.

.....

5. alice visited a farm in homs.

.....



I Check

أتحقق من إجابتي

1. Claude lives in London.
2. Mariam travels to Tartous every month.
3. Rana works in Damascus.
4. Maher is a teacher from Syria.
5. Alice visited a farm in Homs.

### Capital Letters

- We use capital letters with proper names like names of people and names of countries and cities. We also use capital letters at the beginning of a sentence.

## Activity 9

I Use /in order to/

/in order to/ أستخدم



Distinguishing cause and effect while writing short simple sentences.

تمييزُ السَّببِ والنتيجة أثناء كتابة جملٍ قصيرةٍ وبسيطةٍ.



15 - 17 minutes



pencil



rubber



I complete the sentences.

أكملُ الجمل.

1. I study in order to pass my exams.
2. Bees fly thousands of miles in order to .....
3. We grow crops in order to .....
4. I ..... in order to .....
5. ....
6. ....



I Check

أتحقّق من إجابتي

### Sample Answers:

1. I study in order to pass my exams.
2. Bees fly thousands of miles in order to find flowers.
3. We grow crops in order to make food.
4. I eat in order to live.
5. I study in order to pass.
6. I go to the beach in order to swim.

## Activity 10

## I Write about Farming

أكتب عن الرِّزاعة



Following a guided composition process while answering questions.

اتباعُ عمليةِ تأليفٍ موجهةٍ أثناءَ الإجابةِ على الأسئلة.



15 - 20 minutes



pencil



rubber



I answer the questions by writing about farming.

أجيبُ عن الأسئلةِ بالكتابةِ عن الرِّزاعة.

1. Where does most of our food come from?

Most of our food comes from a farm.

2. Why is farming important?

.....

3. What are the types of farming?

.....

4. What kinds of animals live on a farm?

.....

5. How do farmers help society?

.....



## I Check

أتحقق من إجابتي

### Sample Answers:

1. Most of our food comes from a farm.
2. Farming is important because many of the things we need to live come from farms.
3. There are two types of farming: crops and animals.
4. Different kinds of animals such as cows and sheep live on a farm.
5. Farmers help society because they produce and sell things we need to live.



1. I read and choose.

أقرأ وأختار

1. Farmers plant seeds in order (for - to) grow crops.
2. Farmers grow crops and animals to (produce - producing) food.
3. Ants work together to (collected - collect) food.
4. Ants pick wheat (on - in) order to eat them in winter.
5. People go to the supermarket to (buy food - plant trees).



2. I fill in the spaces.

أملأ الفراغات.

farm - farming - farmer

1. .... is very important for society.
2. A..... plants seeds in order to grow crops for food.
3. Almost everything we need to live comes from one place, a .....



3. I match.

أطابق.

Farmers raise:

1. cows

2. chicken

3. horses

4. sheep

in order to

a. ride them

b. get milk

c. get eggs

d. get wool



## I Check

أتحقق من إجابتي

### Activity 1:

1. Farmers plant seeds in order to grow crops.
2. Farmers grow crops and animals to produce food.
3. Ants work together to collect food.
4. Ants pick wheat in order to eat them in winter.
5. People go to the supermarket to buy food.

### Activity 2:

1. **Farming** is very important for society.
2. A **farmer** plants seeds in order to grow crops for food.
3. Almost everything we need to live comes from one place, a **farm**.

### Activity 3:

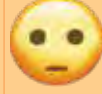
1. Farmers raise cows in order to get milk.
2. Farmers raise chicken in order to get eggs.
3. Farmers raise horses in order to ride them.
4. Farmers raise sheep in order to get wool.



I am able to أَسْتَطِيعُ أَنْ			
<p>1. Identify the different farming vocabulary. (farm - farmer - farming - pick up flowers - nectar - bee - sip - hive) أَمَيِّزُ مَفْرَدَاتِ الزَّرَاعَةِ الْمَخْتَلِفَةِ. (مَزْرَعَةٌ - مِزَارِعٌ - يَقْطِفُ الْأَزْهَارَ - رَحِيقٌ - نَحْلَةٌ - يَمْتَصُّ - خَلِيَّةٌ)</p>			
<p>2. Talk about the importance of farming. (Farming is very important because it provides almost everything we need to live!) أَتَحَدَّثُ عَنْ أَهْمِيَّةِ الزَّرَاعَةِ. (الزَّرَاعَةُ مَهْمَةٌ جَدًّا لِأَنَّهَا تُؤَمِّنُ تَقْرِيبًا كُلَّ مَا نَحْتَاجُهُ لِنَعِيشِ.)</p>			
<p>3. Talk about how bees make honey. (Bees sip nectar in order to make honey.) أَتَحَدَّثُ عَنْ كَيْفِيَّةِ صِنْعِ النُّحْلِ لِلْعَسَلِ. (النُّحْلُ يَمْتَصُّ الرَّحِيقَ لِكَيْ يَصْنَعَ الْعَسَلَ.)</p>			

I am able to

أستطيع أن



4. Identify the usage of farming tools.  
(water can - gloves - wheelbarrow)

أميّز استخدام أدوات الزّراعة.  
(مرشّ الماء - قفّازات - عربة)

5. Write capital letter legibly and neatly.  
(Claude lives in London).

أكتب الحروف الكبيرة بشكل مقروء وأنيق.

6. Distinguish cause and effect.  
(I study to pass my exams)

أميّز بين السبب والنتيجة.  
(أدرس لكي أنجح في امتحاناتي).

# Unit 1 Worksheet: Growing Well



1. I classify the living and the non-living things. أَصْنَفُ الأشياءَ الحيَّةَ وغيرَ الحيَّة.

mountain - tree - bird - car - cat - dress - flower - ice cream -  
balloon - mushroom - cow

Living things	Non-living things



2. I read and choose.

أقرأ وأختار.

1. Bees fly thousands of miles in order to (search - searched) for flowers.
2. Bees move their wings to (made - make) the hive cool.
3. Ants pick wheat in order to (ate - eat) them in winter.
4. People go to the supermarket to (buy - bought) fruit.



3. I complete the sentences with (must - mustn't).

أكمّل الجملَ بيجب أو يجبُ ألا

1. We ..... breathe air in order to live.
2. We ..... water flowers.
3. People ..... burn forests.
4. Countries ..... take care of nature.
5. If you go on a picnic, you ..... keep the nature clean.



4. I circle the domestic animals and underline the wild animals in the text.

أحيطُ الحيواناتِ الأليفةَ وأضع خطأً تحت الحيواناتِ المفترسةِ في النص.

Once upon a time, there was a group of animals who planned to throw a party for their friend, the lion. The bee said, "I will bring a jar of honey as a gift because I know he loves honey." The rabbit said that it would bring lots of fresh carrots for the lion to enjoy. The sharks wanted to attend the party, but they couldn't because they cannot leave the sea. The cats prepared the decorations. The wolves were also excited and offered to sing "Happy Birthday" to their friend, the lion, from the top of the mountain in the forest where they live. The eagles also offered to perform by flying and dancing in the sky when the party started.

## How Do I Like to Learn?

في نهاية الوحدة أصبح بإمكانني تحديد الطريقة التي ساعدتني أكثر في التعلّم من خلال  
تلوين عدد من النجوم وفق ما يأتي:

ساعدتني كثيراً ★★★★★ ساعدتني ★★★ ساعدتني قليلاً ★★

أَتعلّم بطريقة كتابة الإجابة: ★★

1 Write capital letters when necessary.

2. mariam travels to tartous every month.  
.....

أَتعلّم بطريقة تكملة الفراغات: ★★

Bees fly thousands of miles in order to .....

أَتعلّم بطريقة الوصل: ★★

I listen and match.

1. Bees sip nectar

c. in order to make honey.

في نهاية الوحدة أصبح بإمكانني تحديد الطريقة التي ساعدتني أكثر في التعلّم من خلال  
تلوين عدد من النُّجوم وفق ما يأتي:

ساعدتني كثيراً ★★★★★ ساعدتني ★★★ ساعدتني قليلاً ★★

أَتعلّم بطريقة التصنيف: ★★

I classify the living and the non-living things.

Living things: bird

Non-living things: balloon

أَتعلّم بطريقة الاختيار من متعدّد: ★★

I choose /must/ or /mustn't/.

We (must - mustn't) protect nature.

أَتعلّم بطريقة الترتيب: ★★

I reorder.

sip / to / make / honey / in / nectar / order / Bees.

.....

## Unit 2: A Healthy Lifestyle



6-7 hours

### How Do I Learn?

Before you start this unit, go to the «How Do I Learn?» guide, to organize your time and weekly tasks.

This guide supports you to assess your learning and build your learning skills. You can use the guide while studying all the Empowered Learning Curriculum Subjects: English, Arabic, Mathematics and Science.



# Unit Lessons

## Lesson 1

### My Food and Drinks

طعامي وشرابي



## Lesson 2

### My Healthy Habits

عاداتي الصحيّة

#### HEALTHY LIFESTYLE

#### UNHEALTHY LIFESTYLE



# Let's Start



## Activity Let's Refresh our Memory



Identifying the usage of (some - any - should).

تحديد استخدام (some-any-should).



8 - 10 minutes



pencil



rubber



I look and complete.

أنظرُ وأكمل.

is some - isn't any

1. There ..... juice. ✓
2. There ..... milk. x
3. There ..... water. ✓
4. There ..... cheese. X

are some - aren't any

5. There ..... chips. x
6. There ..... tomatoes. ✓
7. There ..... eggs. ✓
8. There ..... apples. x

should - shouldn't

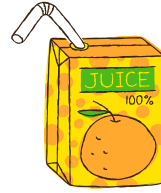
9. I ..... sleep well. ✓
10. I ..... eat too much sugar. x
11. I ..... visit my grandparents every week. ✓
12. I ..... eat my food fast. x



## I Check

أتحقق من إجابتي

1. There is some juice. ✓
2. There isn't any milk. x
3. There is some water. ✓
4. There isn't any cheese. X



5. There aren't any chips. x
6. There are some tomatoes. ✓
7. There are some eggs. ✓
8. There aren't any apples. x



9. I should sleep well. ✓
10. I shouldn't eat too much sugar. x
11. I should visit my grandparents every week. ✓
12. I shouldn't eat my food fast. x



slice - fry - peel - mix - boil

يقطع يقلي يقشّر يمزج يغلي / يسلق



3.5 - 4 hours



crayons



pencil



rubber



CD player



# Let's Go



I write the words under their pictures.

أكتبُ الكلماتِ تحتَ صورها.

cookies	milk	eggs	chips	juice
coke	burger	chicken	bread	cheese



.....



.....



.....



.....



.....



.....



.....



.....



.....



.....

## Activity 1

## I Cook

أنا أطبخ



Distinguishing between cooking verbs.

التمييز بين أفعال الطبخ.



10 - 13 minutes



pencil



rubber



CD player



En5-2-1-1

I listen and number the pictures.

أستمع وأرتب الصور.



I Check

أتحقق من إجابتي



Peel the potatoes

1



Boil the eggs

2



Slice the apples

3



Mix the salad

4



Fry the meat

5

## Activity 2 I Make Salad

أنا أحضر سلطة



Ordering the sentences.

ترتيبُ الجمل.



13 - 15 minutes



pencil



rubber



CD player



En5-2-1-2

I listen and order the sentences about how to make salad.

استمعُ و أرْتبُ الجملَ عن كيفيةِ عملِ طبقِ سلطة.

- 1 Wash the vegetables.
- Mix the vegetables together.
- Cut the tomatoes, cucumbers, onions and lettuce.
- Add salt, lemon and oil.



I Check

أتحقق من إجابتي

- 1 . Wash the vegetables.
- 2 . Cut the tomatoes, cucumbers, onions and lettuce.
- 3 . Add salt, lemon and oil.
- 4 . Mix the vegetables together.

### Activity 3

### I Speak up

أنا أتحدّث بصوت عال



Describing the pictures using cooking verbs.

وصفُ الصُّور باستخدامِ أفعالِ الطَّبْخِ.



8 - 10 minutes



pencil



rubber



I look and say.

أنظُرْ و أتحدّثُ عَنِ الصُّورِ.

1. Chop the onions.



2. ....



3. ....



I Check

أتحقّق من إجابتي

1. Chop the onions.



2. Add some salt.



2. Boil the water.



## Activity 4

## I Describe

أنا أصف



Describing how much food there is in the fridge.

وصف كميات الطعام الموجودة في الثلاجة.



8 - 10 minutes



pencil



rubber



I look at the fridge and describe.

أصف كميات الطعام الموجودة في الثلاجة.

- There is a cake.

I Check

أتحقق من إجابتي

Sample Answers:

- There is a cake.
- There are some drinks.
- There is some cheese.
- There aren't any bananas.
- There isn't any pizza.

## Activity 5

## I Read

## أنا أقرأ



Reading the dialogue to order the steps of a recipe.

قراءة المحادثة لأضع خطوات طريقة عمل البيتزا بالترتيب الصحيح.



8 - 10 minutes



pencil



rubber



I read the dialogue then I reorder the steps of making pizza.

أقرأ المحادثة ثم أرتب خطوات صنع البيتزا.

Joe: I'm hungry. What shall we eat?

Alex: How about pizza! Let's make it. There is some dough in the fridge.

Joe: Great! First we roll out the dough into a round shape.

After that, we spread some tomato sauce and grated cheese.

Do we have any?

Alex: Sure. We usually use tomato sauce for pasta.

Joe: Good. Next, we add some mushrooms, olives and peppers on the top. Finally, we bake it in the oven for about fifteen minutes.



I order the steps:



• Next, we add some mushrooms.



• First, we roll out the dough.



• Finally, we bake it in the oven.



• After that, we add some tomato sauce.



I Check

أتحقق من إجابتي

1. First, we roll out the dough.
2. After that, we add some tomato sauce.
3. Next, we add some mushrooms.
4. Finally, we bake it in the oven.

Activity 6

I Classify

أنا أصنف



Classifying the countable and uncountable nouns.

تصنيفُ الأسماءِ إلى معدودٍ وغيرِ معدودٍ.



10 - 13 minutes



pencil



rubber



I classify the following nouns.

أصنّف الأسماءَ الآتية.

salt - onions - cucumbers - oil - milk - tomatoes - biscuits -  
cheese - honey - carrots

Countable Nouns

onions

.....  
.....  
.....  
.....

Uncountable Nouns

salt

.....  
.....  
.....  
.....



I Check

أتحقق من إجابتي

Countable Nouns:

onions - cucumbers - tomatoes - biscuits - carrots

Uncountable Nouns:

cheese - milk - oil - salt - honey

## Activity 7

### I Ask

أنا أسأل



Asking using (how much / how many).

استخدام (how much / how many) في الاسئلة.



8 - 10 minutes



pencil



rubber



I fill in the spaces using (how much - how many).

أَمَلَا الفِراغات باستخدام (how much - how many).

1. How much sugar do you put in your tea?
2. How many onions did she cut?
3. .... chocolate was there in that box?
4. .... biscuits did you eat?
5. .... apples are there on the table?
6. .... cheese is there?



I Check

أَتَحَقَّقُ مِنْ إِجَابَتِي

1. How much sugar do you put in your tea?
2. How many onions did she cut?
3. How much chocolate was there in that box?
4. How many biscuits did you eat?
5. How many apples are there on the table?
6. How much cheese is there?

## Activity 8

## I Choose

أنا أختار



Choosing the correct word related to countable and uncountable nouns.

استخدام الكلمة الصحيحة المتعلقة بالأسماء المعدودة وغير المعدودة.



8 - 10 minutes



pencil



rubber



I choose the correct word.

أختار الكلمة الصحيحة.

1. How (much - many) milk do you drink?
2. There isn't (some - any) coffee left.
3. There (is - are) some butter in the fridge.
4. How (much - many) apples do you need for the pie?
5. There are (some - any) sandwiches in my bag.



I Check

أتحقق من إجابتي

1. How much milk do you drink?
2. There isn't any coffee left.
3. There is some butter in the fridge.
4. How many apples do you need for the pie?
5. There are some sandwiches in my bag.

## Countable Nouns

- Can be counted
- Can have singular or plural form
- They can come with (some, any, many)

There are many pencils.

There are many dogs.

There aren't any chairs.

## Uncountable Nouns

- Cannot be counted
- They only come in singular form
- They can come with (some, any, much)

There is much rice.

There is some water.

There isn't any butter.

## Activity 9

## I Order

أنا أرتب



Making questions.

تشكيل أسئلة.



15 - 17 minutes



pencil rubber



I order words to form questions.

أرتب الكلمات كي أشكل أسئلة.

1. water / you / drink / every day / do / How much

How much water do you drink every day?

2. milk / you / like / do / How much / in your coffee

.....?

3. carrots / she / cut / did / How many

.....?

4. butter / he / How much / does / use

.....?

5. tomatoes / are / How many / there

.....?



I Check

أتحقق من إجابتي

1. How much water do you drink every day?

2. How much milk do you like in your coffee?

3. How many carrots did she cut?

4. How much butter does he use?

5. How many tomatoes are there?

## Activity 10

## I Complete

أنا أكمل



Writing a sequence of steps

كتابة سلسلة خطوات.



15 - 17 minutes



pencil



rubber



I write the steps of making my favourite sandwich.

أكتب خطوات عمل شطيرتي المفضلة.

What is your favourite sandwich? How do you make it?

- My favourite sandwich is burger.
- First, I .....
- Then, I .....
- After that, I .....
- Finally, I .....



I Check

أتحقّق من إجابتي

Sample Answers:

- My favourite sandwich is burger.
- First, I cut the bread.
- Then, I put some lettuce and a piece of fried meat.
- After that, I add some tomato slices, pepper and onion.
- Finally, I add some mustard, ketchup and grated cheese.



1. I read and write the suitable cooking verbs for each item.

أقرأ وأكتبُ فعلَ الطَّبْخِ المناسبَ لكلِّ مادَّة.

slice - peel - fry - boil - mix - chop

salad	eggs	tea	tomatoes	bananas	meat	potato	bread



2. I classify.

أصنّف.

desks - cookies - rice - cars – salt – butter - children - tea

How much	How many



3. I fill in the spaces with words from the list.

أملأ الفراغاتِ بكلماتٍ مِنَ اللائحة.

isn't - aren't - some - any - much - many

1. There ..... any rice in the fridge.
2. How ..... carrots are there in the fridge?
3. How ..... milk is there in the fridge?
4. There are ..... eggs in the fridge.
5. There isn't ..... cheese in the fridge.
6. There ..... any sweets in the fridge.



## I Check

أتحقق من إجابتي

### Activity 1:

#### Sample Answers:

1. Mix salad.
2. Boil eggs.
3. Boil tea.
4. Slice tomato.
5. Peel bananas.
6. Cut meat.
7. Fry potatoes.
8. Slice bread.

### Activity 2:

How much : rice - salt - butter - tea


How many: eggs - cookies - olives - apples

### Activity 3:

1. There isn't any rice in the fridge.
2. How many carrots are there in the fridge?
3. How much milk is there in the fridge?
4. There are some eggs in the fridge.
5. There isn't any cheese in the fridge.
6. There aren't any sweets in the fridge.



I am able to أستطيع أن			
<p>1. Say some cooking verbs. (peel - boil - slice - mix - fry)</p> <p>أقول بعض الكلمات المتعلقة بالطبخ. (يقشّر - يسلق - يقطع إلى شرائح - يخلط - يقلي)</p>			
<p>2. Ask and answer about food. (How much sugar do you put in your tea? How many onions did she cut?)</p> <p>أسأل وأجيب عن الطعام. (كم من السكر تضع في الشاي؟ كم بصلة قد قطّعت؟)</p>			
<p>3. Read about a pizza recipe. (First, we roll out the dough.)</p> <p>أقرأ عن وصفة لصنع البيتزا. (أولاً: افرد العجينة.)</p>			

<p>I am able to أستطيع أن</p>			
<p>4. Apply (how much - how many). (How much milk is there in the fridge?) أطبّق استخدام (كم) (كم من الحليب يوجد في الثّلاجة.)</p>			
<p>5. Write about the steps of making food. (First, I cut the bread.) أكتب عن خطوات صنع الطّعام (أولاً، أقطّع الخبز.)</p>			
<p>6. Use (some - any - many - much) with countable and uncountable nouns. (There are many dogs. There is some water. There is much noise. There aren't any chairs.) أستخدم some any - many - much مع الأسماء المعدودة وغير المعدودة. (يوجد العديد من الكلاب. يوجد بعض الماء. هناك الكثير من الضجة. لا يوجد أي كراسي.)</p>			

HEALTHY LIFESTYLE		UNHEALTHY LIFESTYLE	
			
Eat fruits and vegetables	Drink water	Drinking too many sugary drinks	Eating too much junk food
			
Play and exercise	Wash my hands	Too much screen time	Skipping sleep
			
Get enough sleep	Not moving enough		



healthy food - being active - general wellbeing - dairy - grains

الحبوب مشتقات الألبان الرفاهية العامة أن تكون نشطا طعام صحي



3.5 - 4 hours



crayons



pencil



rubber



CD player



# Let's Go



I draw a line to connect the matching pictures.

أربط الصور المتطابقة.



## Activity 1

## Let's Begin

لنبدأ



Identifying words that are related to a healthy lifestyle.

تحديد المفردات المتعلقة بنمط الحياة الصحي.



8 - 10 minutes



pencil



rubber



CD player



En5-2-2-1 I listen and number.

استمع وأكتب الرقم الصحيح.



I Check

أتحقق من إجابتي



1

I eat healthy food



2

I play and exercise



3

I relax and sleep well

## Activity 2

## Be Healthy

كن صحياً



Identifying healthy habits.

تحديد العاداتِ الصَّحِيَّةِ.



10 - 13 minutes



pencil



rubber



CD player



En5-2-2-2 I listen and choose a,b or c.

أستمعُ وأختار.

1. Living a healthy lifestyle is .....

a. difficult

b. easy

c. not easy

2. To be healthy, you should .....

a. drink coffee

b. exercise

c. call the doctor

3. Relaxing can help you .....

a. stay active

b. eat well

c. improve your health



I Check

أتحقَّق من إجابتي

1. Living a healthy lifestyle is easy.

2. To be healthy, you should exercise.

3. Relaxing can help you improve your health.

### Activity 3

### Healthy Lifestyle

نمط حياة صحي



Answering questions about healthy habits.

الإجابة عن أسئلة عن العادات الصحية.



15 - 17 minutes



pencil



rubber



CD player



En5-2-2-3 I listen and answer.

أستمع وأجيب.

1. How many hours do you sleep every night?

I usually sleep **eight** hours.

2. What healthy food do you eat?

I eat a lot of .....

3. How often do you exercise?

I exercise .....



I Check

أتحقق من إجابتي

#### Sample Answers:

1. How many hours do you sleep every night?

I usually sleep eight hours.

2. What healthy food do you eat?

I eat a lot of fruit and vegetables.

3. How often do you exercise?

I exercise every day.

## Activity 4

## Good or Bad

جيد أم سيئ



Distinguishing between healthy habits and unhealthy habits.

التمييز بين العاداتِ الصّحية والعاداتِ غيرِ الصّحية.



10 - 13 minutes



pencil      rubber



I read and answer.

أقرأ وأجيب.

What's good for your health?	What's bad for your health?
Sleeping early is good for me.	Sleeping late is bad for me.
.....	.....
.....	.....



I Check

أتحقق من إجابتي

Sample Answers:

What's good for your health?	What's bad for your health?
Sleeping early is good for me.	Sleeping late is bad for me.
Eating fruits is good for me.	Eating too many sweets is bad for me.
Running is good for me.	Watching TV all day is bad for me.

## Activity 5

## Food Groups

زمر الطعام



Using visual clues to identify the meanings of the words.

استعمال الأدلة البصرية للتعرف على معاني الكلمات.



7 - 10 minutes



pencil



rubber



I read and match.

أقرأ وأطبق.



fruit and vegetables



grains



fat

fish and meat





I Check

أتحقق من إجابتي



fat



grains



fruit and vegetables



dairy



fish and meat

## Activity 6

## What Should I Eat?

ماذا يجب أن آكل



Scanning simple reading material.

مسح سريع لمادة قراءة بسيطة.



8 - 10 minutes



pencil



rubber



I read the text, then I choose a, b, or c.

أقرأ النَّصَّ ثمَّ اختارُ a, b أو c.

## My Healthy Diet

Healthy eating is easy and fun. When you eat the right food, you will feel great and have more energy. There are five main groups of food you need every day. Dairy makes your teeth and bones strong. Meat and fish are good for you. They give you energy to work and play. Grains should be in every meal. When you eat wheat, cereal, or rice, you will have a healthy heart. Fruit and vegetables are the most important part of a healthy diet. They are full of vitamins. You also need some fat. Healthy food is delicious.

1. The groups of food are .....

a. three

b. four

c. five

2. To have strong teeth and bones you need .....

a. dairy

b. grains

c. fruit and vegetables

3. Grains should be in your meal at least .....
- a. once a day      b. once a week      c. once a month
4. Wheat, cereal, and rice are .....
- a. fruit      b. dairy      c. grains
5. Healthy food is .....
- a. hard      b. good      c. bad



### I Check

أتحقق من إجابتي

1. The groups of food are five.
2. To have strong teeth and bones you need dairy.
3. Grains should be in your meal at least once a day.
4. Wheat, cereal, and rice are grains.
5. Healthy food is good.

## Activity 7

### Let's Give Some Advice

دعنا نقدم بعض النصائح



Using appropriate vocabulary to write short simple sentences.  
استعمال مفرداتٍ لكتابةٍ جملٍ قصيرةٍ بسيطةٍ.



10 - 13 minutes



pencil



rubber



CD player



En5-2-2-7 I listen, read, and repeat.

أستمعُ وأقرأُ وأكرّر.

1. You should get enough sleep.



2. Why don't you walk for an hour every day?



3. You shouldn't spend a long-time playing computer games.



I Check

أتحقّق من إجابتي

1. You should get enough sleep.

2. Why don't you walk for an hour every day?

3. You shouldn't spend a long-time playing computer games.

## Activity 8

## A Piece of Advice

نصيحة



Expressing different ways to give advice.

التَّعبيرُ عن طرقٍ مختلفة لتقديم النَّصيحة.



8 - 10 minutes



pencil    rubber



I fill in the spaces with the words from the box.

املأ الفراغاتِ بكلماتٍ من الصندوق.

should - shouldn't - why don't you

1. Why don't you read a story in your free time?
2. Everyone ..... drink lots of water every day.
3. .... get some fresh air?
4. You ..... be active during the day.
5. You ..... eat many sweets.



I Check

أتحقق من إجابتي

1. Why don't you read a story in your free time?
2. Everyone should drink lots of water every day.
3. Why don't you get some fresh air?
4. You should be active during the day.
5. You shouldn't eat many sweets.

## Activity 9

## Advise Me

## قدم لي النصيحة



Writing sentences to give advice.

كتابة جملٍ لإسداءِ النصيحة.



10 - 13 minutes



pencil



rubber



I write a piece of advice to my friend on how to live a healthy life.

أكتبُ نصيحةً لصديقي حولَ كيفَ يعيشُ حياةً صحيّةً.

1. You should drink a lot of water.

2. You should .....

3. You shouldn't .....

4. Why don't you .....



### I Check

### أتحقّق من إجابتي

Sample Answers:

1. You should drink a lot of water.

2. You should exercise regularly.

3. You shouldn't drink too much coffee.

4. Why don't you get enough sleep?

## Activity 10

## My Healthy Lifestyle

## حياتي الصحية



Composing sentences about healthy lifestyle.

تأليف جملٍ عن الحياةِ الصّحية.



15 - 17 minutes



pencil rubber



I write four sentences about what I do to keep healthy.

أكتبُ أربعَ جملٍ حولَ ما أفعلهُ للحفاظٍ على صحتي.

1. I wake up early in the morning.

2. ....

3. ....

4. ....



I Check

أتحقّق من إجابتي

**Sample Answers:**

1. I wake up early in the morning.

2. I eat an egg and vegetables for breakfast.

3. I go for a walk in the park.

4. I go to bed early.



1. I look and fill in the spaces with the words. أنظرُ وأملأُ الفراغاتِ بالكلمات.

get enough sleep - eat healthy food - be active



You should



You should



You should

2. I look and write what I should do. أنظرُ للصورِ وأكتبُ ما يجبُ أن أفعله.



.....  
.....

.....  
.....

.....  
.....

.....  
.....

3. I read and choose. أقرأُ وأختارُ.

1. Doctor, can you tell me how to stay (problem - healthy)?
2. Doctor: Well, first you should (eat the right food - watch too much TV).  
Taim: What are the best foods for me?
3. Doctor: You (should - shouldn't) eat a lot of fresh fruit and vegetables, along with grains and fish.  
Taim: What else is important?
4. Doctor: You should (be active - sleep late).
5. You should do (sports - computer) with your friends.  
Taim: Thank you doctor.



## I Check

أتحقق من إجابتي

### Activity 1:

1. You should get enough sleep.
2. You should be active.
3. You should eat healthy food.

### Activity 2:



I should do more sports.



I should watch less TV.



I should eat less junk food.



I should eat more healthy food.

### Activity 3:

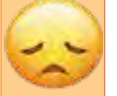
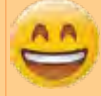
1. Doctor, can you tell me how to stay healthy?
2. Doctor: Well, first you should eat the right food.  
Taim: What are the best foods for me?
3. Doctor: You should eat a lot of fresh fruit and vegetables, along with grains and fish.  
Taim: What else is important?
4. Doctor: You should be active.
5. You should do sports with your friends.  
Taim: Thank you doctor.



I am able to أستطيع أن			
<p>1. Identify the new vocabulary related to healthy lifestyle. (healthy food - being active - general wellbeing - dairy - grains) أميّز المفردات الجديدة المتعلقة بأسلوب الحياة الصحيّة. (غذاء صحيّ - أن تكون نشيطاً - الحياة الصحيّة - الألبان و الأجبان - الحبوب)</p>			
<p>2. Ask and answer about healthy lifestyles. (What healthy food do you eat? I eat a lot of fruit and vegetables.) أسأل وأجيب عن أسلوب الحياة الصحيّة. (ما الطعام الصحيّ الذي تتناوله؟ - أكل الكثير من الفواكه والخضار.)</p>			
<p>3. Compose and present a short simple dialogue about what is good or bad for me. (What's good for your health? Sleeping early is good for me. What's bad for your health? Sleeping late is bad for me.) أؤلّف وأقدّم حواراً قصيراً و بسيطاً عمّا هو جيّد أو سيّئ بالنسبة لي. (ما هو الجيّد لصحتك؟ - النوم باكراً جيّد لي. - ما هو السيّئ لصحتك؟ النوم متأخراً سيّئ بالنسبة لي.)</p>			

I am able to

أستطيع أن



4. Distinguish the five main groups of food.  
(fruit and vegetables - grains - fat - dairy  
- fish and meat)

أميّز المجموعات الغذائية الرئيسيّة.  
(الفواكه و الخضار- الحبوب - الدّسم - الألبان و الأجبان - السمك و اللّحوم)

5. Give advice using should - shouldn't -  
why don't you.

(You should get enough sleep.

Why don't you walk for an hour every day.)

أعطي نصائح باستخدام

should - shouldn't - why don't you

(ينبغي أن تأخذ قسطاً كافياً من النّوم. - لماذا لا تمشي لساعة كلّ يوم؟)

6. Distinguish between different ways  
to be healthy.

(Everyone should drink lots of water every  
day. - You shouldn't eat many sweet.)

أميّز بين الطّرق المختلفة لكون أصحّاء.  
(ينبغي على الجميع أن يشرب الكثير من الماء كل يوم.  
لا ينبغي أن تأكل الكثير من الحلويات.)

## Unit 2 Worksheet: A Healthy Lifestyle



1. I fill in the spaces with the words from the list.

أملأ الفراغات بالكلمات من القائمة.

some - any - much - many - is - are - isn't

1. Is there ..... milk?
2. Yes, there ..... a glass of milk.
3. How ..... juice is there?
4. There is ..... juice.
5. .... there ..... bread?
6. Yes, there is ..... bread.
7. How ..... eggs are there?
8. There ..... two eggs
9. Is there ..... water?
10. No, there ..... water.



2. I write /should/ - /shouldn't/ in the spaces

أكتب / يجب / أو / يجب ألا / في الفراغات.

1. You ..... wash your hands before you eat.
2. I ..... eat a lot of candies.
3. We ..... sleep for eight hours.
4. You ..... organize your free time.
5. I ..... visit my grandparents regularly.
6. We ..... cut trees.



3. I classify the habits.

أصنّف العادات



**BRUSH TEETH  
REGULARLY**



**REGULAR  
EXERCISE**



**HAND WASH**



**WATCHING  
A LOT OF TV**



**SLEEPING  
LATE AT NIGHT**



**EATING JUNK FOOD**



**SMOKING**



**PLAY  
SPORTS**



**REGULAR  
BATH**

Good habits

.....

.....

.....

.....

.....

Bad habits

.....

.....

.....

.....

.....

## How Do I Like to Learn?

في نهاية الوحدة أصبح بإمكانني تحديد الطريقة التي ساعدتني أكثر في التعلّم من خلال  
تلوين عدد من النجوم وفق ما يأتي:

ساعدتني كثيراً ★★★★★ ساعدتني ★★★ ساعدتني قليلاً ★★

أتلّم بطريقة التصنيف: ★★

I classify.

How much

How many

أتلّم بطريقة الكتابة: ★★

I write the steps of making my favourite sandwich.

First, I cut the bread.

أتلّم بطريقة الوصف: ★★

I look at the fridge and describe.

.....

في نهاية الوحدة أصبح بإمكانني تحديد الطريقة التي ساعدتني أكثر في التعلّم من خلال  
تلوين عدد من النجوم وفق ما يأتي:

ساعدتني كثيراً ★★★★★ ساعدتني ★★★ ساعدتني قليلاً ★★

أَتعلّم بطريقة التصنيف: ★★

I order the words to make sentences and questions.

3. carrots / she / cut / did / How many

.....?

أَتعلّم بطريقة الاختيار من متعدّد: ★★

I read and choose.

1. Doctor, can you tell me how to stay (problem - healthy)?

أَتعلّم بطريقة ملأ الفراغات: ★★

I fill in the spaces with words from the list.

isn't - aren't - some - any - much - many

1. There ..... any rice in the fridge.

## Unit 3: A New World



6 -7 hours

### How Do I Learn?

Before you start this unit, go to the «How Do I Learn?» guide, to organize your time and weekly tasks.

This guide supports you to assess your learning and build your learning skills. You can use the guide while studying all the Empowered Learning Curriculum Subjects: English, Arabic, Mathematics and Science.



# Unit Lessons

## Lesson 1 Inventions

اختراعات



## Lesson 2 Technologies

تقنيات





# Let's Start

Activity

My Design

تصميمي



Identifying new inventions.

التَّعَرُّفُ عَلَى اختراعاتٍ جديدة.



7 - 10 minutes



pencil



rubber



I draw a robot and answer the questions.

أرسم رجلاً آلياً وأجيبُ عنِ الأسئلة.

1. Why did you design this robot?

.....

2. What does it do?

.....

3. What do you call it?

.....

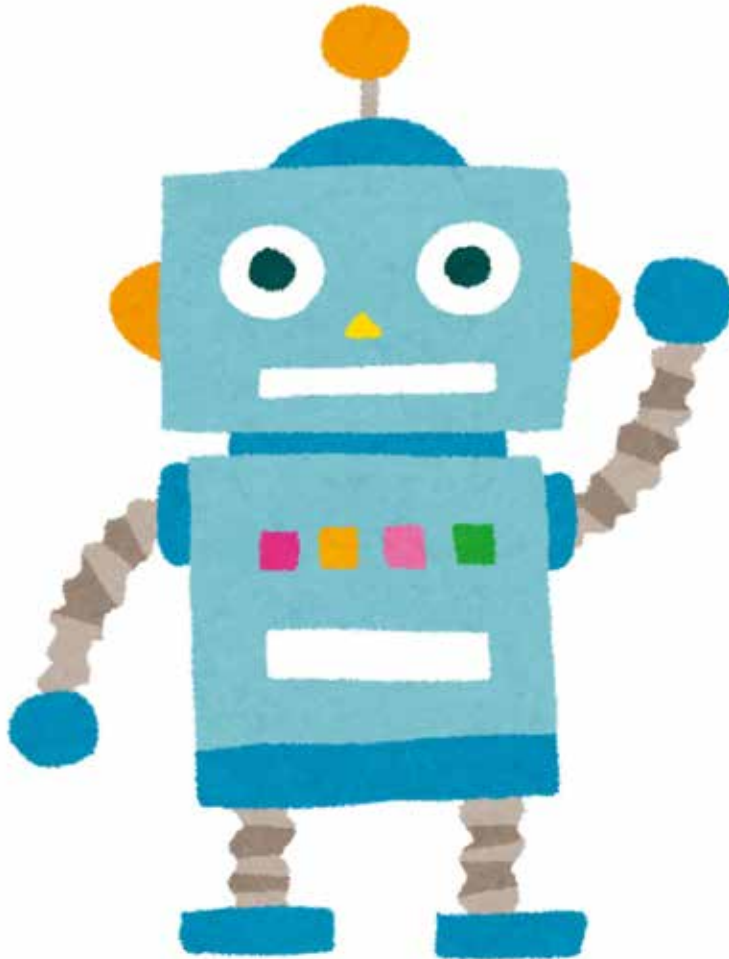


I Check

أتحقق من إجابتي

Sample Answer:

1. I designed this robot because it can help me.
2. It can do the cleaning and the washing.
3. I call it George.





vaccination - television - Wi-Fi - solar panel - electric light  
لقاح      تلفاز      واي فاي      لوح شمسي      المصباح الكهربائي



3.5 - 4 hours



crayons



pencil



rubber



CD player



# Let's Go



I match the old inventions to the new ones.

أطابقُ الاختراعاتِ القديمةَ معَ الجديدةِ.



## Activity 1

## Let's Match

هيا نطابق



Identifying vocabulary about inventions.

التَّعَرُّفُ عَلَى الْمَفْرَدَاتِ الْمُتَعَلِّقَةِ بِالِاخْتِرَاعَاتِ.



8 - 10 minutes



pencil



rubber



I read, look and match.

أقرأ، أنظرُ وأطابق.

Wi-Fi

television

electric bulb

vaccination

solar panel





I Check

أتحقق من إجابتي

Wi-Fi



television



electric bulb



vaccination



solar panel



## Activity 2 | I Talk About Inventions

أنا أتحدث عن الاختراعات



Asking and answering about inventions.

السؤال والإجابة عن الاختراعات.



10 - 13 minutes



pencil rubber



I read and match.

أقرأ وأطابق.

1. Who was the inventor of vaccination?	a. The Wi-Fi
2. Who invented the light bulb?	b. John Logie Baird
3. Which invention helps us use the internet?	c. Edward Jenner invented vaccination.
4. Who invented the TV?	d. Thomas Edison did.



I Check

أتحقق من إجابتي

1. Who was the inventor of vaccination?  
Edward Jenner invented vaccination.
2. Who invented light bulb?  
Thomas Edison did.
3. Which invention helps us use the internet?  
The Wi-Fi
4. Who invented the TV?  
John Logie Baird.

**Activity 3****I Use The Umbrella**

أستخدم المظلة



Identifying details and facts about inventing umbrellas.

التعرّف على التفاصيل والحقائق حول اختراع المظلات.



15 - 17 minutes



pencil



rubber



I read and choose.

أقرأ وأختار.

**A Simple Invention**

In the past, the first umbrellas were used to provide shade from the sun, not the rain. No one knows who invented them. The Chinese probably made this invention over 4,000 years ago. People also saw umbrellas in the art of ancient Egypt and Greece. At that time, they were for kings and rich people. In Europe, men didn't use umbrellas at first. Only women carried them. People used tree leaves or animal skins to make umbrellas. Now, they use cloth to make them. In the eighteenth century, people generally used umbrellas on rainy days. Today they are popular and almost everyone has an umbrella.



1. The first umbrellas were .....  
a. for rain                      b. for the sun                      c. a part of clothes
2. The Chinese used umbrellas .....  
a. in the year 4000              b. 4000 years ago              c. 4000 times
3. In ancient Egypt and Greece, umbrellas were used for .....  
a. men only                      b. everyone                      c. kings and rich people
4. Umbrellas were made from .....  
a. tree leaves or animal skins              b. flowers              c. rocks
5. People started using umbrellas against rain in the ..... century.  
a. 8<sup>th</sup>                      b. 18<sup>th</sup>                      c. 80<sup>th</sup>



### I Check

أتحقق من إجابتي

1. The first umbrellas were for the sun.
2. The Chinese used umbrellas 4000 years ago.
3. In ancient Egypt and Greece, umbrellas were used for kings and rich people.
4. Umbrellas were made from tree leaves or animal skins.
5. People started using umbrellas against rain in the 18<sup>th</sup> century.

## Activity 4

## I Learn

أنا أتعلّم



Identifying the past tense.

التَّعَرَّفُ عَلَى الزَّمَنِ الْمَاضِي.



10 - 13 minutes



pencil rubber



I read and draw a line under the verbs in the past tense, then I write the present form of them.

أَقْرَأُ وَأَضَعُ خَطًّا تَحْتَ الْأَفْعَالِ فِي الزَّمَنِ الْمَاضِي ثُمَّ أَكْتُبُ الزَّمَانَ الْمَضَارِعَ مِنْهَا.

### Then and Now

In the past, life was different from today. Here are some inventions that changed our world. The use of solar energy began with the work of the French Edmond B. He produced power from the sun. This is good for the Earth. Hedy Lamarr was an actress and an inventor. She developed a technology that led to the invention of the WiFi, GPS, and Bluetooth.

.....

.....

.....



I Check

أَتَحَقَّقُ مِنْ إِجَابَتِي

**Past:** was - changed - improved - began - produced - developed - led

**Present:** is - change - improve - begin - produce - develop - lead

## Activity 5

## It's in the Past

في الماضي



Identifying the use of the past tense.

التَّعَرَّفُ عَلَى الزَّمَنِ الْمَاضِي.



10 - 13 minutes



pencil



rubber



CD player



En5-3-1-5

I listen and choose.

أَسْتَمِعُ وَأُخْتَارُ.

1. Over 100 years ago, people only (**dream** - **dreamt**) about flying.
2. The Wright brothers (**design** - **designed**) a small machine.
3. They didn't (**try** - **tried**) to fly the machine.
4. They (**fix** - **fixed**) it and (**fly** - **flew**) it for the first time in 1903.
5. They (**travels** - **travelled**) a distance of around 37 meters.
6. What did they (**invent** - **invented**)?



I Check

أَتَحَقَّقُ مِنْ إِجَابَتِي

1. Over 100 years ago, people only dreamt about flying.
2. The Wright brothers designed a small machine.
3. They didn't try to fly the machine.
4. They fixed it and flew it for the first time in 1903.
5. They travelled a distance of around 37 meters.
6. What did they invent?

## Activity 6 I Remember the Past

أتذكر الماضي



Accurately forming simple past sentences.

تكوينُ جملٍ ماضي بسيطٍ بدقة.



13 - 15 minutes



pencil / rubber



I reorder to form simple past sentences. أعيدُ الترتيبَ لتكوينِ جملٍ ماضي بسيطٍ.

1. were / for / kings / rich people / Umbrellas / and

Umbrellas were for kings and rich people.

2. the / produced / sun / from / He / power / .

.....

3. didn't / men / in Europe / carry / umbrellas / At first / .

.....

4. inventor / the / most / Who / was / important / ?

.....



I Check

أتحقّق من إجابتي

1. Umbrellas were for kings and rich people.

2. He produced power from the sun.

3. At first men didn't carry umbrellas in Europe.

4. Who was the most important inventor?

## Activity 7

## I Talk About the Past

أتحدّث عن الماضي البسيط



Composing sentences using the past simple.

تكوين جمل باستخدام الماضي البسيط.



10 - 15 minutes



pencil rubber



I write sentences in the simple past. I can use these verbs.

أكتب جملًا بزمّن الماضي البسيط. يمكنني استخدام الأفعال التالية:

invented - wanted - succeeded - changed - improved -  
began - produced - developed - led

1. The Chinese **invented** the umbrellas.

2. ....

3. ....

4. ....



I Check

أتحقّق من إجابتي

Sample Answers:

1. The Chinese **invented** the umbrellas.

2. She wanted to make a new game for kids.

3. They developed a new app for photo editing.

4. He led the team to build a faster website.

## Activity 8

### I Write About Inventions

أكتب عن اختراعات



Following a guided composition process while answering questions.  
اتباع عملية تأليف موجهة أثناء الإجابة على الأسئلة.



15 - 17 minutes



pencil rubber



I write about an invention by answering the questions.

أكتب عن اختراع من خلال الإجابة عن الأسئلة.

1. Why do we need new inventions?

We need new inventions because they make life better.

2. What is the most important invention?

.....

3. Who invented it?

.....

4. Why do we need it?

.....



I Check

أتحقق من إجابتي

**Sample Answers:**

1. We need new inventions because they make life better.

2. The most important invention is .....

3. .... invented it.

4. We need it because .....



1. I reorder

أعيدُ التَّرتيب.

1. great / is / invention / telephone / a / The.  
.....

2. 1903 / first / flew / the / in / plane / They.  
.....

3. ago / The / made / probably / umbrellas / Chinese / over 4,000 years.  
.....

4. umbrellas / Men / use / first / at / didn't  
.....



2. I fill in the spaces.

أملأ الفراغات.

invent - inventions - inventor

An (1) ..... is the first person to make a new thing. When they (2) ..... new things, they change the world. (3)..... make our life easier.



3. I read and match.

أقرأ وأطابق.

1. Do you know who invented the light bulb?

2. Why do we need the internet?

3. What did John Logie Baird invent?

4. Who invented the vaccination?

b. We need it to find new information.

c. Edward Jenner.

d. He invented the TV.

e. Yes, I do. It's Thomas Edison.



### Activity 1:

1. The telephone is a great invention.
2. They first flew the plane in 1903.
3. The Chinese probably made umbrellas over 4,000 years ago.
4. Men didn't use umbrellas at first.

### Activity 2:

An inventor is the first person to make a new thing. When they invent new things, they change the world. Inventions make our life easier.

### Activity 3:

1. Do you know who invented the light bulb?  
e. Yes, I do. It's Thomas Edison.
2. Why do we need the Internet?  
b. We need it to find new information.
3. What did John Logie Baird invent?  
d. He invented the TV.
4. Who invented the vaccination?  
c. Edward Jenner.



I am able to أستطيع أن			
<p>1. Identify different inventions. (vaccination - light bulb)</p> <p>أميّز اختراعات مختلفة. (اللقاح - المصباح)</p>			
<p>2. Talk about the importance of inventions. (Which invention helps us use the internet? - The Wi-Fi)</p> <p>أتحدّث عن أهميّة الاختراعات. (أيّ اختراع ساعدنا على استخدام الانترنت؟ - الواي فاي)</p>			
<p>3. Speak about inventors and their inventions.. (Edward Jenner invented vaccination.)</p> <p>أتحدّث عن المخترعين واختراعاتهم. (إدوارد جينر اخترع اللقاح.)</p>			
<p>4. Form sentences using past simple. (Edison invented the light bulb.)</p> <p>أكوّن جملاً باستخدام الماضي البسيط. (إديسون اخترع المصباح.)</p>			

<p>I am able to أستطيع أن</p>			
<p>5. Write about an invention. (We need new inventions because they make life better.) أكتب عن اختراع. (نحتاج الاختراعات لأنها تجعل الحياة أفضل.)</p>			
<p>6. Ask and answer about inventions. (Who invented the vaccination? Edward Jenner did.) أسأل وأجيب عن الاختراعات. (من اخترع اللقاحات؟ إدوارد جينر)</p>			



desktop - smart watch - router - tablet - webcam - E-book - smart phone  
 سطح المكتب ساعة ذكية جهاز بث شبكة جهاز لوجي كاميرا الويب الكتاب الالكتروني هاتف ذكي  
 الانترنت



3.5 - 4 hours



crayons



pencil



rubber



CD player



# Let's Go



I match each item to its name.

أطابق كل عنصرٍ مع اسمه.



letter



book



radio



e-mail



computer



television



telephone

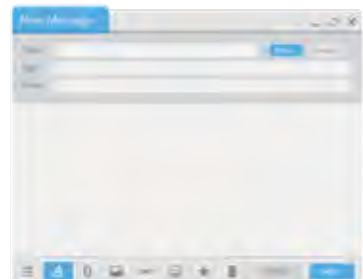


newspaper



laptop

mobile



## Activity 1

## New Technology

## التكنولوجيا الحديثة



Identifying new technology gadgets.

التعرف على أدوات التكنولوجيا الجديدة.



8 - 10 minutes



pencil



rubber



CD player



En5-3-2-1

I listen, point and repeat.

أستمع، أشيرُ وأكرر.



desktop

smart watch

router

smart phone

tablet

webcam

e-book



I Check

أتحقّق من إجابتي

desktop	smart watch	router	smart phone	tablet	webcam	e-book
						

## Activity 2

### What Tool is it?

ما هي الأداة؟



Defining vocabulary for new technology.

تعريف المفردات الخاصة بالتكنولوجيا الجديدة.



10 - 13 minutes



pencil / rubber



I read, look and match.

أقرأ، أنظر وأطبق.

1. You use a tablet to surf the net and play games. You can carry it.
2. You use a smart phone to make calls, surf the net and play games.
3. You wear a smart watch on your hand and use it to surf the net.
4. We use the router to connect to the Internet.
5. We read Electronic books.
6. A webcam helps you to make video calls on your computer.



I Check

أتحقق من إجابتي



desktop



router



tablet



e-book



smart watch



smart phone



webcam

### Activity 3

### Questions and Answers

### أسئلة وإجابات



Identifying the sequence after listening.

التَّعَرَّفَ عَلَى التَّسْلِسِ بَعْدَ الاسْتِمَاعِ.



13 - 15 minutes



pencil



rubber



CD player



En5-3-2-3 I listen and number.

أَسْتَمِعُ وَأَضَعُ الرَّقْمَ الصَّحِيحَ.

A. How do you search online?  
B. I usually use Google.

1

A. What kind of websites do you like best?  
B: Websites with information about science are my favourite.

A. How often do you use your computer?  
B. I use it twice a day.

A. What do you use it for?  
B. I play games and I sometimes do my homework.



I Check

أَتَحَقَّقُ مِنْ إِجَابَتِي

A. How do you search online?  
B. I usually use Google.

A. How often do you use your computer?  
B. I use it twice a day.

A. What do you use it for?  
B. I play games and I sometimes do my homework.

A. What kind of websites do you like best?  
B: Websites with information about science are my favourite.

**Activity 4****From Super Large to Super Powerful**

من عملاق إلى خارق



Scanning the paragraph to answer the questions.

قراءة المقطع للإجابة عن الأسئلة.



15 - 17 minutes



pencil



rubber



I read and decide True or False.

أقرأ وأقرّر صح أو خطأ.

**How Computers Changed**

Computers can perform calculations, store information, and play music.

They can also be used for writing, gaming, and communication.

The first computers were very large—so big that they took up an entire room! Because of their size and cost, people didn't have them at home.

Early computers could only do basic maths, much like a calculator.

Today, computers are smaller, cheaper, and more powerful. People all over the world use them to search for information, share ideas, and connect online. With modern smartphones, we can now play games, send emails, and browse the Internet—all from the palm of our hands!

1. Nowadays, computers are bigger than computers in the past.
2. Computers can only do maths.
3. People used to have the first computers at home.
4. We use the Internet to search for information.
5. Today, smartphones are used as the computer.



### I Check

أتحقق من إجابتي

1. The first computers were very large. Today, computers are smaller.
2. Computers can perform calculations, store information and play music.
3. Because of their size, people didn't have computers at home.
4. We use the Internet to search for information.
5. Today, smartphones are used as the computer.

## Activity 5

## I Send an Email

أنا أرسل بريداً إلكترونياً



Identifying the sequence of the steps for sending an email.

التَّعَرُّفُ عَلَى تَسْلِسِلِ خَطَوَاتِ إِرْسَالِ بَرِيدِ إلكتروني.



13 - 15 minutes



pencil



rubber



CD player



En5-3-2-5 I listen and order.

أستمعُ وأرتبُ.

- Click "Send" to send your email.
- Type your friend's email address in the "To" field.
- Write a subject that tells what the email is about.
- Click "Attach" to add pictures (if needed).
- Write your message in the body.
- Log into your email account.
- Click new email.



I Check

أتحقق من إجابتي

- 1 Log into your email account.
- 2 Click new email.
- 3 Type your friend's email address in the "To" field.
- 4 Write a subject that tells what the email is about.
- 5 Write your message in the body.
- 6 Click "Attach" to add pictures (if needed).
- 7 Click "Send" to send your email.

## Activity 6

## I Decode the Sign

أقوم بفك تشفير العلامة



Identifying the picture that best suits the sentence.

تحديد الصورة المناسبة للجملة.



8 - 10 minutes



pencil



rubber



I read and match.

أقرأ وأطابق.



1. Turn on the computer.



2. Send the email.



3. Don't click on any suspicious links.



4. Don't play computer games for too long.



I Check

أتحقق من إجابتي



1. Turn on the computer.



2. Send the email.



3. Don't click on any suspicious links.



4. Don't play computer games for too long.

## Activity 7

## Stay Up To Date

ابق على اطلاع دائم



Identifying the imperative form.

التَّعَرُّفُ عَلَى فِعْلِ الْأَمْرِ.



8 - 10 minutes



pencil rubber



I read and choose

أقرأ وأختار.

1. (Listen - Download) the files you need.
2. Don't (play - email) games for a long time.
3. (Share - Don't share) your house address online.
4. (Listen - Don't listen) to what the teacher says.
5. (Click - Send) on the icon to download the file.
6. (Connect - Click) to the Internet.



I Check

أتحقق من إجابتي

1. Download the files you need.
2. Don't play games for a long time.
3. Don't share your house address online.
4. Listen to what the teacher says.
5. Click on the icon to download the file.
6. Connect to the Internet.

## Activity 8

## I Command

أقوم بتشكيل الأوامر



Accurately forming simple commands.

تشكيل جملٍ أوامرٍ بدقة.



10 - 13 minutes



pencil



rubber



I read and choose from the box.

أقرأ وأختارُ من المربع.

connect - save - turn off - type - search - download - study

1. **Type** the email address.
2. .... the computer.
3. .... the music.
4. .... online.
5. .... to the Internet.
6. .... your work.
7. .... the internet



## I Check

أنحَقِّق من إجابتي

1. Type the email address.
2. Turn off the computer.
3. Download the music.
4. Study online.
5. Connect to the Internet.
6. Save your work.
7. Search the Internet.

## Activity 9

## It is Imperative

إنه فعل الأمر



Using the imperative.

استخدام فعل الأمر.



13 - 15 minutes



pencil rubber



I look and write commands.

أنظر وأكتب الأوامر.

1. ....



2. ....



3. ....



4. ....



I Check

أتحقق من إجابتي

1. Check your spelling.
2. Send an email.
3. Don't use the mobile phone.
4. Click on the icon

## Activity 10

## I Write About Technology

أكتب عن التكنولوجيا



Following a guided composition process while answering questions.

اتباع عملية تأليف موجهة أثناء الإجابة على الأسئلة.



15 - 17 minutes



pencil



rubber



I write about my favourite technological tool by answering the questions.

أكتب عن أداة التكنولوجيا المفضلة لدي من خلال الإجابة على الأسئلة.

1. What is your favourite technological tool?

My favourite piece of technology is (the computer/ the smart phone/ the smart watch ....)

1. When did you get it?

.....  
.....

2. How often do you use it?

.....  
.....

3. What do you use it for?

.....  
.....

4. Why is it important to you?

.....  
.....



I Check

أتحقق من إجابتي

### Sample Answers:

2. I got it .... (last year/ for my last birthday/ on Monday ....)
3. I use it .....( every day/ twice a week ....)
4. I use it to ....( find information/ contact my family and friends/ take photos/ listen to music....)
5. It is important to me because.... (it is a gift from my parents/ I need it to do my homework ...)





1. I reorder.

أعيدُ التَّرتيب.

1. email / friend's / Type / address / in / your / the space / .

.....

2. drinks / to / food or / the / bring / lab / Don't / .

.....

3. information / your / share / personal / Don't / .

.....

4. save / turn off / Don't / the computer / you / work / your / before / .

.....



2. I write commands.

أكتبُ أوامراً.

Do

Don't



3. I write True or False.

أكتبُ صح أو خطأ.

1. We use the smart watch to play games. ( )

2. We can study online. ( )

3. We should spend many hours playing computer games. ( )

4. A webcam can help us make video calls. ( )



## I Check

أتحقق من إجابتي

### Activity 1:

1. Type your friend's email address in the space.
2. Don't bring food or drinks to the lab.
3. Don't share your personal information.
4. Don't turn off the computer before you save your work.

### Activity 2:




#### Sample Answers:

1. Don't play computer games for too long.
2. Connect to the Internet.
3. Don't speak loudly in the library.
4. Listen to the teacher in the classroom.
5. Don't trust strangers in the street.

### Activity 3:

1. We use the computer to play games.
2. We can study online.
3. We shouldn't spend many hours playing computer games.
4. A webcam can help us make video calls.



I am able to أستطيع أن			
<p>1. Recognize different types of technology. (smart watch - tablet - smart phone - webcam - router)</p> <p>أميّز أنواع التّكنولوجيا المختلفة. (السّاعة الذّكيّة - الجهاز اللّوحي - الهاتف الذّكي - كاميرا الإنترنت - راوتر)</p>			
<p>2. Talk about the uses of technology. (What do you use your computer for? (I play games and I sometimes do my homework.)</p> <p>أتحدّث عن استخدامات التّكنولوجيا. (لماذا تستخدم حاسبك؟ أعب الألعاب و أقوم بواجباتي أحيانا.)</p>			
<p>3. Talk about how to send an email. (Log into your email account. Click new email. Type your friend's email address in the "To" field.)</p> <p>أتحدّث عن كيفيّة إرسال بريد إلكتروني. (سجّل الدّخول إلى حساب بريدك الإلكتروني - انقر على «بريد جديد» - اكتب عنوان بريد صديقك في حقل «إلى»)</p>			

<p>I am able to أستطيع أن</p>			
<p>4. Write about technology. (My favourite technological tool is (the computer/ the smart phone....)).</p> <p>أكتب عن أداتي التكنولوجية المفضلة. (أداتي التكنولوجية المفضلة هي الحاسب - الهاتف الذكي .....).</p>			
<p>5. Form commands using imperatives. (Don't share your personal information online.)</p> <p>أشكّل أوامر باستخدام صيغة الأمر. (لا تشارك معلوماتك الشخصية عبر الإنترنت.)</p>			

# Unit 3 Worksheet: A New World



1. I read and choose.

أقرأ وأختار.

1. People first (**use** - **used**) umbrellas as a shade from the sun.
2. People didn't (**have** - **had**) computers at their homes in the beginning.
3. When did Thomas Edison (**invent** - **invented**) the light bulb?
4. Don't turn (**on** - **off**) the computer before you save your work.
5. (**Play** - **Don't play**) computer games all day.



2. I correct the information about the following inventions and technologies.

أصحح المعلومات عن الاختراعات والتقنيات التالية.

1. The inventor of vaccination is John Logie Baird.

.....

2. Mary Currie invented the light bulb.

.....

3. The Wright Brothers flew the plane for the first time in 1999.

.....

4. We cannot surf the Internet.

.....

5. Radium was discovered by Thomas Edison.

.....



3. I read and fill in the box.

أقرأ وأملأ الصندوق.

Wi-Fi - Thomas Edison - Electric light - Hedy Lamarr - Edward Jenner - Television - John Baird - Vaccination -

Inventor

.....

.....

.....

.....

.....

Invention

.....

.....

.....

.....

.....

## How Do I Like to Learn?

في نهاية الوحدة أصبح بإمكانني تحديد الطريقة التي ساعدتني أكثر في التعلّم من خلال  
تلوين عدد من النجوم وفق ما يأتي:

ساعدتني كثيراً ★★★★★ ساعدتني ★★★ ساعدتني قليلاً ★☆☆

أَتعلّم بطريقة الترتيب: ☆☆☆

I reorder.

1. email / friend's / Type / address / in / your / the space / .

.....

..

أَتعلّم بطريقة الكتابة: ☆☆☆

I write commands.

Do	Don't

أَتعلّم بطريقة تصحيح الخطأ: ☆☆☆

I correct the information about the following inventions and technologies.

1. The inventor of vaccination is John Logie Baird.

.....

في نهاية الوحدة أصبح بإمكانني تحديد الطريقة التي ساعدتني أكثر في التعلّم من خلال  
تلوين عدد من النجوم وفق ما يأتي:

ساعدتني كثيراً ★★ ★ ساعدتني ★★ ★ ساعدتني قليلاً ★★ ★

أَتعلّم بطريقة كتابة الصح والخطأ: ★★ ★

I write True or False.

1. We use the smart watch to play games. ( )

أَتعلّم بطريقة الاختيار من متعدّد: ★★ ★

I read and choose.

1. (Listen - Download) the files you need.

أَتعلّم بطريقة التصنيف: ★★ ★

I read and classify present verbs and past ones.

Present	Past

## Unit 4: My Free Time



6 -7 hours

### How Do I Learn?

Before you start this unit, go to the «How Do I Learn?» guide, to organize your time and weekly tasks.

This guide supports you to assess your learning and build your learning skills. You can use the guide while studying all the Empowered Learning Curriculum Subjects: English, Arabic, Mathematics and Science.



## Unit Lessons

### Lesson 1

### The Sports Centre

مركز الرياضة



### Lesson 2

### Sports Equipment

أدوات الرياضة



# Let's Start



## Activity

Is There a Ball?

هل هناك كرة؟



Classifying activities.

تصنيف النشاطات.



10 - 15 minutes



pencil rubber



I look, read and classify the activity whether it needs a ball or not.

أنظرُ وأقرأ وأصنّف النشاط إذا كانَ بحاجةٍ إلى كرة أم لا.



Basketball



Golf



Hockey



Marathon



Judo



Tennis



Wrestling



Weight-lifting



Cycling



Snow Skiing

With a ball

.....

.....

.....

.....

.....

Without a ball

.....

.....

.....

.....

.....



I Check

أتحقق من إجابتي



With a ball:

Basketball - Golf - Hockey - Tennis



Without a ball:

Weight-lifting - Marathon - Judo - Wrestling -  
Cycling - Snow Skiing



Golf - Baseball - Badminton - Ballet - Boxing - Table tennis  
 غولف كرة القاعدة كرة الريشة باليه ملاكمة كرة الطاولة



3.5 - 4 hours



crayons



pencil



rubber



CD player



## Let's Go



I draw my favourite sport and the equipment I use, then I write a sentence describing it.

أرسم رياضي المفضلة والأدوات التي أستعملها ثم أكتب جملة لوصفها.

.....

.....

.....

.....

.....

.....

## Activity 1 Fun with Friends

وقتٌ ممتعٌ مع الأصدقاء



Distinguishing True and False statements based on a spoken text.

تمييزُ الجملِ الصَّحيحةِ والخاطئةِ بالاعتمادِ على نصِّ شفهيٍّ.



13 - 15 minutes



pencil



rubber



CD player



En5-4-1-1

I listen and write True or False next to the sentences.

أستمعُ وأكتبُ صح أو خطأ بجانبِ الجملِ.

1. Yazan wasn't playing table tennis.

False

2. Lana was throwing the golf ball.

3. Alma and Sham were playing football.

4. Rand was doing gymnastics.

5. Hani and his friends were playing basketball.



I Check

أنحَقِّق من إجابتي

1. Yazan was playing table tennis.

2. Lana was throwing the golf ball.

3. Alma and Sham were playing badminton.

4. Rana wasn't doing gymnastics.

5. Hani and his friends were playing basketball.

## Activity 2 I Play and Have Fun

ألعب وأستمع



Taking notes while listening.

تسجيل ملاحظاتٍ أثناء الإستماع.



13 - 15 minutes



pencil



rubber

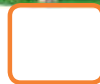


CD player



En5-4-1-2 I listen and number the pictures.

أستمع وأرقم الصور.



I Check

أتحقّق من إجابتي



golf



baseball



badminton



ballet



boxing



table tennis

### Activity 3

### My Different Sports

رياضاتي المختلفة



Arranging scrambled words.

ترتيبُ كلماتٍ مبعثرة.



13 - 15 minutes



pencil



rubber



CD player



En5-4-1-3

I listen and unscramble the words.

أستمعُ وأرتبُ الكلماتِ المبعثرة.

1. Teabl tesnni



.....

2. asellbaB



.....

3. aBltle



.....

4. Gfol



.....

5. aBdtonmin



.....

6. Bxinog



.....



I Check

أتحقّق من إجابتي

1. Table tennis

2. Baseball

3. Ballet

4. Golf

5. Badminton

6. Boxing

**Activity 4****The Competition**

المنافسة



Identifying the sequence of events.

تحديد تسلسل الأحداث.



15 - 17 minutes



pencil rubber



I read the text then order the events.

أقرأ النَّصَّ وأرَّتَّبُ الأحداث.

**A Rainy Match**

Yesterday, we had a football competition at school. The match was in the afternoon. We were playing very well when it started to rain. My parents were cheering us. We scored two goals. I was trying to score the third goal when the referee ended the match.



The match was in the afternoon.

We scored two goals.

The referee ended the match.

1 Yesterday, we had a football competition at school.

It started to rain.



I Check

أنحَقّق من إجابتي

- 1 Yesterday, we had a football competition at school.
- 2 The match was in the afternoon.
- 3 It started to rain.
- 4 We scored two goals.
- 5 The referee ended the match.



## Activity 5

## We All Love Sports

جميعنا نحب الرياضة



Answering questions related to a text.

الإجابة على أسئلة متعلّقة بنص.



13 - 15 minutes



pencil



rubber



I read then answer the questions below:

أقرأ وأجيب عن الأسئلة.

### A Very Popular Sport

Football is a very popular sport. It's a game with two teams of 11 players, one of them is the goal keeper. A player can use any part of his body to score a goal, but not his hands or arms. Only the goalkeeper can use them to stop the ball. It's played on a rectangular grass field.

1. Which sport among these is the very popular?  
a. Tennis      b. Basketball      c. **Football**
2. How many players are there in a football team?  
a. ten      b. eleven      c. twelve
3. The goalkeeper can use his .....  
a. his hands      b. his arms      c. both his hands and arms
4. The shape of the football grass field is a .....  
a. circle      b. rectangle      c. square



I Check

أتحقّق من إجابتي

1. Football is very popular.
2. There are eleven players in a football team.
3. The goalkeeper can use both his hands and arms.
4. The shape of the football grass field is a rectangle.

## Activity 6

## Fast Moves

## حركات سريعة



Matching words with pictures to determine the meaning of these words. وصل الكلمات إلى الصور المناسبة.



13 - 15 minutes



pencil rubber

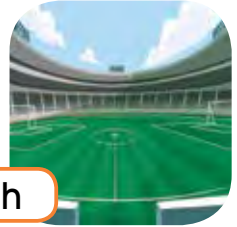


I match the words with pictures.

أطابق الصور مع الكلمات.

1. To move a ball with your foot.

pitch



2. A field where you play.

score



3. A group of players who play together.

team



4. The point for each team.

kick



I Check

أنحَقّق من إجابتي

1. kick
2. pitch
3. team
4. score

## Activity 7

## What Happened?

ماذا حدث؟



Identifying the difference between (was - were).

أحدّد الفرق بين كان وكانوا.



8 - 10 minutes



pencil



rubber



I choose the correct answer.

أختارُ الإجابة الصّحيحة.

1. Yesterday morning, Laila (was training - were training) for the match.
2. We (were watching - was watching) TV when my mum called us.
3. The player (was - were) throwing the ball when the match ended.
4. I (was eating - were eating) ice cream when I saw my friend.



I Check

أتحقّق من إجابتي

1. Yesterday morning, Laila was training for the match.
2. We were watching TV when my mum called us.
3. The player was throwing the ball when the match ended.
4. I was eating ice cream when I saw my friend.

## Activity 8

## Active People

أشخاص نشيطون



Distinguishing between past simple and past continuous forms.

التَّمييزُ بَيْنَ زَمَنِ الْمَاضِي الْبَسِيطِ وَالْمُسْتَمِرِّ.



13 - 15 minutes



pencil



rubber



I read the sentences and match.

أَقْرَأُ الْجُمْلَ وَأَطَابِقُ.

1. I was running with the ball

2. She was doing gymnastics

3. He was playing baseball

4. The audience cheered

a. when I scored a goal.

b. when my friend took it from me.

c. when his bat dropped.

d. when she fell off.



I Check

أَتَحَقَّقُ مِنْ إِجَابَتِي

1. I was running with the ball when my friend took it from me.

2. She was doing gymnastics when she fell off.

3. He was playing baseball when his bat dropped.

4. The audience cheered when I scored a goal.

## Activity 9

## I Practise Grammar

أَتَدْرَبُ عَلَى الْقَوَاعِدِ



Composing sentences using the past continuous.

تَشْكِيلُ جُمَلٍ بِاسْتِخْدَامِ الْمَاضِي الْمُسْتَمَرِّ.



13 - 15 minutes



pencil / rubber



I write simple sentences correctly, using the past continuous.

أَكْتُبُ جُمَلًا صَحِيحَةً بِاسْتِعْمَالِ الْمَاضِي الْمُسْتَمَرِّ.

1. Yesterday at 12 o'clock, he was playing golf.



2. Yesterday at ....., they .....



3. ....at ....., I .....



I Check

أَتَحَقَّقُ مِنْ إِجَابَتِي

1. Yesterday at 12 o'clock, he was playing golf.

2. Yesterday at 9 o'clock, they were running.

3. **Sample answer:** Yesterday at 10 o'clock, I was playing tennis.



1. I reorder the words to form correct sentences.

أرتب الكلمات لأشكّل جملاً صحيحة.

1. Kareem / arrived / playing / basketball / was /when / his / mother

.....

2. I / was / came / my homework / when / doing / my friend

.....

3. Salwa / was / rain / the bus / waiting / for / when / it / started to

.....



2. I look at this picture of a sport centre and write what people can do in it.

أنظر إلى صورة المركز الرياضي وأكتب ماذا يمكن للناس أن يمارسوا داخله.



.....

.....

.....

.....

.....

.....

.....



3. I tick the right answer.

أضع إشارة عند الإجابة الصحيحة.

	Tennis	Football
You hit the ball over a net.		
The players can't use their hands to score a goal.		
There are two goals in its field.		
It needs two players.		
It consists of two teams.		



## I Check

أتحقق من إجابتي

### Activity 1:

1. Kareem was playing basketball when his mother arrived.
2. I was doing my homework when my friend came.
3. Salwa was waiting for the bus when it started to rain.

### Activity 2:

#### Sample Answer:

It is a basketball court. It is a team sport that involves two teams. Each team consists of five players trying to score points against the other team. They throw a ball through a basket following certain rules. Teams can play indoor or outdoor.

### Activity 3:

	Tennis	Football
You hit the ball over a net.	✓	
The players can't use their hands to score a goal.		✓
There are two goals in its field.		✓
It needs two players.	✓	
It consists of two teams.		✓






# Lesson Summary

## أَلْخَصُّ دَرَسِي



(15-20) minutes

I am able to أَسْتَطِيعُ أَنْ			
<p>1. Identify words related to sports. (golf - baseball - badminton - ballet - boxing - table tennis)</p> <p>أَتَعَرَّفُ عَلَى الْكَلِمَاتِ الْمُتَعَلِّقَةِ بِالرِّيَاضَاتِ. (الغولف - بيسبول - ريشة - باليه - ملاكمة - كرة الطاولة)</p>			
<p>2. Arrange scrambled words. (gfol - golf)</p> <p>أَرْتَبُ الْحُرُوفَ الْمُبَعَثَةَ لِلْحَصُولِ عَلَى كَلِمَاتٍ.</p>			
<p>3. Identify the sequence of events.</p> <p>أَحَدِّدُ تَسْلِسِلَ الْأَحْدَاثِ.</p>			
<p>4. Match words related to sports with pictures.</p> <p>أَصِلُ كَلِمَاتِ الرِّيَاضَةِ مَعَ الصُّورِ.</p>			
<p>5. Write simple phrases and sentences correctly, legibly and neatly using past continuous.</p> <p>أَكْتُبُ عِبَارَاتٍ بَسِيطَةً وَجَمَلٍ صَحِيحَةً وَمُرْتَبَةً بِاسْتِخْدَامِ الْمَاضِي الْمُسْتَمِرِّ.</p>			

I am able to

أستطيع أن



6. Identify the difference between (was - were).  
(- We were watching TV when my mum called us.  
- I was eating ice cream when I saw my friend.

أحدّد الفرق بين كان وكانوا  
(نحن كنّا نشاهد التّلفاز عندما نادتنا والدتنا.  
انا كنت أتناول المثلّجات عندما رأيت صديقي.)

7. Distinguish between past simple and past continuous forms.  
(I was doing my homework when my friend came.)

أميّز بين أشكال الماضي البسيط والماضي المستمر.  
(كنت أكتب وظيفتي عندما أتى صديقي.)



racket - gloves - bat - stick - trophy  
 مضرب قفازات مضرب كرة طاولة عصا كأس



3.5 - 4 hours



crayons



pencil



rubber



CD player



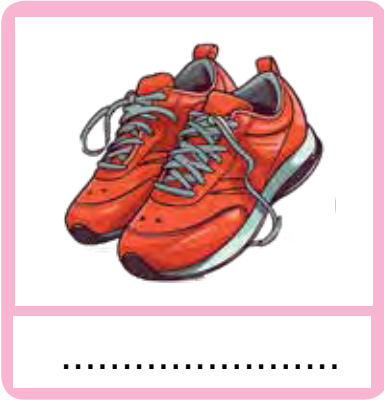
# Let's Go



I write the names of the sport equipment.

أكتبُ أسماءَ المَعَدَّاتِ الرِّياضيةِ.

racket - towel - gloves - ballet shoes - goggles - sport shoes - tennis ball shorts - stick



## Activity 1

## Finding the Intruder

العثور على الدّخيل



Identifying the odd words after listening.

تحديد الكلمات الغريبة بعد الاستماع.



13 - 15 minutes



pencil



rubber



CD player



En5-4-2-1 I listen and cross one out.

أستمعُ وأشطّبُ الكلمة الغريبة.

1. boots - ~~trainers~~ - shoes
2. skirt - trousers - gloves
3. swimming - diving - volleyball
4. game - team - match
5. me - you - hers



I Check

أتحقّق من إجابتي

1. trainers
2. gloves
3. volleyball
4. team
5. hers

## Activity 2

## Sports Shopping

التسوق الرياضي



Taking notes while listening.

تسجيل ملاحظاتٍ أثناء الاستماع.



13 - 15 minutes



pencil



rubber



CD player



En5-4-2-2

I listen and complete the sentences with words from the box.

أستمعُ وأكملُ الجملَ باستخدامِ الكلماتِ الموجودةِ في الصندوقِ.

gloves - shop - basket - tennis - racket - sport

1. I went to a shop.
2. There are ..... equipment in the shops.
3. I wanted to buy sport equipment for my ..... game.
4. I bought a ..... but I didn't buy .....



I Check

أتحقّق من إجابتي

1. I went to a shop.
2. There are sport equipment in the shops.
3. I wanted to buy sport equipment for my tennis game.
4. I bought a racket but I didn't buy gloves.

### Activity 3

### My Sport Equipment

### معداتي الرياضية



Recognising sports equipment from a spoken text.

تمييزُ المعداتِ الرياضيَّة من نصِّ شفهي.



13 - 15 minutes



pencil



rubber



CD player



En5-4-2-3

I listen and circle the items.

أستمعُ وأحيطُ الموادَّ التي أسمعها.



I Check

أتحقَّق من إجابتي



A racket



Gloves



A basketball



A stick

## Activity 4

## I Like Sport Tools

## أحبُّ أدوات الرياضة



Identifying the picture that best suits the sentence.

تحديدُ الصُّورةِ التي تناسبُ الجملة.



13 - 15 minutes



pencil



rubber



I match the sentences to their pictures.

أطابقُ الجملَ معَ صورها.



1. It is my bat.

2. They are his gloves.



3. They are her trainers.

4. They are their rackets.



5. The trophy is ours.

6. Is this your stick?





I Check

أتحقق من إجابتي



1. It is my bat.



2. They are his gloves.



3. They are her trainers.



4. They are their rackets.



5. The trophy is ours.



6. Is this your stick?

## Activity 5 I Shop With Friends

أتسوق مع أصدقائي



Responding correctly to the purpose of reading.

الإجابة بشكلٍ صحيح بعدَ القراءة.



15 - 17 minutes



pencil rubber



I read then complete.

أقرأ ثمَّ أكمل.

### Shopping with Friends

Yesterday I went with my friends Sami, Lina, Yazan and Rana to a sport equipment store. I bought **gloves**. Sami bought **trainers**. Lina bought **rackets**. Yazan bought a **stick**. Rana bought a **bat**.

1. I do boxing. I need gloves.
2. Sami bought trainers because he plays .....
3. Lina bought a racket because she has a ..... match.
4. Yazan bought a stick to play .....
5. Rana bought a ..... . The bat is hers.



I Check

أتحقّق من إجابتي

1. I do boxing. I need gloves.
2. Sami bought trainers because he plays football.
3. Lina bought rackets because she has a tennis match.
4. Yazan bought a stick to play hockey.
5. Rana bought a bat. The bat is hers.

## Activity 6

## An Interesting Match

مباراة ممتعة



Identifying the sequence of events.

تحديد تسلسل الأحداث.



15 - 17 minutes



pencil  rubber 



I reorder the sentences.

أعيد ترتيب الجمل.

- First, the teams walked together to the court before the match began.
- I saw my friend Zein. He was in the red team,
- Yesterday, I went to a football match.
- 1**  Meanwhile, the other team players were tired, and they ran slowly.
- Finally, at the end of the match, Zein's team won and received the trophy for their great performance.
- While the other team wore blue.
- As the game continued, they ran quickly and played very well.
- Then, the match started, I cheered for my friend's team loudly because his team was so active.



I Check

أتحقق من إجابتي

Yesterday, I went to a football match. First, the teams walked together to the court before the match began. I saw my friend Zein. He was in the red team, while the other team wore blue. Then, when the match started, I cheered for my friend's team loudly because his team was so active. As the game continued, they ran quickly and played very well. Meanwhile, the other team players were tired, and they ran slowly. Finally, at the end of the match, Zein's team won and received the trophy for their great performance.



## Activity 7

## Equipment For All

## أدوات للجميع



Using the possessive pronouns correctly.

استخدام ضمائر الملكية بشكل صحيح.



15 - 17 minutes



pencil / rubber



I fill in the spaces with (mine - yours - ours - theirs - his -hers).

أملأ الفراغات بضمائر الملكية (لي - لك - لنا - لهم - له - لها).

1. I bought these new trainers. They are mine.
2. We won. The trophy is .....
3. She is a tennis player. The racket is .....
4. They are baseball team. I think this ball is .....
5. He is the referee. The whistle is .....
6. You do boxing. Are these gloves .....



I Check

أتحقق من إجابتي

1. I bought these new trainers. They are mine.
2. We won. The trophy is ours.
3. She is a tennis player. The racket is hers.
4. They are baseball team. I think this ball is theirs.
5. He is the referee. The whistle is his.
6. You do boxing. Are these gloves yours?

## Activity 8 Mine and Yours

لي ولكم



Practising possessive pronouns usage.

استخدام ضمائر الملكية.



13 - 15 minutes



pencil rubber



I match the sentences.

أصل الجمل.

1. This is our bat.

2. This is your racket.

3. This is their trophy.

4. This is my whistle.

5. These are her trainers.

6. These are his gloves.

a. This racket is yours.

b. These gloves are his.

c. This bat is ours.

d. These trainers are hers.

e. This whistle is mine.

f. This trophy is theirs.



I Check

أتحقق من إجابتي

1. This is our bat. This bat is ours.

2. This is your racket. This racket is yours.

3. This is their trophy. This trophy is theirs.

4. This is my whistle. This whistle is mine.

5. These are her trainers. These are hers.

6. These are his gloves. These gloves are his.



1. I write what equipment I need.

أكتبُ أيَّ أدواتٍ أحتاجُ للعب.

1. I need ..... to play tennis.
2. I need ..... to play football.
3. I need ..... to do boxing.
4. I need ..... to play golf.



2. I complete with possessive pronouns.

أكملُ بضمائرِ الملكية.

1. She bought trainers. The trainers are .....
2. I have a bag. The bag is .....
3. I gave my brother a gift. The gift is .....
4. The children have rackets. The rackets are .....
5. You ordered a chicken as a meal. The chicken is .....



3. I correct the mistakes.

أصحِّحُ الأخطاء.

1. Yours jacket is very beautiful.

.....

2. I bought trainers. The trainers is mine.

.....

3. The football team needs 13 players.

.....



## I Check

أتحقق من إجابتي

### Activity 1:

#### Sample Answers:

1. I need a racket to play tennis.
2. I need trainers to play football.
3. I need gloves to do boxing.
4. I need a stick to play golf.

### Activity 2:

1. She bought trainers. The trainers are hers.
2. I have a bag. The bag is mine.
3. I gave my brother a gift. The gift is his.
4. The children have rackets. The rackets are theirs.
5. You ordered a chicken as a meal. The chicken is yours.

### Activity 3:

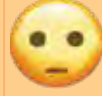
1. Your jacket is very beautiful.
2. I bought trainers. The trainers are mine.
3. The football team needs 11 players.



I am able to أَسْتَطِيعُ أَنْ			
<p>1. Define new words related to sport equipment. (racket - gloves - bat - stick - trophy). أَتَعَرَّفُ عَلَى الْكَلِمَاتِ الْجَدِيدَةِ الْمُتَعَلِّقَةِ بِأَدْوَاتِ الرِّيَاضَةِ. (مَضْرِب - قَفَّازَات - مَضْرِب طَوِيل - عَصَا - كَأْس)</p>			
<p>2. Respond correctly to the purpose of reading. أَسْتَجِيبُ بِشَكْلٍ صَحِيحٍ إِلَى الْهَدَفِ مِنَ الْقِرَاءَةِ.</p>			
<p>3. Identify the sequence of a football match. أَحَدِّدُ تَسْلُسُلَ مَجْرِيَّاتِ مِبَارَاةِ كُرَةِ قَدَمٍ.</p>			
<p>4. Use the possessive pronouns correctly. (These trainers are mine. The racket is hers.) أَسْتَحْدِمُ ضَمَائِرَ الْمَلِكِيَّةِ بِشَكْلٍ صَحِيحٍ. (هَذَا الْحِذَاءُ لِي. الْمَضْرِبُ لَهَا.)</p>			

I am able to

أستطيع أن



5. Identify the picture that suits the sentence.

أميّز الصورة التي تناسب الجملة.

6. Identify the odd word after listening

أميّز الكلمة الغريبة بعد الاستماع.

# Unit 4 Worksheet: My Free Time



1. I write each sentence next to its picture.

أكتبُ كلَّ جملةٍ بجانبِ صورتها.

He kicked the ball. - She scored a goal. - They played basketball.



1. ....



2. ....

3. ....



3. I answer the following questions using (it's his - it's mine - they are theirs - it's hers)

أجيبُ عنِ الأسئلةِ التَّاليةِ باستعمالِ ( له - لي - لهم - لها).

He is Mark.



1. Whose racket is this?

It's Mark's racket. ....

I am Ben



2. Whose ball is this?

It's my ball. ....

She is Salwa



3. Whose trainers are these?

They are Salwa's trainers. ....

They are Ahmad and Lubna.

4. Whose bats are these?

They are Ahmad and Lubna's bats.

.....



## How Do I Like to Learn?

في نهاية الوحدة أصبح بإمكانني تحديد الطريقة التي ساعدتني أكثر في التعلّم من خلال  
تلوين عدد من النجوم وفق ما يأتي:

ساعدتني كثيراً ★★★★★ ساعدتني ★★★ ساعدتني قليلاً ★★

أَتعلّم بطريقة كتابة الصح والخطأ: ★★

I listen and write True or False next to the sentences.

2. Lana was throwing the golf ball. ( )

أَتعلّم بطريقة الإكمال: ★★

I read then complete.

2. Sami bought trainers because he plays .....

أَتعلّم بطريقة ترتيب الأحرف: ★★

I listen and unscramble the words.

1. Teabl tesnri → .....

في نهاية الوحدة أصبح بإمكانني تحديد الطريقة التي ساعدتني أكثر في التعلّم من خلال  
تلوين عدد من النُّجوم وفق ما يأتي:

ساعدتني كثيراً ★★ ★ ساعدتني ★★ ★ ساعدتني قليلاً ★ ★ ★

★★ ★ أتعلّم بطريقة تصحيح الخطأ:

I correct the mistakes.

1. Yours jacket is very beautiful.

★★ ★ أتعلّم بطريقة الاختيار من متعدّد:

I choose the correct answer.

2. We (were watching - was watching) TV when my mum called us.

★★ ★ أتعلّم بطريقة الترتيب:

I reorder the words to form correct sentences.

2. I / was / came / my homework / when / doing / my friend  
.....



## Unit Lessons

### Lesson 1

### I Like Maths

أنا أحبّ الرياضيات



### Lesson 2

### I Like Music

أنا أحبّ الموسيقى



# Let's Start



Activity

Let's Have Fun

دعنا نمرح



Identifying the favourite things.

التَّعَرُّفُ عَلَى الْأَشْيَاءِ الْمَفْضَلَةِ.



8 - 10 minutes



pencil



rubber



I write the things I like.

أَكْتُبُ الْأَشْيَاءَ الَّتِي أَحِبُّهَا.

favourite hobby  
.....  
.....

games I like  
.....  
.....

I love  
.....  
.....

favourite subject  
.....  
.....

favourite book  
.....

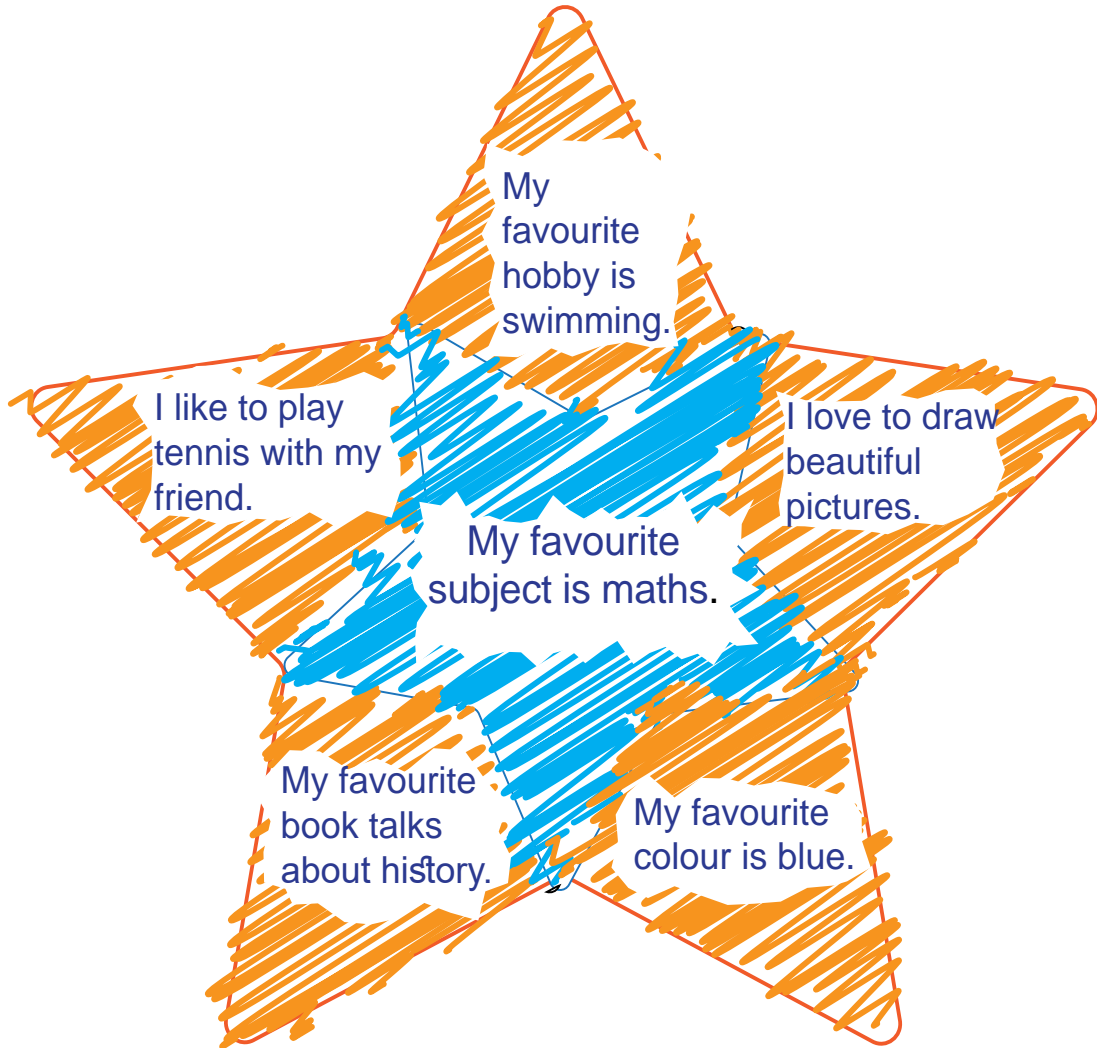
favourite colour  
.....

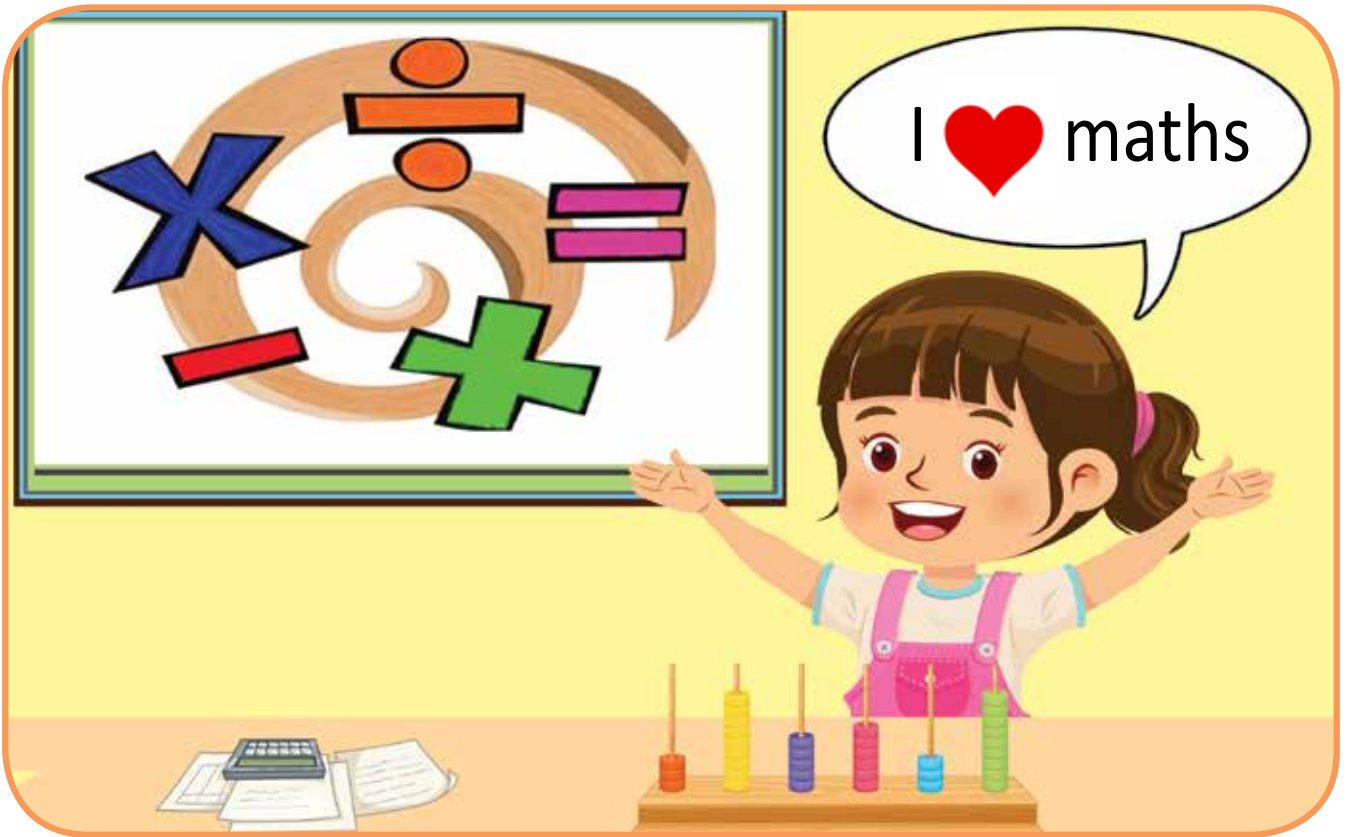


I Check

أتحقق من إجابتي

Sample Answer:





plus - minus - divided by - multiplied by - equals

زائد ناقص تقسيم ضرب يساوي



3.5 - 4 hours



crayons



pencil



rubber



CD player





## Activity 1 Decoding Symbols

تفكيك الرموز



Identifying new vocabulary.

تحديد الكلمات الجديدة.



8 - 10 minutes



pencil



rubber



CD player



En5-5-1-1 I listen and match.

أستمع وأطابق.



equals



divided by

plus



minus



multiplied by



I Check

أتحقق من إجابتي



plus



equals



divided by



multiplied by



minus

## Activity 2

## I Like Numbers

## أحبّ الأرقام



Identifying the correct answer.

تحديدُ الإجابةِ الصحيحة.



13 - 15 minutes



pencil



rubber



CD player



En5-5-1-2

I listen and choose a, b or c.

استمعُ وأختار a, b أو c.

1.  $999 \div 3 = 333$

a. minus

b. plus

c. divided by

2.  $600 + 200 = 800$

a. plus

b. divided by

c. multiplied by

3.  $3000 - 700 = 2300$

a. minus

b. divided by

c. multiplied by

4.  $36 \times 9 = 324$

a. plus

b. multiplied by

c. minus

5.  $4000 + 1000 = 5000$

a. multiplied by

b. minus

c. equals



I Check

أتحقّق من إجابتي

1. divided by



2. plus



3. minus



4. multiplied by



5. equals



### Activity 3

## Math Operations

## عمليات حسابية



Answering calculation questions using numbers

الإجابة عن أسئلة حسابية.



13 - 15 minutes



pencil



rubber



I calculate and answer.

أحسبُ وأجيب.

1. What is  $2 \times 6$ ?

.....

2. What is  $24 \div 4$  ?

.....

3. What is  $20 - 5$ ?

.....

4. What is  $10 + 50$ ?

.....

5. What is  $3 \times 25$ ?

.....



I Check

أتحقق من إجابتي

1. ( $2 \times 6 = 12$ ). Two multiplied by six equals twelve.
2. ( $24 \div 4 = 6$ ). Twenty-four divided by four equals six.
3. ( $20 - 5 = 15$ ). Twenty minus five equals fifteen.
4. ( $10 + 50 = 60$ ). Ten plus fifty equals sixty.
5. ( $3 \times 25 = 75$ ). Three multiplied by twenty five equals seventy five.

## Activity 4 World of Numbers

عالم الأرقام



Identifying the ordinal numbers.

تمييز الأرقام الترتيبية.



13 - 15 minutes



pencil rubber

I match.

أطابق.

first	3 <sup>rd</sup>
second	8 <sup>th</sup>
third	2 <sup>nd</sup>
fourth	4 <sup>th</sup>
fifth	1 <sup>st</sup>
sixth	10 <sup>th</sup>
seventh	6 <sup>th</sup>
eighth	9 <sup>th</sup>
ninth	5 <sup>th</sup>
tenth	7 <sup>th</sup>



I Check

أتحقق من إجابتي

first = 1<sup>st</sup>

second = 2<sup>nd</sup>

third = 3<sup>rd</sup>

fourth = 4<sup>th</sup>

fifth = 5<sup>th</sup>

sixth = 6<sup>th</sup>

seventh = 7<sup>th</sup>

eighth = 8<sup>th</sup>

ninth = 9<sup>th</sup>

tenth = 10<sup>th</sup>

## Activity 5

### Which Is it?

أيُّهما؟



Applying cardinal and ordinal numbers.

تطبيق الأرقام الطبيعية و الترتيبية.



13 - 15 minutes



pencil



rubber



I choose the correct answer in the brackets.

أختارُ الجوابَ الصَّحيحَ بينَ قوسين.

1. Today is the (12<sup>th</sup> - 12) of August.
2. September is the (second - ninth) month in the year.
3. There are (third - three) zeroes in one thousand.
4. There are (fourth - four) seasons in a year.
5. There are (twelfth - twelve) months in the year.
6. The square has (four - fourth) sides.
7. The cookies are in the (two - second) drawer.



I Check

أتحقق من إجابتي

1. Today is the 12<sup>th</sup> of August.
2. September is the ninth month in the year.
3. There are three zeroes in one thousand.
4. There are four seasons in a year.
5. There are twelve months in the year.
6. The square has four sides.
7. The cookies are in the second drawer.

## Activity 6

## Let's Practise Numbers

فلنتمرن على الأرقام



Using cardinal and ordinal numbers.

استخدام الأعداد الطبيعية والترتيبية.



13 - 15 minutes



pencil  rubber 



I answer the questions.

أجيب عن الأسئلة.

1. When is your birthday?

*It's on the twenty fourth of May.*

2. What grade are you?

.....

3. What is the date today?

.....

4. What is your body temperature?

.....

5. When is the Mother's Day?

.....



I Check

أتحقق من إجابتي

**Sample Answers:**

1. It's on the twenty fourth of May.

2. I'm in grade five.

3. Today is Sunday, 16<sup>th</sup> of November, 2023.

4. It's 37 degrees.

5. It's on the twenty first of March.

## Activity 7

## I Have Fun With Numbers

أستمتعُ معَ الأرقام



Applying ordinal numbers.

استخدامُ الأرقامِ التَّرتيبيةِ.



13 - 15 minutes



pencil rubber



I fill in the spaces with the correct word.

أملأُ الفراغاتِ بالكلمةِ الصَّحيحةِ.

eleventh / second / thirty-first / fifth / twenty-three

1. The last day of the year is the **thirty-first** of December.
2. Timmy wasn't the winner. He came .....
3. There are ..... students in my class.
4. November is the ..... month in the year.
5. My sister's birthday is on the ..... of May.



I Check

أتحققُ من إجابتي

1. The last day of the year is the thirty-first of December.
2. Timmy wasn't the winner. He came second.
3. There are twenty-three students in my class.
4. November is the eleventh month in the year.
5. My sister's birthday is on the fifth of May.

**Activity 8****My Favourite Subject**

مادّتي المفضّلة



Scanning the paragraph to answer the questions.

قراءة المقطع للإجابة عن الأسئلة.



15 - 17 minutes



pencil



rubber



I read then choose a, b or c.

أقرأ ثمّ أختار.

**Maths is Everywhere**

Today is Monday, the 10<sup>th</sup> of November. I am in grade five. We have twelve subjects at school. My favourite subjects are: maths, science and arts. This month we're having tests and tomorrow is my maths test. I enjoy doing maths. I like it best and I want to get high marks! In maths, we study about numbers, shapes, addition and subtraction, multiplication and division. We use maths in our life. We look around and see circles, rectangles and triangles. We go to the shops and pay money, we add or subtract, multiply or divide. We use it most of the time. We do puzzles and solve riddles about maths. It's interesting to think about a maths problem and solve it.



1. She is a ..... grader.  
a. eighth                      b. twelfth                      c. fifth
2. The maths test is on the ..... of November.  
a. sixth                      b. eighth                      c. eleventh
3. She likes ..... more than other subjects.  
a. science                      b. Arabic                      c. maths
4. Circles, triangles and rectangles are .....  
a. numbers                      b. shapes                      c. money
5.  $7 + 10 = 17$ . This is called .....  
a. addition                      b. subtraction                      c. multiplication



### I Check

أتحقق من إجابتي

1. She is a fifth grader.
2. The maths test is on the eleventh of November.
3. She likes maths more than other subjects.
4. Circles, triangles and rectangles are shapes.
5.  $7 + 10 = 17$ . This is called addition.

## Activity 9

## Let's Calculate

دعنا نحسب



Applying calculations.

تطبيقُ بعضِ العملياتِ الحسابية.



13 - 15 minutes



pencil



rubber



I look, read and complete with the correct words.

أنظرُ و أقرأُ و أكملُ بالكلماتِ الصَّحيحة.

1. I used ..... to know how much money, I have.



2. I said, 2000 ..... 1000 ..... 5000 = 8000



3. I bought a book for 1000 pounds, so I used ..... to determine the difference compared to its original price.



4. 8000 – 1000 ..... 7000.



I Check

أتحقَّق من إجابتي

1. I used addition to know how much money, I have.

2. I said, 2000 plus 1000 plus 5000 = 8000

3. I bought a book for 1000 pounds, so I used subtraction to determine the difference compared to its original price.

4. 8000 – 1000 equals 7000.

## Activity 10

## My Numbers

أرقامى



Solving math problems.

حلُّ مسائلٍ رياضية.



15 - 17 minutes



pencil    rubber



I solve maths problems.

أحلُّ مسائلٍ رياضية.

1. You gave your friend three apples, and you still have

two apples. How many apples did you have?

$$3 + 2 = 5 \text{ apples}$$

2. Your brother gave you six cookies, and your friend gave

you three more. How many cookies do you have?

.....

3. Number ten comes before me, and number twelve

comes after me, what number am I?

.....

4. I am the result of adding four to three. What number am I?

.....



## I Check

أتحقق من إجابتي

1. You gave your friend three apples, and you still have two apples. How many apples did you have?

$$3 + 2 = 5 \text{ apples}$$

2. Your brother gave you six cookies, and your friend gave you three more. How many cookies do you have?

$$6 + 3 = 9 \text{ cookies}$$

3. Number ten comes before me, and number twelve comes after me, what number am I?

I am number eleven.

4. I am the result of adding four to three. What number am I?

I am number seven.



1. I look, read and complete.

أنظر وأقرأ وأكمل.



Mark won the school race, because he arrived ..... to the finish line. Jon was right behind him, so he took the ..... place, and Judy came in ..... . Everyone did a great job.

2. I fill in the spaces.

أملأ الفراغات.

Number	10	7	18	23	41	35
Cardinal						
Ordinal						

3. I write the numbers.

أكتب الأرقام.

1. I have had the bike since I was ..... (11) years old.
2. My birthday is on the ..... (3) of October.
3. There are ..... (4) seasons in the year.
4. September is the ..... (9) month of the year.
5. My father is ..... (40) years old now.
6. There are ..... (7) days in a week.
7. That is the ..... (10) time I lose in this game!

**Activity 1:**

Mark won the school race, because he arrived first to the finish line. Jon was right behind him, so he took the second place, and Judy came in third. Everyone did a great job.

**Activity 2:**




Number	10	7	18	23	41	35
Cardinal	ten	seven	eighteen	twenty three	forty one	thirty five
Ordinal	tenth	seventh	eighteenth	twenty-third	forty-first	thirty-fifth

**Activity 3:**

1. I have had the bike since I was eleven years old.
2. My birthday is on the third of October.
3. There are four seasons in the year.
4. September is the ninth month of the year.
5. My father is forty years old now.
6. There are seven days in a week.
7. That is the tenth time I lose in this game!



I am able to أستطيع أن			
<p>1. Say some calculations. (2000 plus 1000 plus 5000 = 8000)</p> <p>أقول بعض العمليات الحسابية. (2000 زائد 1000 زائد 5000 يساوي 8000)</p>			
<p>2. Use math symbols. (+) plus - addition (-) minus - subtraction (x) multiplied by - multiplication (÷) divided by - division (=) equals</p> <p>أستخدم بعض رموز الحساب إضافة - زائد (+) طرح - ناقص (-) ضرب - يضرب بـ (×) تقسيم - يقسم على (÷) يساوي (=)</p>			
<p>3. Ask and answer questions using numbers.</p> <p>أسأل وأجيب عن أسئلة باستخدام الأرقام.</p>			

<p>I am able to أستطيع أن</p>			
<p>4. Read about maths subject. أقرأ عن مادة الرياضيات.</p>			
<p>5. Distinguish between the ordinal and the cardinal numbers. (Ordinal: tenth - Cardinal: ten) أميّز بين الأعداد والأرقام الوصفية. (مثال: عشرة والعاشر)</p>			
<p>6. Solve maths problems. أحلّ مسائل رياضية</p>			



musical instruments - band - concert - good at - intrested in

آلات موسيقيّة فرقة موسيقيّة حفلة موسيقيّة جيّد في مهتمّ بـ



3.5 - 4 hours



crayons



pencil



rubber



CD player

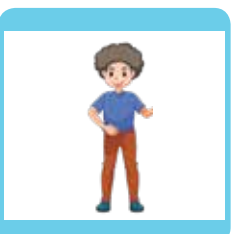


# Let's Go



I match the player with the instrument.

أطابقُ العازفَ معَ الآلة.



## Activity 1

### Who Plays What?

من يعزف ماذا؟



Identifying the speakers after listening.

تحديد المتكلمين بعد الاستماع.



8 - 10 minutes



pencil



rubber



CD player



En5-5-2-1

I listen and choose the speaker.

أستمع وأختار المتحدث.

1. .... : I am going to play the violin.

a. Salma

b. Sally

c. Danny

2. .... : Are you going to play the tambourine?

a. Salma

b. Sally

c. Danny

3. .... : I am going to play the drums.

a. Danny

b. Sally

c. Salma

4. .... : Lily is going to play the flute.

a. Danny

b. Sally

c. Salma



I Check

أتحقق من إجابتي

1. Sally: I am going to play the violin.

2. Sally: Are you going to play the tambourine?

3. Danny: I am going to play the drums.

4. Salma: Lily is going to play the flute.

## Activity 2 My Favourite Instrument

آلتي المفضلة



Identifying the correct answer after listening.

تحديد الإجابة الصحيحة بعد الاستماع.



8 - 10 minutes



pencil



rubber



CD player



En5-5-2-2 I listen and choose.

أستمع وأختار.

- The keys of the piano are .....
  - red and white
  - white and grey
  - black and white
- The ..... keys are larger and longer.
  - black
  - white
  - grey
- We make the piano from .....
  - glass
  - wood
  - plastic
- To make sounds, you ..... down the keys.
  - press
  - see
  - touch



I Check

أتتحقق من إجابتي

- The keys of the piano are black and white.
- The white keys are larger and longer.
- We make the piano from wood.
- To make sounds, you press down the keys.

### Activity 3

### What Are They Going to Do?

ما الذي سيفعلونه؟



Describing the picture using (going to).

وصف الصورة مستخدماً going to



13 - 15 minutes



pencil rubber



I look at the picture and say what they are going to do.

أنظر إلى الصورة و أتحدّث عن ماذا سيفعلون.

Lisa

Tom

Tina



Penny

Bill

Sally

Jack

Mark

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



I Check

أتحقق من إجابتي

**Sample Answers:**

Jack and Penny are going to play the guitar.

Sally and Bill are going going to sing.

Lisa is going to play the violin.

Mark is going to play the flute.

Tom is going to play the drums.

Tina is going to play the keyboard.

## Activity 4

## Let's Sing

هيا نغني



Identifying the speakers after listening.

تحديد المتكلمين بعد الاستماع.



8 - 10 minutes



pencil



rubber



CD player



En5-5-2-4 I listen and write.

أستمع وأكتب.

On the ....., we all unite.

With our ..... we shine so bright.

With trumpets, flutes and laughter near.

Every ..... brings us more cheer.



I Check

أتحقق من إجابتي

On the stage, we all unite.

With our band we shine so bright.

With trumpets, flutes and laughter near.

Every note brings us more cheer.

Activity 5 Let's Play Music

دعنا نعزف الموسيقى



Identifying my interests and others' interests.

تحديد اهتماماتي واهتمامات الآخرين.



8 - 10 minutes



pencil rubber



I complete the sentences about their and my hobbies.

أتحديث عن هواياتهم وهواياتي.



I am good at .....

.....  
.....



They are interested in.....

.....



She likes .....

.....  
.....



I am interested in

.....  
.....




She is good at ...

.....  
.....



He likes .....


.....  
.....



I like .....

.....

.....



She is interested in.....

.....



I Check      أنحَقّق من إجابتي



I am good at playing the guitar.



They are interested in music.



She likes singing.



I am interested in playing drums.



She is good at playing the flute.



He likes playing the piano.



I like playing the keyboard.



She is interested in playing the violin.

**Activity 6****My Band****فرقتي الموسيقية**

Scanning the text to choose the right answer.

قراءة المقطع قراءة تفصيلية لأختار الإجابات الصحيحة.



8 - 10 minutes



pencil rubber



I read then choose a, b or c. أقرأ وأختار الجواب الصحيح.

**Our Band**

My friends and I are in a band. We are going to play music in a concert at the theatre next week. We are very excited. Lily is going to sing. She has a nice voice and she's good at singing. Amer is going to play the keyboard and Maha is going to play the violin. I am going to play the guitar. I quite like it. Dana is going to play the flute and Naya is going to play the drums. They are talented. I am sure we will have fun.

1. What is going to take place at the theatre?

a. a play

b. a festival

c. a concert

2. When are they going to play music at the theatre?

a. next Monday

b. last Tuesday

c. next week

3. What is Lily going to do?

a. act

b. sing

c. play

4. What is Maha going to play?

a. the violin

b. the guitar

c. the flute



I Check

أتحقق من إجابتي

1. A concert is going to take place at the theatre.

2. They are going to play music at the theatre next week.

3. Lily is going to sing.

4. Maha is going to play the violin.

## Activity 7

## I Love Music

## أحبّ الموسيقى



Identifying the correct word.

تحديدُ الكلمةِ الصّحيحة.



8 - 10 minutes



pencil



rubber



I fill in the spaces with the words.

املأ الفراغاتِ بهذهِ الكلمات.

concert - famous - instruments - musician - favourite

1. She listened to her **favourite** music.
2. He is a ..... singer.
3. The ..... played the guitar in the street.
4. They are going to a ..... tonight.
5. The piano is one of the musical .....



I Check

أتحقّق من إجابتي

1. She listened to her favourite music.
2. He is a famous singer.
3. The musician played the guitar in the street.
4. They are going to a concert tonight.
5. The piano is one of the musical instruments.

## Activity 8

## Let's Do It

دعنا نفعليها



Using the correct verb to be.

استخدامُ فعلِ الكونِ الصَّحيحِ.



8 - 10 minutes



pencil rubber



I fill in the spaces with am - is - are.

أملأُ الفراغاتِ بـ am - is - are.

1. My friend **is** going to learn to play the guitar.
2. The students ..... going to form a band.
3. Our school ..... going to celebrate the end of the school year.
4. I ..... going to practise the piano.
5. The band ..... going to play my favourite song.



### I Check

أتحقق من إجابتي

1. My friend **is** going to learn to play the guitar.
2. The students **are** going to form a band.
3. Our school **is** going to celebrate the end of the school year.
4. I **am** going to practise the piano.
5. The band **is** going to play my favourite song.

## Activity 9

## I Can Decide

أستطيع أن أقرّر



Applying future tense with (going to).

تطبيقُ زمنِ المستقبل باستخدام (going to).



8 - 10 minutes



pencil



rubber



I choose.

أختار.

1. Samar: Hey, Amar! What (do you - are you) going to do this weekend?
2. Amar: I (is going to - am going to) celebrate my friend's birthday.
3. Samar: That's nice! What (is - are) you going to take as a present?
4. Amar: I (am going to buy - am going to sell) a recorder. He likes music.
5. Samar: Is Lily coming?
6. Amar: No, she isn't. She (is going to - am going to) travel to London.



I Check

أتحقق من إجابتي

1. Samar: Hey, Amar! What are you going to do this weekend?
2. Amar: I am going to celebrate my friend's birthday.
3. Samar: That's nice! What are you going to take as a present?
4. Amar: I am going to buy a recorder. He likes music.
5. Samar: Is Lily coming?
6. Amar: No, she isn't. She is going to travel to London.

## Activity 10

## My Interests

اهتماماتي



Composing correct sentences.

تشكيل جملٍ صحيحة.



8 - 10 minutes



pencil



rubber



I match.

أطابق.

1. My friend is good

a. in reading musicbooks.

2. She quite likes

b. at singing.

3. I am interested

c. to join a new band.

4. He is going

d. playing the guitar.



I Check

أتحقّق من إجابتي

1. My friend is good at singing.
2. She quite likes playing the guitar.
3. I am interested in reading music books.
4. He is going to join a new band.

## Activity 11

## I am Going to Write

سأكتب



Composing sentences using (going to).

كتابة جمل باستخدام (going to).



8 - 10 minutes



pencil rubber



I read Lily's list and write what she is or isn't going to do.

اقرأ قائمة ليلي و اكتب ما ستفعله وما لن تفعله.

Lily's list.

1. form a band. x

She isn't going to form a band.

2. play the piano ✓

.....

3. buy a ticket for the concert ✓

.....

4. dance in the concert. X

.....

5. have a party ✓

.....



I Check

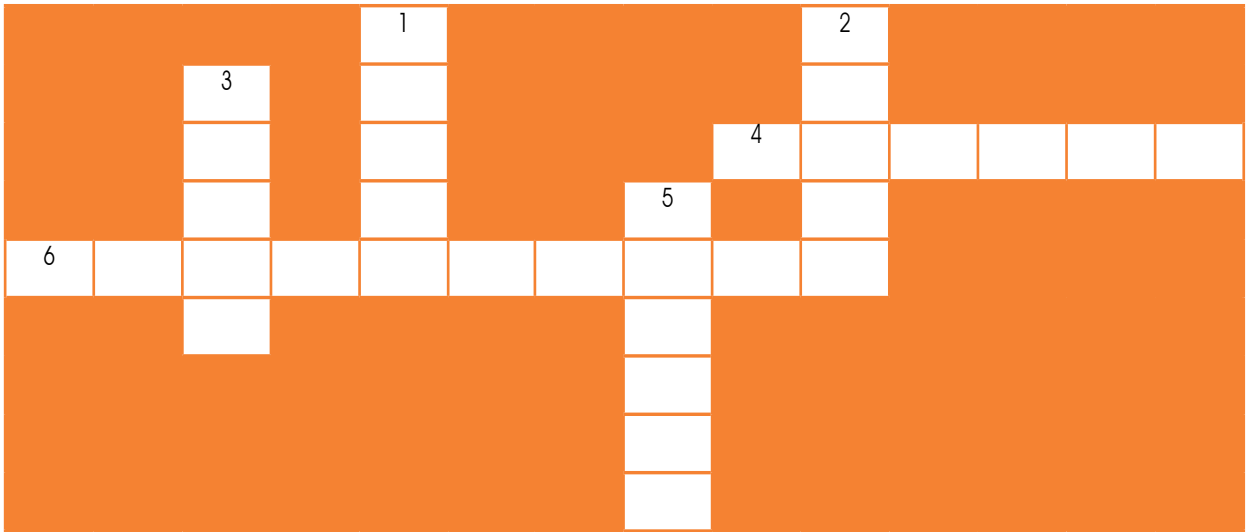
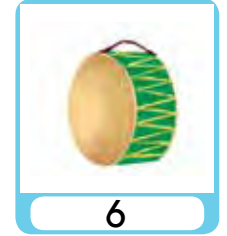
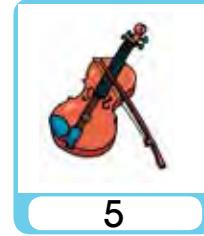
أتحقق من إجابتي

1. She isn't going to form a band.
2. She is going to play the piano.
3. She is going to buy a ticket for the concert.
4. She isn't going to dance in the concert.
5. She is going to have a party.



1. I fill the crossword with the musical instruments.

أملأ الكلمات المتقاطعة بالأدوات الموسيقية.



2. I read and choose.

أقرأ وأختار.

1. She is good (in - at) playing the violin.
2. He is interested (about - in) cooking.
3. They are going (at - to) sleep early.
4. I met her (of - at) the theatre.
5. There are a lot (in - of) musical instruments.



3. I write about my interests.

أكتب عن اهتماماتي.

1. I like .....
2. I am good at .....
3. I'm interested in .....
4. I'm going to .....





# Lesson Summary

## أَلْخَصُّ دَرَسِي

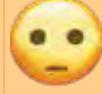


(15-20) minutes

I am able to أَسْتَطِيعُ أَنْ			
1. Identify the new vocabulary after I listen. (tambourine - drums - flute - violin - piano - guitar) أَتَعَرَّفُ عَلَى الْمَفْرَدَاتِ الْجَدِيدَةِ بَعْدَ أَنْ أَسْتَمِعُ. (دَقُّ صَغِيرٍ - طَبُولٌ - نَائِي - كَمَانٌ - بِيَانُوٌ - غَيْتَارٌ)			
2. Talk about musical instruments. أَتَحَدَّثُ عَنْ آلَاتِ مُوسِيقِيَّةٍ.			
3. Describe a musical band. أَصِفُ فَرَقَةَ مُوسِيقِيَّةٍ.			
4. Read about a band. أَقْرَأُ عَنْ فَرَقَةَ مُوسِيقِيَّةٍ.			

I am able to

أستطيع أن



5. Talk about plans for the future using going to.  
(I am going to go to my friend's birthday party.)

أتحدّث عن خطط في المستقبل باستخدام سوف.  
(سوف أذهب إلى حفلة عيد ميلاد صديقي.)

6. Ask and answer about interests.

أسأل وأجيب عن الاهتمامات.

7. Write sentences using (going to).  
(I am going to make a paper plane.)

أكتب جمل باستخدام (سوف)  
(سوف أصنع طائرة ورقية.)

# Unit 5 Worksheet: I Like



1. I look, read and write a name for each sentence.

أنظرُ وأقرأُ وأكتبُ اسماً لكلِّ جملة.



a. I wear a green dress. I play the violin in the band.

.....

b. I play the drums and I am very active.

.....

c. We don't play any instruments. We sing.

.....

d. I wear a pink dress and I play the keyboard.

.....

e. We are two and we play the guitar.

.....

f. Name our band.

.....



2. I look and write the ordinal numbers in letters.

أنظرُ وأكتبُ الأرقامَ الترتيبيةَ بالحروف.



3. I read and choose the correct words.

أقرأُ وأختارُ الكلماتِ الصَّحيحةَ.

1. Sofia (**isn't going** - aren't going) to do the shopping on Sunday.
2. My friends (**is going** - are going) to visit me tomorrow.
3. (**Are you going** - Is you going) to play tennis the day after tomorrow?
4. It (**is going** - are going) to get warmer.
5. They (**isn't going** - aren't going) to camp this summer.
6. I (**are going** - am going) to travel next weekend.

## How Do I Like to Learn?

في نهاية الوحدة أصبح بإمكانني تحديد الطريقة التي ساعدتني أكثر في التعلّم من خلال  
تلوين عدد من النجوم وفق ما يأتي:

ساعدتني كثيراً ★★★★★ ساعدتني ★★★ ساعدتني قليلاً ★★

أتعلّم بطريقة الحساب: ★★

I calculate.

1. What is  $2 \times 6$ ?

.....

أتعلّم بطريقة الكتابة: ★★

I write about my interestes.

1. I like .....

أتعلّم بطريقة الإكمال: ★★

I complete the sentences about their and my hobbies.



I am good at .....

.....  
.....

في نهاية الوحدة أصبح بإمكانني تحديد الطريقة التي ساعدتني أكثر في التعلّم من خلال  
تلوين عدد من النجوم وفق ما يأتي:

ساعدتني كثيراً ★★ ★ ساعدتني ★★★ ساعدتني قليلاً ☆ ☆ ★

أتعلّم بطريقة الوصل: ☆ ☆ ☆

I match.

first

1<sup>st</sup>

أتعلّم بطريقة الاختيار من متعدّد: ☆ ☆ ☆

I read and choose the correct words.

1. Sofia (**isn't going** - **aren't going**) to do the shopping on Sunday.

أتعلّم بطريقة ملأ الفراغات: ☆ ☆ ☆

I fill in the spaces with am - is - are.

2. The students ..... going to make a band.

## Unit 6: Let's Travel



6-7 hours

### How Do I Learn?

Before you start this unit, go to the «How Do I Learn?» guide, to organize your time and weekly tasks.

This guide supports you to assess your learning and build your learning skills. You can use the guide while studying all the Empowered Learning Curriculum Subjects: English, Arabic, Mathematics and Science.



## Unit Lessons

### Lesson 1

### I am at the Airport

أنا في المطار



### Lesson 2

### I Go around the World

أنا أسافر حوّل العالم



# Let's Start



## Activity

## Let's Have Fun

دعنا نمرح



Identifying the numbers.

التَّعَرُّفُ على الأرقام.



8 - 10 minutes



pencil

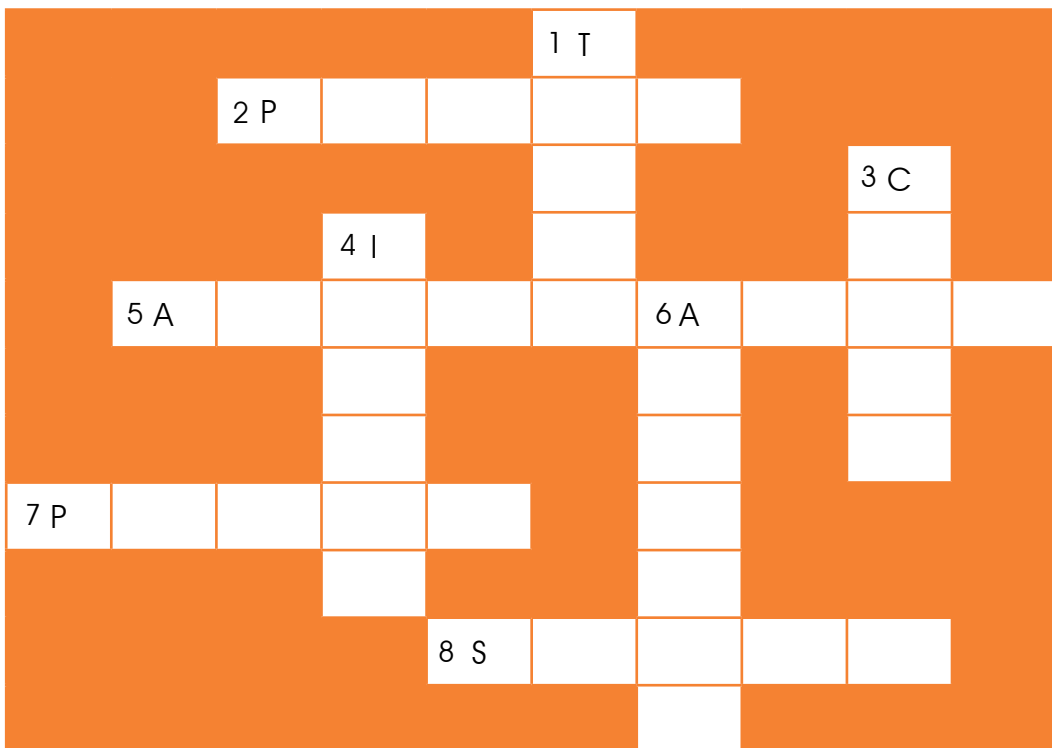


rubber



I find the suitable word.

أجدُ الكلمةَ المناسبةَ



Across:

2. who flies the plane
5. a country that has kangaroos
7. It flies in the sky
8. a country that I know well

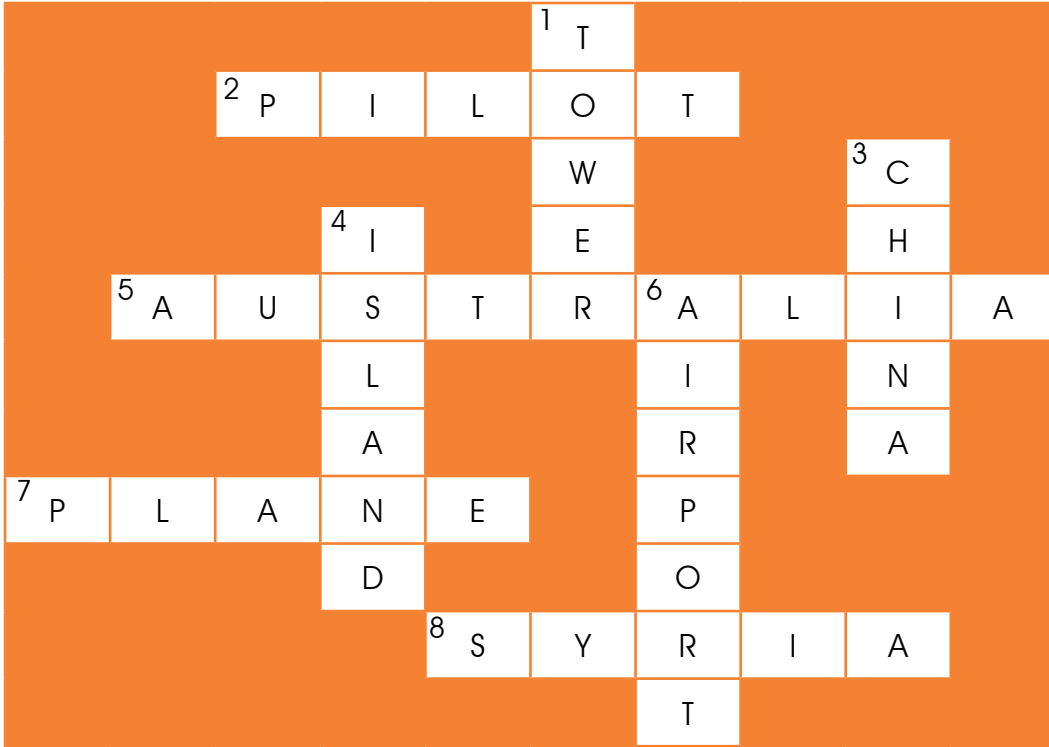
Down:

1. a very high building
3. a country famous for noodles
4. a piece of land in the sea
6. a place where planes take off



# I Check

أتحقق من إجابتي



Across:

- 2. Pilot
- 5. Australia
- 7. Plane
- 8. Syria

Down:

- 1. Tower
- 3. China
- 4. Island
- 6. Airport



luggage - flight attendant - seat - scale - check-in

الأمثلة مضيعة - مضيعة مقعد ميزان تسجيل الوصول



3.5 - 4 hours



crayons



pencil



rubber



CD player



# Let's Go



I circle what I can see at the airport.

أحيطُ ما يمكنني رؤيته في المطار.



## Activity 1 First Time at the Airport أول مرة في المطار



Identifying new vocabulary.

تحديد المفردات الجديدة.



13 - 15 minutes



pencil



rubber



CD player



En5-6-1-1 I listen and number.

أستمع وأرقيم.



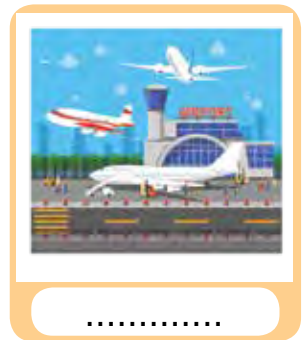
.....



.....



.....



.....



I Check

أتحقق من إجابتي

1



The airport is quite big.

2



We brought all our luggage.

3



That is the pilot and the flight attendant.

4



I want to sit in the window seat.

## Activity 2 Preparing to Board الاستعداد لصعود الطائرة



Identifying the sequence after listening.

تحديد الترتيب بعد الاستماع.



13 - 15 minutes



pencil



rubber



CD player



En5-6-1-2 I listen and order.

أستمع وأرتب.



We go to the airport security where we go through the scanner and check our handbag.



We wait at the departure hall until the flight time.



We head to the check-in to check our passport and weigh our luggage on the scale.



We should go through our gate; we can see our gate number on the information board.



I Check

أتحقق من إجابتي

1. We head to the check-in to check our passport and weigh our luggage on the scale.
2. We go to the airport security where we go through the scanner and check our handbag.
3. We should go through our gate; we can see our gate number on the information board.
4. We wait at the departure hall until the flight time.

### Activity 3

Where?

أين؟



Answering questions about boarding.

الإجابة على أسئلة حول الصعود إلى الطائرة.



13 - 15 minutes



pencil



rubber



CD player



En5-6-1-3

I listen and answer.

أستمع وأجيب.

1. Excuse me! Where can we buy the airline tickets?

.....

2. Where can we see the gate number?

.....

3. Where can we wait until the flight time?

.....

4. Where can we check our passports?

.....



I Check

أتحقق من إجابتي

**Sample Answers:**

1. You can buy them at the ticket office.
2. You can see it on the information board / boarding pass.
3. You can wait at the departure hall.
4. You can check-in your passports at the passport control.

## Activity 4

## I Describe the Pictures

أصف الصّور



Identifying the picture that best suits the sentence.

تحديد الصّورة التي تصفُ الجملة.



13 - 15 minutes



pencil

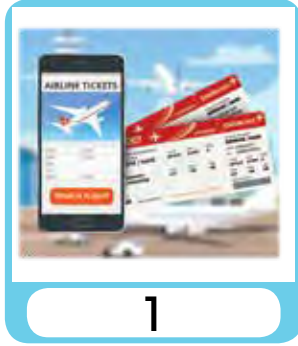


rubber

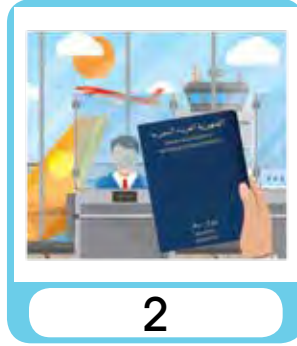


I look and describe.

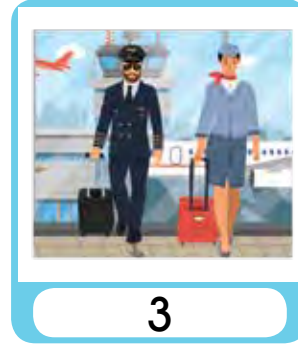
أنظرُ وأصف.



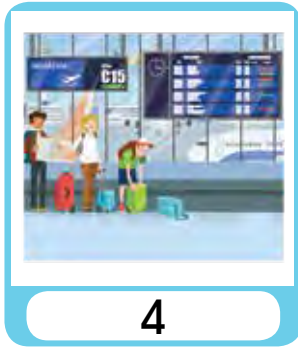
1



2



3



4



5

..... We ask the flight attendant for help.

..... We buy airline tickets before we fly.

..... We should arrive early at the airport.

..... We can see our gate number on the information board.

..... We check our passport at the passport control.



## I Check

أتحقق من إجابتي

1



1. We buy airline tickets before we fly.

2



2. We check our passport at the passport control.

3



3. We ask the flight attendant for help.

4



4. We can see our gate number on the information board.

5



5. We should arrive early at the airport.

## Activity 5

### What's the Meaning?

ما المعنى؟



Identifying the definitions of the new vocabulary.

تحديد تعاريف المفردات الجديدة.



13 - 15 minutes



pencil



rubber



I match the definition with the word.

أصل التّعريف بالكلمة.

1. luggage

a. The place where people get on a plane.

2. gate

b. A journey in a plane.

3. flight

c. A machine for weighing people or things.

4. scale

d. The bags that you carry when you are travelling.



I Check

أتحقّق من إجابتي

1. luggage: The bags that you carry when you are travelling.

2. gate: The place where people get on a plane.

3. flight: A journey in a plane.

4. scale: A machine for weighing people or things.



Inferring the correct answer after reading text.

الاستدلال على الإجابة الصحيحة بعد قراءة النص.



15 - 17 minutes



pencil



rubber



I read the text, then I choose the correct answer.

أقرأ النص وأختار الإجابة الصحيحة.

### At the Airport

Mr. Scott is going to travel by plane. He is at the airport, and he is talking to the check-in assistant now.

The assistant: Good morning, sir. May I see your passport and your airline ticket?

Mr. Scott: Good morning, madam. Here you are.

The assistant: How many bags are you checking in?

Mr. Scott: Only this one.

The assistant: Can you put it on the scale, please?

Mr. Scott: Yes, sure.

The assistant: Do you have any hand luggage to take with you on the plane?

Mr. Scott: No, I don't have any. Just my mobile phone.

The assistant: Ok, here is your passport and your boarding pass.

Your

flight leaves from gate 7B at 10:00 am.

Mr. Scott: Thank you very much. Shall I go through the airport security now?

The assistant: Sure. Have a nice flight sir.

1. Mr. Scott is .....  
a. in the plane                      b. outside the airport                      c. at the check-in
  
2. Mr. Scott must put his bag .....  
a. in the plane                      b. in the car                      c. on the scale
  
3. He has got .....  
a. no bag                      b. one bag                      c. two bags
  
4. The assistant asked him for his .....  
a. passport                      b. boarding pass                      c. gate number
  
5. After the check in, he is going to the .....  
a. departure hall                      b. airport security                      c. plane



### I Check

أتحقق من إجابتي

1. Mr. Scott is at the check-in.
2. Mr. Scott must put his bag on the scale.
3. He has got one bag.
4. The assistant asked him for his passport.
5. After the check in, he is going to the airport security.

## Activity 7

## The Lost Bag

## الحقيبة الضائعة



Deducing the use of indefinite pronouns.

استخلاص استخدام الضمائر غير المحددة.



15 - 17 minutes



pencil



rubber



I read the text, then I choose the correct word between brackets.

اقرأ النَّص، ثمَّ أختارُ الكلمةَ الصَّحيحةَ بين الأقواس.

### Lost and Found

Last week, my family and I were at the airport. We were at the check-in desk when we saw somebody looking for his bag. The man asked, "Did anybody see my bag?". Everybody looked at him, but no one said anything. Then, I told him that I saw a bag at the airport hall. He ran quickly. Later, he came back with a big black bag. I felt happy because I helped someone find what he had lost.

1. We saw (**anybody** - **somebody**) looking for his bag.
2. The man asked: "Did (**nobody** - **anybody**) see my bag?".
3. (**Everybody** - **anybody**) looked at him.
4. (**Nobody** - **everybody**) said anything.



I Check

أتحقّق من إجابتي

1. We saw somebody looking for his bag.
2. The man asked: "Did anybody see my bag?".
3. Everybody looked at him.
4. Nobody said anything.

## Activity 8

### Think of it

فكّر بها



Using the indefinite pronouns.

استخدام الضمائر غير المحددة.



10 - 13 minutes



pencil rubber



I fill in the spaces with the words from the box.

أملأ الفراغات بكلمات من الصندوق.

anybody (2) - everybody - nobody - somebody

1. Somebody lost his bag at the airport.
2. Is there ..... in the ticket office?
3. .... should wait at gate number 7.
4. .... could travel. The flight was cancelled.
5. Jack hasn't met ..... of my old friends before.



I Check

أتحقق من إجابتي

1. Somebody lost his bag at the airport.
2. Is there anybody in the ticket office?
3. Everybody should wait at gate number 7.
4. Nobody could travel. The flight was cancelled.
5. Jack hasn't met anyone of my old friends before.

## Activity 9

## Reorder It

أعد ترتيبها



Forming sentences.

تكوينُ جمل.



13 - 15 minutes



pencil / rubber



I put the words in the right order to form sentences.

أضعُ الكلماتِ بالترتيبِ الصحيحِ لأشكّلَ جملاً.

1. airline tickets. / should / You / buy / the

**You should buy the airline tickets.**

2. passport control. / We / check / at / our passports / the

.....

3. You / the scale. / weigh / your luggage / on

.....

4. the airport security / We / the scanner / go / at / through

.....



I Check

أتحقق من إجابتي

1. You should buy the airline tickets.

2. We check our passports at the passport control.

3. You weigh your luggage on the scale.

4. We go through the scanner at the airport security.

## Activity 10

## I am at the Airport

أنا في المطار



Composing a paragraph.

كتابة مقطع.



10 - 13 minutes



pencil



rubber



I write to my friend about what he should do at the airport.

أكتبُ لصديقي عمَّا يجبُ أن يفعله في المطار.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



I Check

أتحقَّق من إجابتي

### Sample Answer:

First, you should arrive at the airport early. Second, you should check your luggage at the check-in. You should weigh your luggage on the scale, and you should go through the scanner at the airport security. At last, you wait for your flight at the departure hall.



1. I write True or False.

أكتب صح أم خطأ.

1. We buy tickets from the flight attendant.

2. You should arrive late at the airport.

3. The bags you carry are also called luggage.

4. You need a passport if you want to travel.



2. I choose the correct word.

أختار الكلمة الصحيحة.

1. Tomorrow, I will meet (**somebody** - **anybody**) at the airport. He is an old friend.

2. He doesn't talk to (**anybody** - **nobody**) during the lesson.

3. We have (**anything** - **nothing**) to do at home.

4. Have you met (**somebody** - **anybody**) you know at the airport?

5. We will go home, (**everybody** - **nobody**) in my family will be happy.



## I Check

أتحقق من إجابتي

### Activity 1:

1. We buy tickets at the ticket office.
2. You should arrive early at the airport.
3. The bags you carry are also called luggage.
4. You need a passport if you want to travel.

### Activity 2:

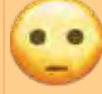
1. Tomorrow, I will meet somebody at the airport. He is an old friend.
2. He doesn't talk to anybody during the lesson.
3. We have nothing to do at home.
4. Have you met anybody you know at the airport.
5. We will go home, everybody in my family will be happy.



I am able to أستطيع أن			
<p>1. Identify the new vocabulary related to the airport. (luggage - flight attendant - seat - scale - check-in - security - passport control)</p> <p>أتعرّف على المفردات الجديدة المتعلقة بالمطار. (أمتعة - مضيف طيران - مقعد - ميزان الأمتعة - الحجز - الأمن - جواز السفر - التحكّم)</p>			
<p>2. Ask questions about what to do at the airport.</p> <p>أسأل أسئلة عن ماذا يمكن أن أفعل في المطار.</p>			
<p>3. Answer questions about what to do at the airport.</p> <p>أجيب أسئلة عمّا أستطيع فعله في المطار.</p>			
<p>4. Give advice about what to do at the airport. (You should arrive at the airport early.)</p> <p>أعطي نصيحة حول ما يمكن فعله في المطار. (يجب أن تصل الى المطار باكراً.)</p>			

I am able to

أستطيع أن



5. Distinguish between different types of indefinite pronouns.

(Somebody lost his bag at the airport.)

أميّز بين الأنواع المختلفة من أدوات الأدوات غير المحددة.  
(أضاع أحدهم حقيبته في المطار.)

6. Compose sentences about the airport.  
(I buy the ticket from the ticket office.)

أكتب جمل عن المطار.  
(أشترى بطاقة من مكتب البطاقات.)

7. Compose a paragraph.

أكتب موضوع.



tourist - arrive in - spend - travel to - travel guidebook  
 كتيّب دليل سياحي يسافر إلى يمضي يصل إلى سائح



3.5 - 4 hours



crayons



pencil



rubber



CD player



## Let's Go



I write the names of the continents.

أكتبُ أسماءَ القارّات.

North America - South America - Africa - Europe - Oceania - Asia - Antarctica



## Activity 1

## Around the World

حول العالم



Taking notes while listening.

تسجيل الملاحظات أثناء الاستماع.



13 - 15 minutes



pencil



rubber



CD player



En5-6-2-1

I listen and number.

أستمع وأرقم.

Arwad Island



.....

Eiffel Tower



.....

Big Ben



.....

Opera House



.....

The Colosseum



.....

The Pyramids



.....



I Check

أتحقق من إجابتي

1. Big Ben - London
2. The Colosseum - Rome
3. Opera House - Sydney
4. Arwad Island - Tartous
5. The Pyramids - Giza
6. Eiffel Tower - Paris

## Activity 2

## Visit My Country

زر دولتي



Identifying the right word.

تحديد الكلمة الصحيحة.



13 - 15 minutes



pencil



rubber



CD player



En5-6-2-2 I listen and choose.

أستمع وأختار.

Teacher

These new (**friends** - **pupils**), Kate, Salem, and Victor, come from different countries. Let's see where they will take us on a trip in their home countries.

Kate

I am from (**London** - **Italy**). We will visit (**Big Ben** - **the Colosseum**) and we will walk (**by the sea** - **in the parks**).

Victor

I am from (**London** - **France**). I will take you to see (**The Opera House** - **the Eiffel Tower**).

Salem

I am from (**Syria** - **Egypt**); I will take you to (**The Pyramids** - **Arwad Island**).



I Check

أتحقق من إجابتي

Teacher

These new pupils, Kate, Salem, and Victor, come from different countries. Let's see where they will take us on a trip in their home countries.

Kate

I am from London. We will visit Big Ben and we will walk in the parks.



Victor

I am from France. I will take you to see the Eiffel Tower.



Salem

I am from Egypt; I will take you to The Pyramids.



### Activity 3

### Places

أماكن



Using visual clues to identify the meanings of the expressions.

استعمال الأدلة البصرية للتعرف على معاني التعبيرات.



13 - 15 minutes



pencil rubber



I match the expressions to the images.

أطابق التعبيرات مع صورها.



1. get into a car



2. get off a train



3. get on a train



4. get out of a car



5. go by plane



6. go on foot



I Check

أتحقق من إجابتي



1. get into a car



4. get out of a car



2. get off a train



5. go by plane



3. get on a train



6. go on foot

## Activity 4

## Definitions

تعريف



Identifying the missing word.

تحديد الكلمة المفقودة.



13 - 15 minutes



pencil



rubber



I fill in the spaces.

املأ الفراغات.

- A travel guide is a book with information about places for tourists.
- A ..... is a person who travels or visits a place to have fun.
- To ..... to a place means to go there by plane.



I Check

أتحقق من إجابتي

- A travel guide is a book with information about places for tourists.
- A tourist is a person who travels or visits a place to have fun.
- To fly to a place means to go there by plane.

## Activity 5 Across the World

عبر العالم



Distinguishing between the True and False information.

التَّمييزُ بَيْنَ المَعْلومَةِ الصَّحِيحَةِ والمَعْلومَةِ الخاطِئَةِ.



15 - 17 minutes



pencil rubber



I read the text, then I write "True" or "False". اِقْرَأِ النَّصَّ، ثُمَّ أَكْتُبُ صَحَّ أَمْ خَطَأً.

### Amazing Buildings

The Great Wall of China is an ancient wall. The Chinese built it to protect the empire of China from enemy attacks. It is the longest wall ever built.



The Eiffel Tower which is in Paris, France was first built for the World's Fair in 1889. In cold weather, the tower becomes shorter.



The Colosseum is an ancient stadium in Rome, Italy. It is the largest theatre in the world. Fights and competitions took place there.



1. The Chinese built the Great Wall to protect China from wild animals.

False

2. The Great Wall is the longest wall in the world.

3. The Eiffel Tower becomes taller in hot weather.

4. The Eiffel Tower was first built in Italy.

5. The Colosseum is the biggest hospital in Italy.



I Check

أتحقق من إجابتي

1. The Chinese built the Great Wall to protect China from wild animals.

False

2. The Great Wall is the longest wall in the world.

True

3. The Eiffel Tower becomes taller in hot weather.

True

4. The Eiffel Tower was first built in Italy.

False

5. The Colosseum is the biggest hospital in Italy.

False



## Activity 7

## Simple Future

## المستقبل البسيط



Deducing the form of simple future tense.

استخلاص شكل الزمن المستقبل البسيط.



8 - 10 minutes



pencil      rubber



I read the sentences, then I put the verbs in the simple future.

أقرأ الجمل، ثم أضع الأفعال في المستقبل البسيط.

- Tomorrow, they **will fly** to Sidney.
- They **won't spend** the whole week there.
- What **will** you **do** tomorrow?

1. Okay! I ..... (meet) Jim at the airport on Tuesday.
2. It ..... (be) a nice day tomorrow.
3. We ..... (not / have) a meeting this Sunday.
4. I think the band ..... (visit) Damascus this year.
5. When ..... (you / start) your new job?



I Check

أنحَقّق من إجابتي

1. Okay! I will meet Jim at the airport on Tuesday.
2. It will be a nice day tomorrow.
3. We won't have a meeting this Sunday.
4. I think the band will visit Damascus this year.
5. When will you start your new job?

## Activity 8

### I Use the Simple Future

أستخدم الزمن المستقبل البسيط



Composing sentences using the simple future.

تأليفُ جملٍ باستخدامِ الزمنِ المستقبلِ البسيط.



15 - 17 minutes



pencil



rubber



I write sentences using the simple future.

أكتبُ جملًا باستخدامِ الزمنِ المستقبلِ البسيط.

1. Lilia will visit her friends this week.

2. ....

3. ....

4. ....



I Check

أتحقّق من إجابتي

**Sample Answers:**

1. Lilia will visit her friends this week.

2. My grandparents will visit Lebanon this month.

3. I won't play computer games this week.

4. Will you spend your holiday in Italy this year?

## Activity 9 My Holiday

عطلتي



Composing a paragraph.

تأليف مقطع.



15 - 17 minutes



pencil rubber



I answer the questions to write about my holiday.

أجيبُ عن الأسئلةِ لأكتبَ عن عطلتي.

- Where will you go on holiday?
- Who will you go with?
- How long will you stay there?
- What will you do during your holiday?

.....

.....

.....

.....

.....



I Check

أتحقّق من إجابتي

**Sample Answer:**

- I will go to Tartous.
- I will go with my parents.
- I will stay there for a week.
- I will visit Arwad Island.

On my holiday, I will go to Tartous with my parents. We will stay there for a week. We will visit Arwad Island and I will swim in the sea.



1. I match.

أطابق.



Mexico

Spain

Italy

France

Morocco

India



2. I read the text, then write "True" or "False". اقرأ النَّصَّ ثمَّ أكتب صحيح أم خطأ.

### Going on A Journey

Rayan and Maria are famous travellers. They like travelling so much. They are going to write a travel guidebook called "Across the World". They were on a TV show yesterday and won tickets to Australia. They are going to get the tickets today. Tomorrow, they will fly to Sidney, and they will find a good hotel where they will eat and rest. They will stay for a few days, but they won't spend the whole week there. The travellers will visit the Opera House and many interesting places. Rayan and Maria are going to start a website for tourists very soon.

1. People know Rayan and Maria because they have a TV show.
2. "Across the World" is the title of their travel guidebook.
3. They will stay for a few days in a hotel in Sidney.
4. They will go to Australia to visit their friends.
5. They will start a website for tourists.



3. I complete the sentences.

أكمل الجمل.

1. Tomorrow, I will .....
2. On Friday, I won't .....
3. Will you .....



I Check

أتحقق من إجابتي

### Activity 1:



Italy



India



Morocco



Mexico



France



Spain

### Activity 2:




1. People know Rayan and Maria because they were on a TV show.
2. "Across the World" is the title of their travel guidebook.
3. They will stay for a few days in a hotel in Sidney.
4. They will visit the Opera House and many interesting places.
5. They will start a website for tourists.

### Activity 3:

#### Sample Answers:

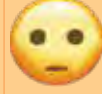
1. Tomorrow, I will go to the swimming pool.
2. On Friday, I won't visit my friend.
3. Will you start a new job next week?



I am able to أستطيع أن			
<p>1. Identify the new vocabulary related to the famous places around the world. (tourist - arrive in - spend - travel to - travel guidebook). أتعرّف على المفردات الجديدة المتعلقة بالأماكن المشهورة حول العالم. (سائح - يصل الى - يقضي - يسافر - كتيّب دليل المسافر)</p>			
<p>2. Ask questions about the famous places. (Arwad Island - Eiffel Tower - Big Ben - Opera House - The Colosseum - The Pyramids) أسأل أسئلة حول الأماكن المشهورة (جزيرة أرواد - برج إيفل - ساعة بيج بن - دار الأوبرا - المدرج الروماني - الأهرامات)</p>			
<p>3. Answer questions about the famous places. أسأل أسئلة عن أماكن مشهورة.</p>			

I am able to

أستطيع أن



4. Use the simple future tense.

(Tomorrow, they will fly to Sidney.)

أستخدم زمن المستقبل البسيط.

(غداً سيسافرون الى سيدني.)

5. Distinguish affirmative, negative and question form of simple future tense.

(Tomorrow, they will fly to Sidney.

They won't spend the whole week there.

What will you do tomorrow?)

أميّز بين زمن المستقبل البسيط في حالة الإيجاب والنفي والسؤال.

(غداً سيطيرون إلى سيدني. لن يقضوا كل الأسبوع هناك. ماذا ستفعل غداً؟)

6. Compose a paragraph about my holiday.

أكتب موضوعاً عن عطلتي.

## Unit 6 Worksheet: Let's Travel



1. I choose the correct word between brackets.

أختارُ الكلمةَ الصَّحيحةَ بينَ قوسين.

1. Lama and Lubna (**will visit** - **visit**) us next Sunday.
2. (**Somebody** - **Something**) took my bag.
3. There is (**anything** - **nothing**) in the basket, it's empty.
4. Did you see (**nobody** - **anybody**) yesterday?
5. (**Will you** - **you will**) go to the cinema next week?



2. I complete using "will" or "won't".

أكملُ باستخدامِ (will) أو (won't).

1. It's sunny. I ..... go on a picnic.
2. Jim feels ill. He ..... come to work today.
3. The train ..... wait. Let's hurry.
4. I think he ..... travel abroad to learn English.



3. I match.

أطابق.

1. Where can we find the gate number?

a. at the ticket office.

2. Where can we check our passport?

b. on the information board.

3. Where can we buy the airlines tickets?

c. at the departure hall.

4. Where can we wait until the flight time?

d. at the passport control.



4. I look at the picture and find six countries and six famous places.

أنظر للصورة وأجد ستة بلدان و ستة أماكن مشهورة.



Countries

Famous Places

## How Do I Like to Learn?

في نهاية الوحدة أصبح بإمكانني تحديد الطريقة التي ساعدتني أكثر في التعلّم من خلال  
تلوين عدد من النجوم وفق ما يأتي:

ساعدتني كثيراً ★★ ★ ساعدتني ★★ ★ ساعدتني قليلاً ★★ ★

أتعلم بطريقة التقييم: ★★ ★

I listen and number.

Arwad Island



أتعلم بطريقة الكتابة: ★★ ★

I write sentences using the simple future.

2. ....

أتعلم بطريقة الإكمال: ★★ ★

I complete using "will" or "won't".

1. It's sunny. I ..... go on a picnic.

في نهاية الوحدة أصبح بإمكانني تحديد الطريقة التي ساعدتني أكثر في التعلّم من خلال  
تلوين عدد من النجوم وفق ما يأتي:

ساعدتني كثيراً ★★★★★ ساعدتني ★★★ ساعدتني قليلاً ★★

أتعلم بطريقة الوصل: ★★

I match.

1. Where will they go on holiday?

b. They will travel to Italy.

أتعلم بطريقة الاختيار من متعدّد: ★★

I choose the correct word between brackets.

2. (Somebody - Something) took my bag.

أتعلم بطريقة ملأ الفراغات: ★★

I fill in the spaces.

b. A ..... is a person who travels or visits a place to have fun.

# Unit 1 Worksheet Solution: Growing Well



1. I classify the living and the non-living things. أَصنّف الأشياء الحيّة وغير الحيّة.

mountain - tree - bird - car - cat - dress - flower - ice cream - balloon - mushroom - cow

Living things	Non-living things
tree	mountain
bird	car
cat	dress
cow	ice cream
mushroom	balloon
flower	



2. I read and choose.

أقرأ وأختار.

1. Bees fly thousands of miles in order to search for flowers.
2. Bees move their wings to make the hive cool.
3. Ants pick wheat in order to eat them in winter.
4. People go to the supermarket to buy fruit.



3. I complete the sentences with (must - mustn't).

أكملُ الجمَلَ بيجب أو يجبُ ألا.

1. We must breathe air in order to live.
2. We must water flowers.
3. People mustn't burn forests.
4. Countries must take care of nature.
5. If you go on a picnic, you must keep the nature clean.



4. I circle the domestic animals and underline the wild animals in the text.

أحيطُ الحيواناتِ الأليفةَ وأضع خطأً تحت الحيواناتِ المفترسةِ في النص.

Once upon a time, there was a group of animals who planned to throw a party for their friend, the lion. The bee said, "I will bring a jar of honey as a gift because I know he loves honey." The rabbit said that it would bring lots of fresh carrots for the lion to enjoy. The sharks wanted to attend the party, but they couldn't because they cannot leave the sea. The cats prepared the decorations. The wolves were also excited and offered to sing "Happy Birthday" to their friend, the lion, from the top of the mountain in the forest where they live. The eagles also offered to perform by flying and dancing in the sky when the party started.

## Unit 2 Worksheet Solution: A Healthy Lifestyle



1. I fill in the spaces with the words from the list.

أملأ الفراغات بالكلمات من القائمة.

some - any - much - many - is - are - isn't

1. Is there any milk?
2. Yes, there is a glass of milk.
3. How much juice is there?
4. There is some juice.
5. Is there any bread?
6. Yes, there is some bread.
7. How many eggs are there?
8. There are two eggs.
9. Is there any water?
10. No, there isn't any water.



2. I write /should/ - /shouldn't/ in the spaces

أكتب /يجب/ أو /يجب ألا/ في الفراغات.

1. You should wash your hands before you eat.
2. I shouldn't eat a lot of candies.
3. We should sleep for eight hours.
4. You should organize your free time.
5. I should visit my grandparents regularly.
6. We shouldn't cut trees.



3. I read the sentences and decide if the habits are good or bad.  
أقرأ الجمَل وأحدّد إذا ما كانتِ العادات جيّدة أم سيّئة.



**BRUSH TEETH  
REGULARLY**



**REGULAR  
EXERCISE**



**HAND WASH**



**WATCHING  
A LOT OF TV**



**SLEEPING  
LATE AT NIGHT**



**EATING JUNK FOOD**



**SMOKING**



**PLAY  
SPORTS**



**REGULAR  
BATH**

Good habits

Regular bath

Brush teeth regularly

Regular exercise

Play sports

Hand wash

Bad habits

Sleeping late at night

Watching a lot of TV

Smoking

Eating junk food



1. I read and choose.

أقرأ وأختار.

1. People first used umbrellas as a shade from the sun.
2. People didn't have computers at their homes in the beginning.
3. When did Thomas Edison invent the light bulb?
4. Don't turn off the computer before you save your work.
5. Don't play computer games all day.



2. I correct the information about the following inventions and technologies.

أصحح المعلومات عن الاختراعات والتقنيات التالية.

1. The inventor of vaccination is John Logie Baird.  
The inventor of vaccination is Edward Jenner.
2. Mary Currie discovered the light bulb.  
Thomas Edison invented the light bulb.
3. The Wright Brothers flew the plane for the first time in 1999.  
The Wright Brothers flew the plane for the first time in 1903.
4. We cannot surf the Internet.  
We can surf the Internet.
5. Radium was discovered by Thomas Edison.  
Radium was discovered by Mary Currie.



3. I read and fill in the box.

أقرأ وأملأ الصندوق.

Wi-Fi - Thomas Edison - Electric light - Hedly Lamarr - Edward Jenner - Television - John Baird - Vaccination -

Inventor

1. Hedly Lamarr

2. Thomas Edison

3. John Baird

4. Edward Jenner

Invention

1. Wi-Fi

2. Electric light

3. Television

4. Vaccination

## Unit 4 Worksheet Solution: My Free Time



1. I write each sentence next to its picture. أكتبُ كلَّ جملةٍ بجانبِ صورتها.

He kicked the ball. - She scored a goal. - They played basketball.

1. She scored a goal.



2. They played basketball.



3. He kicked the ball.



▶ 3. I answer the following questions.

أجيبُ عن الأسئلة التالية.

1. Whose racket is this?

It's Mark's racket. It's his.



He is Mark.

2. Whose ball is this?

It's my ball. It's mine.



I am Ben

3. Whose trainers are these?

They are Salwa's trainers. They are hers.



She is Salwa

4. Whose bats are these?

They are Ahmad and Lubna's bats.  
They are theirs.



They are Ahmad and Lubna.

## Unit 5 Worksheet Solution: I Like



1. I look, read and write a name for each sentence.

أنظرُ وأقرأ وأكتبُ اسماً لكلِّ جملة.



a. I wear a green dress. I play the violin in the band.

Lisa

b. I play the drums and I am very active.

Tom

c. We don't play any instruments. We sing.

Bill and Sally

d. I wear a pink dress and I play the keyboard.

Tina

e. We are two and we play the guitar.

Penny and Jack

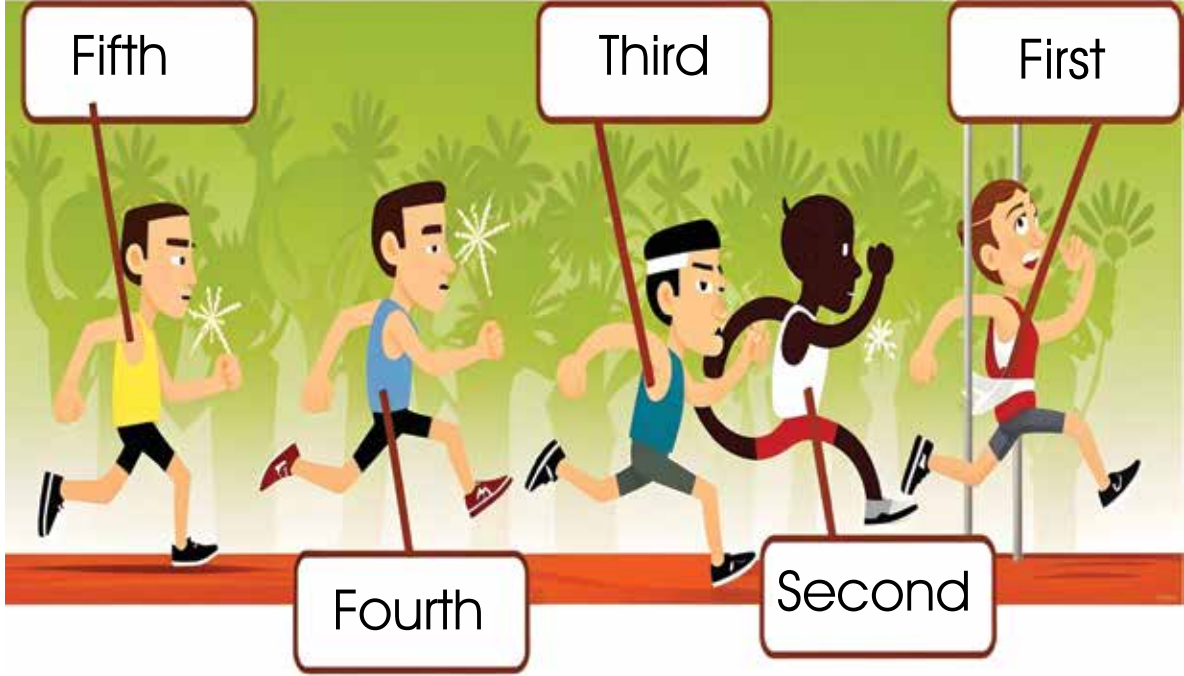
f. Name our band.

**Sample Answer:** The Rocking Ones.



2. I look and write the ordinal numbers in letters.

أنظرُ وأكتبُ الأرقامَ الترتيبيةَ بالحروف.



3. I read and choose the correct words.

أقرأُ وأختارُ الكلماتِ الصَّحيحةَ.

1. Sofia isn't going to do the shopping on Sunday.
2. My friends are going to visit me tomorrow.
3. Are you going to play tennis the day after tomorrow?
4. It is going to get warmer.
5. They aren't going to camp this summer.
6. I am going to travel next weekend.

## Unit 6 Worksheet Solution: Let's Travel



1. I choose the correct word between brackets.

أختارُ الكلمةَ الصَّحيحةَ بينَ قوسين.

1. Lama and Lubna will visit us next Sunday.
2. Somebody took my bag.
3. There is nothing in the basket, it's empty.
4. Did you see anybody yesterday?
5. Will you go to the cinema next week?



2. I complete using "will" or "won't".

أكمّلُ باستخدام (will) أو (won't).

1. It's sunny. I will go on a picnic.
2. Jim feels ill. He won't come to work today.
3. The train won't wait. Let's hurry.
4. I think he will travel abroad to learn English.

3. I match.

أطابق.

1. Where can we find the gate number?	→	a. at the ticket office.
2. Where can we check our passport?	→	b. on the information board.
3. Where can we buy the airlines tickets?	→	c. at the departure hall.
4. Where can we wait until the flight time?	→	d. at the passport control.

4. I look at the picture and find six countries and six famous places.

أنظر للصورة وأجد ستة بلدان و ستة أماكن مشهورة.



- Countries**
1. China
  2. Egypt
  3. Italy
  4. Syria
  5. France
  6. Australia

- Famous Places**
1. London
  2. Arwad Island
  3. The Pyramids
  4. The Opera House
  5. Big Ben
  6. Eiffel Tower

# Sound File Scripts

## Unit 1: Growing Well

### Lesson 1: Beauty of Nature

En5-1-1-1

Water is necessary for the life of animals and plants. The sun gives heat and light. Mountains and valleys are parts of nature. There are many gases in the air.

En5-1-1-2

river - valley - plants - sea

### Lesson 2: Farming

En5-1-2-1

Honey bees live together in large colonies inside nests or hives. Honey bees are black and gold. They collect nectar from flowers. They sip the nectar to make honey. When bees find a flower, they sip nectar. The nectar is stored in a second stomach. Then the bees will return to their hive and start to pass the nectar from bee to bee. Then it turns into honey.

## Unit 2: Healthy Lifestyle



### Lesson 1: My Food and Drinks

#### En5-2-1-1

1. Peel the potatoes. 2. Boil the eggs. 3. Slice the apples.
4. Mix the salad. 5. Fry the meat.

#### En5-2-1-2

1. Wash the vegetables.
2. Cut the tomatoes, the cucumbers and the lettuce.
3. Add salt, lemon and oil.
4. Mix the vegetables together.



### Lesson 2: My Healthy Habits

#### En5-2-2-1

1. I eat healthy food. - 2. I play and exercise - 3. I relax and sleep well.

### En5-2-2-2

It's not difficult to live a healthy lifestyle.

You can follow these three ways:

1. You should eat healthy food. Eat more fruit and vegetables and drink water.
2. Exercise is good for you. You should be active and do sports every day.
3. You should improve your general wellbeing. Relaxing is good for you. You shouldn't go to bed late.

### En5-2-2-3

1. How many hours do you sleep every night?
2. What healthy food do you eat?
3. How often do you exercise?

### En5-2-2-7

1. You should get enough sleep.
2. You shouldn't spend a long-time playing computer games.
3. Why don't you walk for an hour every day?

# Unit 3: A New World

## Lesson 1: Inventions

En5-3-1-5

Over 100 years ago, people only dreamt about flying.

1. The Wright brothers designed a small machine.
2. They didn't try to fly the machine.
3. They fixed it and flew it for the first time in 1903.
4. It travelled a distance of 120 feet.
5. What did he invent?

## Lesson 2: Technologies

En5-3-2-1

1. desktop
2. smart watch
3. router
4. smart phone
5. tablet
6. webcam
7. e-book

En5-3-2-3

1. A. How do you search online?  
B. I usually use Google.
2. A. How often do you use your computer?  
B. I use it twice a day.
3. A. What do you use it for?  
B. I play games and I sometimes do my homework.
4. A. What kind of websites do you like best?  
B. Websites with information about science are my favourite.

### En5-3-2-5

1. Log into your email account.
2. Click new email.
3. Type your friend's email address in the "To" field.
4. Write a subject that tells what the email is about.
5. Write your message in the body.
6. Click "Attach" to add pictures (if needed).
7. Click "Send" to send your email.

## Unit 4: My Free Time



### Lesson 1: The Sports Centre

#### En5-4-1-1

Yazan was playing table tennis.

Lana was throwing the golf ball.

Alma and Sham were playing badminton.

Rand wasn't doing gymnastics.

Hani and his friends were playing basketball.

#### En5-4-1-2

1. Golf
2. Baseball
3. Badminton
4. Ballet
5. Boxing
6. Table tennis

#### En5-4-1-3

Table tennis - Baseball - Ballet - Golf - Badminton - Boxing



## Lesson 2: Sports Equipment

### En5-4-2-1

trainers

gloves

volleyball

team

hers

### En5-4-2-2

1. I went to a shop.
2. There are sport equipment in the shops.
3. I wanted to buy sport equipment for my tennis game.
4. I bought a racket but I didn't buy gloves.

### En5-4-2-3

A racket - Gloves - A basketball - A stick

# Unit 5: I Like



## Lesson 1: I Like Maths

### En5-5-1-1

1. Plus
2. Divided by
3. Multiplied by
4. Equals
5. Minus

### En5-5-1-2

1. Nine hundred and ninety-nine divided by three equals three hundred and thirty three.
2. Six hundred plus two hundred equals eight hundred.
3. Three thousand minus seven hundred equals two thousand and three hundred.
4. Thirty-six multiplied by nine equals three hundred and twenty-four.
5. Four thousand plus one thousand equals five thousand.



## Lesson 2: I Like Music

### En5-5-2-1

Teacher: Hello, today we are going to talk about our music project. Salma what are you going to do? Salma: I am going to play the piano. What about you Sally? Sally: I am going to play the violin. Are you going to play the tambourine, Danny? Danny: I am going to play the drums. It's interesting! Ah, there is a flute up there! Salma: yes, Lily is going to play it.

### En5-5-2-2

The piano has black and white keys. You press down the keys and they make sounds. The white keys are larger and longer. The black keys are smaller and shorter. Pianos are often made of wood. There are many types of pianos.

### En5-5-2-4

On the stage, we all unite.  
With our band we shine so bright.  
With trumpets, flutes and laughter near.  
Every note brings us more cheer.

# Unit 6: Let's Travel

## Lesson 1: I am at the Airport

### En5-6-1-1

Sara is going to travel by plane for the first time. Now she is at the airport with her family.

1. Sara: Wow! Is this the airport mum? It's quite big.

Mum: Yes, dear!

2. Mum: Did you bring all our luggage from the taxi, Mike?

Mike: Sure, here they are.

3. Sara: Look mum! Is that man the pilot?

Mum: Yes, and next to him is the flight attendant.

4. Sara: I can't wait to be in the plane. I want to sit in the window seat.

Mum: You will be dear, but we need to go through some steps first.

### En5-6-1-2

We need to go through the following steps before we go on a plane.

First, the check-in, to check our passport and weigh our luggage on the scale. Then, we go to the airport security where we go through the scanner and check our handbags.

After that, we should go through our gate, we can see our gate number on the information board. Finally, we wait at the departure hall until the flight time.

### En5-6-1-3

Excuse me! Where can we buy the airline tickets?

Where can we see the gate number?

Where can we wait until the flight time?

Where can we check our passport?



## Lesson 2: I Go around the World

### En5-6-2-1

1. Tomorrow, we will arrive in London to go to Big Ben.
2. They will travel to Italy to see the Colosseum.
3. Bella will visit the Opera House in Australia, next week.
4. My relatives will come to Syria to visit Arwad Island.
5. When I travel to Egypt, I will visit the Pyramids.
6. I am from France; I will take you to see the Eiffel Tower.

### En5-6-2-2

1. Teacher: These new pupils, Kate, Salem, and Victor, come from different countries. Let's see where they will take us on a trip in their home countries.
2. Kate: I am from London. We will visit Big Ben and we will walk in the parks.
3. Victor: I am from France. I will take you to see the Eiffel Tower.
4. Salem: I am from Egypt; I will take you to the Pyramids.



# Grade Five Standards

Standards	Unit	Lesson	
Understand words following simple listening strategies	1	1	2
	2	1	2
	3	1	2
	4	1	2
	5	1	2
	6	1	2
Pronounce learned English words, phrases and sentences correctly.	1		2
	2	1	2
	3	1	2
	4		
	5	1	2
	6	1	2
Participate in short, simple exchanges using learned words and sentences.	1		
	2	1	
	3		
	4		
	5	1	2
	6		
Understand words in simple instructions, exchanges and presentations.	1	1	
	2		
	3	1	2
	4		
	5		
	6		
Understand short, simple reading materials using reading strategies.	1	1	2
	2	1	2
	3	1	2
	4	1	2
	5	1	2
	6	1	2



# Grade Five Standards

Standards	Unit	Lesson	
Apply knowledge of the conventions of language.	1		2
	2		
	3		
	4		
	5		
	6		
Make connections between prior knowledge and short simple reading material.	1		
	2		
	3	1	2
	4		
	5		
	6		
Write learned words, phrases, and sentences according to appropriate organizational patterns.	1	1	2
	2		
	3	1	2
	4		
	5		
	6		
Write learned familiar words, simple phrases and sentences.	1	1	2
	2	1	
	3	1	2
	4		
	5		
	6		
Copy and write words, simple phrases and sentences correctly, legibly and neatly.	1		
	2	1	
	3		2
	4	1	2
	5		
	6		