

كتاب اللغة الإنكليزية

الصف السادس

منهاج التّعلم التّمكيني

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.

Authors

Book Icons



I manage my learning

Instructions about learning management. I can find it in the (How Do I Learn?) guide.



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

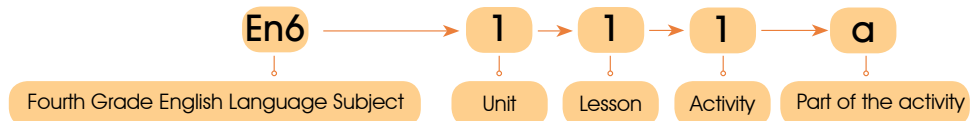
The tools I need to perform the activity.



Audio script

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

En6-1-1-1-a



I check

Checking my answer after finishing the activity.



Standards

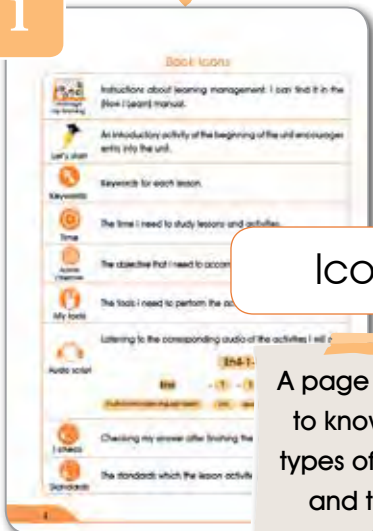
The standards which the lesson activities were built on.

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Exploring the Book's Parts

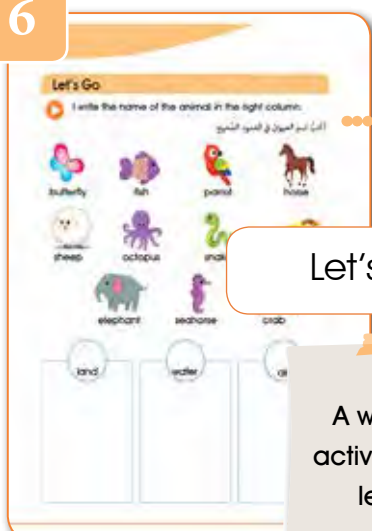
1



Icons

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

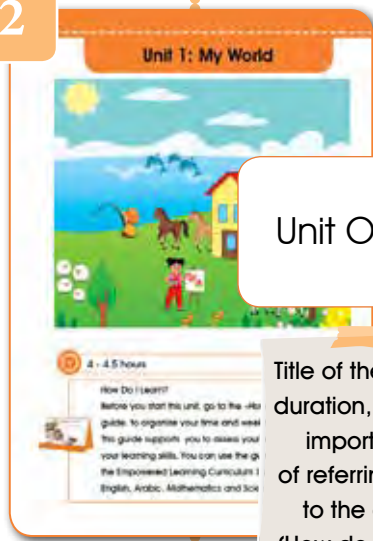
6



Let's Go

A warm-up activity for the lesson.

2



Unit Opening

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

5



Lesson Opening

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


3



Unit lessons

Titles and expressive images of unit lessons.

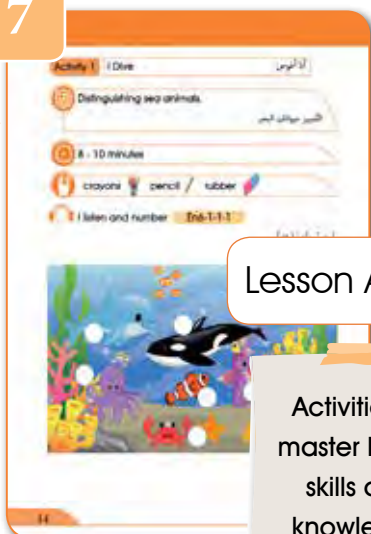
4



Let's Start

A warm-up activity for the unit.

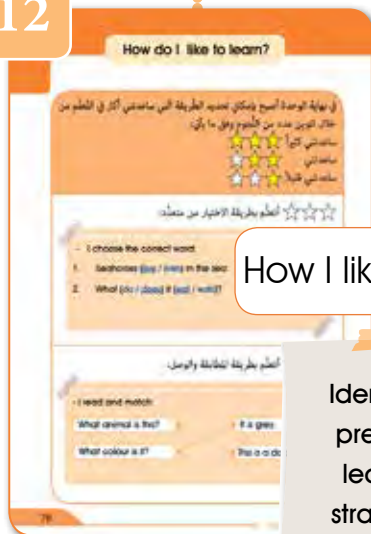
7



Lesson Activity

Activities to master lesson skills and knowledge

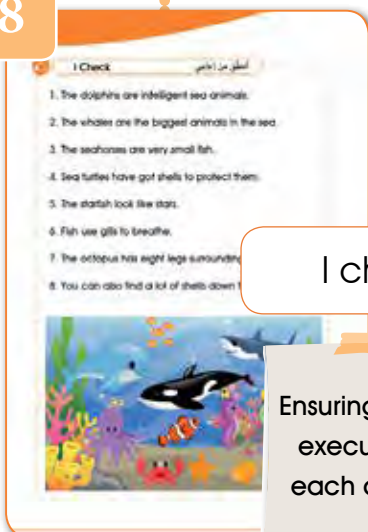
12



How I like to Learn

Identifying preferred learning strategies.

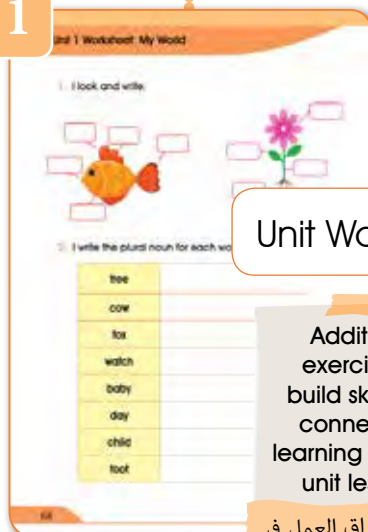
8



I check

Ensuring proper execution of each activity.

11



Unit Worksheet

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

لا تنسَ حلول أوراق العمل في نهاية الكتاب

9



Lesson Self-Assessment

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

10



Lesson summary

Skills and knowledge acquired from the lesson.

Unit 1: My World



4 - 4.5 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.

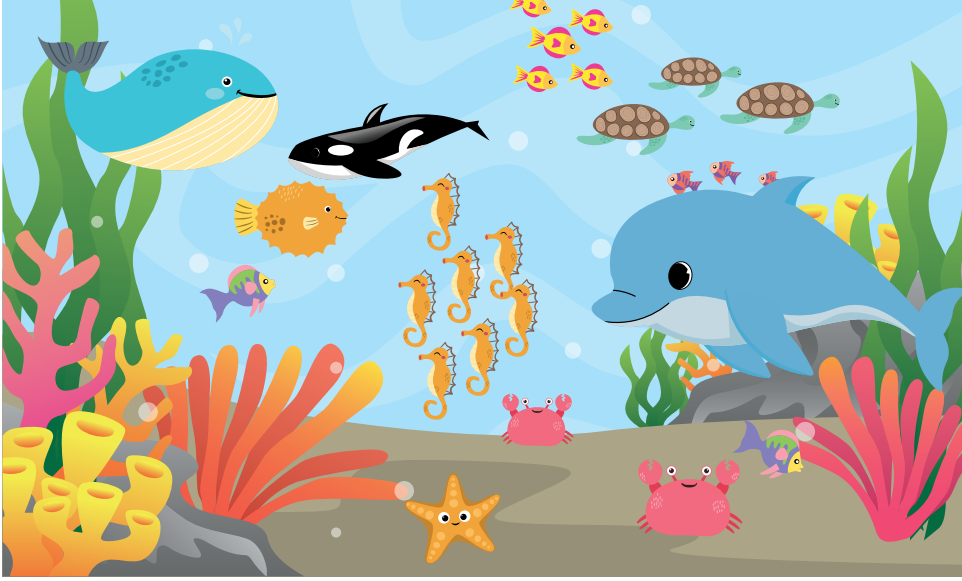


Unit Lessons

Lesson 1

My Journey to the Sea

رحلتي إلى البحر



Lesson 2

My Day on the Farm

يومي في المزرعة



Let's Start



Activity

Let's Refresh our Memory

دعونا نجدّد ذاكرتنا



Recognizing sentence forms
(positive -negative-question).

تمييز أشكال الجملة المُثَبِّتة والمنفِية والسُّؤال.



7 - 10 minutes



crayons



pencil











rubber



I read each sentence and select what type it is:

أقرأ كلّ جملةٍ، وأختارُ نوعَها:

	1- Do you like strawberry ice cream?		
	positive	negative	<u>question</u>
	2- I saw a crab at the beach.		
	positive	negative	question
	3- Did you make this orange juice?		
	positive	negative	question
	4- I don't see your plant.		
	positive	negative	question
	5- We often build a sand castle at the beach.		
	positive	negative	question

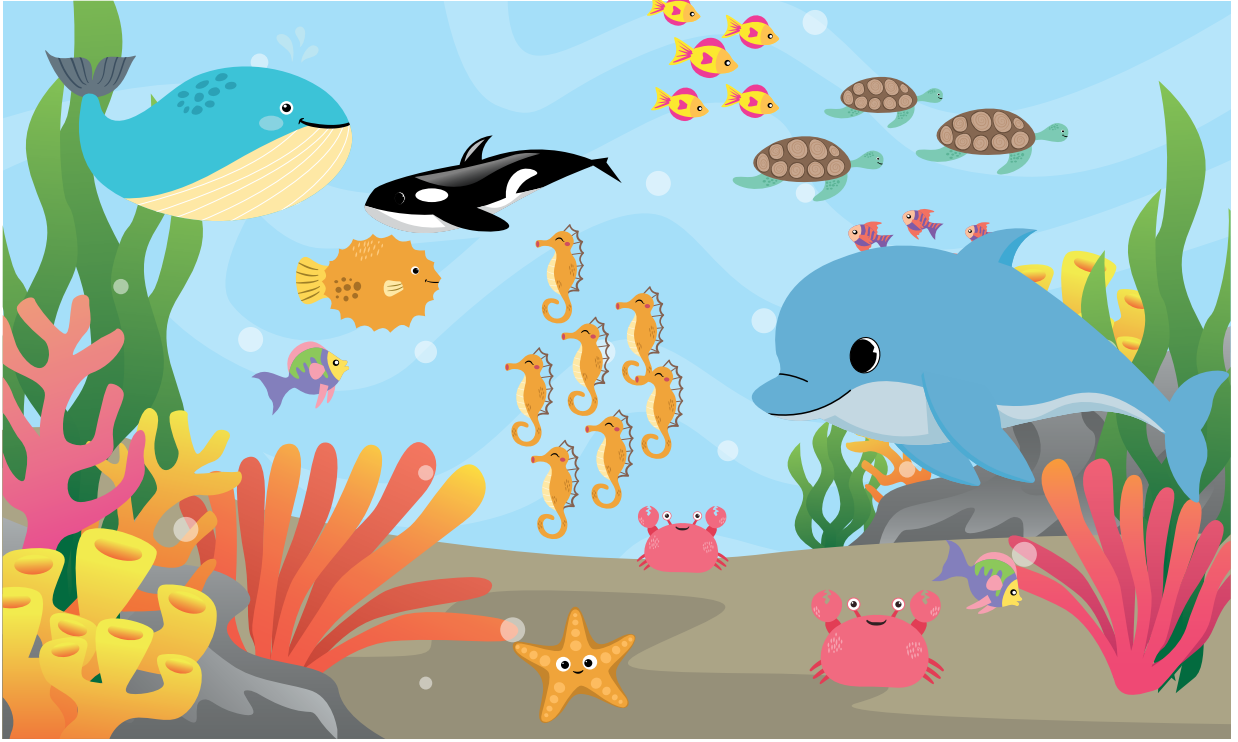
	6- He doesn't collect any shells.		
	positive	negative	question
	7- Does she live on a farm?		
	positive	negative	question
	8- I usually go swimming once a week.		
	positive	negative	question



I Check

أتحقق من إجابتي

- 1- Do you like strawberry ice cream? **question**
- 2- I saw a crab at the beach. **positive**
- 3- Did you make this orange juice? **question**
- 4- I don't see your plant. **negative**
- 5- We often build a sand castle at the beach. **positive**
- 6- He doesn't collect any shells. **negative**
- 7- Does she live on a farm? **question**
- 8- I usually go swimming once a week. **positive**



starfish - shark - whale - turtle - dolphin - crab -
seahorse

نجم البحر - سمك القرش - الحوت - سلحفاة البحر - الدلفين - سرطان البحر -
حصان البحر



1.5 - 2 hours



crayons



pencil



rubber



CD player



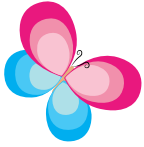
Let's Go



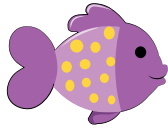
I write the name of the animal in the correct column:

أكتبُ اسمَ الحيوانِ في العمودِ الصَّحيحِ:

Where does it live?



butterfly



fish



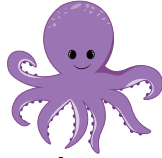
parrot



horse



sheep



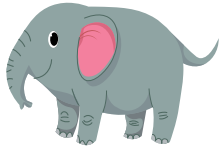
octopus



snake



bird



elephant



seahorse



crab

land

water

air

Activity 1

I Dive

أنا أغوص



Distinguishing sea animals.

التَّمييز حيوانات البحر.



8 - 10 minutes



crayons



pencil



rubber



I listen and number:

En6-1-1-1

أستمعُ، وأضعُ أرقاماً:

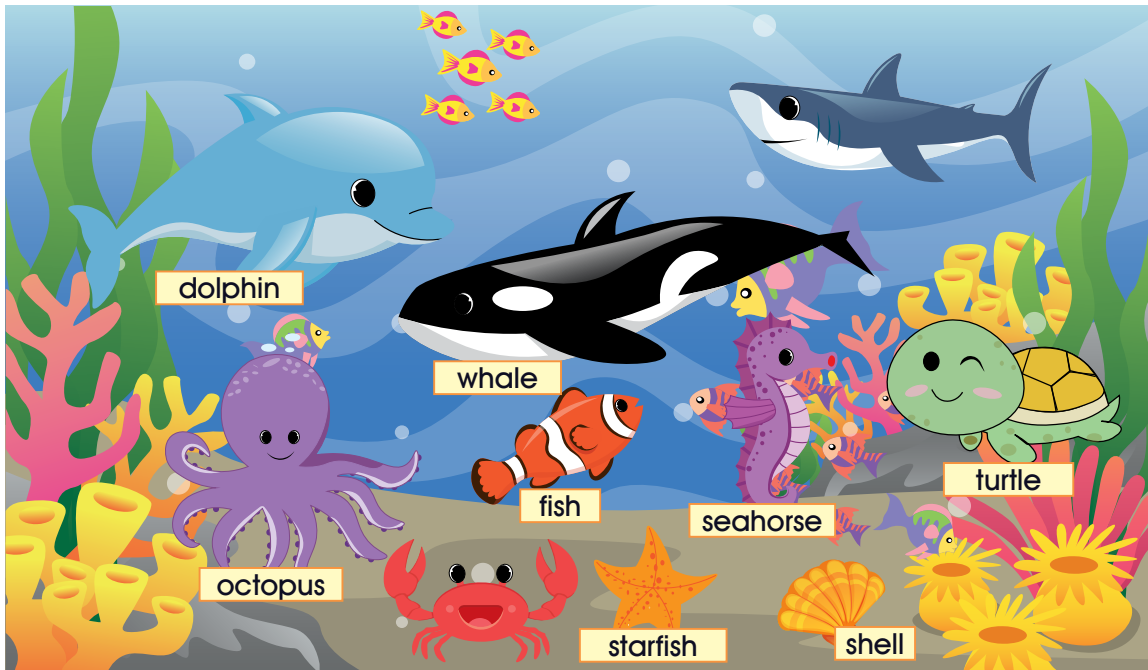




I Check

أتحقق من إجابتي

1. The dolphins are intelligent sea animals.
2. The whales are the biggest animals in the sea.
3. The seahorses are very small fish.
4. Sea turtles have shells to protect them.
5. The starfish look like stars.
6. Fish use gills to breathe.
7. The octopus has eight legs surrounding its head.
8. You can also find a lot of shells down there.



Activity 2

Sea Animals Facts

حقائق عن حيوانات البحر



Distinguishing between true and false information.

التَّمييز بين المعلوماتِ الصَّحيحةِ والخاطئةِ



8 - 10 minutes



pencil



rubber



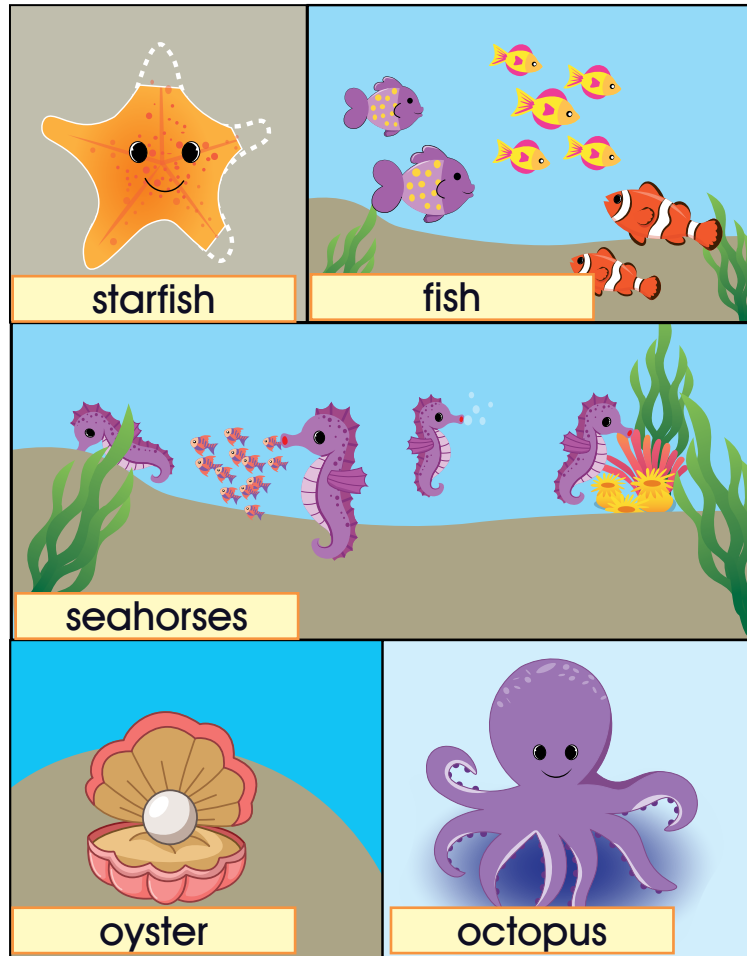
CD player



I listen and choose (True) or (False):

En6-1-1-2

أستمعُ، وأختارُ (صح) أو (خطأ):



1- Starfish can regrow their arms.

True

False

2- All animals in the sea breathe only through gills.

True

False

3- Seahorses must eat all the time to stay alive.

True

False

4- The oyster turns the sand into a pearl.

True

False

5- The octopus ejects dark ink when it is hungry.

True

False



I Check

أتحقق من إجابتي

1. Starfish can regrow their arms.
2. All fish breathe only through gills but other animals in the sea have lungs, like the whale for example.
3. Seahorses must eat all the time to stay alive.
4. The oyster turns the sand into a pearl.
5. The octopus ejects dark ink when it gets scared.

Activity 3

I Guess

أنا أُخَمِّن



Using context clues to predict the name of the sea animal.

استخدام دلائل من السِّياق لتخمين اسم الحيوانِ البحريِّ.



8 - 10 minutes

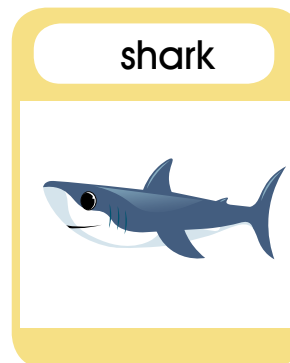
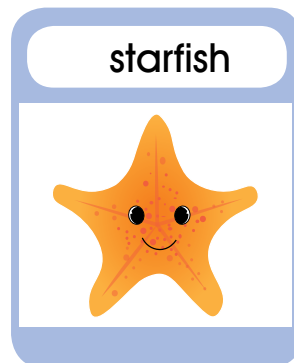
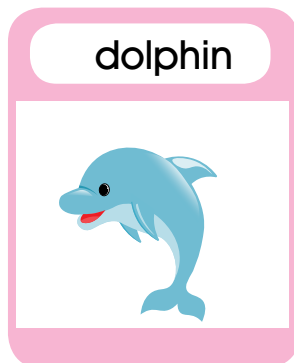
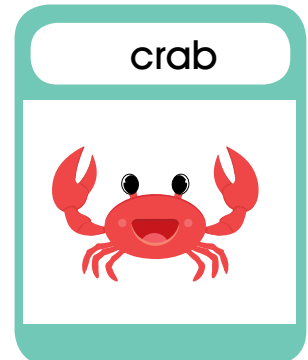
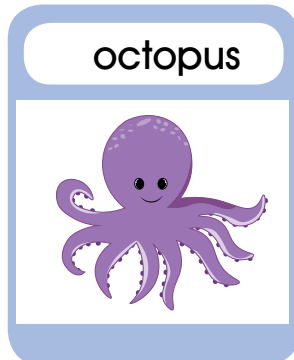
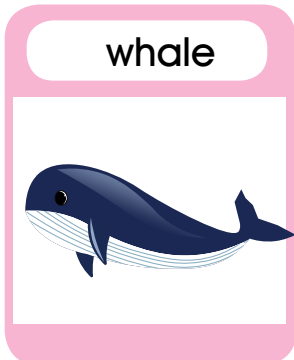


pencil rubber



I read and say the name of the sea animal:

أقرأ، وأسمِّي الحيوانِ البحريِّ:



1. I am a small fish but I have the head of a horse. Who am I?

seahorse

2. I'm very nice and intelligent. I have lungs not gills. Who am I?

.....

3. I am a big fish and have sharp teeth. Who am I?

.....

4. I am the biggest animal in the sea. Who am I?

.....

5. I am called a sea star. Who am I?

.....

6. I have a small shell and I walk sideways. Who am I?

.....

7. My name means eight feet. Who am I?

.....

8. I have a big shell. I am very slow and I live very long. Who am I?

.....



I Check

أتحقق من إجابتي

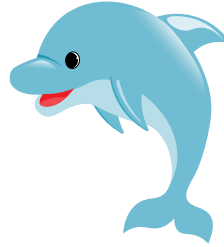
1. I am a small fish but I have the head of a horse. Who am I?

seahorse



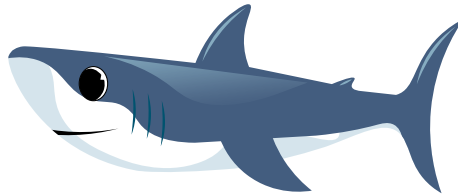
2. I'm very nice and intelligent. I have lungs not gills. Who am I?

dolphin



3. I am a big fish and have sharp teeth. Who am I?

shark



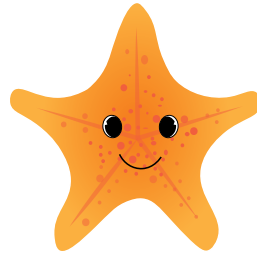
4. I am the biggest animal in the sea. Who am I?

whale



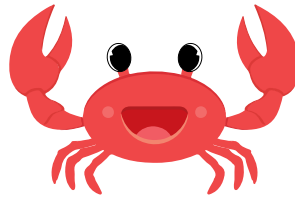
5. I am called a sea star. Who am I?

starfish



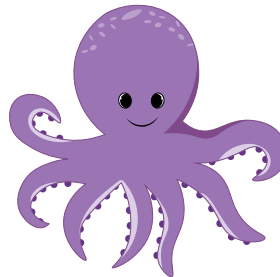
6. I have a small shell and I walk sideways. Who am I?

crab



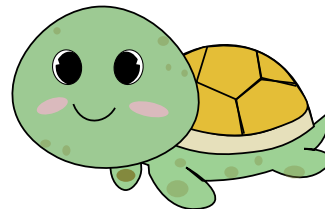
7. My name means eight feet. Who am I?

octopus



8. I have a big shell. I am very slow and I live very long. Who am I?

turtle



Activity 4

Sea Born

مولود في البحر



Developing answers to show understanding.

تكوين إجابات لإظهار الفهم.



8 - 10 minutes



pencil rubber



I read and match:

أقرأ، وأطابق:

What animal is this?

It is grey.

What does it eat?

This is a dolphin.

What colour is it?

It can jump and play.

What can it do?

It eats fish.



I Check

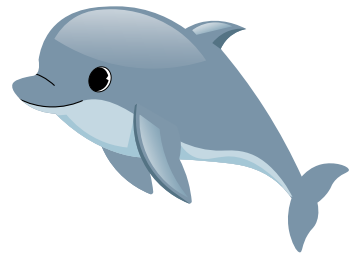
أتحقق من إجابتي

What animal is this? This is a dolphin.

What does it eat? It eats fish.

What colour is it? It is grey.

What can it do? It can jump and play.



Activity 5

Let's Learn

دَعْنَا نَتَعَلَّم



Recognising the whale body parts correctly.

تمييز أجزاء جسم الحوت بصورة صحيحة.



8 - 10 minutes



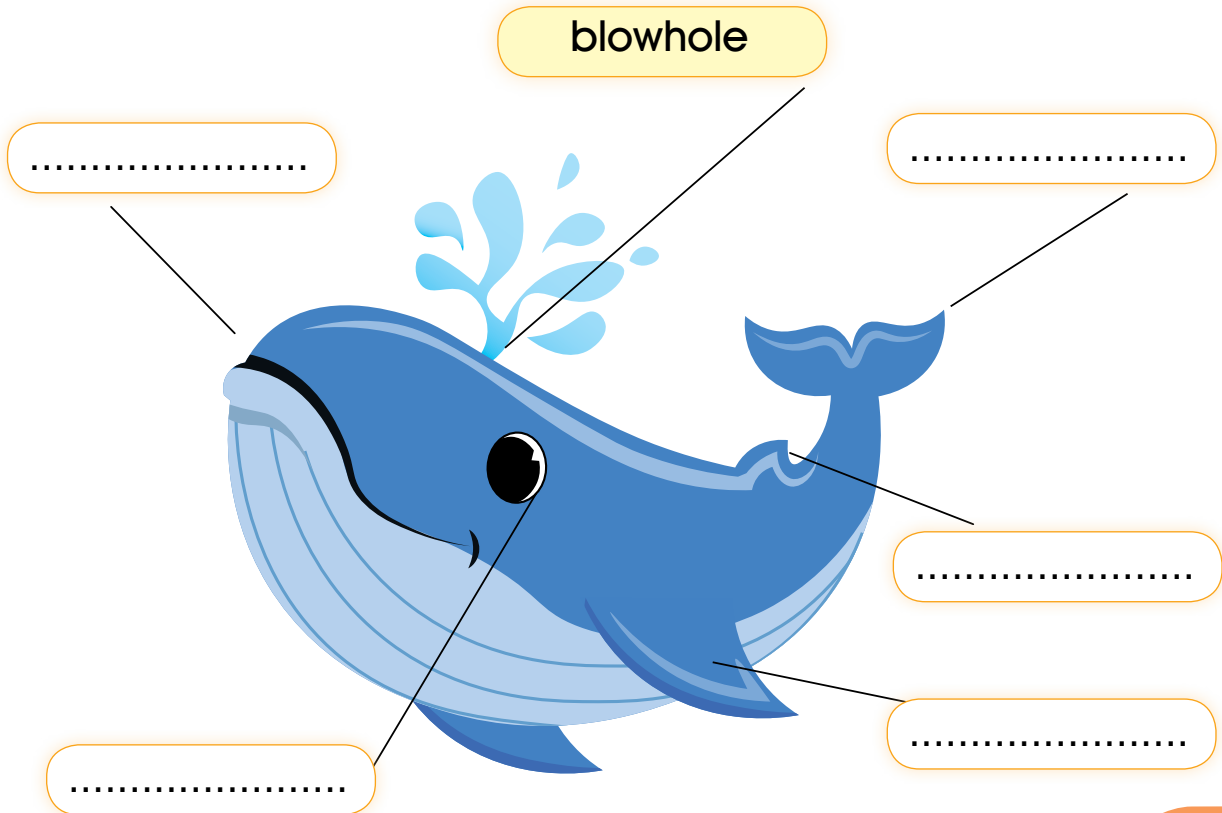
pencil / rubber



I read and write the body parts of the whale:

أقرأ، وأكتب مسميات أجزاء جسم الحوت:

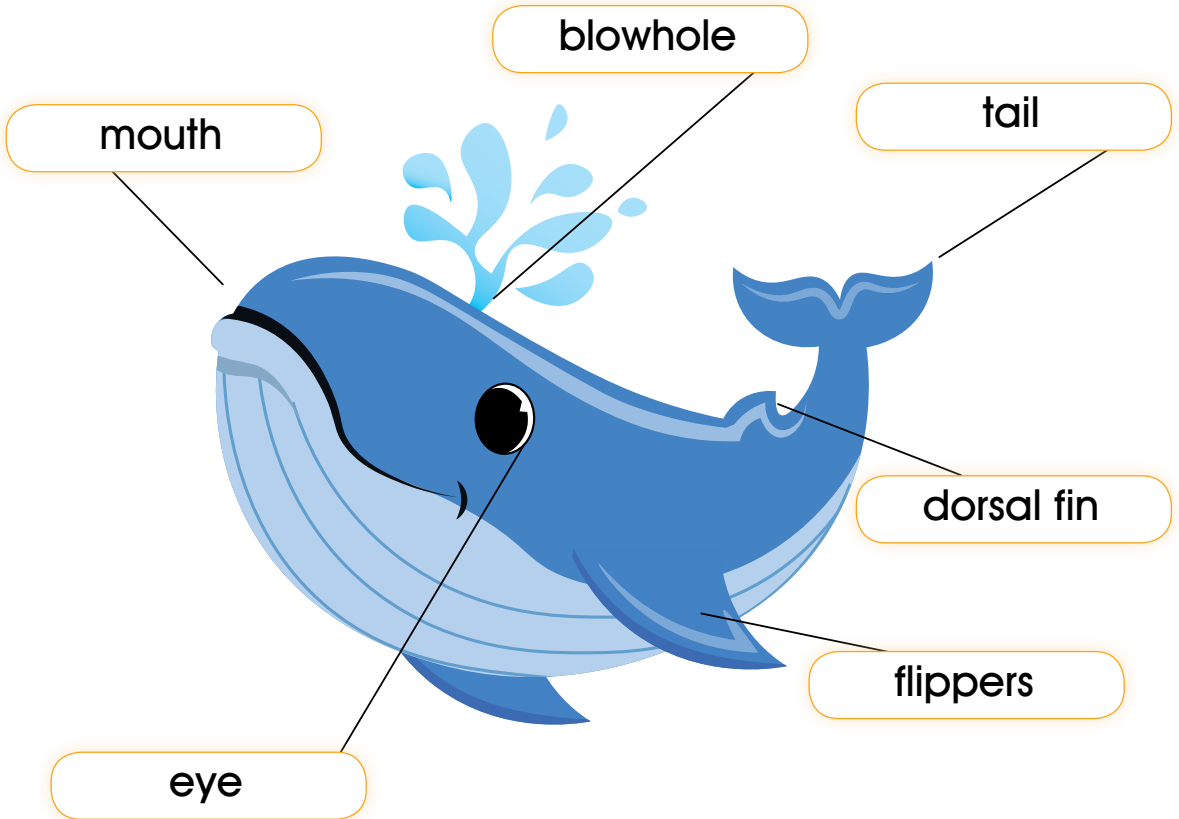
blowhole - eye - tail - mouth - dorsal fin - flippers





I Check

أتحقق من إجابتي





Responding correctly to the purpose of reading.

الاستجابة بصورة صحيحة للهدف من القراءة.



8 - 10 minutes



pencil / rubber



I read then choose the correct answer:

أقرأ، ثم أختار الإجابة الصحيحة:

The Blue Whale

Whales are mammals which live in the ocean. There are many different kinds of whales. The blue whale is the biggest animal on the Earth. Whales can grow up to 30 metres. Whales can swim at a speed of up to 30 km per hour. They eat fish, seals and other sea animals. They eat a lot of food every day - sometimes hundreds of kilograms of fish. Whales breathe air through their blowholes. They rise to the surface of the water to breathe. They can live for a long time, even up to 90 years. Whales don't sleep, but they take quick naps. Some humpback whales make sounds that are like songs. A whale might sing for twenty minutes. Not all humpback whales sing. Only male whales sing. They sing mostly in winter. Some people think singing is their way to talk to other whales.

1. The blue whale is animal on the Earth.

- a. the deepest b. the biggest c. the fastest

2. Whales need to eat kg of fish daily.

- a. up to 50 b. up to 90 c. more than a 100

3. They can swim at a speed of up to 30 km per

- a. second b. minute c. hour

4. Only humpback whales sing.

- a. female b. male c. young



I Check

أتحقق من إجابتي

1. The blue whale is the biggest animal on the Earth.
2. Whales need to eat over a 100 kg of fish daily.
3. They can swim at a speed of up to 30 km per hour.
4. Only male humpback whales sing.

Activity 6

Add it or Leave it

أضفها أو لا



Recognising the correct tense.

تمييز الزمن الصحيح.



8 - 10 minutes



pencil / rubber



I choose the correct word:

أختار الكلمة الصحيحة:

1. Seahorses (live / lives) in the sea.
2. What (do / does) it (eat / eats)?
3. The crab (don't / doesn't) have a tail.
4. The blue whale (swim / swims) fast.
5. (Do / Does) sea turtles lay eggs?



I Check

أتحقق من إجابتي

1. Seahorses live in the sea.
2. What does it eat?
3. The crab doesn't have a tail.
4. The blue whale swims fast.
5. Do sea turtles lay eggs?



Remember:

Present Simple

I/ You/ We/ They **dive** in the ocean.

I/ You/ We/ They **don't see** the whales.

Do you/ they **go** fishing?

Yes, I **do**. / No, I **don't**.

He/ She/ It **catches** fish.

He/ She/ It **doesn't swim** well.

Does he/ she / it **like** diving?

Yes, he **does**. / No, he **doesn't**.

swim - swims / fly - flies / go - goes / catch - catches /

pass - passes / wash - washes



Applying the present simple.

تطبيق حالاتِ الزَّمنِ الحاضرِ البسيط.



8 - 10 minutes



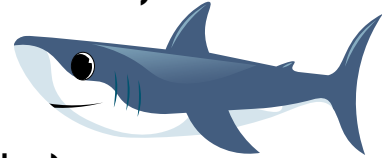
pencil / rubber



I fill in the spaces using the present simple:

أملأ الفراغاتِ مستخدماً الحاضر البسيط:

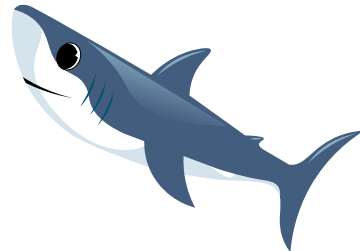
1. Sharks live all over the sea world. (live)
2. they with lungs? (breathe)
3. No, they (not do)
4. The shark with gills. (breathe)
5. It too much as people think. (not eat)



I Check

أتحقق من إجابتي

1. Sharks live all over the sea world.
2. Do they breathe with lungs?
3. No, they do not.
4. The shark breathes with gills.
5. It doesn't eat too much as people think.



Activity 9

Let's Know More about the Sea دَعْنَا نَعْرِفُ أَكْثَرَ عَنِ الْبَحْرِ



Developing answers to show understanding.

تكوين إجابات لإظهار الفهم.



8 - 10 minutes



pencil rubber



I fill in the spaces with these words:

أملأ الفراغات مستخدماً هذه الكلمات:

arms - seahorses - mammals - groups - gills - fish

1. A shark breathes under water using gills.
2. Whales are the largest in the ocean.
3. An octopus has eight
4. There are over 30 thousand types of in the ocean.
5. like to swim in pairs.
6. Dolphins live in called pods.



I Check

أتحقق من إجابتي

1. A shark breathes underwater using gills.

2. Whales are the largest mammals in the ocean.

3. An octopus has eight arms.

4. There are over 30 thousand types of fish in the ocean.

5. Seahorses like to swim in pairs.

6. Dolphins live in groups called pods.

Activity 10

Who are they?

مَنْ هُمْ؟



Writing correct sentences.

كتابة جملٍ صحيحةٍ.



8 - 10 minutes



pencil rubber



I read about sea animals and complete the sentences:

أقرأ عن حيواناتِ البحرِ، وأكملُ الجملَ:

	live alone	eat	lay eggs	lungs	gills
Crabs	✓	plant / fish	✓	X	✓
Dolphins	X	fish	X	✓	X

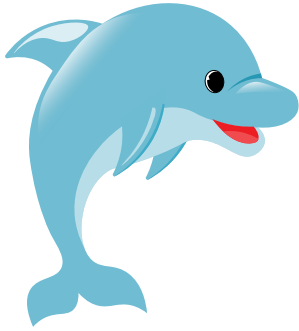
Crabs in groups. They fish and plants. They eggs.



They don't have babies. They have to from the air.

They take in oxygen from water.

They gills. They also have eight legs.



The dolphin in groups.

It fish. It eggs. It

..... babies. Itair.

It oxygen from water.

It lungs. It a tail
and dorsal fin.



I Check

أتحقق من إجابتي

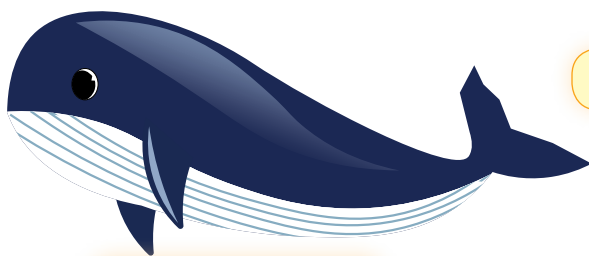
Crabs don't live in groups. They eat fish and plants. They lay eggs. They don't have babies. They don't have lungs to breathe from the air. They have gills. They also have eight legs.

The dolphin lives in groups. It eats fish. It doesn't lay eggs. It has babies. It breathes air. It doesn't take oxygen from water. It has lungs. It has a tail and dorsal fin.



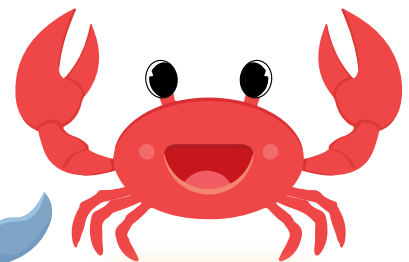
1- I look at the pictures, read and complete:

All my friends and I are going to the aquarium to learn about animals that live in the sea.



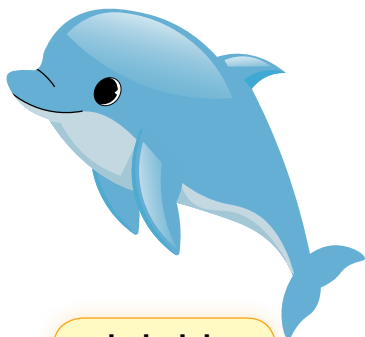
Blue whale

seal



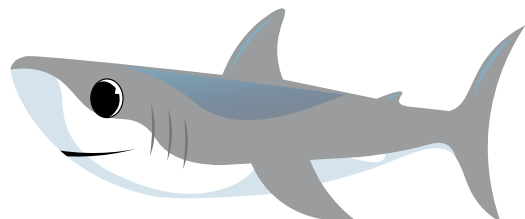
crab

Blue w.....s, s.....s, turtles, octopuses, c.....s,
starfish, d.....s, s.....s and great white sh.....s live
in the sea.



dolphin

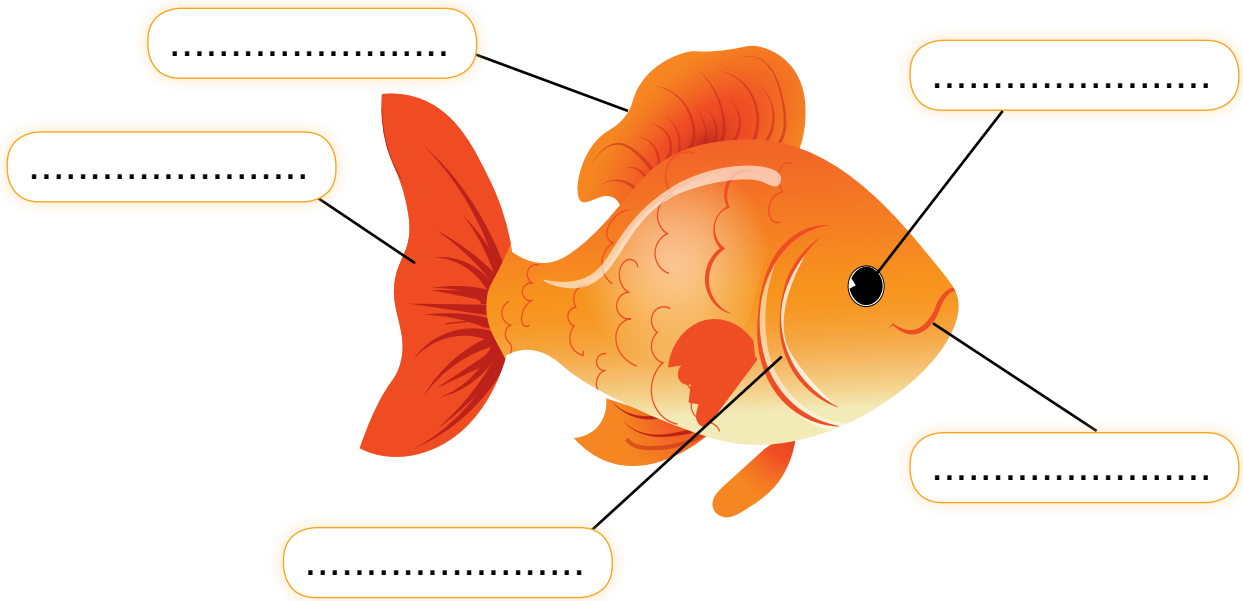
seahorse



shark

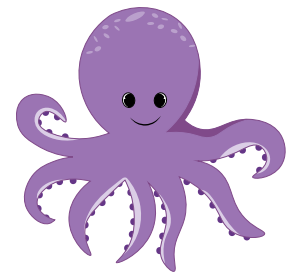
2- I fill in the spaces with words from the list:

eye - tail - gills - fin - mouth



3- I read and choose the correct answer:

Octopuses are sea animals. They live in the (oceans - rivers). They have three hearts and long (arms - wings). They (lay - eat) crabs and shellfish. They (don't eat - doesn't eat) plants. They (hunt - play) mostly at night. They can (change - choose) their colour and protect themselves.



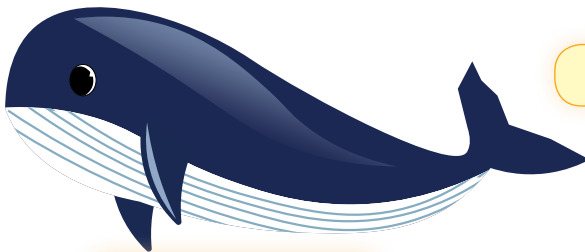


I Check

أتحقّق من إجابتي

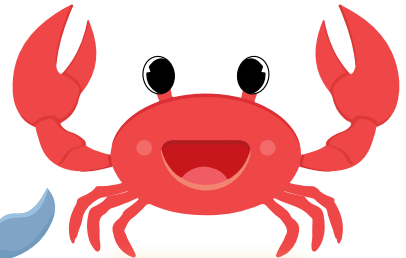
1- I look at the pictures, read and complete:

All my friends and I are going to the aquarium to learn about animals that live in the sea.



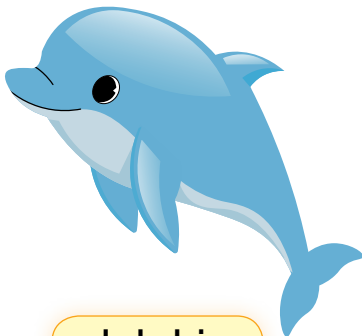
Blue whale

seal



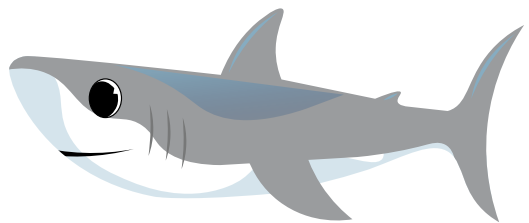
crab

Blue whales, seals, turtles, octopuses, crabs, starfish, dolphins, seahorses and great white sharks live in the sea.



dolphin

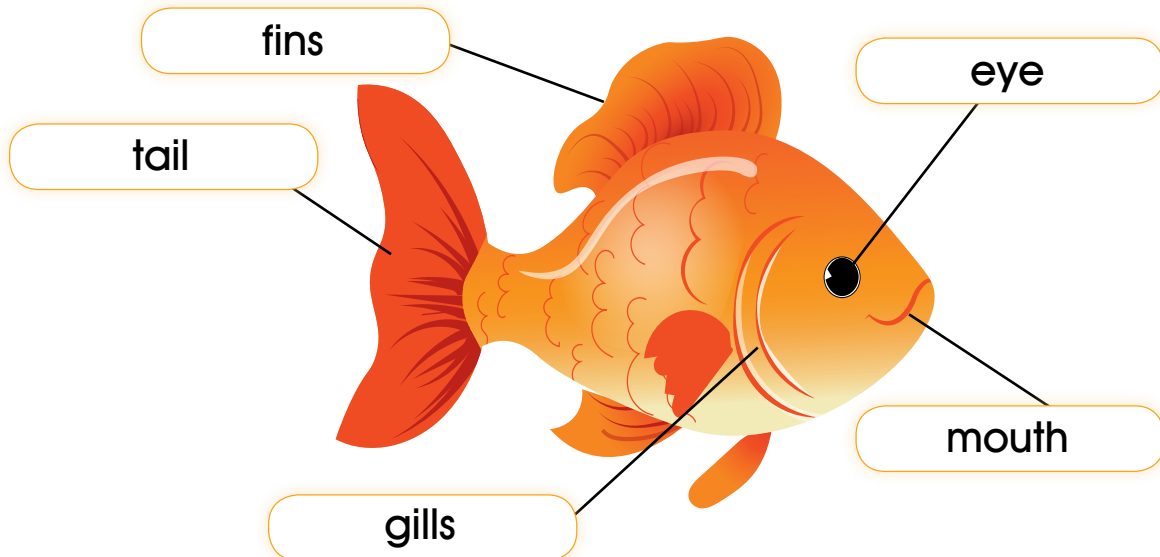
seahorse



shark

2- I fill in the spaces with words from the list:

eye – tail – gills – fin - mouth



3- I read and choose the correct answer:

Octopuses are sea animals. They live in the **oceans**. They have three hearts and long **arms**. They **eat** crabs and shellfish. They **don't eat** plants. They **hunt** mostly at night. They can **change** their colour and protect themselves.



I am able to أستطيع أن			
<p>1. Say some sea animals' names. (seahorse - shark - whale - dolphin - starfish - crab - turtle - octopus) أتحدّث عن بعض أسماء حيوانات البحر. (فرس البحر - سمكة قرش - حوت - دولفين - نجم البحر - سرطان البحر - سلحفاة - أخطبوط).</p>			
<p>2. Ask and answer about sea animals. (What animal is this? This is a dolphin. What does it eat? It eats fish What colour is it? It is grey. What can it do? It can jump and play). أسأل، وأجيب عن حيوانات البحر. (ما هذا الحيوان؟ هذا دولفين. ماذا يأكل؟ يأكل السمك. ما لونه؟ إنه رمادي. ماذا يفعل؟ هو يقفز ويلعب).</p>			
<p>3. Read about whales. أقرأ عن الحيتان.</p>			

<p>I am able to أستطيع أن</p>			
<p>4. Use present simple with facts. (Fish live in the sea.) أستخدم الحاضر البسيط مع الحقائق. (تعيشُ الأسماك في البحرِ.)</p>			
<p>5. Apply present simple (positive - negative - question). (Crabs eat fish. Crabs don't live in groups. Do crabs have gills?) أطبّق الحاضر البسيط بصورة الثلاث الإثبات والتّفي والاستفهام. (يأكل سرطان البحر السمك. لا يعيش سرطان البحر في مجموعات. هل لدى سرطان البحر غلاصم؟)</p>			
<p>6. Write about sea animals. أكتب عن حيوانات البحر.</p>			



feed - ride - a barn - a shovel - plant - water - grow

يطعم - يركب - إسطلب / حظيرة - مجرفة - يزرع - يسقي - ينمو



1.5 - 2 hours



crayons



pencil



rubber



CD player



Let's Go

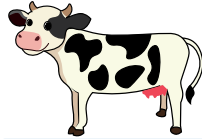


I classify:

أصنّف:



snake



cow



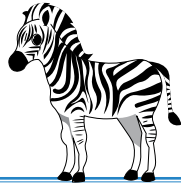
goat



monkey



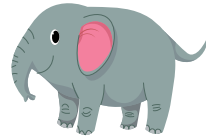
duck



zebra



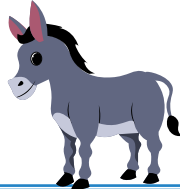
chicken



elephant



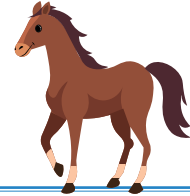
parrot



donkey



lion



horse

farm animals

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

jungle animals

snake

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

Activity 1

I Grow Plants

أنا أزرع النباتات



Recognising farming verbs.

تمييز أفعالِ الزَّرَاعَةِ.



8 - 10 minutes



pencil



rubber



CD player



I listen and choose the correct answer:

En6-1-2-1

أستمعُ، وأختارُ الإجابةَ الصَّحِيحَةَ:

- The speaker is a
a. worker b. farmer c. builder
- He plants.
a. feeds b. cleans c. grows
- He has animals.
a. wild b. different c. three
- Apples, cherries and apricots grow on
a. trees b. water c. the ground
- grow on the ground.
a. Cherries b. Potatoes c. Aubergines.



I Check

أتحقق من إجابتي

1. The speaker is a farmer.

2. He grows plants.

3. He has different animals.

4. Apples, cherries and apricots grow on trees.

5. Aubergines grow on the ground.



Ordering the steps of growing a plant.

ترتيب خطوات زرع نبتة.



8 - 10 minutes



pencil



rubber



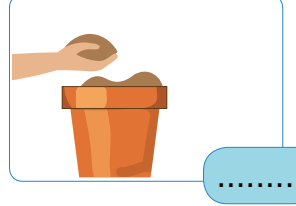
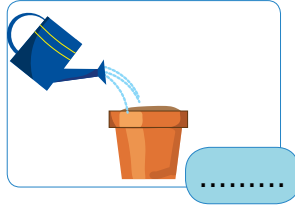
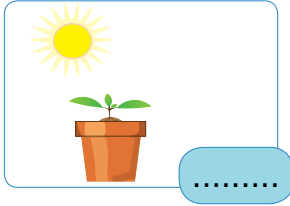
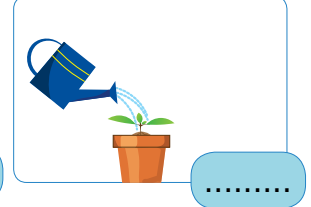
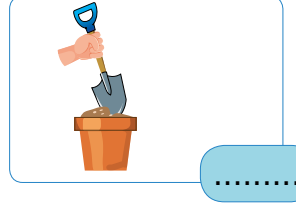
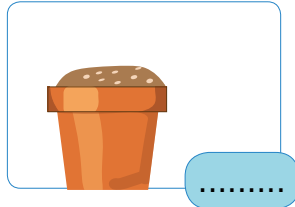
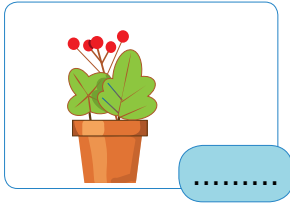
CD player



I listen and choose the right word then I order the pictures: **En6-1-2-2**

أستمعُ، وأختارُ الكلمةَ الصحيحةَ، ثمَّ أرتبُ الصُّورَ:

1. First, put some (soil / plant) in the pot.
2. Second, put the (water / seeds) in the pot.
3. Next, push the seeds under the (sun / soil).
4. After that, (put / water) the soil.
5. Then, put the pot in a (wet / sunny) place.
6. Then, (grow / water) your plant regularly.
7. Finally, (watch / notice) it grow.



I Check

أتحقق من إجابتي

1. First, put some soil in the pot.



2. Second, put the seeds in the pot.



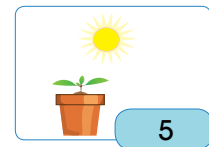
3. Next, push the seeds under the soil.



4. After that, water the soil.



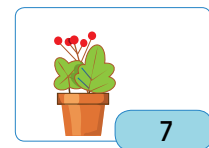
5. Then, put the pot in a sunny place.



6. Then, water your plant regularly.



7. Finally, watch it grow.



Activity 3

It's my Farm

مَزْرَعَتِي



Describing the farm picture.

وصف صورة المزرعة.



8 - 10 minutes



pencil / rubber



I look and say:

أنظر، وأتحدّث عن الصّور:

There is a cow.





I Check

أتحقق من إجابتي



Sample Answers

1. There is a cow.
2. There are some ducks.
3. There are some vegetables.
4. There are some chicks and a hen.
5. There isn't a dog.
6. There is a goat.
7. There are some sheep.

Activity 4

On the Farm

في المزرعة



Linking the verbs with the nouns meaningfully.

وصل الأفعالِ بالأسماءِ بطريقةٍ معبِّرةٍ.



8 - 10 minutes



pencil rubber



I read and match the verbs with the nouns:

أقرأ، وأصلُ الأفعالَ بالأسماءِ:

1. drive

2. collect

3. water

4. feed

5. ride

6. rake

a. the eggs.

b. the flowers.

c. the chickens.

d. the horse.

e. the leaves.

f. the tractor.



I Check

أتحقق من إجابتي

1. Drive the tractor.



2. Collect the eggs.



3. Water the flowers.



4. Feed the chickens.



5. Ride the horse.



6. Rake the leaves.



Activity 5**The Little Farm****المزرعة الصَّغيرة**

Responding correctly to the purpose of reading.

الاستجابة بصورة صحيحة لهدف القراءة.



8 - 10 minutes



pencil rubber



I read and choose the correct word:

أقرأ، وأختار الكلمة الصحيحة:

Days on the Farm

My grandpa lives on a farm. He grows vegetables and keeps animals. He has six horses, five cows, twenty sheep, four goats, fifteen chickens, eleven geese, and twelve ducks. He also has a field with a lot of fruit trees. He is very busy every day. There are a lot of things to do. He gets up very early and never stops working before the sun sets. He milks the cows and feeds them and their calves. He takes the horses out of the barn to the field. He watches the sheep and goats with their lambs and kids in the field. He piles the dead leaves with a rake. He works with the tractor every day. My grandma collects the eggs and waters the flowers. She also feeds the hens and chicks. In the evening, she takes a ride on her horse, Starry.

1. Grandpa has animals.
a. lots of b. no
2. The horses stay in the
a. barn b. house
3. He uses a to pile the dead leaves.
a. water can b. rake
4. The chicks are
a. plants b. animals
5. Lambs are the babies.
a. horse's b. sheep's



I Check

أتحقق من إجابتي

- 1 Grandpa has lots of animals.
- 2 The horses stay in the barn.
- 3 He uses a rake to pile the dead leaves.
- 4 The chicks are animals.
- 5 Lambs are the sheep's babies.



Distinguishing between animals and plants.

التّمييز بين الحيوانات والنّباتات.



8 - 10 minutes



pencil rubber



I write the words in the suitable column:

أكتبُ الكلماتِ في العمودِ المناسبِ:

butterfly - carrot - rabbit - potato - aubergine - frog - turtle -
tomato - ant - bee - fish - orange - lettuce - onion

plants

carrot

.....

.....

.....

.....

.....

.....

.....

animals

butterfly

.....

.....

.....

.....

.....

.....

.....



I Check

أتحقق من إجابتي

plants



carrot



potato



aubergine



tomato



orange



lettuce



onion

animals



butterfly



rabbit



frog



turtle



ant



bee



fish

Activity 7

My Plant Parts

أجزاء نبتتي



Recognising the parts of a plant.

تمييز أجزاء النبت.



8 - 10 minutes



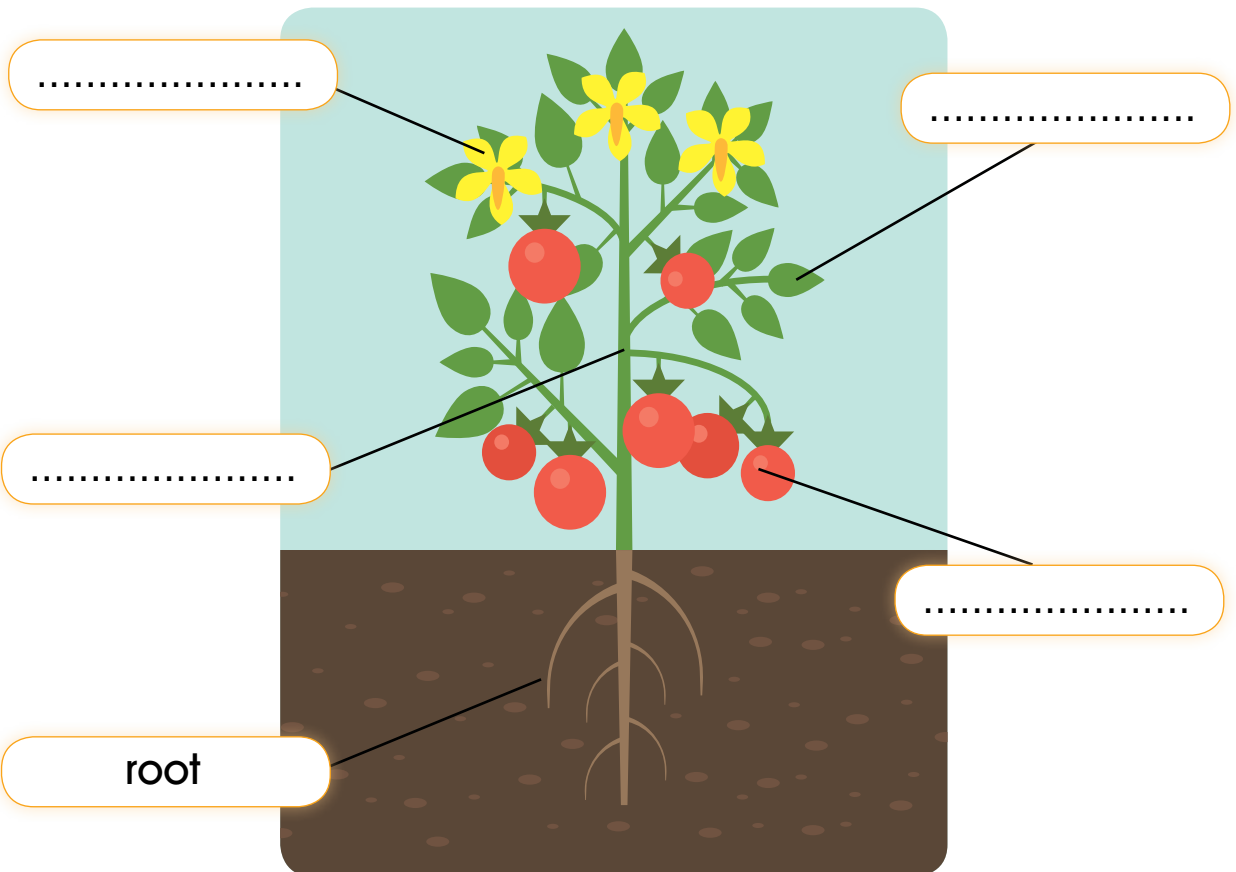
pencil rubber



I label the parts of the plant with words from the box:

أسمي أجزاء النبت بكلمات من الصندوق:

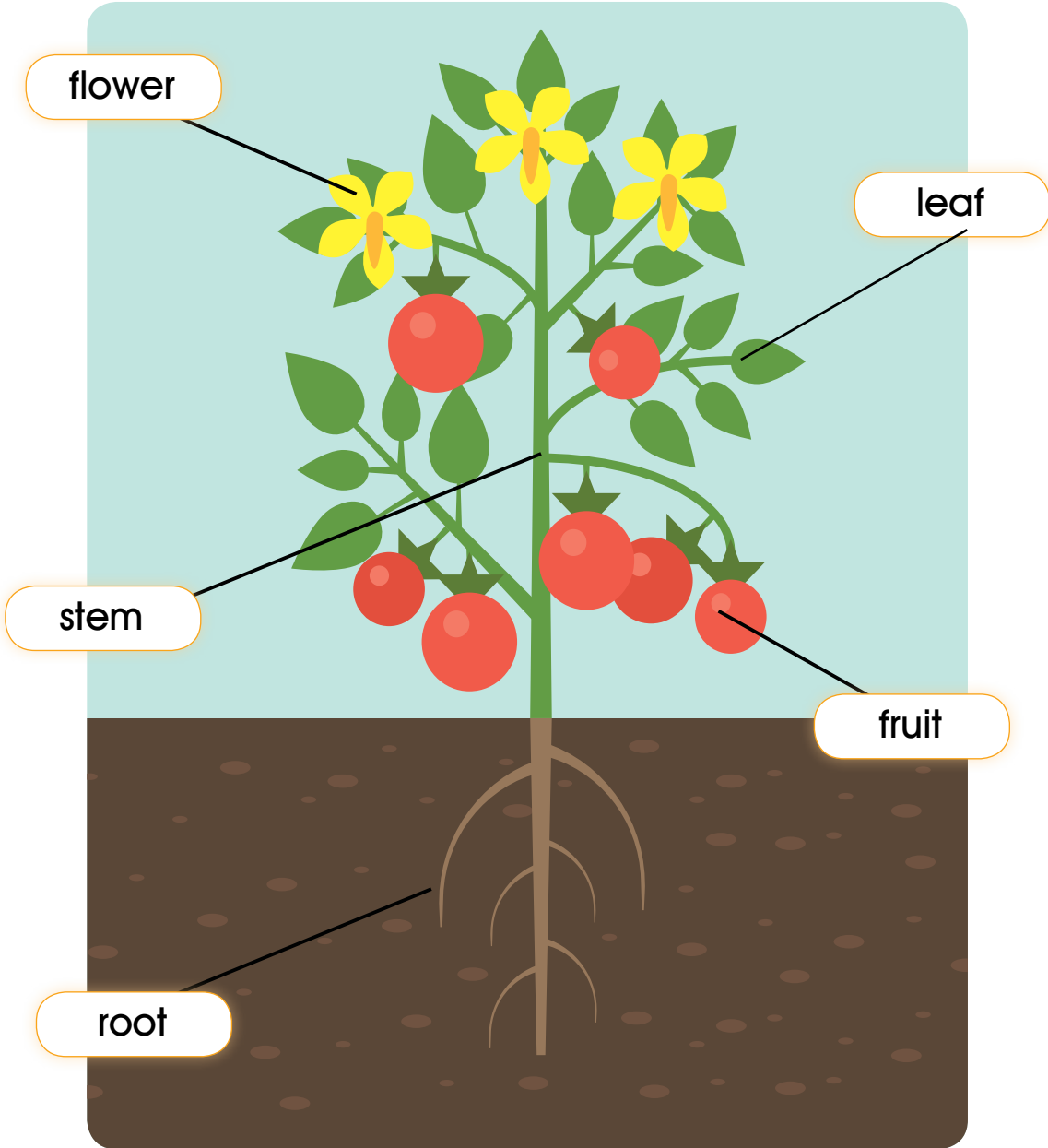
root - flower - leaf - fruit - stem





I Check

أتحقق من إجابتي



Activity 8

From One to a Bunch

من واحدٍ إلى مجموعةٍ



Distinguishing plural and singular nouns.

تمييز الجمع والمفرد.



8 - 10 minutes



pencil rubber



I classify the nouns:

أصنّفُ الأسماء:

ships - knife - children - bees - dishes - day - house - foot -
teeth - monkey - cities - bus

singular

knife

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

plural

ships

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



I Check

أتحقق من إجابتي

singular

knife
day
house
foot
monkey
bus

plural

ships
children
bees
dishes
teeth
cities

Remember:

To change a singular noun into plural, we usually add **s** or **es** at the end of the noun but there are some exceptions:

singular	plural
calf	calves
leaf	leaves
goose	geese
mouse	mice
butterfly	butterflies
tooth	teeth
sheep	sheep
fish	fish



Using a / an / some / any.

استخدام a / an / some / any.



8 - 10 minutes



pencil rubber



I choose the correct word in brackets:

أختارُ الإجابةَ الصَّحيحةَ من بين القوسين:

1. There are (some / any) frogs in the pond.
2. The goats are in (an / the) barn.
3. She watered (a / the) apple tree.
4. There aren't (any / some) trees around the house.
5. She drank (a / an) glass of milk.
6. I use (a / any) rake to pile up the leaves.
7. She gave me (a / an) orange to eat.



I Check

أتحقق من إجابتي

1. There are some frogs in the pond.
2. The goats are in the barn.
3. She watered the apple tree.
4. There aren't any trees around the house.
5. She drank a glass of milk.
6. I use a rake to pile up the leaves.
7. She gave me an orange to eat.

Remember:

a / an + singular countable nouns

a+ consonant sound

He lives in **a** large farmhouse.

an+ vowel sound

There is **an** orange goldfish in the pond.

some / any + plural countable noun & uncountable noun

+ positive some

There are **some** cherry trees in the farm.

- negative any

There aren't **any** apple trees in the farm.

? questions any

Have you got any orange trees in the farm?

The

1. When referring to something specific.

The book on the table is mine.

2. When there is only one of something.

The sun is shining.

Activity 10

Who is he?

مَنْ هُوَ؟



Composing simple short sentences.

تشكيل جملٍ قصيرةٍ وبسيطةٍ.



7 - 10 minutes



pencil rubber



I complete the sentences:

أكمل الجمل:

1. The farmer works on a farm.

2. He milks

3. He rakes

4.

5.

6.



I Check

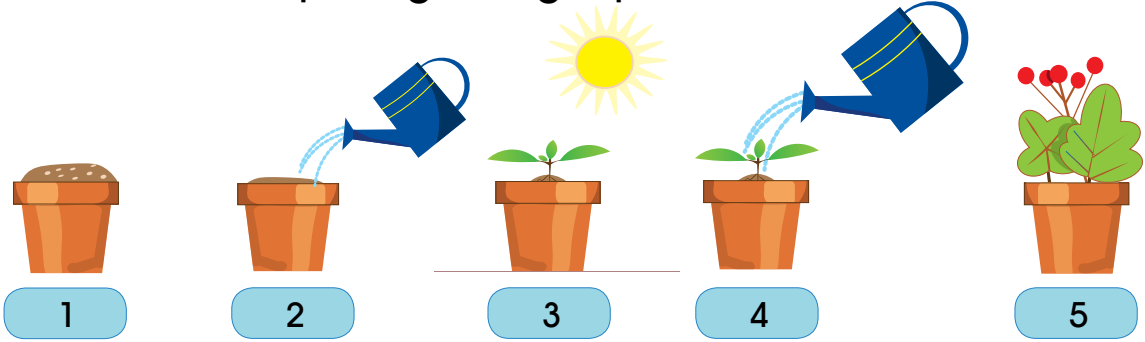
أتحقق من إجابتي

Sample Answers

1. The farmer works on the farm.
2. He milks the cows.
3. He rakes the leaves every day.
4. He feeds the animals.
5. He waters the vegetables, fruits and flowers.
6. He looks after the animals' babies.



1- I write the steps of growing a plant:



1.
2.
3.
4.
5.

2- I correct the mistakes in the following sentences:

1. I live in a farm.
2. There is a orange tree next to our house.
3. There is any water in the bucket.
4. My father milks the chickens every morning.
5. There aren't some fish in the pond.
6. Is there any eggs left?

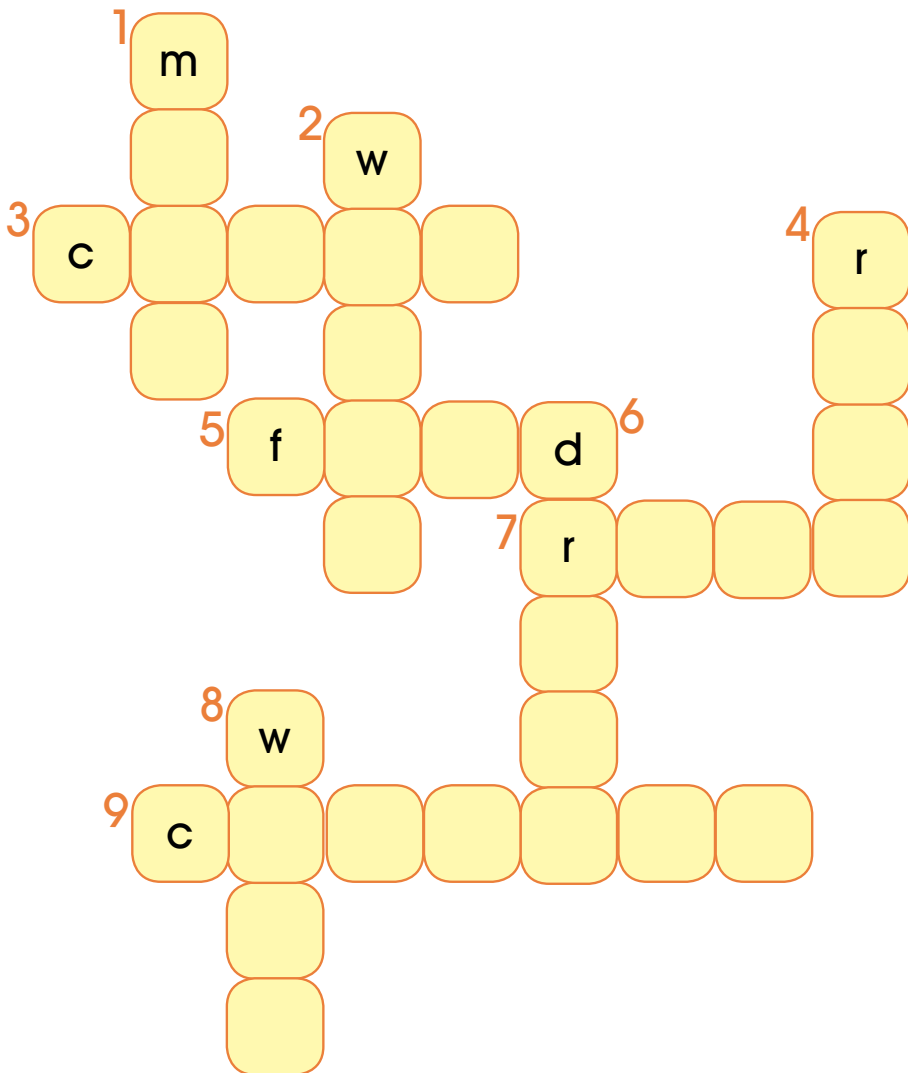
3- I find the missing verbs:

Across

- 3. the barn.
- 5. the animals.
- 7. the leaves.
- 9. the eggs.

Down

- 1. the cows.
- 2. the plants.
- 4. the horse.
- 6. the tractor.
- 8. on a farm.

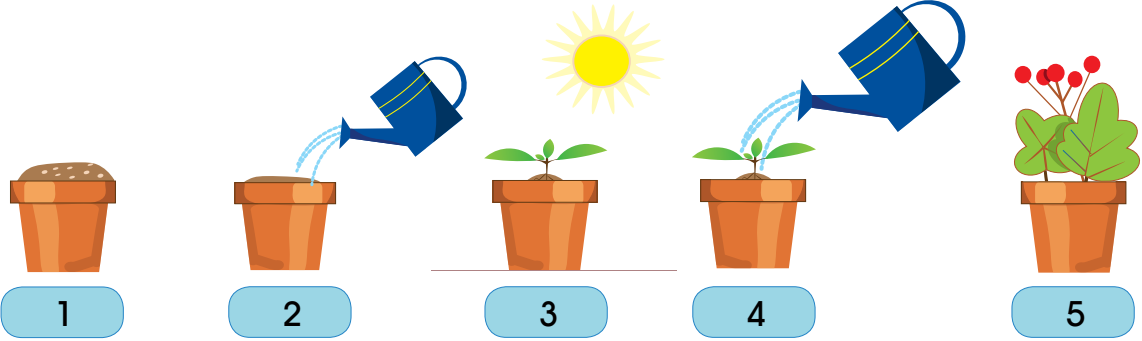




I Check

أتحقق من إجابتي

1- I write the steps of growing a plant:



1. Put the seeds in the pot.
2. Next, water the soil.
3. After that, put the pot in a sunny place.
4. Then, water your plant regularly.
5. Finally, watch it grow.

2- I correct the mistakes in the following sentences:

1. I live on a farm.
2. There is an orange tree next to our house.
3. There isn't any water in the bucket. / There is some water in the bucket.
4. My father milks the cows every morning.
5. There are some fish in the pond. / There aren't any fish in the pond.
6. Are there any eggs left?

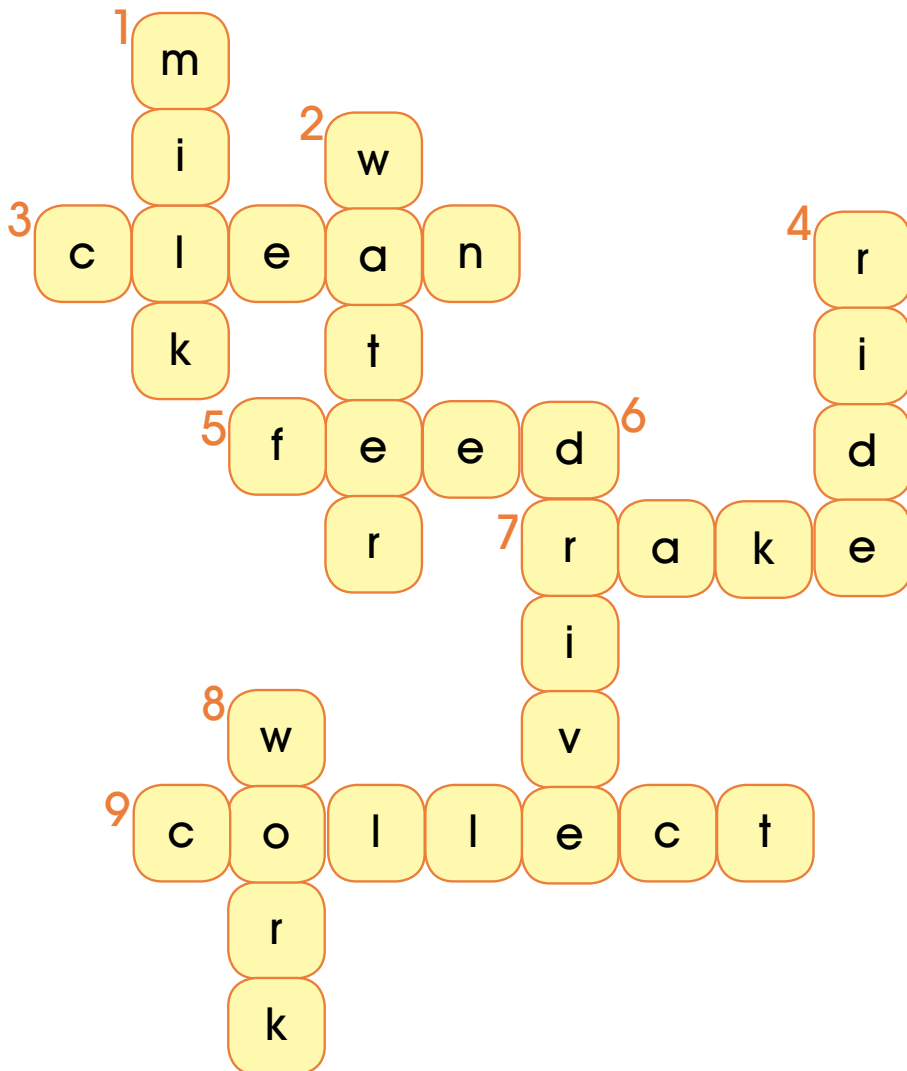
3- I find the missing verbs:

Across

- 3. Clean the barn.
- 5. Feed the animals.
- 7. Rake the leaves.
- 9. Collect the eggs.

Down

- 1. Milk the cows.
- 2. Water the plants.
- 4. Ride the horse.
- 6. Drive the tractor.
- 8. Work on a farm.





I am able to أستطيع أن			
1. Say some farming verbs. (plant - water - grow) أقول بعض الأفعال المتعلقة بالفلاحة. (يزرع - يسقي - ينمو)			
2. Order the steps of growing a plant. أرتب خطوات زراعة نبات.			
3. Describe a farm. (ex:There are some ducks.) أصف مزرعة. (مثال: يوجد بعض البط.)			
4. Read about the farm's plants and animals. (plants: carrot - potato - aubergine...) (animals: cow - duck - goat...) أقرأ عن نباتات وحيوانات المزرعة. (النباتات: جزر - بطاطس - باذنجان...) (الحيوانات: بقرة - بطّة - ماعز...)			
5. Recognise the plant parts. (root - stem - leaf - flower - fruit) أميّز أجزاء النبات. (جذر - ساق - ورقة - زهرة - ثمرة)			

I am able to
أستطيع أن



6. Use a / an / any / some.
(1. There are some frogs in the pond.
2. There aren't any trees around the house.
3. She drank a glass of milk.
4. She gave me an orange to eat.)

أستخدمُ a / an / any / some.

1. هناك بعض الضفادع في البحيرة.

2. لا يوجد أي أشجار حول المنزل.

3. شربت كأساً من الحليب.

4. أعطتني برتقالة لآكلها.)

7. Classify singular and plural nouns.
(ship - ships, knife - knives, child - children, bee - bees, goose - geese)

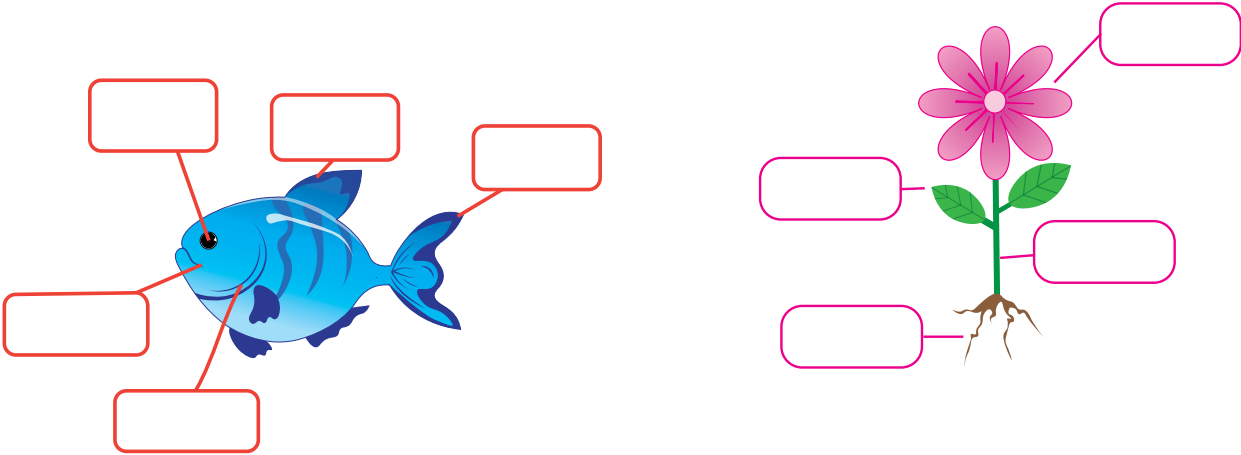
أصنّفُ الأسماءَ المفردة والجمع.

(سفينة - سفن، سكين - سكاكين، طفل - أطفال، نحلة - نحل، أوزة - إوز)

8. Write about farming.

أكتبُ عن الفلاحة.

1- I look and write:




2- I write the plural noun for each word below:

tree	
cow	
fox	
watch	
baby	
day	
child	
foot	

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:



أتعلم بطريقة الاختيار من متعدّد: 

- I choose the correct word:

1. Seahorses (live / lives) in the sea.
2. What (do / does) it (eat / eats)?

أتعلم بطريقة المطابقة والوصل: 

- I read and match:

What animal is this?

It is grey.

What colour is it?

This is a dolphin.

أَتَعَلَّمُ بِطَرِيقَةِ كِتَابَةِ الإِجَابَةِ: ☆☆☆

- I complete the sentences:

1. The farmer works on a farm.

أَتَعَلَّمُ بِطَرِيقَةِ التَّحَدِّثِ: ☆☆☆

- I look and say:

1. There is a cow.
2. There are some ducks.
3. There are some vegetables.



Unit 2: Who Am I?



3- 4 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 Country

بلدي



Lesson 2

I Know My Rights

أنا أعرفُ حقوقي



Let's Start



Activity

Different Countries

بلدانٌ مختلفةٌ



Naming different countries.

تسميةً بلدانٍ مختلفةٍ.



10 - 13 minutes

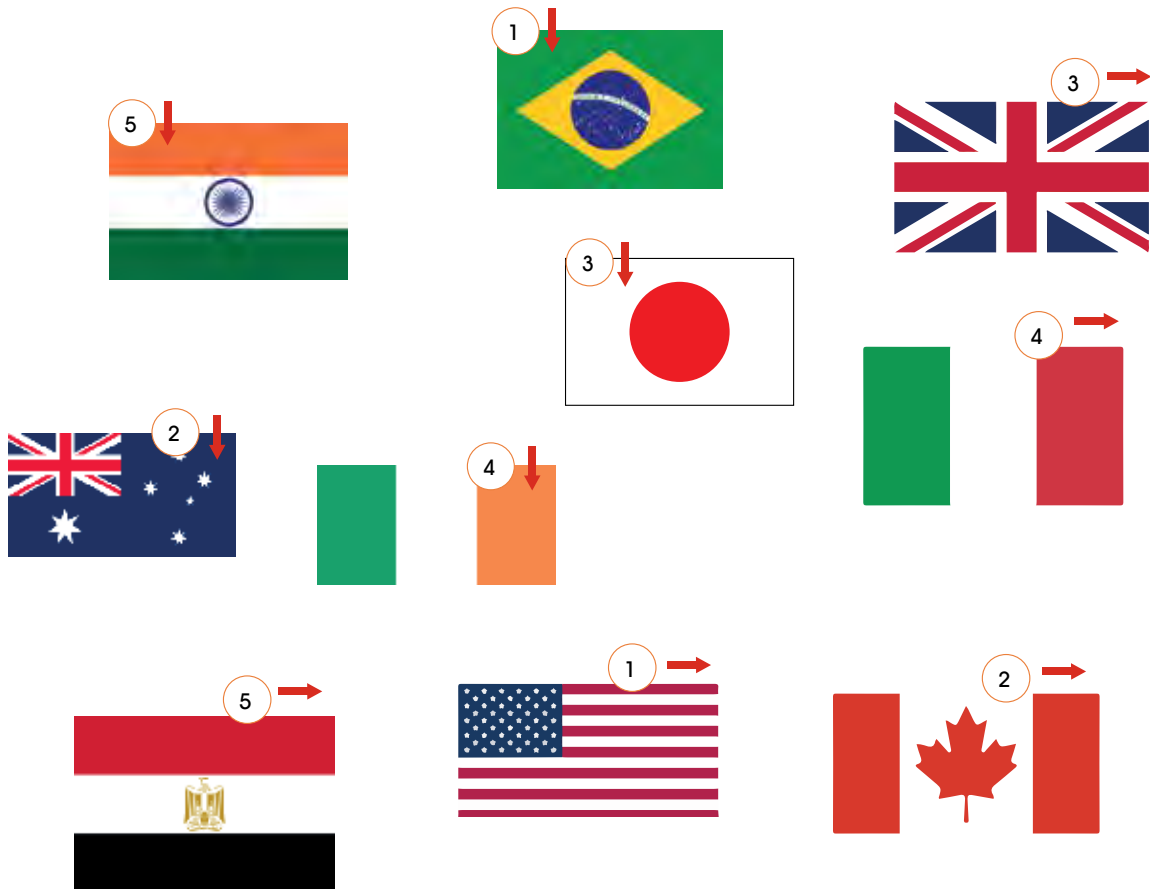


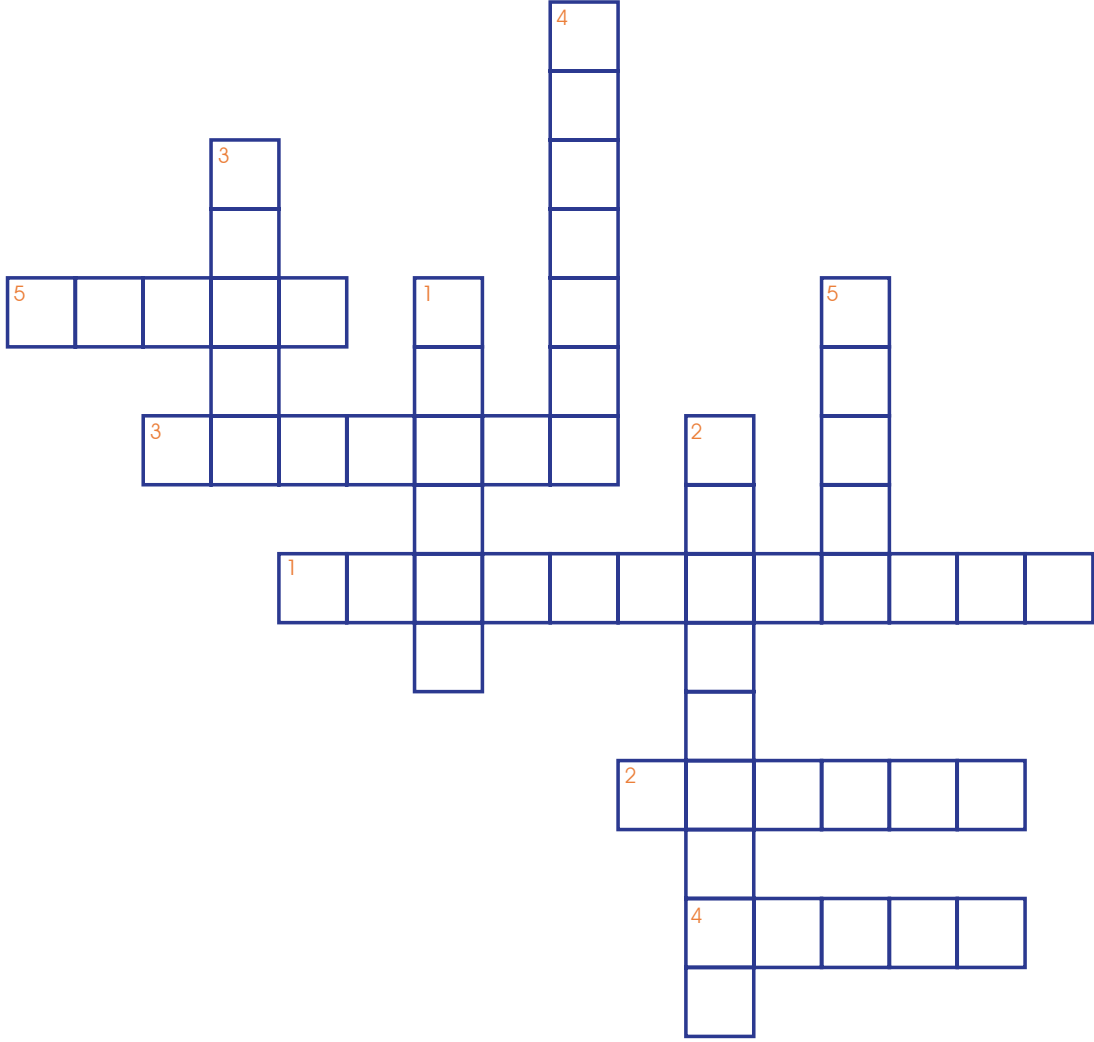
pencil rubber



I look at the flags and write the countries:

أنظرُ إلى الأعلام، وأكتبُ البلادَ:

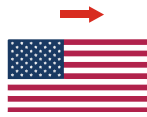




I Check

أتحقق من إجابتي

1. United States



1. Brazil



2. Canada



2. Australia



3. England



3. Japan



4. Italy



4. Ireland



5. Egypt



5. India





country - nationality - continent - language

دولة - جنسيّة - قارّة - لغة



4 - 5 hours



crayons



pencil



rubber



CD player



Let's Go



I read and fill in the spaces:

أقرأ، وأملأ الفراغات:

My Picture



My name is

I live in

My father is My mother is

can speak Arabic and

My favourite food is

I'd like to visit because it is my
favourite country.

I should I have the right to learn.

I should I have the right to

Activity 1

Meet My Friends

تعرف على أصدقائي



Recognising details about people and their countries.

تمييز تفاصيل الأشخاص وبلادهم.



10 - 13 minutes



pencil



rubber



CD player



I listen, read and choose:

En6-2-1-1

أستمعُ، أقرأ، وأختار:

In Australia, they speak different languages but most of them use ([English](#) / [Arabic](#) / [Chinese](#)).

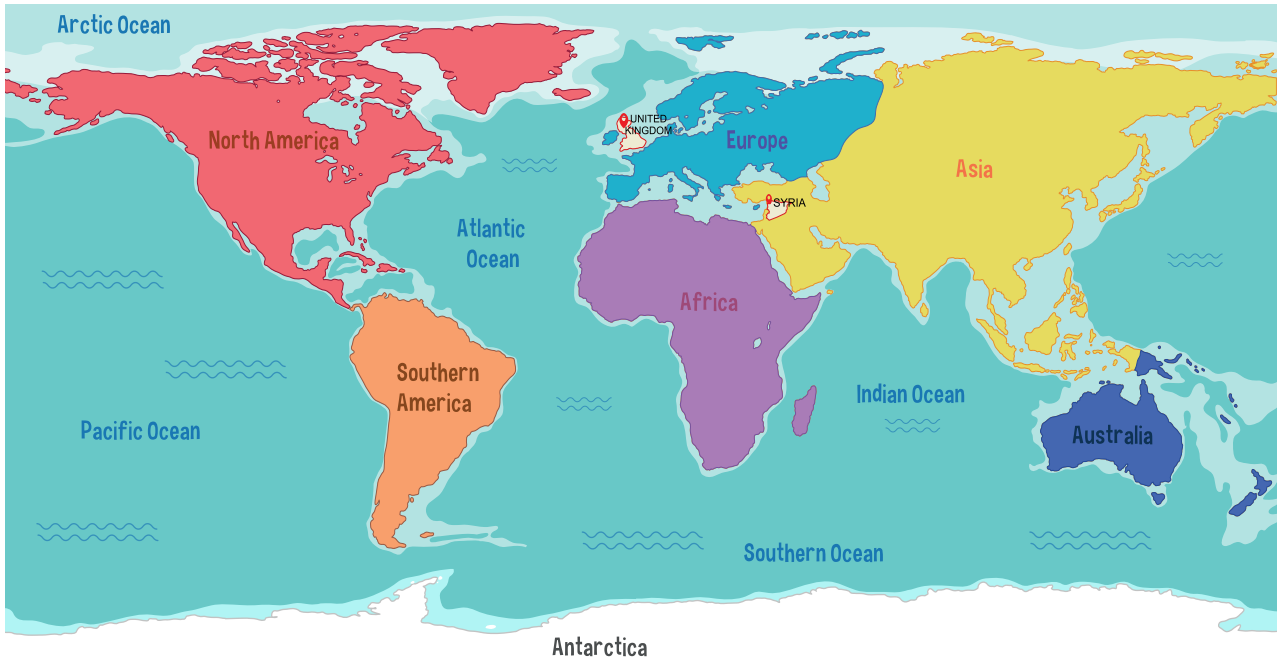
1. John is from ([England](#) / [Australia](#) / [Syria](#)). His nationality is ([English](#) / [Australian](#) / [Syrian](#)). England is located in ([Europe](#) / [Australia](#) / [Asia](#)).
2. Charlotte is from ([England](#) / [Australia](#) / [Syria](#)). Her nationality is ([English](#) / [Australian](#) / [Syrian](#)). Australia is a country in the continent of ([Europe](#) / [Australia](#) / [Asia](#)).
3. Mais is from ([England](#) / [Australia](#) / [Syria](#)). She is ([English](#) / [Australian](#) / [Syrian](#)). Syria is a country in Western ([Europe](#) / [Australia](#) / [Asia](#)).



I Check

أتحقق من إجابتي

1. John is from England. His nationality is English. England is located in Europe.
2. Charlotte is from Australia. Her nationality is Australian. Australia is a country in the continent of Australia.
3. Mais is from Syria. She is Syrian. Syria is a country in Western Asia.



Activity 2

I Know About You

أعرفُ عنك



Asking and answering about personal information.

طرح أسئلة عن معلومات شخصية والإجابة عنها.



10 - 13 minutes



pencil rubber



I read and match:

أقرأ، وأطابقُ:

1. Where are you from?

2. What is your nationality?

3. What language do you speak?

4. What is your country famous for?

5. What is the capital city of your country?

a- I speak Arabic.

b. Damascus is the capital city of Syria.

c. My country is famous for its beautiful sites.

d. I am Syrian.

e. I am from Syria.



I Check

أتحقق من إجابتي

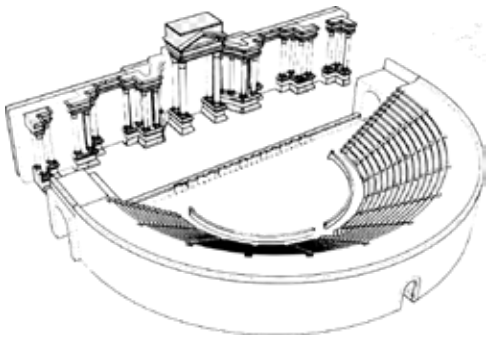
1. Where are you from?
I am from Syria.

2. What is your nationality?
I am Syrian.

3. What language do you speak?
I speak Arabic.

4. What is your country famous for?
My country is famous for its beautiful sites.

5. What is the capital city of your country?
Damascus is the capital city of Syria.



Bosra Ampitheatre



Damascus Sword



Alhissn Castle

Activity 3

I Know the Nationalities

أعرفُ الجنسيّات



Identifying different nationalities.

التّعريفُ على جنسيّات مختلفة.



7 - 10 minutes



pencil / rubber



I read and write the nationality in the correct category in the chart:

أقرأ، وأكتبُ الجنسيّة في الفئة الصّحيحة ضمنَ الجدول:

1. He is from Russia. He is Russian.
2. Dani is from England. He is English.
3. Sue is from Korea. She is Korean.
4. Mark is from Italy. He is Italian.
5. Jen is from China. She is Chinese.
6. Maria is from Spain. She is Spanish.

- an	- ian	- ese	- ish
.....	Russian	.....	.....
.....
.....



I Check

أتحقق من إجابتي

- an

Korean

- ian

Russian
Italian

- ese

Chinese

- ish

English

Activity 4

I Am A Good Citizen

أنا مواطنٌ جيّدٌ



Identifying good citizens' activities.

التعرّف على نشاطات المواطنين.



10 - 15 minutes



pencil rubber



I read and fill in the spaces with verbs given from the text:

أقرأ، وأملأ الفراغاتِ بالأفعالِ المأخوذةِ من النصِّ:

Rami the Good Citizen

Citizenship means to be a responsible member of your community by following rules and helping others. It is not difficult to be a good citizen. Rami, for example, is a good citizen. He goes to school every day. Rami likes to read about the world. He learns about the history of different countries and their cultures. This helps him understand and respect others. Rami is very nice to everyone. He also helps old people. At weekends, Rami does some voluntary work with his friends to protect the environment. They pick up rubbish in parks and plant trees. We can all be good citizens. It feels great to make the world a better place.

We should

1. **respect** others and be helpful.
2. good citizens.
3. some voluntary work in our community.
4. the rules and laws.
5. about the world around us.
6. the environment.



I Check

أتحقق من إجابتي

We should

1. respect others and be helpful.
2. be good citizens.
3. do some voluntary work in our community.
4. follow the rules and laws.
5. learn about the world around us.
6. protect the environment.



Answering questions based on a reading text.

الإجابة عن أسئلة بالاعتماد على نصّ قراءة.



7 - 10 minutes



pencil / rubber



I read and fill in the spaces with verbs from the text:

أقرأ، وأملأ الفراغاتِ بالأفعالِ المأخوذةِ من النصّ:

A World Tour

There are seven continents on the Earth. They vary in size and in the number of people. The continents are: Asia, Africa, Europe, Australia, North America, South America and Antarctica. There are five oceans between these continents. Russia is the biggest country in the world. It is part of both Europe and Asia. Moscow is the capital city of Russia. Russian is the official language there. On the other hand, China has the largest population. It is located in East Asia. The capital city is Beijing. Chinese is the official language with the largest number of native speakers. Our Earth is an amazing place.

1. There are continents in the world.
a. five b. six c. seven

2. The country which has the largest number of people is
a. Russia b. China c. Antarctica

3. Russia is located in
a. Asia b. Europe c. both Asia and Europe

4. The capital city of Russia is
a. Damascus b. Moscow c. Beijing

5. The official language in China is
a. Russian b. English c. Chinese



I Check

أتحقق من إجابتي

2. The country which has the largest number of people, is China.
3. Russia is located in both Asia and Europe.
4. The capital city of Russia is Moscow.
5. The official language in China is Chinese.



Identifying subject and object pronouns.

التعرّف على ضمائر الفاعل وضمائر المفعول به.



13 - 15 minutes



pencil rubber



I replace the nouns with the suitable pronouns:

أبدّل الأسماء بالضمائر المناسبة:

1. Fiona reads about the continents.

She reads about them.

2. Eve is carrying a map.

.....

3. Peter is listening to Ms. Linda.

.....

4. Our teacher Hiba asked Hazem to talk about his country.

.....

5. Some students are telling my friends and me about their families.

.....

6. My parents and I are having the party next week.

.....



I Check

أتحقق من إجابتي

1. She reads about them.

2. She is carrying it.

3. He is listening to her.

4. She asked him to talk about it.

5. They are telling us about them.

6. We are having it next week.

Activity 7

Fact Or Opinion?

حقيقة أم رأي؟



Differentiate the fact from the opinion accurately.

التَّمييز بدقَّةٍ بينَ الحقيقةِ والرَّأي.



7 - 10 minutes



pencil rubber



I read and decide if the following statements are facts or opinions:

أقرأ، وأقرِّر ما إذا كانتِ العباراتُ الآتيةُ حقائق أم آراء:

There are seven continents on Earth.

Fact

Our Earth is an amazing place.

Opinion

Geography is the most important subject.

.....

Asia is the biggest continent.

.....

Visiting different countries is fun.

.....

Chinese is the language with the most native speakers.

.....

Damascus is the capital city of Syria.

.....



I Check

أتحقق من إجابتي

Fact

- There are seven continents on Earth.
- Asia is the biggest continent.
- Chinese is the language with the most native speakers.
- Damascus is the capital city of Syria.

Opinion

- Our Earth is an amazing place.
- Geography is the most important subject.
- Visiting different countries is fun.

Activity 8

My Friends

أصدقائي



Writing some facts and opinions about my friends.

كتابة بعض الحقائق والآراء عن أصدقائي.



10 - 15 minutes



pencil rubber



I fill in the box about my friends then write sentences using facts and opinions:

أقومُ بملءِ الجدولِ بمعلوماتٍ عن أصدقائي، ثمَّ أكتبُ جملاً باستخدام الحقائق والآراء:

Name
Paola
.....
.....

Country
Italy
.....
.....

Nationality
Italian
.....
.....

Language

Italian

.....

.....

Favourite Food

pizza

.....

.....

Character

friendly

.....

.....



I Check

أتحقق من إجابتي

Sample answer.

My friend's name is Paola. She is from Italy.
Her nationality is Italian and she speaks Italian.
She likes eating pizza. Paola is nice and friendly.

Activity 9

Introducing Others

تقديم الآخرين



Introducing other people using short sentences.

تقديم أشخاص آخرين باستخدام جمل قصيرة.



15 - 20 minutes



pencil rubber



I read and complete with one word:

أقرأ، وأكمل بكلمة واحدة:

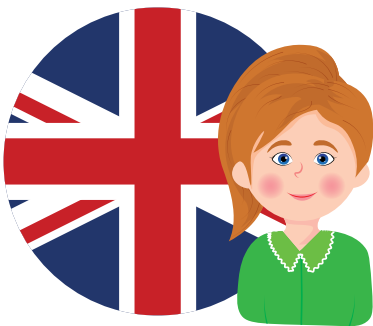


His name's Jilan

He's eleven

He's from China

He's Chinese



Her name's

She's

She's from

She's



His name's

He's

He's from

He's



Her name's

She's

She's from

She's



His name's

He's

He's from

He's



I Check

أتحقق من إجابتي

Sample answer.

1- His name's Jilan. He's eleven. He's from China.
He's Chinese.

2- Her name's Abby. She's twenty-eight. She's from Britain.
She's British.

3- His name's Ezequel. He's fifty three. He's from Argentina.
He's Argentinian.

4- Her name's Alessa. She's thirteen.
She's from the United States of America.
She's American.

5- His name's Jack. He's seventy five. He's from Australia.
He's Australian.

Activity 10

My Favourite Country

بلدي المفضل



Writing a paragraph about a country.

كتابةً مقطوعاً عن بلدٍ ما.



15 - 20 minutes



pencil rubber



I write about my country or a country I would like to visit using facts and opinions:

أكتبُ عن بلدي أو بلدٍ آخرٍ أرغبُ في زيارته باستخدام الحقائق والآراء:

1. What is the country?
2. What is the capital city?
3. What is it famous for?
4. What language do people speak there?
5. Where is it located?



I Check

أتحقق من إجابتي

Sample answer.

One country I would love to visit is Japan, with its capital city, Tokyo. Japan is famous for its rich culture and delicious cuisine like sushi. The main language spoken there is Japanese. Japan is located in Asia. Japan is an amazing country with rich tradition and beautiful places to visit.










1- I read and choose:

1. (He / Him) is my best friend.
2. I saw (she / her) at the park yesterday.
3. (They / Them) are going to the zoo tomorrow.
4. Can you help (I / me) with my homework?
5. (We / Us) love to play soccer after school.
6. Did you see (he / him) at the concert?
7. (She / Her) is going to bake a cake for the party.
8. The teacher gave (we / us) a lot of homework.
9. (It / Its) is raining outside.
10. I want to play with (they / them) after class.

2- I read and complete the chart:

Italy - Brazilian - Portuguese - Britain - Japan - Germany
 - Argentinian - French - Spanish - Australian - Mexican

Flag	Country	Nationality
	Brazil	.....
	.....	Italian
	.....	German
	Mexico	.....

	Portugal	.....
	.....	British
	Spain	.....
	France	.....
	Australia	.....
	Argentina	.....
	.....	Japanese

3- I read and match:

1. Where are you from?

a. I'm Egyptian.

2. What is your nationality?

b. I speak Arabic.

3. What language do you speak?

c. Egypt is famous for its ancient Pyramids.

4. What is your country famous for?

d. I am from Egypt.







I Check

أتحقّق من إجابتي

1- I read and choose:

1. He is my best friend.
2. I saw her at the park yesterday.
3. They are going to the zoo tomorrow.
4. Can you help me with my homework?
5. We love to play soccer after school.
6. Did you see him at the concert?
7. She is going to bake a cake for the party.
8. The teacher gave us a lot of homework.
9. It is raining outside.
10. I want to play with them after class.

2- I read and complete the chart:

Flag	Country	Nationality
	Brazil	Brazilian
	Italy	Italian
	Germany	German
	Mexico	Mexican

	Portugal	Portuguese
	Britain	British
	Spain	Spanish
	France	French
	Australia	Australian
	Argentina	Argentinian
	Japan	Japanese

3- I read and matcht:

1. Where are you from? I am from Egypt.




2. What is your nationality? I'm Egyptian.

3. What language do you speak? I speak Arabic.

4. What is your country famous for? Egypt is famous for its ancient Pyramids.



I am able to أَسْتَطِيعُ أَنْ			
<p>1. Recognize the different nationalities. (British - Korean - Italian - Chinese - Spanish - Syrian) أَتَعَرَّفُ عَلَى الْجَنَسِيَّاتِ الْمَخْتَلِفَةِ. (بَرِيْطَانِي - كُورِي - إِيطَالِي - صِيْنِي - إِسْبَانِي - سُورِي).</p>			
<p>2. Talk about my country. (My country is famous for its beautiful sites. - Damascus is the capital city of Syria.) أَتَحَدَّثُ عَنْ بَلَدِي. (بَلَدِي مَشْهُورٌ بِمَوَاقِعِهَا الرَّائِعَةِ. - دَمَشَقُ عَاصِمَةُ سُورِيَةِ).</p>			
<p>3. Talk about my friends and their countries. (John is from Britain. His nationality is British.) أَتَحَدَّثُ عَنْ أَصْدِقَائِي وَبِلْدَانِهِمْ. (جُونُ مِنْ بَرِيْطَانِيَا. يَتَمَتَّعُ بِالْجَنَسِيَّةِ الْبَرِيْطَانِيَّةِ).</p>			

<p>I am able to أستطيع أن</p>			
<p>4. Use facts and opinions. (fact: Zeina is from Italy. opinion: Zeina is kind.)</p> <p>أستخدمُ الحقائق والآراء. (حقيقة: زينة من إيطاليا. -رأي: زينة لطيفة.)</p>			
<p>5 Introduce other people using short sentences. (His name's Jilan. He's eleven. He's from China. He's Chinese).</p> <p>أقدّم أشخاص آخرين باستخدام جملٍ قصيرةٍ. (اسمه جيلان. عمره 11 سنة. هو من الصين. هو صيني.)</p>			
<p>6. Identify good citizens' activities. (We should respect others and take care of things and be helpful).</p> <p>أتعرّف نشاطات المواطنين الجيّد. (علينا احترام الآخرين والمحافظة على الأشياء وتقديم المساعدة.)</p>			



rights - basic needs: play and rest - be safe and healthy - learn and grow

حقوق - احتياجات أساسية - ألعْبُ وأرتاحُ - أكون بأمان وبصحة - أتعلّم وأتمو



4 - 5 hours



crayons



pencil



rubber



CD player



Let's Go



I read and write the words in the correct column:

أقرأ، وأكتبُ الكلمات في العمود الصحيح:

Shelter - Obey rules - Food
Respect others - Go to school - Work hard

Rights

.....

.....

.....

Responsibilities

.....

.....

.....

Activity 1

I Have Rights

لديّ حقوق



Identifying children's rights.

التعرّف على حقوق الأطفال.



10 - 13 minutes



pencil



rubber



CD player



I listen, read and order:

En6-2-2-1

أستمعُ، أقرأُ، وأرتّبُ:

have a name



be healthy and happy



grow and learn



have a home

1

play and rest



be safe

eat healthy food



I Check

أتحقق من إجابتي

Children have a right to:

1. have a home
2. be safe
3. eat healthy food
4. be healthy and happy
5. grow and learn
6. have a name
7. play and rest



Activity 2

Let's Know More About Our Rights

لنتعرّف أكثر على حقوقنا



Identifying child's rights meanings.

تعرّف معاني حقوق الطفل.



7 - 10 minutes



pencil rubber



I look at the pictures and match with the correct description:

أنظرُ إلى الصور، وأطابقُ مع التّوصيف:



Shelter



Protection



Health



Education



Nutrition

A child has the right to learn.

A child has the right to good nutrition.

A child should have a place to live and clothes to wear.

A child should receive fair treatment and respect.

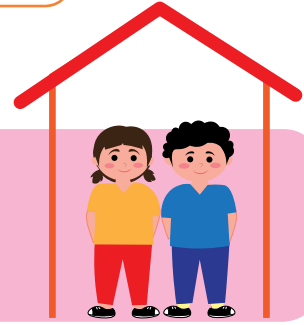
A child should receive health care.



I Check

أتحقق من إجابتي

Shelter: A child should have a place to live and clothes to wear.



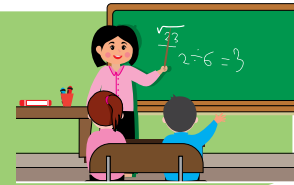
Protection: A child should receive fair treatment and respect.



Health: A child should receive health care.



Education: A child has the right to learn.



Nutrition: A child has the right to good nutrition.



Activity 3

I Know My Rights

أعرفُ حقوقي



Recognising the importance of each of the children's rights.

تمييزُ أهميّة كل حقوق الأطفال.



10 - 13 minutes



pencil rubber



I read and match:

أقرأ، وأطابقُ:

Sami likes to learn new languages.

Right to live well

Ruba has fever and can't walk or play.

Right to education

Samer lives in a small crowded room.

Right to safety

Nada feels afraid when she walks alone.

Right to be healthy



I Check

أتحقق من إجابتي

Sami likes to learn new languages - Right to education

Ruba has fever and can't walk or play - Right to be healthy

Samer lives in a small crowded room - Right to live well

Nada feels afraid when she walks alone - Right to safety



www.unicef.org

Activity 4

I Read About My Rights!

أقرأ عن حقوقي



Scanning a text looking for specific information.

مسحٌ سريعٌ لنصٍّ للبحث عن معلوماتٍ محدَّدة.



10 - 15 minutes



pencil rubber



I read and decide if the following statements are True or False:

أقرأ، وأقرُّرُ إذا كانتِ العبارةُ صحيحةً أو خاطئةً.

Rights for All, Big and Small

The United Nations has more than 50 rights listed in the Convention of the Rights of the Child.

These rights are not just things children want — they are basic needs that every child must have to live a safe, healthy, and happy life.

According to the United Nations, every person under the age of 18 is a child and has these rights. All rights are equally important, and no child should be treated unfairly. Adults must always do what is best for the child. As children grow older, they have more responsibility to make their own choices and exercise their rights.

1. The child's rights are listed in a convention.

2. Not all children have the same rights.

3. Some rights are more important than others.

4. When children grow, they can make choices.

5. The rights are things we like to have.



I Check

أتحقق من إجابتي

1. The child's rights are listed in a convention.

2. All children have the same rights.

3. All rights are equally important.

4. When children grow, they can make choices.

5. Rights are basic needs.

Activity 5

Right or Not?

حق أو لا؟



Differentiating between a child's rights and desires.

التَّمييز بين حقوق الطُّفَل ورغباته.



7 - 10 minutes



pencil rubber



I read and tick the right column:

أقرأ، وأضع إشارة ✓ في العمود الصَّحيح:

go to school		
have a pet		
watch TV		
have a house		
go on holiday		
be safe		
play board games		

Rights
✓
.....
.....
.....
.....
.....
.....

Things I want
✓
.....
.....
.....
.....
.....
.....



I Check

أتحقق من إجابتي

go to school

Rights

have a house

Rights

be safe

Rights

have a pet

Things I want

watch TV

Things I want

go on holiday

Things I want

play board games

Things I want

Activity 6

My Day

يومي



Applying vocabulary about World Children's Day.

تطبيق مفرداتٍ ليومِ الطِّفلِ.



7 - 10 minutes



pencil / rubber



I read and fill in the spaces with words from the box:

أقرأ، وأملأ الفراغاتِ بكلماتٍ من الصُّندوقِ.

celebrate / activities / future / parents / society / rights

World Children's Day

The United Nations listed the child's rights on the 20th of November 1989 and this date is now the World Children's Day. It is a day to celebrate children because they are important in 1..... . Every year on this day, teachers and 2..... around the world give ideas for children to learn about their rights and 3..... them. They do 4..... that are fun, practical and easy. They celebrate every year to ask for a better 5..... for every child.



I Check

أتحقق من إجابتي

World Children's Day

The United Nations listed the child's rights on the 20th of November 1989 and this date is now the World Children's Day. It is a day to celebrate children because they are important in society. Every year on this day, teachers and parents around the world give ideas for children to learn about their rights and celebrate them. They do activities that are fun, practical and easy. They celebrate every year to ask for a better future for every child.





Identifying the uses of 'and, or, but and so'.

تحديد استخدام .and, or, but, so



13 - 15 minutes



pencil rubber



I read and match:

أقرأ، وأطابق:

1. The world has agreed to respect

a. **but** they mustn't work.

2. Children can help their parents,

b. **so** they must go to school.

3. Children have the right to learn,

c. **or** they won't be healthy.

4. Parents make decisions,

d. **but** they should respect children's rights.

5. Children must have fresh food and water,

e. **and** protect the child's rights.



I Check

أتحقق من إجابتي

1. The world has agreed to respect and protect the child's rights.
2. Children can help their parents, but they mustn't work.
3. Children have the right to learn, so they must go to school.
4. Parents make decisions, but they should respect children's rights.
5. Children must have fresh food and water, or they won't be healthy.

Activity 8

I Can Connect Sentences

يُمْكِنُنِي رِبْطَ الْجُمْلِ



Linking sentences and words using conjunctions.

رِبْطُ الْجُمْلِ وَالْكَلِمَاتِ بِاسْتِخْدَامِ أَدْوَاتِ الرِّبْطِ.



7 - 10 minutes



pencil rubber



I read and fill in the spaces with (and, but, or):

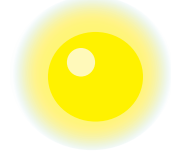
أَقْرَأُ، أَمَلُّ الْفَرَاغَاتِ بِـ (and, but, or):

1. Is this pen yours mine?
2. The dog took the bone buried it.
3. He likes the red bag not the blue one.
4. Mark sat on the sofa slept off.
5. Do you like milk tea?
6. You must hurry you will be late.
7. Susan likes to sing dance.
8. This dog is small brave.



9. Please pass me a spoon a fork.

10. I like sunshine not the rain.



I Check

أتحقق من إجابتي

1. Is this pen yours or mine?
2. The dog took the bone and buried it.
3. He likes the red bag but not the blue one.
4. Mark sat on the sofa and slept off.
5. Do you like milk or tea?
6. You must hurry or you will be late.
7. Susan likes to sing and dance.
8. This dog is small but brave.
9. Please pass me a spoon or/and a fork.
10. I like sunshine but not the rain.

Activity 9

I Can Complete Sentences. أستطيع أن أكملَ جملاً.



Completing sentences using conjunctions.

إكمالُ جملٍ باستخدامِ أدواتِ الرِّبَطِ.



7 - 10 minutes



pencil rubber



I read and complete the sentences:

أقرأُ، وأكملُ الجملَ:

1. Children have the right to learn and grow.
2. On holiday, I often go or
3. I want to learn new things, so
4. I am young but
5. I need and



I Check

أتحقق من إجابتي

Sample Answers:

1. Children have the right to learn and grow.
2. On holiday, I often go swimming or sightseeing.
3. I want to learn new things, so I go to school.
4. I am young but strong.
5. I need food and water.





Writing about child's rights.

الكتابة عن حقوقِ الطِّفلِ.



10 - 15 minutes



pencil rubber



I write sentences about things I want, things I need and my rights:

أكتبُ جملاً عن أشياء أريدها، أشياء أحتاجها، وحقوقِي:

My Rights

I have the right to learn.

I have the right to

I have

I

Things I Want

I want to watch TV.

I want to

I want

I

Things I Need

I need a pen to write.

I need

I



I Check

أتحقق من إجابتي

Sample Answers:

I have the right to have a house.

I have the right to have good food.

I have the right to play.

I want to go on holiday.

I want to play outside.

I want to listen to music.

I need a jacket to stay warm.

I need a brush to brush my teeth.



1- I read and choose:

- 1. She went shopping, (but / so) she didn't buy anything.
- 2. She planted trees, (but / so) she helped the environment.
- 3. She mixed the cake batter, (or / and) she put it in the oven.
- 4. Are you going right (but / or) left?

2- I order:

1. safe. / to / have / the/ Children / right / be

.....

2. eat / must / food. / healthy / Children

.....

3. work/ mustn't /Children /right/ They /the /to play /have /and rest.

.....

3- I read and match:

1. I enjoy listening to music,

a. tea or coffee?

2. I made that box from recycled

b. so she can cook them.

3. She washed the vegetables,

c. paper and cardboard.

4. What would you like to drink,

d. but I have never been to a concert.



4- I write my rights under the pictures using the words in the box below:

have an identity - relax and sleep - get dressed - education - food -
play - be healthy - have family love - be safe


I have the right to



.....



.....



.....




.....



.....



.....



.....



.....



.....



I Check

أتحقق من إجابتي

1- I read and choose:

1. She went shopping, but she didn't buy anything.
2. She planted trees, so she helped the environment.
3. She mixed the cake batter, and she put it in the oven.
4. Are you going right or left?

2- I order:

1. safe. / to / have / the/ Children / right / be

Children have the right to be safe.

2. eat / must / food. / healthy / Children

Children must eat healthy food.

3. work./ mustn't /Children /right/ They /the /to play /have /and rest.

Children have the right to play and rest. They mustn't work.

Children mustn't work. They have the right to play and rest.



3- I read and match:

1. I enjoy listening to music, but I have never been to a concert.

2. I made that box from recycled paper and cardboard.

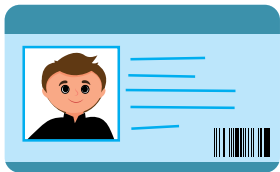
3. She washed the vegetables, so she can cook them.

4. What would you like to drink, tea or coffee?

4- I write my rights under the pictures using the words in the box below:

have an identity - relax and sleep - get dressed - education - food - play - be healthy - have family love - be safe

I have the right to



have an identity



education



play



relax and sleep



have family love



food



be healthy




get dressed



be safe



I am able to أستطيع أن			
<p>1. Identify children's rights. (Have a home - Be safe - Eat healthy...) أتعرف حقوق الأطفال (أملك بيتاً - أكون بأمان - أتناول طعام صحيّ....)</p>			
<p>2. Identify child's rights meanings. (Education: A child has the right to learn. Health: A child should have clean air, water and healthy food.) أتعرف معاني حقوق الأطفال. (التعليم: أن يتلقى الطفل تعلم جيد. الصحة: أن يكون لديه هواء نقي، ماء وطعام صحيّ.)</p>			
<p>3. Identify vocabulary about World Children's Day. (celebrate / activities / future / parents / society / rights) أتعرف مفردات ليوم الطفل. (يحتفل / أنشطة / مستقبل / والدين / مجتمع / حقوق)</p>			

<p>I am able to أستطيع أن</p>			
<p>4. Recognise the difference between my rights and things I want. (I have the right to learn. I want to watch TV.) أتعرف الفرق بين حقوقي والأشياء التي أريدها. (حقِّي أن أتعلّم. أريد مشاهدة التلفاز.)</p>			
<p>5. Talk about child rights and their importance. (- Nada feels afraid when she walks alone. - Right to safety.) التحدّث عن حقوق الطفل وأهميتها. (تشعر ندى بالخوف عندما تسير وحيدة. - الحق بالشعور بالأمان.)</p>			
<p>6. Form sentences using and / but /so / or. (He likes the red bag but not the blue one. Mark sat on the sofa and slept off. Do you like milk or tea?) تكوين الجمل باستخدام and / but /so / or. (إنه يحبّ الحقيبة الحمراء ولكنه لا يحبّ الحقيبة الزرقاء. جلس مارك على الكنبه ونام. هل تحبّ الحليب أم الشاي؟)</p>			

1- I read and choose:

1. Maria loves her cat. (**She / Her**) takes care of it very well.
2. I saw the movie last night. (**It / Its**) was really exciting!
3. Jack and Jill are playing outside. Can you see (**they / them**)?
4. This is my favourite toy. I play with (**it / its**) every day.
5. My friends invited (**I / me**) to their party.
6. The teacher gave (**we / us**) homework.
7. Lisa loves to draw. (**She / Her**) draws every day after school.
8. I want to go to the park, (**and / but**) it is raining outside.
9. Would you like pizza (**but / or**) chicken for dinner?
10. I have a dog (**and / but**) a cat at home.
11. It was very hot outside, (**so / but**) we decided to go swimming.
12. Do you prefer chocolate ice cream (**or / and**) vanilla?
13. He studied hard for the test, (**so / but**) he passed!
14. I like to play football, (**and / but**) my brother prefers basketball.
15. We can go to the zoo, (**or / so**) we can visit the aquarium instead.



2- I complete the following sentences using these words:


safe / right / nationality / country / healthy

1. My favourite is Japan because of its beautiful gardens.
2. My friend is from Mexico, so her is Mexican.
3. Every child has the to play and have fun.
4. Eating fruits and vegetables helps us stay
5. Always wear a helmet when you ride your bike to be

3- I complete these sentences:

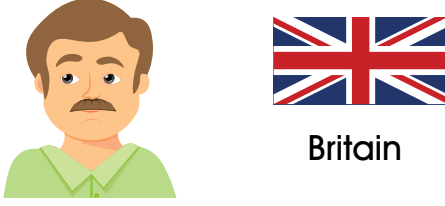
1. I am from Syria. I am
2. I like apples but
3. I know my rights so

4- I read and complete:



United States

Where is Sara from?
Sara is from



Britain

What is John's nationality?
He is



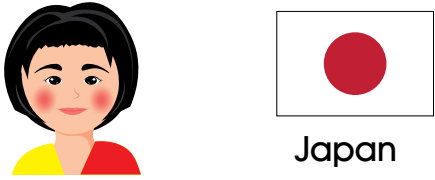
Germany

Where your sister from?
..... is from



South Korea

What Paul's nationality?
.....



Japan

Where Paola?
She
What is her?
She is





Canada

Where is Patty from?

She



Spain

.....?

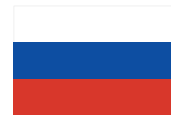
My father is from



Italy

What is your mother's

..... Italian.



Russia

Where Alexis

Alexis



Australia


.....?

.....


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:



أتعلم بطريقة الاختيار من متعدّد: 

- I choose the correct word:
- In Australia, they speak different languages but most of them use ([English](#) / [Arabic](#) / [Chinese](#)).
- John is from ([England](#) / [Australia](#) / [Syria](#)).

أتعلم بطريقة المطابقة والوصل: 

- I read and match:

Sami likes to learn new languages.

Ruba has fever and can't walk or play.

Right to be healthy

Right to education

أَتَعَلَّمُ بِطَرِيقَةِ التَّرْتِيبِ: ☆☆☆

- I order:

safe. / to / have / the/ Children / right / be

Children have the right to be safe.

أَتَعَلَّمُ بِطَرِيقَةِ كِتَابَةِ الإِجَابَةِ: ☆☆☆

- I read and complete with one word:

His name's Jilan

He's eleven

He's from China

He's Chinese



Unit 3: Clean Nature



3- 4 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

Natural Resources

الموارد الطبيعيّة



Lesson 2

I Recycle and Reuse

أعيد التّدوير والاستخدام



Let's Start



Activity

Nature

الطبيعة



Recognising the correct words.

تمييزُ الكلماتِ الصَّحيحة.



10 - 13 minutes



pencil / rubber



I look at the picture and write the words next to the correct items:

أنظُرْ إلى الصُّورة، وأكتبُ الكلماتِ في الأماكنِ الصَّحيحة:

tree - waste bin - water - waste paper - recycle sign





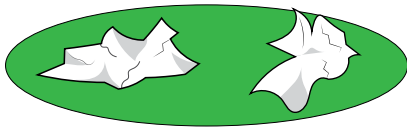
.....



.....



.....



.....



.....



I Check

أتحقق من إجابتي



1. Tree



2. Waste bin



3. Water



4. Waste paper



5. Recycle sign



coal - oil - natural gas - sun - soil

الفحم - نفط - الغاز الطبيعي - شمس - تربة



4 - 5 hours



crayons



pencil



rubber



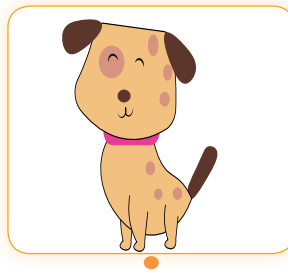
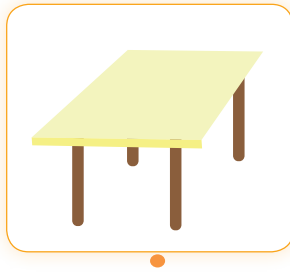
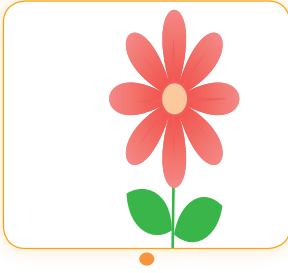
CD player



Let's Go

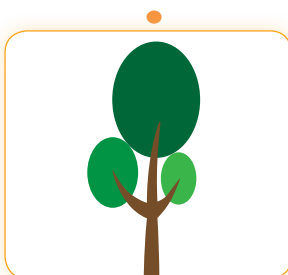
▶ Natural or man-made? I match:

طبيعيَّة أم من صنع الإنسان؟



natural

man-made



Activity 1

The Magic of Nature

سحر الطبيعة



Recognizing some of the natural resources.

تعرّف بعض الموارد الطبيعية.



10 - 13 minutes



pencil



rubber



CD player



I listen and put the resource in the correct column:

En6-3-1-1

أستمع وأضع المصدر في العمود المناسب:

sunlight, coal, air, oil, natural gas, water, soil, plants

Resources that we can use again and again	Resources that need thousands of years to be replaced



I Check

أتحقق من إجابتي

Resources that we can use again and again:
sunlight, air, water, soil, plants

Resources that needs thousands of years to be
replaced: coal, oil, natural gas



Activity 2

Tell Me About Nature

أخبرني عن الطبيعة



Asking and answering about natural resources and their importance.

السؤال والإجابة عن الموارد الطبيعيّة وأهميّتها.



10 - 13 minutes



pencil rubber



I read and match:

أقرأ، وأطابق:

1. What are natural resources?

a. Trees give us oxygen to breathe!

2. Why do we need trees?

b. We need water to drink!

3. Why is water important?

c. We should turn off the tap when we brush our teeth!

4. How can we save water?

d. They are things from nature, like water, the sun and trees.

5. Why do we have to care for natural resources?

e. We have to use natural resources carefully, because some of them will not last forever.



I Check

أتحقق من إجابتي

1. What are natural resources? They are things from nature, like water, the sun and trees.
2. Why do we need trees? Trees give us oxygen to breathe!
3. Why is water important? We need water to drink.
4. How can we save water? We should turn off the tap when we brush our teeth!
5. Why do we have to care for natural resources?
We have to use natural resources carefully, because some of them will not last forever.



Identifying some vocabulary about natural resources.

تعرِّف بعض المفردات المتعلِّقة بالموارد الطَّبيعيَّة.



10 - 13 minutes



pencil rubber



I read and fill in the spaces with these words:

أقرأ، وأملأ الفراغات بهذه الكلمات:

soil, source, planting, air, natural

1. There are different kinds of **natural** resources which we need to live.
2. Clean is important for all living things.
3. helps plants grow and is very important.
4. trees helps create more forests that give us clean air.
5. Water is the main of life, and we must take care of it.



I Check

أتحقق من إجابتي

1. There are different kinds of natural resources which we need to live.
2. Clean air is important for all living things.
3. Soil helps plants grow and is very important.
4. Planting trees helps create more forests that give us clean air.
5. Water is the main source of life, and we must take care of it.

Activity 4

Let's Help the Environment

هَيَّا نَسَاعِدُ الْبِيئَةَ



Distinguishing between True and False sentences.

التَّمْيِيزُ بَيْنَ الْجُمَلِ الصَّحِيحَةِ وَالْخَاطِئَةِ.



10 - 15 minutes



pencil rubber



I read and decide if the following statements are True or False:

أَقْرَأُ، وَأَقْرُرُ إِذَا كَانَتِ الْعِبَارَةُ صَحِيحَةً أَوْ خَاطِئَةً:

Precious Resources

The world uses too much oil, gas and coal. These natural resources will not last for a long time. So, we must look for other sources like: solar power, wind power, and wave power. The solar power comes from the sun which is main source of energy for all living things. We should use sunlight and change it into useful forms of energy such as electricity. This is one way to protect natural resources. The solar power doesn't cause pollution, and we can use it again and again.

1. Oil, gas and coal will last forever.

2. The sun gives us wave power.

3. The sun is the main source of power for all living things.

4. We can change sunlight into electricity.

5. The sun power causes pollution.



I Check

أتحقق من إجابتي

1. Oil, gas and coal will not not last for a long time.

2. The sun gives us solar power.

3. The sun is the main source of power for all living things.

4. We can change sunlight into electricity.

5. The solar power doesn't cause pollution.

Activity 5

Must, Have to or Should?

عليك أن تفعل أو يجب أو من الأفضل؟



Differentiating between have to, must and should.

التمييز بين should و must, have to



10 - 15 minutes



pencil rubber



I read and fill in the spaces with these words:

أقرأ، وأملأ الفراغات بهذه الكلمات:

dig - walk - care - work - throw - protect

- We must **protect** forests because they provide clean air.

1. You mustn't on the grass.

2. People shouldn't rubbish in the river.

3. We have to hard to reduce air pollution.

4. We don't have to a well near the lake.

5. People should about natural resources.



I Check

أتحقق من إجابتي

1. You mustn't walk on the grass.

2. People shouldn't throw rubbish in the river.

3. We have to work hard to reduce air pollution.

4. We don't have to dig a well near the lake.

5. People should care about natural resources.

Activity 6

Use it Right

أستخدمها بالطريقة الصحيحة



Using modal verbs correctly.

استعمال الأفعال المساعدة بالطريقة الصحيحة.



7 - 10 minutes



pencil / rubber



I read and choose:

أقرأ، وأختار:

1. Children (mustn't / don't have to) play with matches.
2. We (must - mustn't) protect forests because they provide clean air.
3. You (mustn't / have to) be polite with others.
4. He (should / shouldn't) study before the exam.
5. In the future, all people (should / mustn't) use solar power.



I Check

أتحقق من إجابتي

1. Children mustn't play with matches.

2. We must protect forests because they provide clean air.

3. You have to be polite with others.

4. He should study before the exam.

5. In the future, all people should use solar power.

Activity 7

Should I?

أعليّ أن؟



Developing answers using modal verbs.

تشكيلُ إجاباتٍ باستعمال الأفعال المساعدة.



13 - 15 minutes



pencil rubber



I read and answer using the modals:

أقرأ، وأجيبُ باستخدام هذه الأفعال:

should - have to - must

1. Why must we protect the environment?

We must protect the environment to keep it healthy.

2. What do we have to do to save our natural resources?

.....

3. How should we save water?

.....

4. Why should we plant trees?

.....

5. What should we do with the rubbish?

.....



I Check

أتحقق من إجابتي

Sample answers.

1. We must protect the environment to keep it healthy.

2. We have to recycle things to save our natural resources.

3. We should turn off the tap while brushing our teeth.

4. We should plant trees which provide us with clean air to breathe.

5. We must throw rubbish in the bin to keep the Earth clean.



Composing a short paragraph.

كتابة موضوع قصير.



13 - 15 minutes



pencil / rubber



I write a short paragraph about some ways to save our natural resources:

أكتبُ مقطعاً قصيراً عن بعض الطرائق للحفاظ على مواردنا الطبيعيّة:

Handwriting practice area with ten horizontal dotted lines on a light yellow background.



I Check

أتحقق من إجابتي

Sample answer.

We can save our natural resources by turning off lights when we leave a room and using both sides of paper. Remember to recycle bottles and cans, and use less water, like taking a shower instead of a bath. Planting trees also helps clean the air. Every small action helps!



1- I read and choose:

1. You (must / mustn't) recycle your plastic bottles.
2. You (must / mustn't) throw paper on the ground.
3. You (should / shouldn't) turn off the lights when you leave a room.
4. You (should / shouldn't) waste water when brushing your teeth.
5. You (have to / don't have to) plant trees to help the Earth.
6. You (have to / don't have to) buy new things, you can reuse old ones.

2- I reorder:

1. plants / because / is / helps / it / grow. / Soil / important / very

.....

2. trees. / should / People / plant

.....

3. things / All / water / air / living / live. / and / need / to

.....

4. air / Clean / is / for / all / important / alive / stay / things / to / living

.....

3- I read and match:

1. Trees help clean

a. a clean power source.

2. We must recycle things

b. humans and wildlife.

3. Solar energy is

c. the air we breathe.

4. Air pollution harms both

d. to protect our nature.



I Check

أتحقق من إجابتي

1- I read and choose:

1. You **must** recycle your plastic bottles.
2. You **mustn't** throw paper on the ground.
3. You **should** turn off the lights when you leave a room.
4. You **shouldn't** waste water when brushing your teeth.
5. You **have to** plant trees to help the Earth.
6. You **don't have to** buy new things, you can reuse old ones.

2- I reorder:

1. Soil is very important because it helps plants grow.

2. People should plant trees.

3. All living things need air and water to live.
All living things need water and air to live.

4. Clean air is important for all living things to stay alive.

3- I read and match:

1. Trees help clean the air we breathe.

2. We must recycle things to protect our nature.

3. Solar energy is a clean power source.

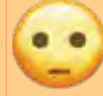
4. Air pollution harms both humans and wildlife.



I am able to أَسْتَطِيعُ أَنْ			
<p>1. Recognise the vocabulary related to natural resources and the environment. (sunlight, coal, air, oil, natural gas, water, soil, plants.)</p> <p>أَتَعَرَّفُ الْمَفْرَدَاتِ الْمَتَعَلِّقَةَ بِالْمَوَارِدِ الطَّبِيعِيَّةِ وَالْبِيئَةِ. (ضوء الشمس، الفحم، الهواء، النفط، الغاز الطبيعي، الماء، التربة، النباتات.)</p>			
<p>2. Ask and answer about natural resources and their importance. (What are natural resources? They are things from nature, like water, the sun and trees.)</p> <p>أَسْأَلُ وَأَجِيبُ عَنِ الْمَوَارِدِ الطَّبِيعِيَّةِ وَأَهْمِيَّتِهَا. (ما هي المصادر الطبيعية؟ هي الأشياء التي تأتي من الطبيعة مثل الماء والشمس والأشجار.)</p>			
<p>3. Talk about protecting the Earth's natural resources. (We must plant trees to keep the air we breathe clean.)</p> <p>أَتَحَدَّثُ عَنْ حِمَايَةِ الْمَوَارِدِ الطَّبِيعِيَّةِ لِلأَرْضِ. (يجب أن نزرع الأشجار لنحافظ على الهواء الذي نتنفسه نظيفاً.)</p>			

I am able to

أستطيع أن



4. Form sentences using must and mustn't, should and shouldn't, have to and don't have to.
- (1. We must protect forests because they provide clean air.
2. You mustn't walk on the grass.
3. People should care about natural resources.
4. People shouldn't throw rubbish in the river.
5. We have to work hard to reduce air pollution.
6. We don't have to dig a well near the lake.)

- أكوّن الجملَ بدقّةٍ باستعمالِ (يجبُ) و(يجبُ ألاّ)، و(علينا) و(ليس علينا).
1. يجب أن نحمي الغابات لأنها توفّر الهواء النظيف
2. يجب ألاّ تمشي على العشب.
3. يجب على الناس الاهتمام بالمصادر الطبيعيّة.
4. يجب ألاّ يرمي الناس القمامة في النهر.
5. علينا أن نعمل جاهدين لتخفيف تلوث الهواء.
6. ليس من الضروري أن نحفر بئراً بجانب البحيرة.)



recycle - reuse - environment - pollution - energy

يعيد تدوير - يعيد استخدام - بيئة - تلوث - طاقة



1.5 - 2 hours



crayons



pencil



rubber



CD player

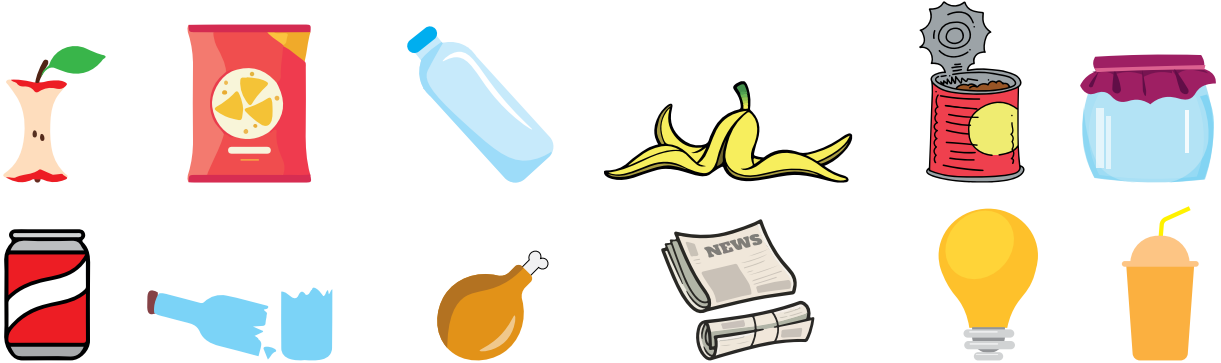
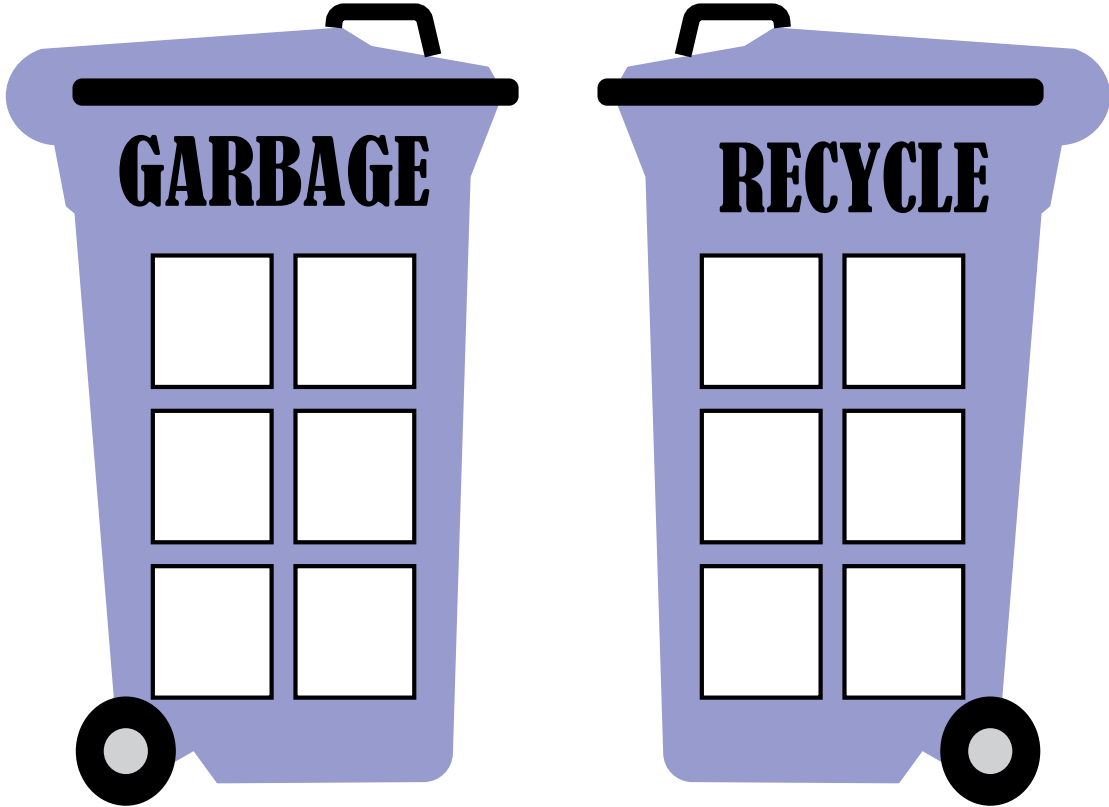


Let's Go



I sort the trash into the correct bin:

أفرز القمامة في سلة المهملات الصحيحة:



Activity 1

Renewing Old Things

تجديدُ الأشياءِ القديمةِ



Recognizing the suitable answer.

تمييزُ الإجابةِ الصَّحيحةِ.



8 - 10 minutes



pencil



rubber



CD player



I listen and choose the correct answer a, b, or c:

En6-3-2-1

أستمعُ، وأختارُ الإجابةَ الصَّحيحةَ:

1. Recycling is to turn old into new ones and to use them again.

a. objects

b. chairs

c. tables

2. Recycling and reusing the environment clean.

a. make

b. keep

c. help

3. Plastic, glass, paper, cardboards and are some examples of things that can be recycled.

a. metals

b. ceramic

c. food

4. We have to collect plastic shopping bags, clothes, paper, and to reuse them again.

a. containers

b. jars

c. glass bottles



I Check

أتحقق من إجابتي

1- Recycling is to turn old objects into new ones and to use them again.

2. Recycling and reusing keep the environment clean.

3. Plastic, glass, paper, cardboards and metals are some examples of things that can be recycled.

4. We have to collect plastic shopping bags, clothes, paper, and glass bottles to reuse them again.

Activity 2

Recycling at School

إعادة التدوير في المدرسة



Distinguishing True and False sentences.

تمييز الجملِ الصَّحيحة منَ الجملِ الخاطئة.



8 - 10 minutes



pencil rubber



I listen and write “True” or “False”:

أستمعُ، وأكتبُ “True” أو “False”:

1. If your school doesn't have recycling bins, you can ask

your parents to get them.

False

2. Recycling can be a great lesson for the whole class.

3. You can collect paper and plastic jars in your school bins.

4. Recycling helps you keep only your home clean.



I Check

أتحقق من إجابتي

1. If your school doesn't have recycling bins, ask your teachers if they can get them.
2. Recycling can be a great project for the whole class.
3. You can collect paper and plastic jars in your school bins.
4. Recycling helps you keep your home and school clean.

Activity 3**Reusing****إعادة الاستخدام**

Presenting a short simple dialogue.

تقديمُ محادثةٍ قصيرةٍ وبسيطةٍ.



8 - 10 minutes



pencil rubber



I practise a similar conversation by changing the underlined words. I start my conversation with:
What do you mean by reusing?:

أَتَدْرِبُ عَلَى مَحَادَثَةٍ مِشَابِهَةٍ مِنْ خِلَالِ تَغْيِيرِ الْكَلِمَاتِ الَّتِي تَحْتَهَا خَطٌّ:
أَبْدَأُ مَحَادَثَتِي بِ: مَاذَا تَعْنِي بِإِعَادَةِ الْإِسْتِخْدَامِ؟

Sham: What do you mean by recycling Luna?

Luna: To turn old objects into new ones and to use them again.

Sham: Like what?

Luna: Like plastic, paper and glass.

Sham: Why do we need to reuse old objects?

Luna: To keep our environment clean.



I Check

أتحقق من إجابتي

Sample answers

Sham: What do we mean by reusing, Luna?

Luna: To use old things again after they have already been used.

Sham: Like what?

Luna: Like plastic bottles, and wood.

Sham: Why do we need to reuse old objects?

Luna: To save natural resources.

Activity 4

Good Ideas

أفكارٌ جيِّدةٌ



Composing simple short sentences.

تأليفُ جملٍ بسيطةٍ قصيرةٍ.



8 - 10 minutes



pencil rubber



I complete the phrases:

أكملُ العباراتِ:

Sara: What can we do with the old papers, Adam?

Adam: We can recycle them.

Adam:

Sara: Is it a good idea to.....?

Adam: Yes/ no, because

Sara: What can we do with ?

Adam: Mmmmm. We can



Sample answers

Sara: What can we do with the old papers, Adam?

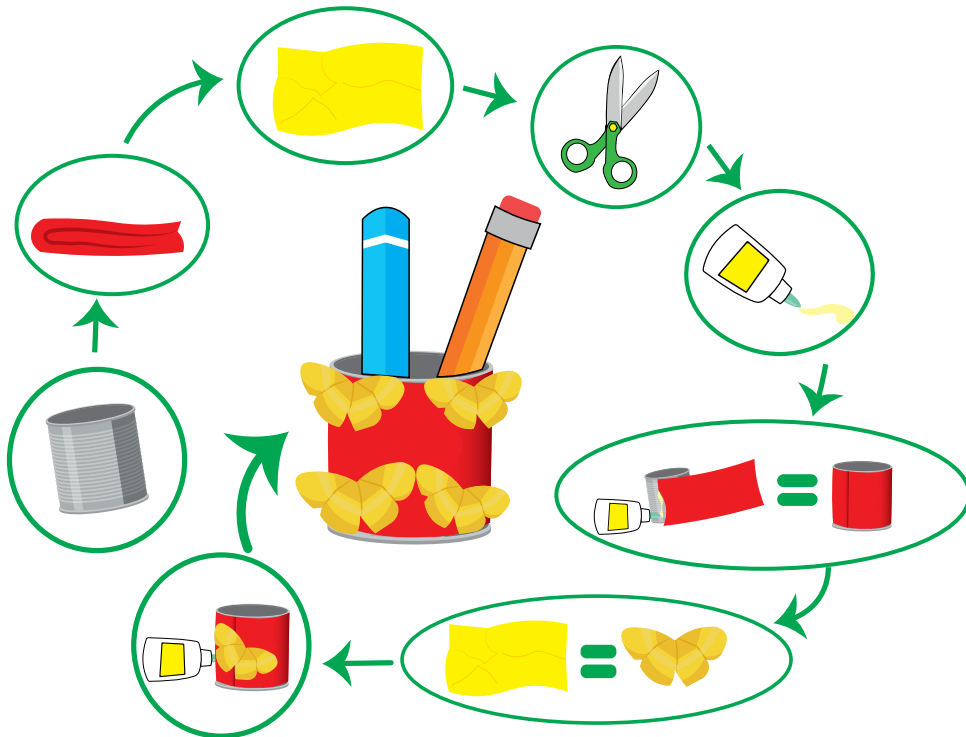
Adam: We can recycle them.

Sara: Is it a good idea to recycle them?

Adam: Yes, because we preserve the environment.

Sara: What can we do with recycled paper?

Adam: Mmmmm. We can make tissues and cardboards.



Activity 5

Words Hero

بطلُ الكلماتِ



Identifying the meaning of the new vocabulary.

تحديدُ معاني المفرداتِ الجديدةِ.



8 - 10 minutes



pencil rubber



I match the words with their meanings:

أصلُ الكلماتِ بمعانيها:

1. energy

a. to make less in size or number.

2. recycling

b. a source of power like oil.

3. reduce

d. turning old things into new ones to use them again.



I Check

أتحقق من إجابتي

1- energy: a source of power like oil

2. recycling: turning old things into new ones to use them again.

3. reduce: to make less in size or number.



Activity 6

Benefits of Recycling

فوائد إعادة التدوير



Responding correctly to the purpose for reading.

الاستجابةً بطريقةٍ صحيحةٍ للهدفِ من القراءة.



8 - 10 minutes



pencil / rubber



I read the text, then I choose the correct answer
a, b, or c:

أقرأ النَّصَّ، ثمَّ أختارُ الإجابةَ الصَّحيحةَ:

Recycling Helps our Earth

In our daily activities, we produce many kinds of waste. So, recycling is one of the best ways to keep our environment clean, because it helps reduce pollution. Recycling also saves energy and natural resources. People can recycle paper, plastic bottles, glass containers and many other things like wood, clothes and children's toys. Recycling is everyone's responsibility. It is one way of keeping the environment healthy for all of us.

1. What do people produce in their daily activities?
 - a. Many kinds of containers.
 - b. A few kinds of waste.
 - c. Many kinds of waste.

2. Why is recycling important? Because it
 - a. reduces pollution.
 - b. produces energy.
 - c. increases pollution.

3. Recycling saves
 - a. pollution
 - b. energy
 - c. power

4. We can recycle
 - a. only paper
 - b. many things
 - c. only paper, glass and plastic

5. Who should care about the importance of recycling?
 - a. No one
 - b. Everyone
 - c. Someone



I Check

أتحقق من إجابتي

1. What do people produce in their daily activities?
They produce many kinds of waste.

2. Why is recycling important?
Because it reduces pollution.

3. Recycling saves energy.

4. We can recycle many things.

5. Who should care about the importance of recycling? Everyone should care about the importance of recycling.

Activity 7

Recycle or Reuse

إعادة تدوير أم إعادة استخدام



Classifying objects.

تصنيفُ الموادّ



8 - 10 minutes



pencil



rubber



I put the objects into the correct box, some can go in both places:

أضعُ الأشياءَ في المربّعِ الصّحيحِ، من المُمْكِن أن تكونَ بعضُ الأشياءِ في كلا المربّعين:

broken bottles - empty glass jars - towels - shirts -
batteries - cardboards - paper - wood - old books -
empty plastic bottles

Recycle

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

Reuse

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



I Check

أتحقق من إجابتي

Recycle

broken bottles
empty glass jars
batteries
cardboards
paper
old books
empty plastic bottles

Reuse

empty glass jars
wood
towels
shirts

Activity 8

Much or Many

الكثيرُ مِنْ أم العديِدُ مِنْ



Distinguishing the use of “many” and “much”.

تمييزُ استعمالِ “many” و “much”.



8 - 10 minutes



pencil rubber



I read the examples, then I fill in the spaces with “much” or “many”:

أقرأ الأمثلة، ثم أملأ الفراغاتِ بـ “many” أو “much”:

- People produce **many kinds** of waste.
 - There are too **many cars** in the street.
 - Recycling doesn't need **much energy**.
 - Cars cause too **much pollution**.
1. You put too sugar in the tea. It is too sweet.
 2. There are too cars. It is bad for the environment.
 3. I spent days there.
 4. Do you have any tea? Yes, but not too
 5. There are boys in the playground.
 6. I drank too coffee, I can't sleep.



I Check

أتحقق من إجابتي

1. You put too much sugar in the tea. It is too sweet.

2. There are too many cars. It is bad for the environment.

3. I spent many days there.

4. Do you have any tea? Yes, but not too much

5. There are many boys in the playground.

6. I drank too much coffee, I can't sleep.

Remember

Much

Much is used with uncountable nouns. It is mainly used in negative and questions clauses.

Examples

1. How much money have you got?
2. We didn't spend much money.
3. There isn't much data to download.
4. I'm sorry but I don't have much time.
5. Too much water ruins the plant.

Many

Many is used with countable nouns. It is mainly used in question, positive sentences and negations.

Examples

1. There are many apples in the basket.
2. How many books do you read in a month?
3. There aren't many cars in the street.



Using correct punctuation.

استعمال علامات الترقيم الصحيحة.



8 - 10 minutes



pencil rubber



I look at the examples, then I write the correct punctuation and capitalization where necessary:

أنظر إلى الأمثلة، ثم أكتب علامات الترقيم الصحيحة، وأكتب الأحرف الكبيرة عند الضرورة:

- Listen to me, Mary.
- What time is it, Sami?
- Yesterday, I bought a pen, a book and a bag.

1. would you like to drink coffee lara

.....

2. i wanted to go for a walk but it started to rain

.....

3. yesterday I bought bread cheese milk and sugar

.....

4. in the morning i like to drink milk

.....



I Check

أتحقق من إجابتي

1. Would you like to drink coffee, Lara?

2. I wanted to go for a walk, but it started to rain.

3. Yesterday, I bought bread, cheese, milk and sugar.

4. In the morning, I like to drink milk.

Activity 10

Let's Reuse Things

دَعْنَا نَعِيدُ اسْتِخْدَامَ الْأَشْيَاءِ



Composing a paragraph.

تشكيل مقطع.



8 - 10 minutes



pencil rubber



I answer the questions to form a paragraph:

أجيبُ عن الأسئلةِ لأكوّن مقطعاً:

1. What does “reusing” mean?

Reusing means to use something many times before throwing it.

2. Why is it important to reuse things?

.....

3. What materials can be reused?

.....

4. Give examples of reusing items.

.....



I Check

أتحقق من إجابتي

Sample answers

Reusing means using items many times before throwing them away. It is important because it helps protect the environment. For example, we can reuse plastic bags and other everyday items.



1- I read the text, then write “True” or “False”:

Most of us want to help the environment in many ways, and reusing is one of them. Instead of buying new items, we can use old ones again. For example, we can reuse empty plastic bottles as flower planters, money boxes, or pencil cases. Plastic and glass jars can be used to store things like rice and sugar. Old towels and cotton shirts can be turned into cleaning rags.

Teaching children about the importance of reusing helps create a greener and healthier world for everyone.

1. Few people want to help the environment.

2. Reusing is bad for environment.

3. We can't use old things again.

4. We should teach children about recycling.

2- I choose the correct answer in brackets:

1. Recycling and reusing reduce too (much - many) pollution.
2. Recycling doesn't need (much - many) energy.
3. I ate (much - many) sandwiches yesterday.
4. There are too (many - much) actors in the theatre.
5. There is too (much - many) traffic in this street.

3- I read and match:

1. Reusing makes

a. as drying rags.

2. Empty plastic bottles can

b. the environment cleaner.

3. Glass jars can be

c. be used as flower planters.

4. We can reuse cotton shirts

d. turned into rice and sugar containers.



I Check

أتحقّق من إجابتي

1- I read the text, then write “True” or “False”:

Most of us want to help the environment in many ways, and reusing is one of them. Instead of buying new items, we can use old ones again. For example, we can reuse empty plastic bottles as flower planters, money boxes, or pencil cases.

Plastic and glass jars can be used to store things like rice and sugar. Old towels and cotton shirts can be turned into cleaning rags.

Teaching children about the importance of reusing helps create a greener and healthier world for everyone.

1. Most of us want to help the environment.
2. Reusing is one way to help the environment so it is very good.
3. We can reuse old things.
4. We should teach children about recycling.

2- I choose the correct answer in brackets:

1. Recycling and reusing reduce too **much** pollution.
2. Recycling doesn't need **much** energy.
3. I ate **many** sandwiches yesterday.
4. There are too **many** actors in the theatre.
5. There is too **much** traffic in this street.

3- I read and match:

1. Reusing makes the environment cleaner.

2. Empty plastic bottles can be used as flower planters.

3. Glass jars can be turned into rice and sugar containers.

4. We can reuse cotton shirts as drying rags.




Lesson Summary ألخص درسي



(15-20) minutes

I am able to أستطيع أن			
<p>1. Identify the new vocabulary related to recycling and reusing. (recycle - reuse - environment - pollution - energy) أحدّد المفردات الجديدة المتعلقة بإعادة التدوير وإعادة الاستخدام. (يعيد تدوير - يعيد استخدام - بيئة - تلوث - طاقة)</p>			
<p>2. Ask questions about recycling and reusing. (Why do we need to recycle old objects?) أطرح أسئلة حول إعادة التدوير وإعادة الاستخدام. (لماذا نحتاج لإعادة تدوير الأشياء القديمة؟)</p>			
<p>3. Answer questions about recycling and reusing. (Why is recycling important? Because it reduces pollution.) أجيب عن أسئلة حول إعادة التدوير وإعادة الاستخدام. (لماذا تعدّ إعادة التدوير مهمة؟ لأنها تحدّ من التلوث.)</p>			

<p>I am able to أستطيع أن</p>			
<p>4. Distinguish between “much” and “many”. (There are too many cars in the street. Recycling doesn’t need much energy.) أميز بين استخدام many / much. (يوجد العديد من السيارات في الشارع. لا تحتاج إعادة التدوير الكثير من الطاقة.)</p>			
<p>5. Add commas in the right place. (Listen to me, Mary.) أضيف الفواصل في المكان المناسب. (Listen to me, Mary.).</p>			
<p>6. Use capital letters with names. (Mary, Sami,....) أستخدم الحروف الكبيرة مع الأسماء. (Mary, Sami,....)</p>			
<p>7. Compose a paragraph about reusing. أكوّن فقرة حول إعادة الاستخدام.</p>			

1- I read and choose the correct answer:

1. Recycling and reusing reduce (too much / too many) pollution.
2. You (have to / mustn't) finish your homework before playing.
3. We (should / shouldn't) eat more fruits and vegetables.
4. I don't have (much / many) time to play today.
5. You (should / don't have to) always wash your hands before eating.
6. How (much / many) water should I drink each day?
7. You (mustn't / must) wear a helmet when riding a bike.
8. There (is / are) too much traffic in this street.



2- I complete the following sentences using these words:


recycle / soil / pollution / resources / environment /
reuse /energy

1. We can paper to make new things.
2. We can old jars for storage.
3. makes the air and water dirty.
4. The battery stores for my toy.
5. The is our planet and all living things.
6. Trees and water are natural which we need
to live .
7. helps plants grow strong and healthy.


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 الاختيار من متعدّد: 

- I choose the correct word:
- Children (mustn't / don't have to) play with matches.
- You (mustn't / have to) be polite with others.
- He (should / shouldn't) study before the exam.

أتعلم بطريقة المطابقة والوصل: 

- I read and match:

1. Trees help clean

a. the air we breathe.

2. We must recycle things

b. to protect our nature.

أتعلم بطريقة الترتيب: ☆☆☆

- I order:

- trees. / should / People / plant

- People should plant trees.

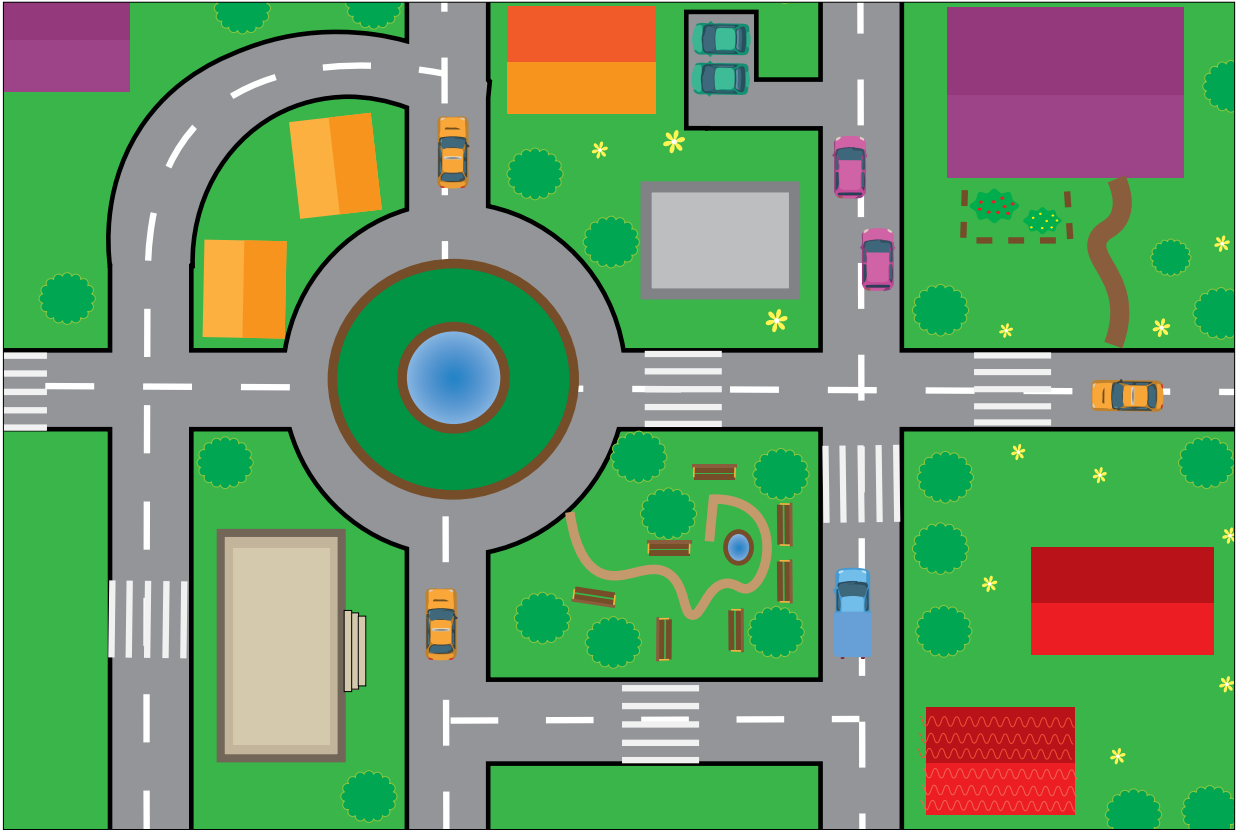
أتعلم بطريقة كتابة الإجابة: ☆☆☆

- I complete the phrases:

Sara: What can we do with the old paper, Adam?

Adam: We can recycle them.

Unit 4: Where to Go



4 -4.5 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

At the Theatre

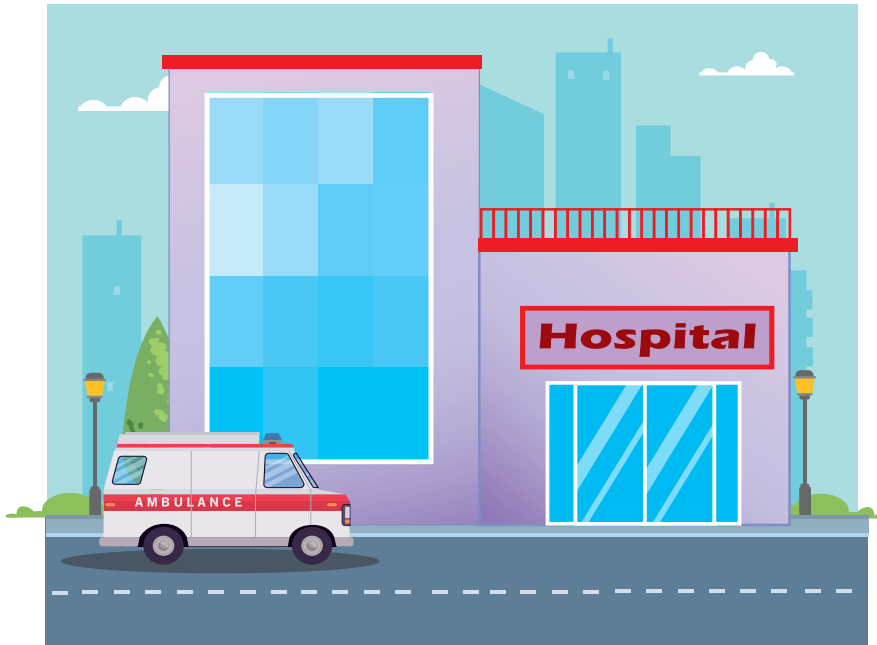
في المسرح



Lesson 2

I Am Sick!

أنا مريض



Let's Start



Activity

Let's Refresh Our Memory

دَعْنَا نَحْفَظُ ذَاكِرَتَنَا



Recongising the places around the town.

تمييزُ الأماكنِ في المدينة.



8 - 10 minutes



pencil rubber



I look and match:

أنظرُ، وأطابق:

1. Where is Andy?

2. Where is Sally?

3. Where is Sandy?

4. Where is Tom?

5. Where is Kevin?

6. Where is Kelly?

7. Where is Lily?

8. Where is John?

• He is at the bank.

• She is at the market.

• She is at the library.

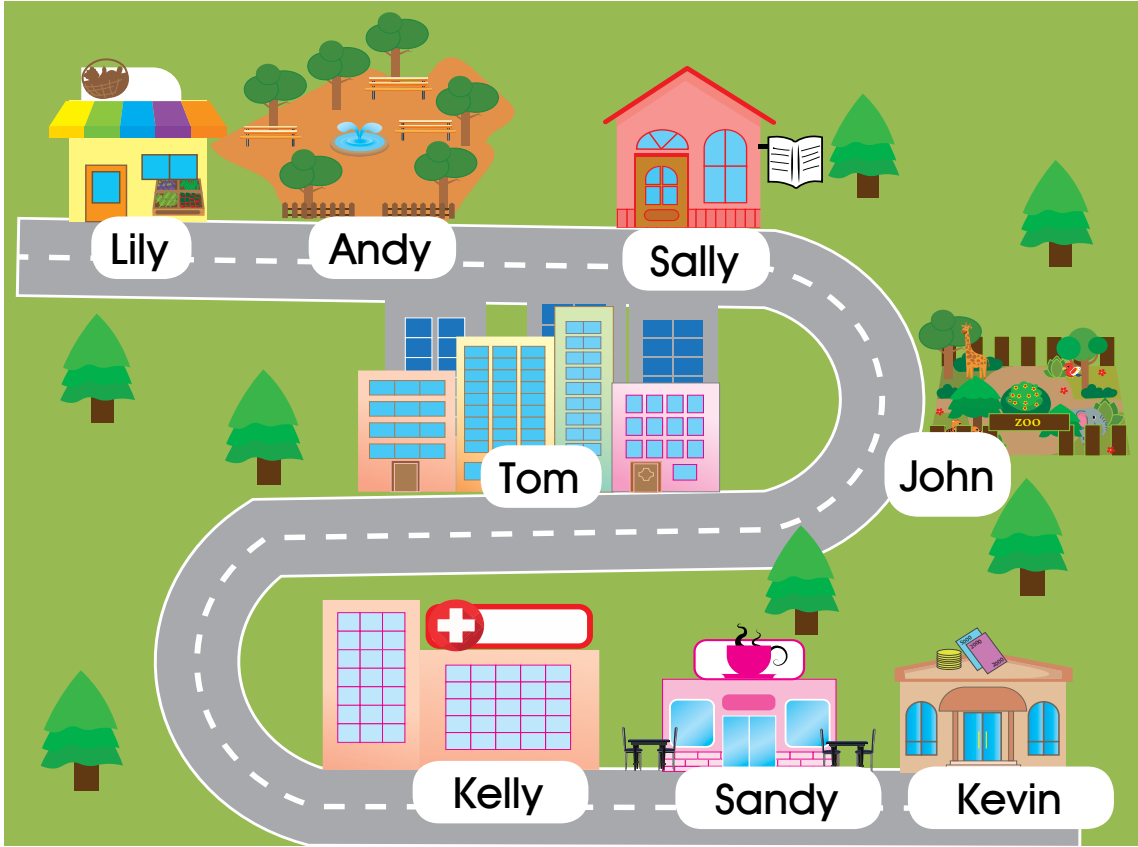
• She is at the hospital.

• He is at the park.

• He is at the zoo.

• He is in the city.

• She is at the café.



I Check

أتحقق من إجابتي

1. Where is Andy? He is at the park.
2. Where is Sally? She is at the library.
3. Where is Sandy? She is at the café.
4. Where is Tom? He is in the city
5. Where is Kevin? He is at the bank.
6. Where is Kelly? She is at the hospital.
7. Where is Lily? She is at the market
8. Where is John? He is at the zoo.



Theatre - Stage - Costumes - Audience - tickets

مسرح - خشبة مسرح - أزياء - جمهور - بطاقات



2 - 2.5 hours



crayons



pencil



rubber



CD player

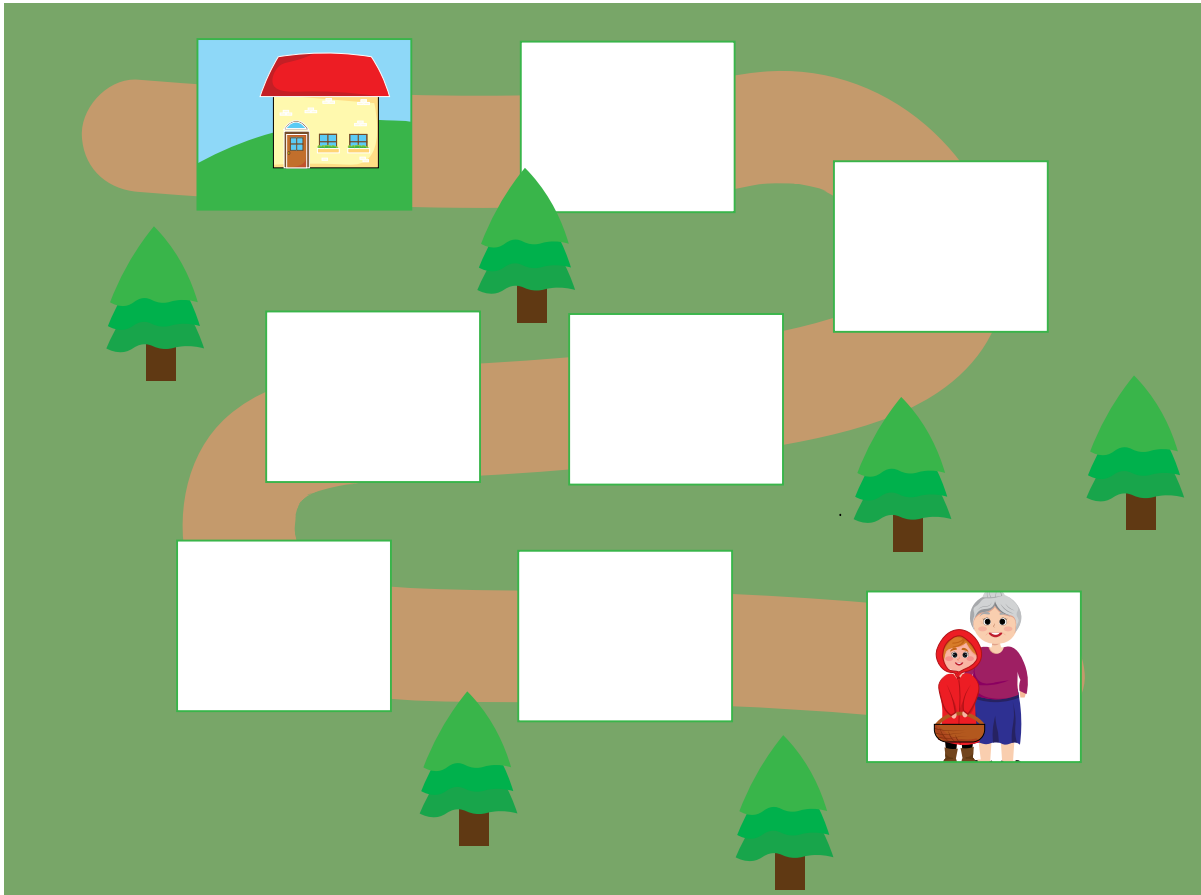


Let's Go



I put the pictures in the correct order:

أضع الصّور في ترتيبها الصّحيح:



Activity 1

Syrian Costumes

الأزياء السوريّة



Completing basic short sentences.

إكمال جملٍ قصيرةٍ أساسيّة.



10 - 13 minutes



pencil



rubber



CD player



I listen to the audio then fill in the spaces with the suitable word: **En6-4-1-1**

أستمعُ للتَّسجيلِ الصَّوتيِّ، ثمَّ أملأُ الفراغاتِ بالكلمةِ المناسبةِ:



stage - theatre - audience - tickets - mine - costumes - play

Hello. My name's Louis. I am at the **theatre** with my family. We bought the a week ago. This ticket is We will watch a about in Syria. The are happy. The..... is big.



I Check

أتحقق من إجابتي

Hello. My name's Louis. I am at the theatre with my family. We bought the tickets a week ago. This ticket is mine. We will watch a play about costumes in Syria. The audience are happy. The stage is big.

Activity 2

What is it about?

حول ماذا تدور؟



Distinguishing true from false statements.

تمييزُ الجملِ الصَّحيحةِ من الخاطئةِ.



10 - 13 minutes



pencil



rubber



CD player



I listen again to the same audio and write

(True or False): En6-4-1-2

أستمعُ للتَّسجيلِ الصَّوتيِّ مرَّةً أُخرى، وأكتبُ (صح أو خطأ):

1. Louis wants to play a match.

False

2. Louis went with his family to the theatre.

3. They didn't buy tickets.

4. The play is about different clothes in Syria.

5. The stage is small.



I Check

أتحقق من إجابتي

1. Louis wants to watch a play.
2. Louis went with his family to the theatre.
3. They bought the tickets a week ago.
4. The play is about different clothes in Syria.
5. The stage is big.

Activity 3

Where?

أين؟



Writing words.

كتابة كلمات.



10 - 13 minutes



pencil



rubber



CD player



I Listen and write the words:

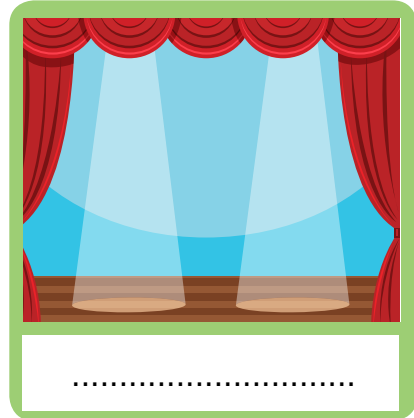
En6-4-1-3

أستمع، وأكتب الكلمات:

theatre - stage - costumes - audience - tickets



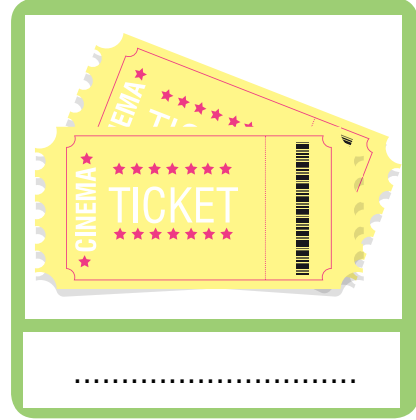
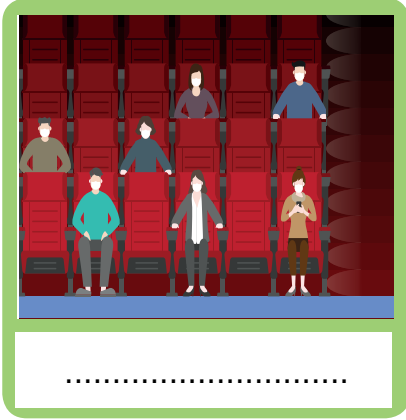
.....



.....



.....

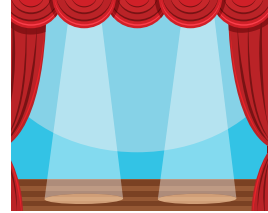


I Check

أتحقق من إجابتي



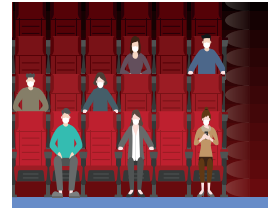
theatre



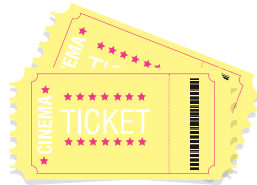
stage



costumes



audience



tickets

Activity 4

On the Other Side

على الطَّرْفِ الْآخِرِ



Identifying meanings of words.

تمييزُ معاني الكلمات.



8 - 10 minutes



pencil rubber



I match the word to its definition (you can use a dictionary):

أصلُ الكلمةَ بمعناها:

1. stage

a. a person who guides and gives instructions

2. costumes

b. people who watch a play

3. director

c. A kind of art performed at the theatre

4. play

d. where actresses and actors act at the theatre.

4. audience

d. special clothes



I Check

أتحقق من إجابتي

1. stage: where actresses and actors act at the theatre.

2. costumes: special clothes.

3. director: a person who guides and gives instructions.

4. play: a kind of art performed at the theatre.

5. audience: people who watch a play



Responding to the purpose of reading.

الاستجابة للهدف من القراءة.



8 - 10 minutes



pencil rubber



I read the following text then choose the right answer:

أقرأ النَّصَّ الآتي، ثمَّ أختارُ الإجابةَ الصَّحيحةَ:

An Interesting Play

We are watching a play at the theatre. The actors and actresses are on the stage with their costumes from different cities of Syria. They are beautiful and colourful. I watched a play about Syria last Friday, but this one is more interesting. The director is very talented and the audience are excited.

1. They are watching (a play - a film).
2. The actors and actresses are wearing (their - theirs) costumes on the stage.
3. The costumes were colourful (but - and) beautiful.
4. This play (is - isn't) interesting.
5. The director is very (talent - talented).



I Check

أتحقق من إجابتي

1. They are watching a play.
2. The actors and actresses are wearing their costumes on the stage.
3. The costumes were colourful and beautiful.
4. This play is interesting.
5. The director is very talented.

Activity 6

The End of the Play

نهاية المسرحية



Copying sentences correctly.

نسخُ جملٍ بطريقةٍ صحيحةٍ.



8 - 10 minutes



pencil rubber



I read the text again and complete the sentences from the text:

أقرأ النَّصَّ مرّةً أُخرى، وأكملُ الجملَ مِنَ النَّصِّ:

An Interesting Play

We are watching a play at the theatre. The actors and actresses are on the stage with their costumes from different cities of Syria. They are beautiful and colourful. I watched a play about Syria last Friday, but this one is more interesting. The director is very talented and the audience are excited.

1. We are watching
2. The actors and actresses with their costumes.
3. from different cities of Syria
4. They are beautiful
5. I watched a play about Syria , but this one is more interesting.
6. very talented and the audience are excited.



I Check

أتحقق من إجابتي

An Interesting Play

We are watching a play at the theatre. The actors and actresses are on the stage with their costumes.

The costumes are from different cities of Syria. They are beautiful and colourful. I watched a play about Syria last Friday, but this one is more interesting. The director is very talented and the audience are excited.

Activity 7

Whose is This?

لِمَن هَذِهِ؟



Applying the possessive pronouns.

استعمال ضمائر الملكية.



8 - 10 minutes



pencil  rubber 



Choose the right answer:

أختارُ الإجابةَ الصَّحيحةَ:

1. Sami went to the theatre with (**her** - his) brother.
2. I bought a ticket. The ticket is (**my** - mine).
3. My mother has a new dress. It's (**hers** - her).
4. Would you please listen to (**my** - mine) instructions?
5. I have a pen in my bag. Where is (**yours** - mine)?
6. Tom plays tennis. The racket is (**ours** - his).
7. We won the match. The trophy is (**our** - ours).



I Check

أتحقق من إجابتي

1. Sami went to the theatre with his brother.
2. I bought a ticket. The ticket is mine.
3. My mother has a new dress. It's hers.
4. Would you please listen to my instructions?
5. I have a pen in my bag. Where is yours?
6. Tom plays tennis. The racket is his.
7. We won the match. The trophy is ours.

Subject pronouns	Possessive adjectives	Possessive pronouns
I have a ticket.	This is my ticket.	The ticket is mine .
We buy a ball.	This is our ball.	The ball is ours .
He has a car.	This is his car.	The car is his .
She wears a hat.	This is her hat.	The hat is hers .
They have pens.	These are their pens.	The pens are theirs .
You sit on a chair.	This is your chair.	The chair is yours .

Activity 8

I Look and Write

أنظرُ وأكتبُ



Describing pictures.

وصفُ صورٍ.



8 - 10 minutes



pencil rubber



I Look at the pictures and fill in the spaces with one of these possessive pronouns:

أنظرُ إلى الصُّورِ، وأملأُ الفراغاتِ بضميرِ المملِكِيَّةِ الصَّحِيحِ:

her - my - yours - his



1. The book is yours.



2. This is jacket.



3. This trophy is



4. This is car.



I Check

أتحقق من إجابتي

1. The book is yours.
2. This is my jacket.
3. This trophy is his.
4. This is her car.



Arranging words to form sentences.

ترتيبُ كلماتٍ لتكوينِ جملٍ.



8 - 10 minutes



pencil / rubber



I reorder the sentence:

أعيدُ ترتيبَ الجملِ:

1. friend / a / new / bought / Our / house.

Our friend bought a new house.

2. yours / Are / these / bags / or / their / ?

.....

3. a / bat / has / She / The / bat. / hers. / is

.....

4. I / wear / a / costume / colorful / is / mine. / The / costume.

.....



I Check

أتحقق من إجابتي

1. Our friend bought a new house.

2. Are these their bags or yours?

3. She has a bat. The bat is hers.

4. I wear a colorful costume. The costume is mine.

Activity 10

I or My?

أنا أو لي؟



Distinguishing the correct pronoun.

تمييز الضمير الصحيح.



8 - 10 minutes



pencil rubber



I complete the chart:

أكمل الجدول:

.....

my

mine

he

.....

his

she

her

.....

they

.....

.....

.....

ours

your

.....



I Check

أتحقق من إجابتي

I my mine

he his his

she her hers

They their theirs

we our ours

you your yours



1- I circle the odd word:

a play - theatre - tomato - costumes

my - hers - his - I

theirs - yours - hers - he

2- I choose the right answer:

Stage

a- people who watch a play

b- special clothes

c- where actresses and actors act at the theatre

Costumes

a- special clothes

b- a person who guides and gives instructions

c- a kind of art performed at the theatre

Director

a- special clothes

b- a person who guides and gives instructions

c- a kind of art performed in the theatre

play

- a- people who watch a play
- b- a kind of art performed in the theatre
- c- where actresses and actors act

Audience

- a- people who watch a play
- b- special clothes
- c- where actresses and actors act

3- I choose the right word in the brackets:

1. Fatima and (**her / hers**) father are watching a play.
2. The people are enjoying (**their / theirs**) time.
3. Mona Wasef is (**mine / my**) favourite actress.
4. These tickets are (**our / ours**).
5. This is my seat and that is (**yours / your**).



I Check

أتحقق من إجابتي

1- I circle the odd word:

a play - theatre - **tomato** - costumes

my - hers - his - **I**

theirs - yours - hers - **he**

2- I choose the right answer:

Stage

where actresses and actors act at the theatre

Costumes

special clothes

Director

a person who guides and gives instructions

play

a kind of art performed at the theatre

Audience

people who watch a play

3- I choose the right word in the brackets:

1. Fatima and **her** father are watching a play.
2. The people are enjoying **their** time.
3. Mona Wasef is **my** favourite actress.
4. These tickets are **ours**.
5. This is my seat and that is **yours**.



Lesson Summary ألخص درسي

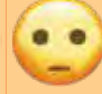


(15-20) minutes

I am able to أستطيع أن			
<p>1. Complete basic short sentences. (Hello. My name's Louis. I am at the theatre with my family.)</p> <p>إكمال جملٍ قصيرةٍ أساسيةٍ. (مرحباً. اسمي لويس. أنا في المسرح مع عائلتي.)</p>			
<p>2. Identify words related to the theatre. (theatre - stage - costumes - audience - tickets)</p> <p>أعرف على كلمات تتعلق بالمسرح. (مسرح - خشبة مسرح - أزياء - جمهور - بطاقات)</p>			
<p>3. Identify meanings of words. (audience: people who watch a play.)</p> <p>أميز معاني الكلمات. (الجمهور: هم الذين يشاهدون العرض.)</p>			
<p>4. Copy sentences correctly.</p> <p>أنسخ جمل بطريقتة صحيحة.</p>			

I am able to

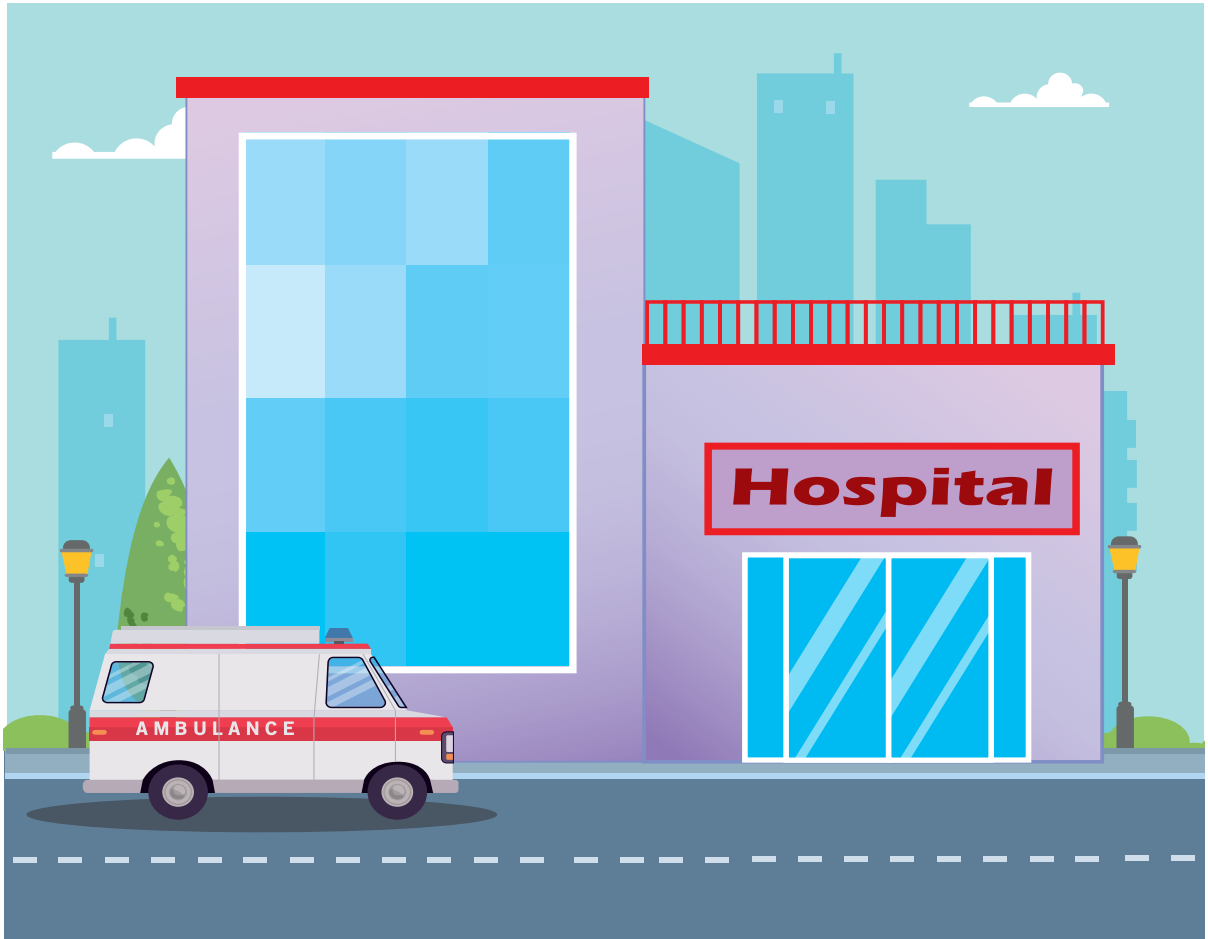
أستطيع أن



5. Apply the possessive pronouns.
(Sami went to the theatre with his brother.)
استعمال ضمائر الملكية.
(ذهب سامي إلى المسرح مع أخيه.)

6. Arrange words to form sentences.
(friend - a - new - bought - Our - house
Our friend bought a new house).
أرتب كلمات لتكوين جمل.
(اشترى صديقنا منزلاً جديداً.)

7. Distinguish the correct pronoun.
(1. He is Louis.
2. This is his jacket.
3. The book is his.)
أميّز الضمير الصحيح.
(1. هو لويس. 2. هذه سترته. 3. هذا الكتاب له.)



treatment - a fever - a broken arm - a broken leg
- a cut - a backache - symptoms

علاج - حمى - يد مكسورة - ساق مكسورة - جرح - ألم في الظهر - أعراض



1.5 - 2 hours



crayons



pencil



rubber



CD player



Let's Go



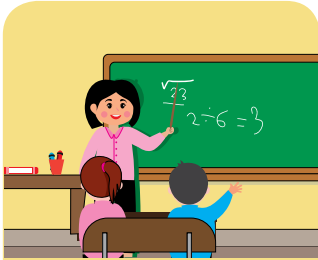
I read and match:

أقرأ وأطابق:

Who am I?

I treat sick people.

I help people get better.



Teacher



Doctor



Farmer

I give you medicine.

I work at a hospital.

Activity 1

I Listen to Patients

أستمعُ إلى المرضى



Identifying the illnesses.

تمييزُ الأمراض.



8 - 10 minutes



pencil



rubber



CD player



I listen and number the right pictures:

En6-4-2-1

أستمعُ، وأضعُ رقماً لكلِّ صورةٍ بالترتيبِ الصَّحيحِ:



.....



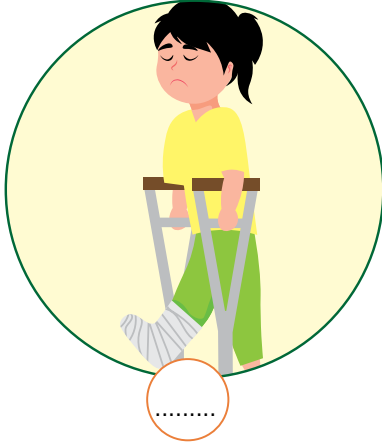
.....



1



.....



I Check

أتحقق من إجابتي

1. She had a high temperature.
2. She fell off her bike and broke her leg.
3. I had a headache.
4. I had a backache.
5. I cut my finger yesterday.
6. He had a bad cough.
7. He had a black eye.
8. He caught a cold.



Activity 2**A Medical Check up****فحص طبي**

Decide if the sentences are True or False.

تحديد إذا كانت الجملة صحيحةً أو خاطئة.



8 - 10 minutes



pencil



rubber



CD player



I listen and choose (True) or (False):

En6-4-2-2

أستمعُ، وأختارُ (صح) أو (خطأ):

- | | | | |
|----|---------------------------------|------|-------|
| a. | His ankle hurts. | True | False |
| c. | He fell off a horse. | True | False |
| d. | His arm is broken. | True | False |
| e. | He should wear a cast. | True | False |
| f. | He won't play football anymore. | True | False |



I Check

أتحقق من إجابتي

- b. He fell while he was playing football.
- c. His ankle is broken.
- d. He should wear a cast.
- e. He won't play football for a month.





Describing pictures.

وصفُ الصُّور.



8 - 10 minutes



pencil rubber



I look and write what health problems these children had and give advice:

أنظُرْ، وأكتبُ عن مشكلاتِ هؤلاءِ الأطفالِ الصَّحيَّةِ، وأقدم نصيحة:



1. She has a headache. She should sleep well.

2.

3.

4.

5.

5.



I Check

أتحقق من إجابتي

Sample answers

1. She has a headache. She should sleep well.

2. He has a sore throat. He should have a hot drinks.

3. He has a fever. He should take some medicine.

4. He has a stomachache. He should use a hot water bag.

5. She has a cold. She should drink orange juice.

6. He twisted his leg. He should put an ice bag.



Arranging the sentences correctly.

ترتيبُ الجملِ ترتيباً صحيحاً.



8 - 10 minutes



pencil rubber



I order the conversation:

أرتبُ المحادثة:

Louis

- I feel terrible.
- I have a headache, earache, watery eyes and a runny nose.
- I might have a cold! I'm not sure.
- That's good. Take care!
- Yes, I am in bed. I can't go to school because I have a fever. I even have a tooth ache! My teeth hurt because of fever.
- I can't eat cold things anyway. I have a cough and a sore throat. I can't speak!.
- How are you?

Sara

- Oh, dear. What symptoms do you have?
- Why? What's the problem?
- Then you should not eat cold things.
- That's horrible!
- I'm fine!
- Yes, you have cold. You should stay home and call the doctor now.



I Check

أتحقق من إجابتي



Louis: I feel terrible.

Sara: Why? What's the problem?

Louis: I might have a cold! I'm not sure.

Sara: Oh, dear. What symptoms do you have?

Louis: I have a headache, earache, watery eyes and a runny nose.

Sara: Yes, you have cold. You should stay home and call the doctor now.

Louis: Yes, I am in bed. I can't go to school because I have a fever. I even have a toothache! My teeth hurt because of fever.

Sara: Then you should not eat cold things.

Louis: I can't eat cold things anyway. I have a cough and a sore throat. I can't speak!

Sara: That's horrible!

Louis: How are you?

Sara: I'm fine!

Louis: That's good. Take care!

Activity 5

The Doctor Says

يقولُ الطَّيِّبُ



Recognizing who says the statements.

تمييزُ مَنْ يقولُ العباراتِ.



8 - 10 minutes



pencil

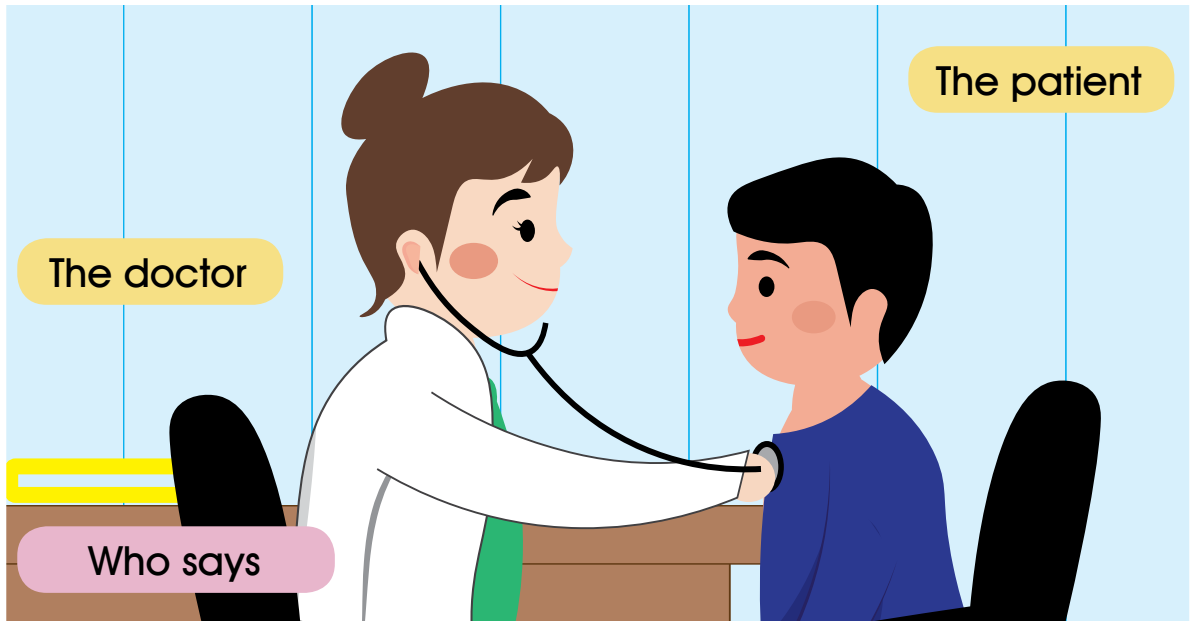


rubber



I answer:

أجيبُ:



- Cough, please.
- I'd like to make an appointment.
- Sit on the examination table.
- I feel sick.
- Open your mouth, please.
- What's the matter?



I Check

أتحقق من إجابتي

The patient:

- I'd like to make an appointment.
- I feel sick.



The doctor:

- Cough, please.
- Sit on the examination table.
- Open your mouth, please.
- What's the matter?



Identifying the correct answers.

تمييزُ الإجاباتِ الصَّحيحةِ.



8 - 10 minutes



pencil rubber



I read then choose the correct answer:

أقرأ، وأختارُ الإجابةَ الصَّحيحةَ:

Poor Tom

Tom is a young man from Britain. He worked as a swimming coach and loved his job.

Three weeks ago, while diving into the cool water, he accidentally hit his head. He felt dizzy and couldn't swim up right away. Luckily, his friend noticed and quickly helped him out of the pool. Tom was taken to the hospital. He stayed in the intensive care unit while doctors looked after him. For a while, Tom didn't respond to the treatment, but everyone kept wishing for him to get better. His family and friends were worried, but they didn't lose hope.

Then one day, something amazing happened — Tom slowly opened his eyes! The nurse beside him was surprised and called the doctor right away. Everyone was so happy to see Tom waking up. The doctor smiled and said, "This is something truly special."

1. The accident happened

- a. a week ago.
- b. a month ago.
- c. three weeks ago.

2. rescued him.

- a. Tom's brother
- b. Tom's friend
- c. Tom's coach

3. Tom stayed in the

- a. waiting room.
- b. emergency department.
- c. intensive care unit.

4. Everyone felt

- a. worried.
- b. surprised.
- c. sad.

5. usually help doctors.

- a. Patients
- b. Children
- c. Nurses

6. What is the most suitable title for the text?

- a. Tom's Amazing Recovery
- b. A Hospital
- c. A Swimming Pool



I Check

أتحقق من إجابتي



1. When did the accident happen? The accident happened three weeks ago.
2. Who rescued Tom? Tom's friend rescued him.
3. Where did Tom stay? Tom stayed in the intensive care unit.
4. How did everybody feel? Everybody felt worried.
5. Who usually helps doctors? Nurses usually help doctors.
6. What is the most suitable title for the text? Tom's Amazing Recovery.



Applying the past simple.

تطبيق استعمال الماضي البسيط.



8 - 10 minutes



pencil rubber



I put the verbs in brackets in the simple past:

أضعُ الأفعالَ التي بينَ قوسينَ بالماضي البسيط:

1. I **went** (go) to the doctor's clinic yesterday.
2. the doctor (give) you any medicine?
3. What (happen) to your hand?
4. He (not cut) his finger.
5. The doctor (cover) the cut with a plaster.
6. The nurse (help) the patients.



I Check

أتحقق من إجابتي

1. I went to the doctor's clinic yesterday.
2. Did the doctor give you any medicine?
3. What happened to your hand?
4. He did not cut his finger.
5. The doctor covered the cut with a plaster.
6. The nurse helped the patients.

Remember

Regular verbs

walk / walked

play / played

like / liked

Past Simple

I **helped** sick people.

I **didn't stay** in my bed.

Did you go to the doctor?

Irregular verbs

eat / ate

cut / cut

go / went



Recognising negative and question forms in the past simple.

تمييز شكل النفي والسؤال في الماضي البسيط.



8 - 10 minutes



pencil rubber



I rewrite these sentences in negative and question forms:

أعيدُ كتابةَ الجملِ بالنفي والاستفهام:

1. She watched TV last week.

1. She didn't watch TV last week.



2. He went to the doctor.

2.



3. I cut my finger while cooking.

3.



4. He had an injection.

4.



5. I worked in a hospital.

5.



6. She stayed in bed.

6.



I Check

أتحقق من إجابتي

1. She didn't watch TV last week.
2. He didn't go to the doctor.
3. I didn't cut my finger while cooking.
4. Did he have an injection?
5. Did he work in a hospital?
6. Did she stay in bed?

Remember

Some verbs stay the same in the past and present e.g. cut

Activity 9

What Happened to Mike?

ماذا حدث لـ مايك؟



Composing simple sentences.

كتابة جملٍ بسيطةٍ.



8 - 10 minutes

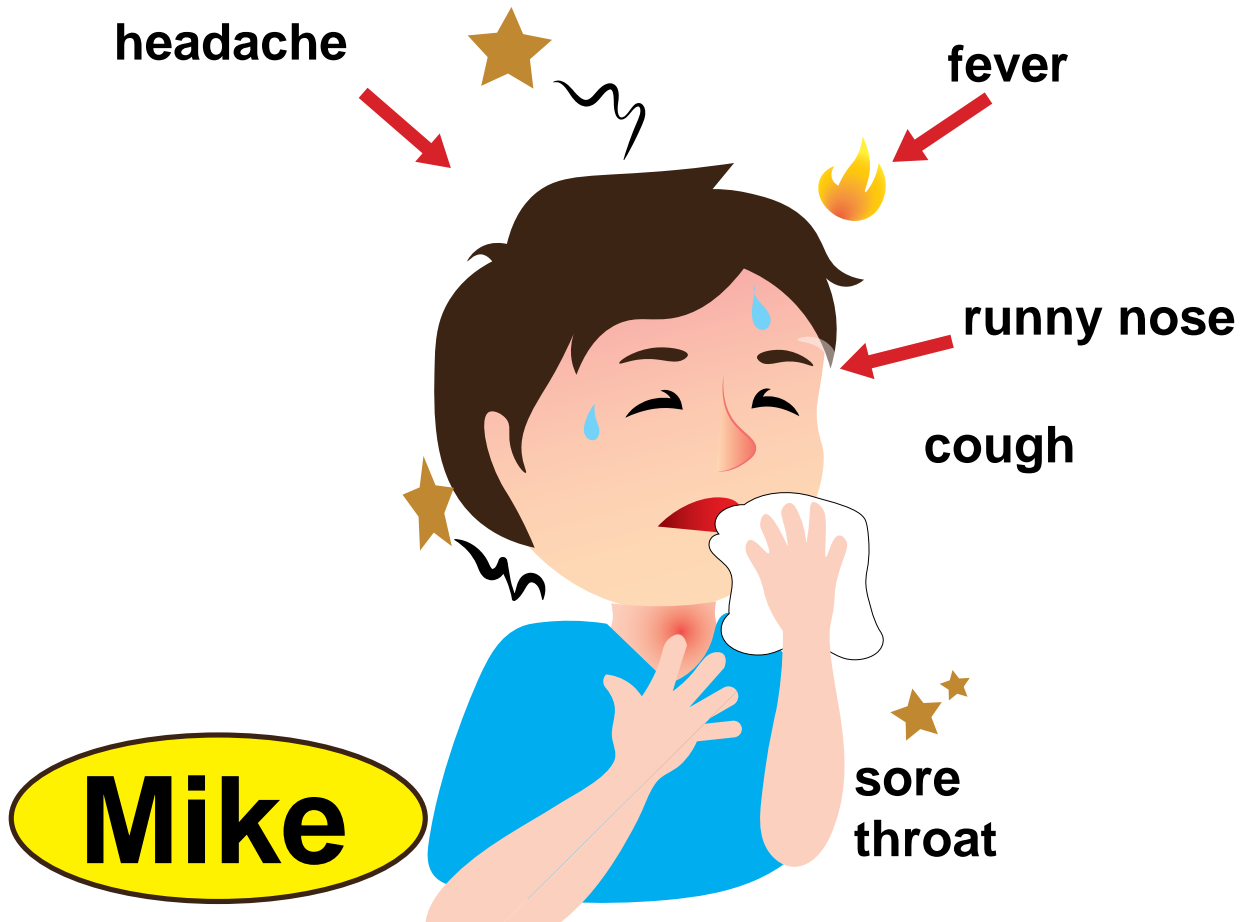


pencil rubber



I look, read and complete:

أنظر، وأقرأ، وأكمل:



- Mike went to the doctor yesterday.
- Did Mike fall off a tree? No, he didn't.
- Did he twist his ankle?
- What was the matter with Mike?
-
-
-
-



I Check

أتحقق من إجابتي

- Mike went to the doctor yesterday.
- Did Mike fall off a tree? No, he didn't.
- Did he twist his ankle? No, he didn't.
- What was the matter with Mike?
- He had a fever.
- He had a runny nose.
- He had a headache.
- He had a sore throat.

Activity 10

Tom Had a Broken Leg

توم؛ ساقه مكسورة



Composing a simple short guided paragraph.

كتابةً فقرةً قصيرةً بسيطةً موجهةً.



8 - 10 minutes



pencil / rubber



I read and complete:

أقرأ، وأكمل:

Yesterday, Tom fell on the stairs. He broke **his leg** and had a cut So, he went to the doctor. The doctor and She told him that he should



I Check

أتحقق من إجابتي

Sample answer

Yesterday, Tom fell on the stairs. He broke his leg and had a cut in his hand. So, he went to the doctor. The doctor put a cast on his leg and a bandage on his hand. She told him that he should stay in bed.



1- I Write the correct number in front of each word:



a stomachache

a headache

a fever

a sore throat

an earache

a cold

a toothache

a cough

a cut

2- I fill in the spaces with the correct form of the verbs in brackets.:

Last Tuesday, I (want) to visit the doctor because I had gone to a party and the music was quite loud so I (have) an earache. My mother (give) me pain killers then my father (take) me to the doctor's. When we (arrive), the nurse (tell) us that the doctor(go) on a trip so I(have) to go to the hospital. I (feel) sad. But surprisingly, my father (look) at my ear, and he..... (see) a tiny bee moving around. He (catch) it and I started to feel better.

3- I order these words to make a sentence:

- I felt sick / Last Monday / lunch / so I did not eat.

.....

- so the teacher / When I was at school / I had a headache / called my mum.

.....

.....

- so I could not / Yesterday / and fever / I had a sore throat / play tennis.

.....

.....



I Check

أتحقق من إجابتي

1- I Write the correct number in front of each word:



a cold 1

a fever 2

an earache 3

a sore throat 4

a cough 5

a toothache 6

a headache 7

a stomachache 8

a cut 9


2- I fill in the spaces with the correct form of the verbs in brackets.:




Last Tuesday, I **wanted** to visit the doctor because I had gone to a party and the music was quite loud so I **had** an earache. My mother **gave** me pain killers then my father **took** me to the doctor's. When we **arrived**, the nurse **told** us that the doctor **went** on a trip so I **had** to go to the hospital. I **felt** sad. But surprisingly, my father **looked** at my ear, and he **saw** a tiny bee moving around. He **caught** it and I started to feel better.

3- I order these words to make a sentence:

- Last Monday, I felt sick, so I did not eat lunch.
- I had a headache when I was at school so the teacher called my mum.
- Yesterday, I had a sore throat and fever, so I could not play tennis.



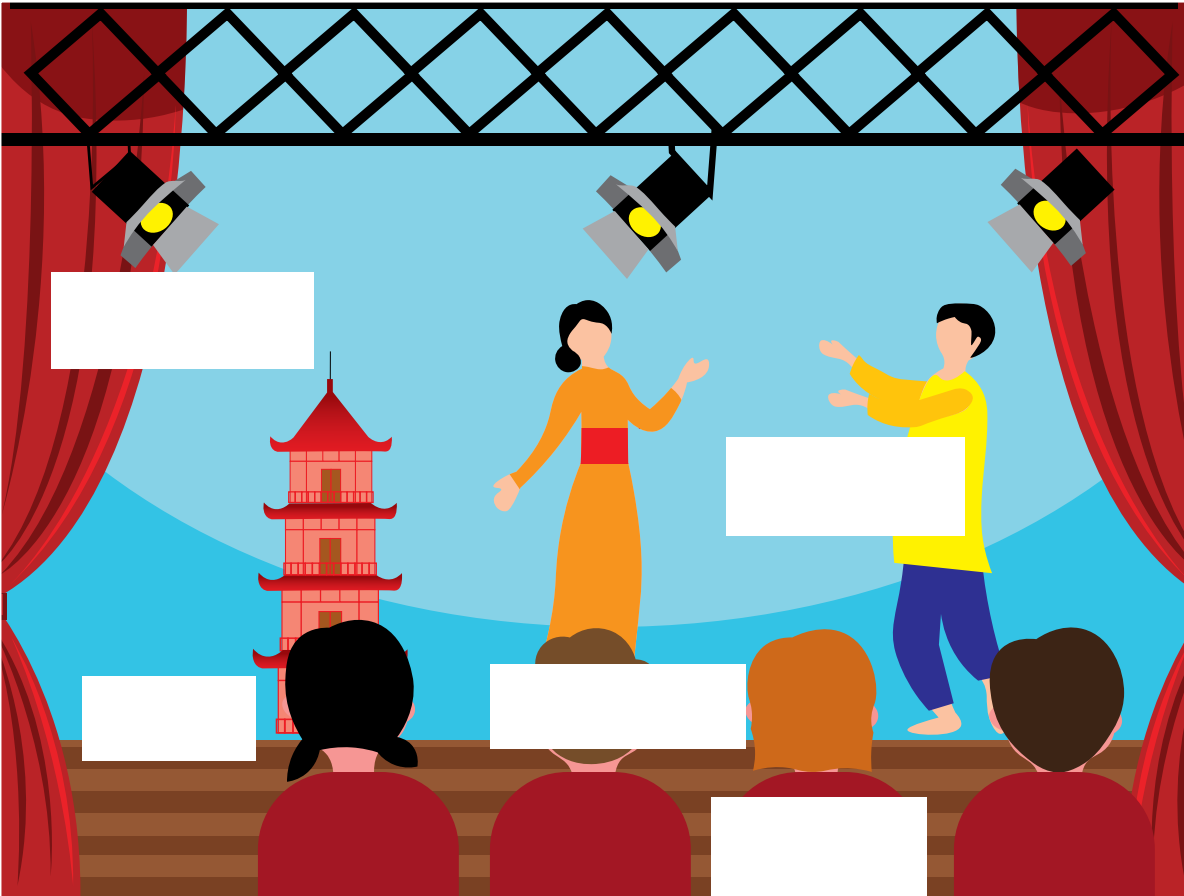
I am able to أستطيع أن			
<p>1. Talk about some illnesses and their treatment. (She had a headache. She should sleep well.)</p> <p>أتحدّث عن الأمراض والعلاجات الملائمة. (هي تعاني من الصداع. يجب أن تنام جيداً.)</p>			
<p>2. Ask and answer about health in the past tense. (What was the matter with you? I had a fever. I had a runny nose.)</p> <p>أسأل وأجيب عن الصّحة بالزّمن الماضي. (ماكانت مشكلتك؟ كنت أعاني من الحمى كنت أعاني من أنف سائل.)</p>			
<p>3. Read about an accident and scan the text for specific information.</p> <p>أقرأ عن حادثٍ قراءةً متمنّنةً لإيجادِ معلوماتٍ مفصّلةٍ.</p>			

<p>I am able to أستطيع أن</p>			
<p>4. Distinguish between regular and irregular verbs. (play - played / cut - cut) أميز الأفعال النظامية من الأفعال الشاذة. (played - play / cut - cut)</p>			
<p>5. Apply past simple (positive – negative – question). (I stayed in bed yesterday. She didn't put a cast on her leg. Did you go to the doctor yesterday?) أطبّق الرّمن الماضي البسيط في حالات الإثبات والنّفي والاستفهام. (بقيت في السرير بالأمس. لم تضع جبيرة على رجلها. هل ذهبت إلى الطبيب بالأمس؟)</p>			
<p>6. Write about a health problem. (treatment - a fever - a broken arm - a broken leg - a cut - a backache - symptoms) أكتب عن مشكلةٍ صحيّة. (علاج - حمّى - يد مكسورة - ساق مكسورة - جرح - ألم في الظّهر - أعراض)</p>			

Unit 4 Worksheet: Where to Go

1- I look at the pictures and write the words in the right place:

stage - audience - costumes - theatre - seats





2- I complete the sentences with the correct word:

broken leg - stomachache - toothache - sore
throat - earache - cold

1. Tom can't hear well because he has
2. I've a I should go to the dentist.
3. Sally had a..... and she used nearly two boxes of tissues.
4. She can't eat or drink well because she has a.....
5. Peter had a So, he couldn't play football for a month.
6. He has a He shouldn't eat chocolate and candies.

Unit 4 Worksheet: Where to Go

3- I put the verbs in the correct column:

paint - go - listen - watch - send - clean - see - break -
write - play - study - do - smile - visit - eat - have - like

Regular verbs

Irregular verbs



4- I complete the sentences using possessive pronouns or adjective pronouns:

1. He is the guide and you should follow instructions.
2. Would you pass the ball to Alma? The ball is..... .
3. Those children are very talented and the trophy is
4. Let's buy mother a present for her birthday.


5- I fill in the spaces with the right form of the verbs:

Yesterday, we (go) to the park. When my little sister was playing, she (fall) off the swing. She was crying and her arm (get) swollen. My mother (take) her to the hospital. In the examination room, the doctor (say) that her arm was broken and she (have to) wear a cast for two weeks.

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:



أتعلم بطريقة الاختيار من متعدّد: 

- I choose the correct word:

1. Sami went to the theatre with (her - his) brother.
2. I bought a ticket. The ticket is (my - mine).
3. My mother has a new dress. It's (hers - her).

أتعلم بطريقة المطابقة والوصل: 

- I read and match:

1. stage

a. special clothes.

2. costumes

b. where actresses and actors act.

أَتَعَلَّمُ بِطَرِيقَةِ التَّرْتِيبِ: ☆☆☆

- I order:

- friend / a / new / bought / Our / house.

- Our friend bought a new house.

أَتَعَلَّمُ بِطَرِيقَةِ كِتَابَةِ الإِجَابَةِ: ☆☆☆

- I complete the phrases:

I

my

mine

he

his

his

Unit 5: Look at Me



4- 4.5 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 Appearance

مظهري



Lesson 2

How I Feel

كيف أشعرُ



Let's Start



Activity

I find the word

أجدُ الكلمة



Finding the missing word.

أجدُ الكلمة المفقودة.



8 - 10 minutes



pencil / rubber



I find the missing word:

أجدُ الكلمة المفقودة:

confident

curly

nervous

outgoing

plump

serious

straight

shy

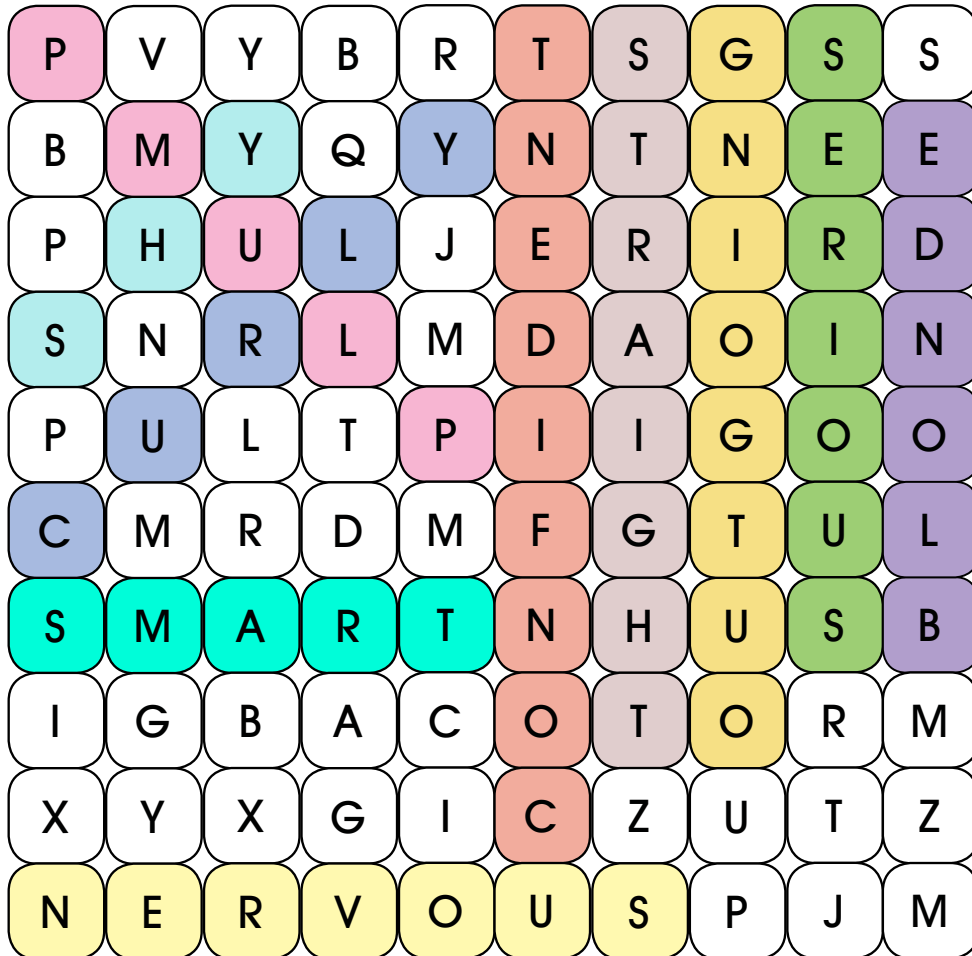
smart

P	V	Y	B	R	T	S	G	S	S
B	M	Y	Q	Y	N	T	N	E	E
P	H	U	L	J	E	R	I	R	D
S	N	R	L	M	D	A	O	I	N
P	U	L	T	T	I	I	G	O	O
C	M	R	D	M	F	G	T	U	L
S	M	A	R	T	N	H	U	S	B
I	G	B	A	C	O	T	O	R	M
X	Y	X	G	I	C	Z	U	T	Z
N	E	R	V	O	U	S	P	J	M



I Check

أتحقق من إجابتي



confident - curly - nervous - outgoing - plump
serious - straight - shy - smart



slim - plump - blonde - curly - straight

نحيف - مُمْتَلئ الجسم - أشقر - مجعّد - أملس



1.5 - 2 hours



crayons



pencil




rubber



CD player



Let's Go

 Match the pictures:

أصل الصور:



Blue eyes

Green eyes

Brown eyes



Blonde

Red

Black

Brown



Short

Straight

Curly

Long

Activity 1

Who's she?

مَن هِيَ؟



Distinguishing people by description.

تمييزُ الأشخاص من خلال الوصفِ.



8 - 10 minutes



pencil



rubber



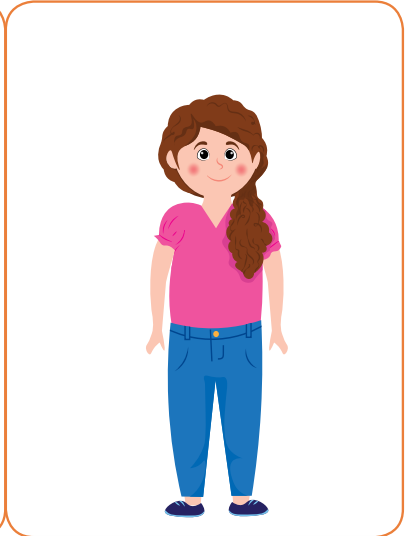
CD player



I listen and match:

En6-5-1-1

أستمعُ، وأصلُ:



Carol

Dana

Sima



I Check

أتحقق من إجابتي

Dana has short curly blonde hair;
she is tall and slim.



Sima has short straight brown hair;
she is tall and plump.



Carol has long curly brown hair;
she is short and slim.



Activity 2**My friend**

صديقي / صديقتي



Practising the adjectives order.

التَّدریب على ترتیبِ الصِّفَات.



8 - 10 minutes



pencil



rubber



CD player



I listen and circle the right answer:

En6-5-1-2

أستمعُ، وأرسمُ دائرةً حولَ الإجابةِ الصَّحيحةِ:

My friend

Nada is my close friend. She is a (tall/ short), (slim/ plump) girl. She has (curly/ straight) (dark/ blonde) hair. She has (small/ big) (brown/ green) eyes. She looks like her mother. Nada is an outgoing, (funny/ serious) person who has a great sense of humor, and she always makes me laugh. Nada is a very (generous/ mean) and sensitive person. I'm happy to have such a (bad/ good) person like her as a friend.

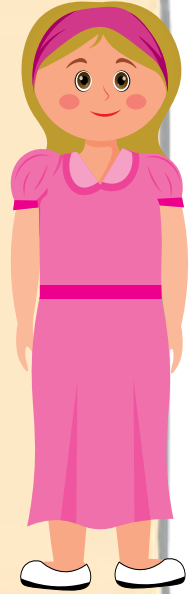


I Check

أتحقق من إجابتي

My friend

Nada is my close friend. She is a tall, slim girl. She has curly blonde hair. She has big brown eyes. She looks like her mother. Nada is an outgoing, funny person who has a great sense of humor, and she always makes me laugh. Nada is a very generous and sensitive person. I'm happy to have such a good person like her as a friend.



Activity 3

My brother

أخي



Describing people using adjectives.

وصف أشخاص باستخدام الصفات.



8 - 10 minutes



pencil



rubber



I practise a similar conversation using the words in the boxes:

أجري محادثة مماثلة باستخدام الكلمات التي في الصناديق:

Have you got a brother?

Yes, I have. I have one brother.

What does he look like?

He is a tall slim boy. He has wavy brown hair.

What is he like?

He is a serious, hardworking boy.

Who does he look like?

He looks like my mother.



I Check

أتحقق من إجابتي

Sample answers

Have you got a sister?

Yes, I have. I have one sister.

What does she look like?

She is a short slim girl. She has straight black hair.

What is she like?

She is a funny, smart girl.

Who does she look like?

She looks like my mother.

Activity 4

I Match

أصل



Matching questions to answers.

مطابقة الأسئلة مع الإجابات.



8 - 10 minutes



pencil rubber



I match the questions to the answers:

أصل الأسئلة بالإجابات:

1. What does Linda look like?

2. What is she like?

3. Who does she look like?

4. What does Sami look like?

5. What is he like?

6. Who does he look like?

a. He is honest and hardworking.

b. He looks like his father.

c. She is a short slim girl.

d. He is tall and plump.

e. She looks like her mum.

f. She is smart and kind.



I Check

أتحقق من إجابتي

1. What does Linda look like?

She is a short slim girl.

2. What is she like?

She is smart and kind.

3. Who does she look like?

She looks like her mum.

4. What does Sami look like?

He is tall and plump.

5. What is he like?

He is honest and hardworking

6. Who does he look like?

He looks like his father.



Recognizing the suitable adjectives.

تمييزُ الصِّفَاتِ المناسبةِ.



8 - 10 minutes



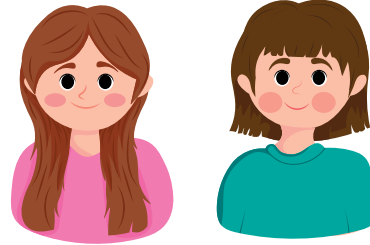
pencil  rubber 



I fill in the spaces with opposites:

أملأُ الفراغاتِ بالأضدادِ (العكس):

short - slim - old - tall - long - short - plump - young - curly - serious - straight - funny



.....

.....

.....

.....

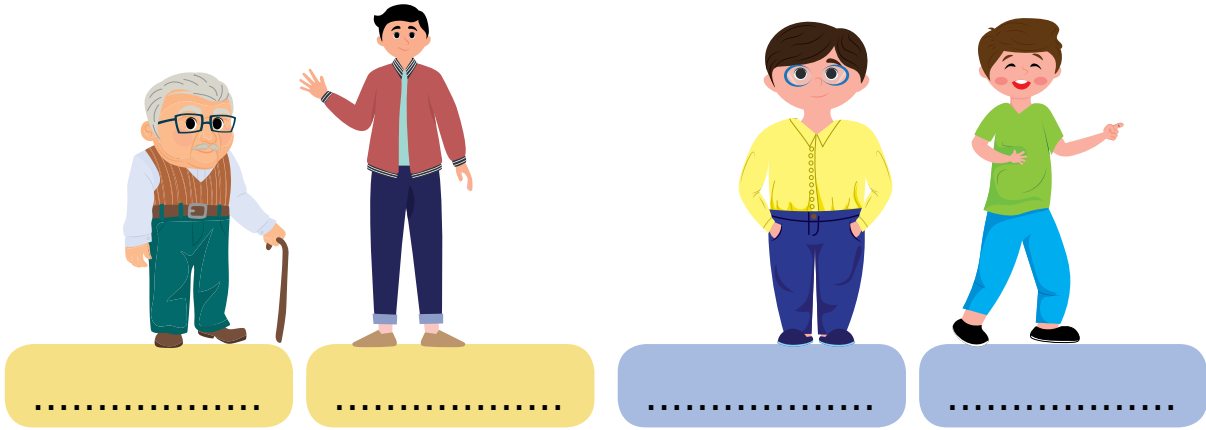


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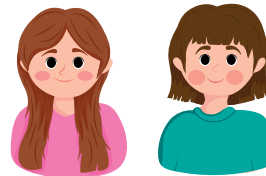
I Check

أتحقق من إجابتي



short

tall



long

short



slim

plump



curly



straight



old

young



serious

funny

Activity 6

My Family

عائلي



Extracting the adjectives out of a text.

استخراج الصفات من النص.



8 - 10 minutes



pencil rubber



I find the adjectives in the text and put them in the suitable place in the table:

أعثر على الصفات في النص، وأضعها في المكان المناسب في الجدول:

Name	Opinion	Physical Description				Noun
		Size	Shape	Age	Color	
Joury		medium height	slim			girl
		long	straight		blonde	hair
Joury's father	clever-reliable					man
						hair
Joury's mother						woman
						hair
Joury's brother						boy
						hair

Well, let me introduce myself and my family. My name is Joury.

I am 12 years old. I am a medium height slim girl. I have long straight blonde hair. My friends say that I am hardworking and serious because I always do well at school.

My father is a tall thin middle-aged man. He has short straight brown hair. He is a clever, reliable man.

My mother is a medium height plump middle-aged woman. She has long curly blonde hair. My mum is smart and lovely.

My brother is a tall, well-built young boy. He has short curly brown hair. He is strong and energetic. He is a footballer.



I Check

أتحقق من إجابتي

Name	Opinion	Physical Description				Noun
		Size	Shape	Age	Color	
Joury	serious-hardworking	medium height	slim	12	-	girl
		long	straight	-	blonde	hair
Joury's father	clever-reliable	tall	thin	middle aged	-	man
		short	straight	-	brown	hair
Joury's mother	smart-lovely	medium height	plump	middle aged	-	woman
		long	curly	-	blonde	hair
Joury's brother	strong-energetic	tall	well-built	young	-	boy
		short	curly	-	brown	hair

Activity 7

I Find Opposites

أجدُ الأضداد (العكس)



Identifying the opposites.

تحديدُ الضُّدِّ (العكس).



8 - 10 minutes



pencil rubber



I write the opposites:

أكتبُ الضُّدَّ (العكس):

short

tall

funny

.....

straight

.....

young

.....



I Check

أتحقق من إجابتي



short



tall



funny



serious



straight



curly



young



old



Ordering the adjectives.

ترتيب الصفات.



8 - 10 minutes



pencil rubber



I read the examples, then I put the adjectives in the right order:

أقرأ الأمثلة، ثم أضع الصفات بالترتيب المناسب:

- Laila is a **nice tall slim** girl.
 - Laila is **nice, tall and slim**.
 - I have a **lovely fat white** cat.
 - My cat is **lovely, fat and white**.
1. The dog barked loudly.
(friendly, small, brown)
 2. She wore a dress to the party.
(beautiful, long, red)
 3. They adopted a kitten from the shelter.
(playful, tiny, black)
 4. He wore a jacket during the winter.
(long, old)
 5. They visited an museum in the city.
(interesting, modern)



I Check

أتحقق من إجابتي

1. The dog is friendly, small and brown.
2. The dress is beautiful, long and red.
3. The kitten is playful, tiny and black.
4. The jacket is long and old.
5. The museum is interesting and modern

Remember

Opinion	Physical Appearance			
1	2	3	4	5
	Size	Age	Shape	Color
lovely	big			
friendly	small			
playful	long	young	fat	
interesting	tiny	old	slim	blonde
nice	tall	new	square	brown
pretty	short			red
clever	medium-	modern	thin	
smart	height			
beautiful				

Activity 9

I Use Punctuation

أستخدم علامات الترقيم



Adding commas with adjectives.

إضافة الفواصل مع الصفات.



8 - 10 minutes



pencil rubber



I rewrite the sentences using “,” and “and” where needed:

أعيدُ كتابةَ الجملِ باستعمالِ (,) و (و) وفق الحاجة:

- My hair is long, curly and blonde.
- 1. My teacher is
(smart - honest)
- 2. Laila's new house is
(nice - big - new)
- 3. Sally is
(tall - slim - blonde)



I Check

أتحقق من إجابتي

1. My teacher is smart and honest.
2. Laila's new house is nice, big and new.
3. Sally is tall, slim and blonde.

Activity 10

Let's Describe

دَعْنَا نَصِفْ



Describing myself.

وصف نفسي.



8 - 10 minutes



pencil rubber



I describe myself:

أصف نفسي:

My name is I am and
..... I have hair. My
friends say that I am and, because
I



I Check

أتحقق من إجابتي

Sample Answer

My name is Lama. I am tall and slim. I have long black hair. My friends say that I am honest and hardworking, because I always study hard.



1- I read the texts and write the names in the spaces:

1. Hi, I am I am a student. I am short and slim. I've got long wavy blonde hair and I have big blue eyes. I look like my mum. I have a lot of friends. I like to meet new people because I am out-going and funny.

2. Hi, I am I am a teacher. I am tall and slim. I've got short curly blonde hair and small green eyes. I like to read books. I always learn new things about my job. All my students love me because I am a hardworking and honest teacher.

3. She is she is a doctor. She is a medium-height plump girl. She's got long straight black hair and big black eyes. She looks like her father. She is kind and smart. She knows how to take care of her patients.



Fayez



Linda



Nuha

2- I read the sentences and classify the adjectives in the table:

	Opinion	Size	Shape	Age	Color
1					
2					
3					
4					

1. That is a nice, old white house.
2. My friend gave me a beautiful, round red bag.
3. I have a funny, small white cat.
4. It's a beautiful, big new car.

3- I write the adjectives in the right order:

1. My house is
(new, big, nice)
2. This lady is
(beautiful, slim, tall)
3. My cats are (fat, smart)
4. His grandmother is
(lovely, old, plump)



I Check

أتحقق من إجابتي

1- I read the texts and write the names in the spaces:

1. Hi, I am Nuha. I am a student. I am short and slim. I've got long wavy blonde hair and I have big blue eyes, I look like my mum. I have a lot of friends. I like to meet new people because I am out-going and funny.

2. Hi, I am Fayez I am a teacher. I am tall and slim. I've got short curly blonde hair and small green eyes. I like to read books. I always learn new things about my job. All my students love me because I am a hardworking and honest teacher.

3. She is Linda she is a doctor. She is a medium-height plump girl. She's got long straight black hair and big black eyes. She looks like her father. She is kind and smart. She knows how to take care of her patients.



Fayez



Linda



Nuha

2- I read the sentences and classify the adjectives in the table:

	Opinion	Size	Shape	Age	Color
1	nice	-	-	old	White
2	beautiful	-	round	-	Red
3	funny	small	-	-	White
4	beautiful	big	-	new	-

1. That is a nice, old white house.
2. My friend gave me a beautiful, round red bag.
3. I have a funny, small white cat.
4. It's a beautiful, big new car.

3- I write the adjectives in the right order:

1. My house is nice, big and new.
2. This lady is beautiful, tall and slim.
3. My cats are smart and fat.
4. His grandmother is lovely, plump and old.



I am able to أستطيع أن			
1. Identify the new adjectives. (slim - plump - blonde - curly - straight) أحدّد الصّفات الجديدة. (نحيلف - ممتلئ الجسم - أشقر - مجعد - أملس)			
2. Ask questions about describing people. (What does your sister look like?) أطرح أسئلة عن وصف الأشخاص. (كيف تبدو أختك؟)			
3. Answer questions about describing people. (My sister is a short slim girl. She has straight black hair.) أجيب عن أسئلة لوصف الأشخاص. (أختي فتاة قصيرة ونحيلة. ولها شعر أسود وأملس.)			
4. Identify the opposites. (short - tall - long - slim - plump - curly - straight - old - young - serious - funny) أحدّد الأضداد. (قصير - طويل - طويل - نحيل - ممتلئ الجسم - مجعد - أملس - كبير في السن - جدي - مرح)			

I am able to
أستطيع أن



5. Order the adjectives.
(I have long black hair.)

أرتب الصفات.
(لدي شعر طويل أسود.)

6. Add commas in the right place.
(My hair is long, curly and blonde.)

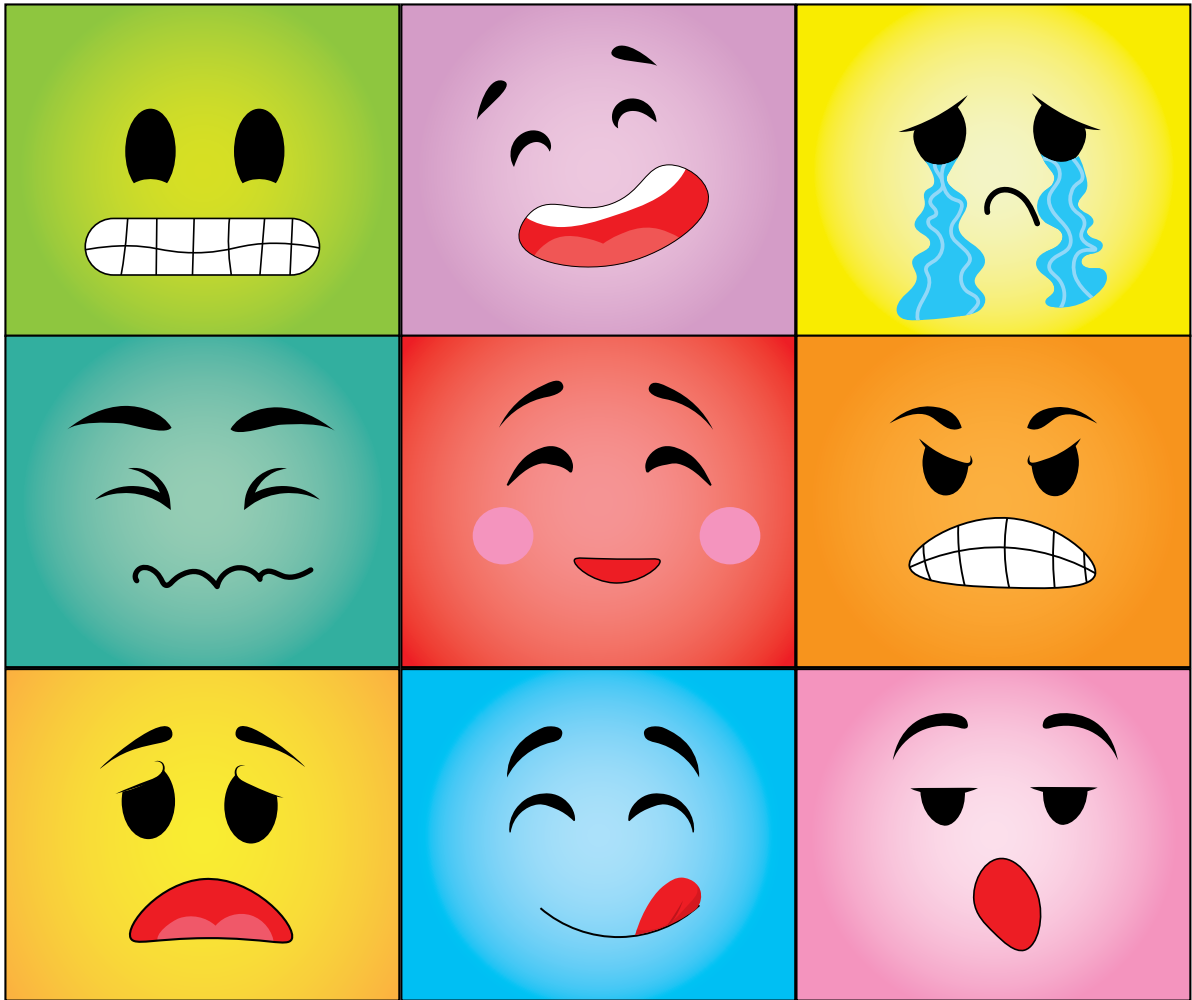
إضافة فواصل في المكان الصحيح.
(شعري طويل، مجعد وأشقر.)

7. Add "and" with adjectives.
(I am tall and slim.)

أضيف and مع الصفات
(أنا طويلة ونحيلة.)

8. Compose a paragraph describing
people.

أقوم بتأليف مقطع لوصف الأشخاص.



nervous - uninterested - relaxed - worried
confident

عصبيّ - غير مُهتمّ - مرتاح - قلق - واثق



1.5 - 2 hours



crayons



pencil



rubber



CD player



Let's Go



I look and write the feeling:

أنظر وأكتب الشعور:

happy - hungry - sad - tired - thirsty - scared - angry



I'm



I'm



I'm



I'm



I'm



I'm



I'm

Activity 1

We Feel

نشعرُ



Recognizing the suitable feeling.

تمييزُ الشُّعورِ المناسبِ.



8 - 10 minutes



pencil



rubber



CD player



I listen then I choose "a" or "b":

En6-5-2-1

أستمعُ، ثمَّ أختارُ (أ) أو (ب):



A

nervous



B

relaxed

Narin



A

unhappy



B

happy

Ward



A

excited



B

uninterested

Sara



A

shy



B

excited

Jan

A relaxed
B worried

Salma

A confident
B unconfident

Tia



I Check

أتحقق من إجابتي

nervous

Narin

happy

Ward

excited

Sara

shy

Jan

worried

Salma

confident

Tia

Activity 2

How do they feel?

كيف يشعرون؟



Recognizing the new vocabulary of feelings through context.

تمييز مفردات المشاعر الجديدة في سياق النص.



8 - 10 minutes



pencil



rubber



CD player



I listen and circle how each one is feeling:

En6-5-2-2

أستمع، وأرسم دائرة حول كيف يشعر كل واحد:

1. Sue is:

a. angry

b. happy

c. careless

2. Lora is:

a. excited

b. unhappy

c. confused

3. Rami is:

a. happy

b. confident

c. embarrassed

4. Tala is

a. uninterested

b. worried

c. disappointed



I Check

أتحقق من إجابتي

1. Sue is happy.
2. Lora is excited.
3. Rami is embarrassed.
4. Tala is disappointed.

Activity 3

What about you?

ماذا عَنْكَ؟



Identifying how I feel.

تحديدُ شعوري.



8 - 10 minutes



pencil / rubber



I answer the questions:

أجيبُ عن الأسئلة:

I feel happy when I see my friends. What about you?

When I see my friends. I feel excited.

When I am sad, I stay at home. What about you?

I feel embarrassed when I fall off my bike. What about you?



I Check

أتحقق من إجابتي

Sample answers:

1. I feel happy when I see my friends.
What about you?

1. When I see my friends, I feel excited.

2. When I am sad, I stay at home. What about you?

2. When I am sad, I go for a walk in the park.

3. I feel embarrassed when I fall off my bike.
What about you?

3. I feel shy when I fall off my bike.

It is okay to feel how you feel.



Activity 4

I Guess the Feeling

أخمنُ الشُّعور



Identifying the suitable adjective.

تحديدُ الصِّفةِ المناسبةِ.



8 - 10 minutes



pencil rubber



I fill in the spaces with the suitable adjective:

أملأُ الفراغَ بالصِّفةِ المناسبةِ:

1. I'm unhappy with my job, so I'm looking for a new one.
2. Mark has good grades on his exam, so Mark is
.....
3. Where were you? I was that
something bad had happened.
4. Lina has walked for a long time. So she's very
.....
5. Nizar wants to eat because he is



I Check

أتحقق من إجابتي

1. I'm unhappy with my job, so I'm looking for a new one.
2. Mark has good grades in his exam, so Mark is pleased / happy.
3. Where were you? I was worried that something bad had happened.
4. Lina has walked for a long time. So she's very tired.
5. Nizar wants to eat because he is hungry.

Activity 5

I Match

أطابق



Identifying the meaning of the new vocabulary.

تحديدُ معاني المفرداتِ الجديدةِ.



8 - 10 minutes



pencil / rubber



I match the words with their meanings:

أصلُ هذه الكلماتِ بمعانيها:

1. secure

a. sure

2. intelligent

b. nervous

3. worried

c. not nervous

4. confident

d. safe

5. calm

e. clever, smart



I Check

أتحقق من إجابتي

1. secure

safe

2. intelligent

clever, smart

3. worried

nervous

4. confident

sure

5. calm

not nervous

Activity 6

Feelings During the Exam

المشاعرُ خلال الامتحانِ



Scanning the text for the answers.

قراءة نصّ للإجابة عن الأسئلة.



8 - 10 minutes



pencil / rubber



I read the text and choose the correct answer a, b, or c:

أقرأ النَّصَّ، وأختارُ الإجابةَ الصَّحيحةَ أ، ب، أو ج:

It Is all about Learning

Getting high marks in exams needs hard work. Some people feel nervous and afraid when they do exams, whereas others feel confident and relaxed. I never feel unconfident and scared before doing my exams; I always feel relaxed. My friend, Rula, always feels happy and secure, because she prepares well and thinks carefully before giving any answer. My friend, Nour, who is intelligent feels very calm and relaxed before the exams. I am really very impressed by her. One shouldn't be careless or worried about exams because learning is what matters.

1. Rula always feels when she does an exam.
a. sad b. worried c. secure
2. Rula always thinks
a. careful b. carefully c. care
3. Nour is
a. funny b. intelligent c. careless
4. I am by Nour.
a. impressed b. disappointed c. embarrassed
5. is what matters .
a. The mark b. Learning c. The result



I Check

أتحقق من إجابتي

1. Rula always feels secure when she does an exam.
2. Rula always thinks carefully.
3. Nour is intelligent.
4. I am impressed by Nour.
5. Learning is what matters.

Activity 7

Positive or Negative

سلبِي أم إيجابيِّ



Naming positive and negative feelings.

تسميةُ المشاعرِ الإيجابيَّةِ والسَّلبِيَّةِ.



8 - 10 minutes



pencil / rubber



I write three positive feelings and three negative feelings:

أكتبُ ثلاثةَ مشاعرٍ إيجابيَّةٍ وثلاثةَ مشاعرٍ سلبِيَّةٍ:

Positive Feelings

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

Negative Feelings

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



I Check

أتحقِّق من إجابتي

Sample Answer

Positive feelings: happy - secure - confident

Negative feelings: afraid - unhappy - nervous

Activity 8

Prefix or Suffix

بادئة أم لاحقة





Classifying "prefixes" and "suffixes".

تصنيف البادئات واللاحقات.



8 - 10 minutes



pencil  rubber 



I read the examples, then I classify the words:

أقرأ الأمثلة، ثم أصنّف الكلمات:

sadness - unconfident - relaxed - dislike - confused - careless
- unhappy - worried - happiness - impressed

Words with prefixes

unconfident

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

Words with suffixes

sadness

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



I Check

أتَحَقَّقُ من إجابتي

Words with prefixes: unconfident - dislike - unhappy

Words with suffixes: sadness - relaxed - confused - careless
- worried - happiness - impressed

Remember

Prefixes are letters which we add to the beginning of a base word to make a new word with a different meaning.

Suffixes are letters added to the end of a base word to change its conjugation, word type, or other grammar properties like plurality.

Prefixes + Base word

un	unhappy - unconfident
dis	disappear - dislike
I like reading books. I dislike watching horror films.	

Base word + Suffixes

ness	happiness - sadness
ed	relaxed - scared
less	careless - helpless
I feel happy. Happiness is a nice feeling.	

Activity 9

I Use Commas

أستخدمُ الفواصلَ



Inferring the usage of commas.

استنتاجُ استعمالِ الفواصلِ.



8 - 10 minutes



pencil



rubber



I rewrite the sentences correctly; I use commas where needed:

أعيدُ كتابةَ الجملِ بصورةٍ صحيحةٍ، وأستخدمُ الفواصلَ وفق الحاجة:

- In the summer, I go to the beach.
- I like playing basketball, and I like swimming.
- I love dogs, but my sister loves cats.

We are an active family. We love doing sports. Every morning we feel excited when we run around the neighbourhood. I like doing sports in the gym but my sister likes doing exercises at home. I like playing football and I usually play it every weekend.



I Check

أتحقق من إجابتي

We are an active family. We love doing sports. Every morning, we feel excited when we run around the neighbourhood. I like doing sports in the gym, but my sister likes doing exercises at home. I like playing football, and I usually play it every weekend.



Composing meaningful sentences using a given framework.

تشكيلُ جملٍ صحيحةٍ باستعمالِ إطارِ عملٍ موجود.



8 - 10 minutes



pencil rubber



I write about how I felt the whole day yesterday:

أكتبُ عن شعوري طوال يوم أمس:

In the morning, I **felt relaxed and active.**

In the morning, I

In the afternoon, I

In the evening, I



I Check

أتحقَّق من إجابتي

Sample Answer

In the morning, I felt excited.

In the afternoon, I felt happy and active.

In the evening, I felt tired.



1- I read the text, then write “True” or “False”:

Usually, surprises give happiness and pleasure. Last week, we planned a surprise reunion for my mother, Nadia. We sent an invitation to her close old friend, who lived in France, to spend the weekend at my grandparents’ villa. In the afternoon, we went to our grandparents’ villa. There, my mum was surprised when she saw her old friend, Maria, who came from France. Maria was impressed and pleased to have such an exciting meeting. My mum was very excited and proud of us. We had a lovely weekend.

1. Nadia was surprised in a positive way.

True

2. The reunion party was in their grandparents’ villa.

3. Maria was sad to meet her best friend again.

4. They spent an unhappy weekend.

5. Their mother felt embarrassed to meet her friend.

2- I add the suitable suffix or prefix:

un – ness – dis – ed – less

1. happy

2. sad

3. surpris

4. scar

5. care

6. confident

7. like

8. satisfi

9. interested

3- I add commas in the suitable place:

1. I usually wake up feeling happy but I become tired and exhausted in the evening.

2. I get dressed then I go to school with my brother.

3. Every weekend my family gather for lunch then we dance and sing happily.



I Check

أتحقق من إجابتي

1- I read the text, then write “True” or “False”:

Usually, surprises give happiness and pleasure. Last week, we planned a surprise reunion for my mother, Nadia.

We sent an invitation to her close old friend, who lived in France, to spend the weekend at my grandparents' villa.

In the afternoon, we went to our grandparents' villa. There, my mum was surprised when she saw her old friend, Maria, who came from France. Maria was impressed and pleased to have such an exciting meeting. My mum was very excited and proud of us. We had a lovely weekend.

1. Nadia was surprised in a positive way.

2. The reunion party was in their grandparents' villa.

3. Maria was pleased to meet her best friend again.

4. They spent a lovely weekend.

5. Their mother felt excited and proud of them. She also felt impressed and pleased to meet her friend.

2- I add the suitable suffix or prefix:

un – ness – dis – ed – less

1. unhappy

2. sadness

3. surprised

4. scared

5. careless

6. unconfident

7. dislike




8. satisfied

9. uninterested

3- I add commas in the suitable place:

1. I usually wake up feeling happy, but I become tired and exhausted in the evening.
2. I get dressed, then I go to school with my brother.
3. Every weekend, my family gather for lunch, then we dance and sing happily.



I am able to أستطيع أن			
<p>1. Identify the new vocabulary related to feelings. (nervous - uninterested - relaxed -worried confident - happy - sad) أحدّد المفردات الجديدة المتعلقة بالمشاعر (عصبي - غير مهتم - مرتاح - قلق - واثق - سعيد - حزين)</p>			
<p>2. Ask questions about how one's feel. (When I am sad, I stay at home. What about you?) أطرح أسئلة حول كيف أشعر. (عندما أشعر بالحزن أبقى في المنزل. ماذا عنك؟)</p>			
<p>3. Answer questions about one's feeling. (When I see my friends, I feel excited.) أجيب عن أسئلة حول كيف أشعر. (عندما أرى صديقي، أشعر بالحماسة.)</p>			
<p>4. Add commas in the right place. (In the summer, I go to the beach.) أضيف الفواصل في المكان المناسب. (في الصيف، أذهب إلى الشاطئ.)</p>			

I am able to

أستطيع أن



5. Distinguish between “suffixes” and “prefixes”.

(Prefixes: un - dis

unhappy - dislike

Suffixes: ness - ed - less

sadness - relaxed - helpless)

أَميَزَ بَيْنَ (البادئة) و (اللاحقة).

un - dis : (البادئة مثل:

unhappy - dislike

ness - ed - less : (اللاحقة مثل:

(sadness - relaxed - helpless

6. Distinguish between positive feelings and negative feelings.

(Positive feelings: happy

Negative feelings: afraid)

أَميَزَ بَيْنَ المشاعر الإيجابية والمشاعر السلبية

(مشاعر إيجابية: سعيد مشاعر سلبية: خائف)

Unit 5 Worksheet: Where to Go

1- I add the suitable prefix or suffix:

1. Laila is crying, she ishappy.
2. Dan hasn't got good grades on his exam, so he isappointed.
3. Sara has a new dress, she is excit..... .
4. I slept well last night, I feel relax..... .
5. You lookconfident. Have you studied well for the exam?

2- I match:

1. Have you got a sister?

2. What does she look like?

3. What is she like?

4. Who does she look like?

a. She is a short and slim girl.

b. She looks like my mother.

c. Yes, I have.

d. She is outgoing and funny.



3- I add “commas” where needed:

1. In the summer we travel to Latakia.
2. I love birds but my sister doesn't like animals.
3. Sally is smart tall and slim.
4. I bought a bag a dress and a blouse.

4- I choose the suitable word between brackets:

1. Sami bought a new car, he feels (happy - unhappy).
2. My sister drinks milk every morning, she (likes - dislikes) milk.
3. My brother has good marks on his exam, he feels (satisfied - unsatisfied).
4. My grandmother hasn't slept well last night, she looks (tired - relaxed).


5- I read and tick the correct sentence:

1. a. I have a nice, old slim grandfather.
b. I have a slim, old nice grandfather.
2. a. There is a lovely, small fat dog in the backyard.
b. There is a fat lovely, small dog in the backyard.
3. a. Nelly is a short, clever blonde girl.
b. Nelly is a clever, short blonde girl.

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:



أتعلم بطريقة الاختيار من متعدّد: 

- I choose the correct word:

1. Sue is:

a. angry

b. happy


c. careless

2. Lora is:

a. excited

b. unhappy

c. confused

أتعلم بطريقة المطابقة والوصل: 

- I read and match:

1. What does Linda look like?

a. She is a short slim girl.

2. What is she like?

b. She is smart and kind.

أَتَعَلَّمُ بِطَرِيقَةِ التَّرْتِيبِ: ☆☆☆

- I order:

- trees. / should / People / plant
- People should plant trees.

أَتَعَلَّمُ بِطَرِيقَةِ كِتَابَةِ الإِجَابَةِ: ☆☆☆

- I complete the phrases:

- Laila is a **nice** girl.
- Laila is **nice, tall and slim**.
- I have a **lovely** **cat**.
- My cat is **lovely, fat and white**.

Unit 6: Free Time



8- 9 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

Party is Fun

حفلة ممتعة



Lesson 2

Hello Summer

أهلاً بالصيف



Let's Start



Activity

Fun is Fine

التمتع رائع



Defining how to have a party.

تحديد كيفية إقامة حفلة.



8 - 10 minutes



pencil rubber

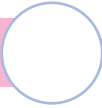


I tick the actions I should do to have a party:

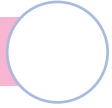
أضع إشارة بجانب الأفعال التي يجب أن أقوم بها لعمل حفلة:



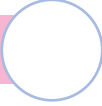
Write cards for friends



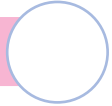
Go to the hospital



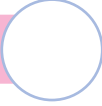
Buy balloons



Buy some presents



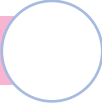
Go to the park



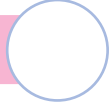
Do a test



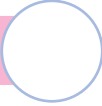
Bake a cake



Decorate the house



Visit my cousin



Paint the walls



I Check

أتحقق من إجابتي

Write cards for friends

Buy some presents

Buy balloons

Decorate the house

Bake a cake

Paint the walls



To invite - To celebrate - To inflate - To organize
To bake - A present

يدعو - يحتفل - ينفخ - ينظم - يخبز - هديّة



2 - 2.5 hours



crayons



pencil



rubber



CD player



Let's Go



I look, read and write the colours of the items in the birthday party:

أنظر وأقرأ وأكتب ألوان العناصر الموجودة في حفلة عيد الميلاد:



John is a boy. He has hair. He has a blue party hat on his head. He has a glass in his hand. He wears a t-shirt and pants. His shoes are

Jane is a girl. Her party hat is with polka dots.

She has short hair. She wears a dress. Her shoes are Her gift box is and has a ribbon.

Activity 1

My birthday

عيد ميلادي



Identifying the sentences after listening.

تحديدُ الجملِ بعدَ الاستماعِ.



8 - 10 minutes



pencil



rubber



CD player



I Listen then number the sentences:

En6-6-1-1

أستمعُ، ثمَّ أرقِّمُ الجملَ:



My mum baked a cake for me.

I invited my friends to my party.

1

I am 12 years old.

My friends gave me beautiful presents.

Yesterday was my birthday.



I Check

أتحقق من إجابتي

I am 12 years old.

1

Yesterday was my birthday.

2

I invited my friends to my party.

3

My friends gave me beautiful presents.

4

My mum baked a cake for me.

5





Recognizing the new vocabulary.

تمييزُ المفرداتِ الجديدةِ.



8 - 10 minutes



pencil rubber



I find these objects in the picture and write the number in the circle next to each object. I colour the picture after I find all the objects:

أجدُ هذهِ الأشياءِ في الصُّورةِ، وأكتبُ الرِّقَمَ في الدَّائرةِ بجانبِ كلِّ شيءٍ. ألَوِّنُ الصُّورةَ بعد أن أجد كل الأشياءِ:

cake

1

candles

2

gift

3

bow

4

birthday card

5

ice cream

6

balloon

7

loot bag

8

clown

9

wrapping paper

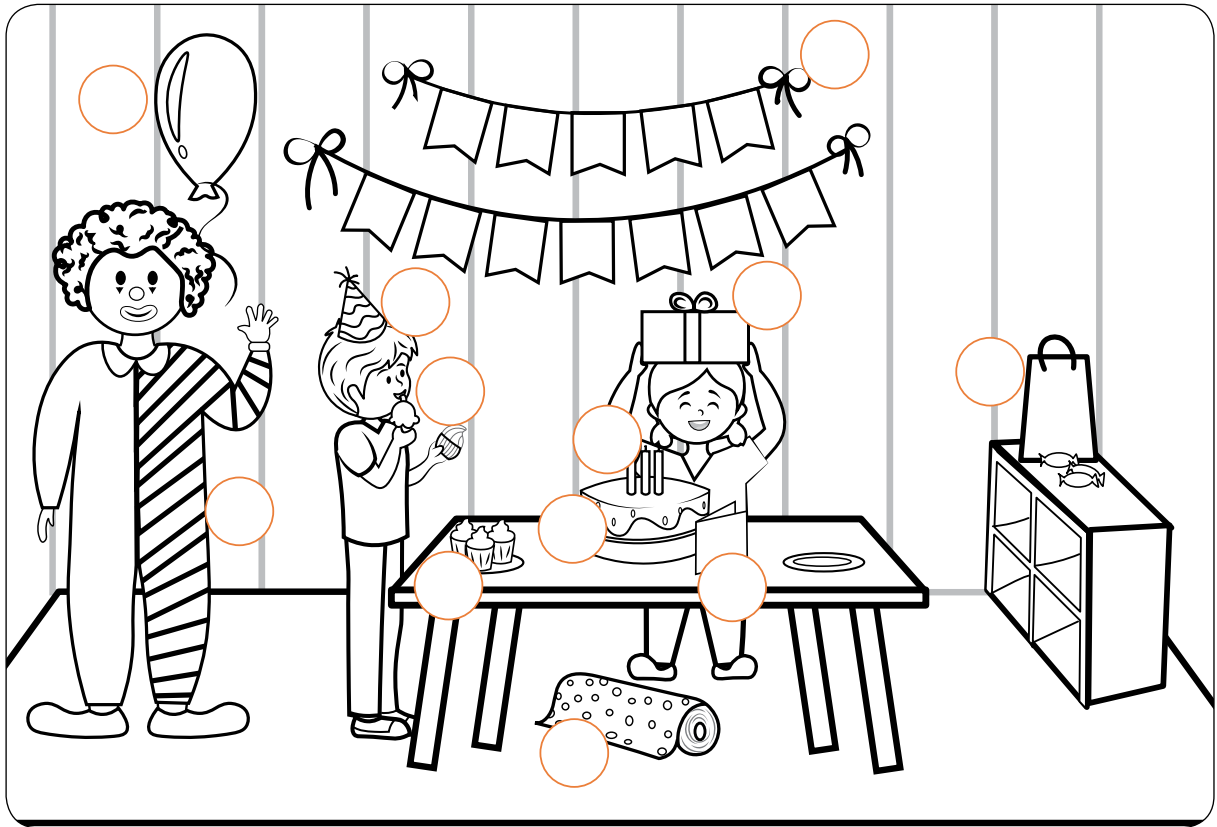
10

cupcakes

11

party hat

12



I Check

أتحقق من إجابتي

cake



candles



gift



bow



birthday card



ice cream



balloon



loot bag



clown



wrapping paper



cupcakes



party hat



Activity 3

Words About Parties

كلمات عن الاحتفالات



Identifying new vocabulary about parties.

تعرف مفردات جديدة عن الحفلات.



8 - 10 minutes



pencil / rubber



I match the following words to their meanings:

أطابقُ الكلمات الآتية بمعانيها:

To invite

To fill something with air or gas

To celebrate

A gift

To inflate

To party

To organize

To cook in an oven

To bake

To ask somebody to come

A present

To arrange and plan



I Check

أتحقق من إجابتي

To invite: To ask somebody to come

To celebrate: To party

To inflate: To fill something with air or gas

To organize: To arrange and plan

To bake: To cook in an oven

A present: A gift



Scanning the text for specific information.

قراءة نص للحصول على معلوماتٍ محدَّدة.



8 - 10 minutes



pencil / rubber



I read the text and write True or False:

أقرأ النَّصَّ، وأضعُ صح أو خطأ:

My Birthday Party

My name's Jane. I am eleven years old. It was my birthday yesterday. My family organized the party, and my friends celebrated with me. My brother inflated the balloons and my mum baked a chocolate cake. While we were celebrating, my cousin came. She gave me a nice present. It was a silver watch. My dad and mum gave me a new bike. My little sister Janet bought a ribbon for me. It was beautiful. While we were eating the cake, it started to rain. It was a special day and I was so happy.

1. Janet is older than Jane.

False

2. It was Jane's brother birthday.

3. Jane's mum baked a chocolate cake.

4. Jane's father inflated the balloons.

5. Jane's cousin bought her a ribbon.

6. It was raining while they were eating the cake.



I Check

أتحقق من إجابتي

1. Janet is Jane's little sister.

2. It was Jane's birthday.

3. Jane's mum baked a chocolate cake.

4. Jane's brother inflated the balloons.

5. Jane's cousin bought her a silver watch.

6. It started to rain while they were eating the cake.

Activity 5

A Birthday Party

حفلة عيد ميلاد



Identifying words related to parties.

تعرف كلمات متعلقة بالحفلات.



8 - 10 minutes



pencil rubber



I look at the picture and answer (True), (False), or (I don't know):

أنظر إلى الصورة، وأجيب بـ صح أو خطأ أو لا أعلم:



1. We don't know the boy's age.
2. The boy is happy.
3. The boy likes football.
4. All the presents are under the table.
5. Today is Sunday.
6. Only family members are invited.
7. Mum made the cake.
8. The oldest lady is wearing a red blouse.
9. The tablecloth is blue.
10. There are only girls at the party.
11. There are five candles on the cake.
12. There aren't any windows.
13. The blonde woman is holding a baby.
14. The family live in a big house.
15. There are no pets.



I Check

أتحقق من إجابتي

1. We know the boy's age because of the candles.
2. The boy is happy.
3. We don't know if the boy likes football.
4. The presents are next to the table.
5. We don't know what day it is.
6. We don't know if family members are the only ones invited.
7. We don't know if mum made the cake.
8. The oldest lady is wearing a red blouse.
9. The tablecloth is blue.
10. There are girls and boys in the party.
11. There are five candles on the cake.
12. There aren't any windows.
13. The blonde woman is holding a baby.
14. We don't know if the house is big or small.
15. There are no pets.

Activity 6

I Use Past Tenses

أستعملُ أزمنةَ الماضي



Recognizing the difference between past simple and past continuous.

تمييزُ الاختلافِ بينَ الماضي البسيطِ والماضي المستمرِّ.



8 - 10 minutes



pencil rubber



I write the verbs in the brackets in the past simple or in the continuous form:

أكتبُ الأفعالَ التي بينَ قوسينِ في الماضي البسيطِ أو في الماضي المستمرِّ:

- Last Sunday I **went** (go) to Kathy's birthday.
- It (be) in a restaurant.
- When I (come), her friends were singing a song for her.
- While we (be) eating, Kathy's little brother (be) playing the guitar.
- Her brother (play) the guitar.
- We (be) happy and excited.



I Check

أتحقق من إجابتي

- Last Sunday I went to Kathy's birthday.
- It was in a restaurant.
- When I came, her friends were singing a song for her.
- Her brother was playing the guitar.
- While we were eating, Kathy's little brother was playing the guitar.
- Her brother played the guitar.
- We were happy and excited.

Remember

(when) vs (while)

When I came, her friends were singing.

While we were eating, he was playing the guitar.

Activity 7

Let's Practise Grammar

دَعْنَا نَطْبِقُ الْقَوَاعِدَ



Applying past tenses.

تطبيقُ أزمانِ الماضي.



8 - 10 minutes

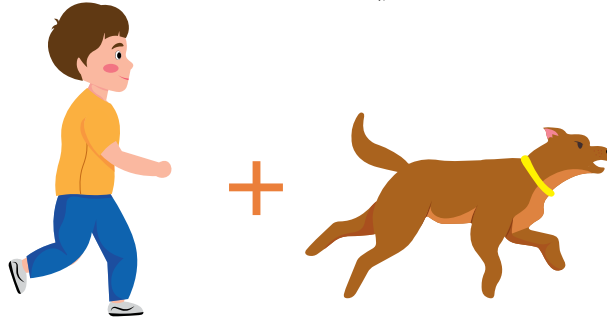


pencil rubber



I look at the pictures then fill in the spaces with the correct past tense:

أنظُرْ إِلَى الصُّورِ، ثُمَّ أَمَلِّأِ الْفَرَاقَاتِ بِالزَّمَنِ الْمَاضِي الصَّحِيحِ:



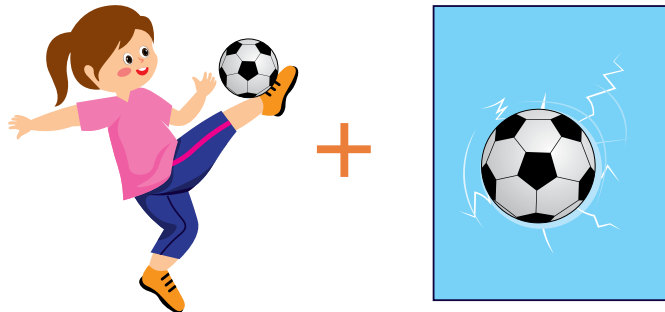
John (jog) in the park when a dog
.....(attack) him.



While I (have) a bath, the phone
(ring).



The senator (make) a speech when
microphone (stop) working.



Monica (play) football when the ball
..... (hit) the neighbour's window.



While Mike (watch) TV, all the lights
..... (go) off.



I Check

أتحقق من إجابتي

John was jogging in the park when a dog attacked him.

While I was having a bath, the phone rang.

The senator was making a speech when the microphone stopped working.

Monica was playing football when the ball hit the neighbour's window.

While Mike was watching TV, all the lights went off.

Activity 8

Ask me

اسألني



Asking and answering in past continuous form.

طرح أسئلة والإجابة في زمن الماضي المستمر.



8 - 10 minutes



pencil rubber



I read and match:

أقرأ، وأصل:

1. What were you doing yesterday at five o'clock?

a. Yes, he was.

2. What was Sami wearing for his party?

b. I was watching a film.

3. Was the driver fixing the car when you arrived?

c. He was wearing a blue jacket



I Check

أتحقق من إجابتي

1. What were you doing yesterday at five o'clock?

I was watching a film.

2. What was Sami wearing for his party?

He was wearing a blue jacket.

3. Was the driver fixing the car when you arrived?

Yes, he was.

Activity 9

(When) vs. (While)

عندما، ضدّ، بينما



Recognizing the difference between (when) and (while).

تمييزُ الاختلاف بينَ (عندما) و (بينما).



8 - 10 minutes



pencil rubber



I write (when) or (while):

أكتبُ (عندما) أو (بينما):

1. It started to snow **when** we were playing.
2. The teacher was reading they were writing.
3. I was studying, the telephone was ringing.
4. she was playing tennis, her sister was swimming.
5. I saw him, he was riding a bike.



I Check

أتحقق من إجابتي

1. It started to snow when we were playing.
2. The teacher was reading, while they were writing.
3. While I was studying, the telephone was ringing.
4. While she was playing tennis, her sister was swimming.
5. When I saw him, he was riding a bike.



Applying parties vocabulary.

تطبيق مفرداتِ الحفلات.



8 - 10 minutes

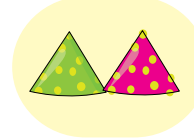
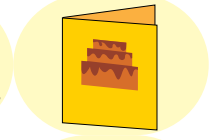
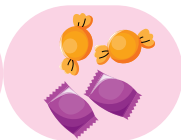


pencil rubber



I look, read and write what these children like and don't like to have in their birthday parties:

أنظر، أقرأ، وأكتبُ عمَّا يحبُّ هؤلاء الأطفال أن يحصلوا عليه في حفلاتِ أعيادِ ميلادهم:



Hello. I am Rosy. I am nine years old. It's my birthday soon! I don't like sweets or ice cream. I like candles and big cakes!

Green box with a checkmark, indicating a correct answer. It contains three dotted lines for writing.

Red box with a red X, indicating an incorrect answer. It contains three dotted lines for writing.



Hello. I am Tim. I am ten years old. I don't care about food on my birthday. I don't like pizza. I don't like birthday hats. I like friends and presents.

.....

.....



Hello. I am Billy. It's my birthday today! I am three years old. I like chocolate and toy cars. I don't like cards. I am scared of balloons.

.....

.....



I Check

أتحقق من إجابتي

Name	Likes	Dislikes
Rosy	candles - big cakes	sweets - ice cream
Tim	friends - presents	food - pizza birthday hats
Billy	chocolate - toy cars	cards - balloons



1- I look, read and fill in the spaces with words from the box below:

balloons - friends - burger - ice cream - candles - jelly - house - presents - birthday cake

Today is my birthday.

There is a birthday party in the



I want to invite my



. There are a lot of



There is a



with seven



There are



There are a lot of things to eat. There is



and also there are



and



. I don't eat

sweet things, which food do you think I will choose?

2- I match:

1. Who were you talking to?

I was playing a video game in the evening.

2. What were you doing yesterday in the evening?

It rained last Friday.

3. When did it rain?

Yes, it was.

4. Was the party interesting?

I was talking to Jane.

3- I answer these questions:

1. When is your birthday?

.....

2. Do you normally have a birthday party?

.....

3. What is your favourite flavour?

.....

4. Do you bake the cake at home or do you buy it?

.....

5. What present would you like to get on your next birthday?

.....



I Check

أتحقق من إجابتي

- 1- I look, read and fill in the spaces with words from the box below:

balloons - friends - burger - ice cream - candles - jelly - house - presents - birthday cake

Today is my birthday.

There is a birthday party in the house.

I want to invite my friends . There are a lot of balloons.

There is a birthday cake with seven candles.

There are presents. There are a lot of things to eat. There is

ice cream and also there are jelly and burger. I don't eat

sweet things, which food do you think I will choose?

2- I match:

1. Who were you talking to? I was talking to Jane.

2. What were you doing yesterday in the evening?
I was playing a video game in the evening

3. When did it rain? It rained last Friday

4. Was the party interesting? Yes, it was

3- I answer these questions:

Sample answers

1. When is your birthday?

It's on September 13th

2. Do you normally have a birthday party?

Yes, I do. / No, I don't

3. What is your favourite flavour?

I like chocolate cake.

4. Do you bake the cake at home or do you buy it?

We bake it at home.

5. What present would you like to get on your next birthday?

I like to get a bike for my next birthday.



I am able to أستطيع أن			
<p>1. Identify words related to parties. (To invite - To celebrate - To inflate - To organize - To bake - A present) أتعرف كلمات متعلّقة بالحفلات. (يدعو - يحتفل - ينفخ - ينظّم - يخبز - هديّة)</p>			
<p>2. Scan the text for specific information. أقرأ نصّ للحصول على معلومات محدّدة.</p>			
<p>3. Recognise the difference between past simple and past continuous. (When I came her friends were singing. While we were eating, he was playing on a guitar.) تمييز الاختلاف بين الماضي البسيط والماضي المستمرّ. (عندما حضرت، كان أصدقاؤها يغنون. بينما كنا نتناول الطّعام، كان يعزف على الغيتار.)</p>			

I am able to
أستطيع أن



4. Apply past tenses.

(John was jogging in the park when a dog attacked him.)

أطبق أزمنة الماضي.
(كان جون يهرول في الحديقة عندما هاجمه كلب.)

5. Ask and answer in past continuous form.

(What were you doing yesterday at five o'clock? I was watching a film.)

أطرح أسئلة وأجيب في زمن الماضي المستمر.
(ماذا كنت تفعل في الساعة الخامسة بالأمس؟ كنت أشاهد فيلماً.)

6. Recognise the difference between (when) and (while).

(It started to snow when we were playing. The teacher was reading while they were writing.)

تمييز الاختلاف بين (عندما) و (بينما).
بدأ الثلج يتساقط عندما كنا نلعب.
كان المعلم يقرأ بينما كنا نكتب.)



Climbing - Snorkeling - Zip wiring - Hiking - Biking

التسلُّق - الغطس - الانزلاق بالحبل - المشي لمسافاتٍ طويلةٍ - ركوبُ الدراجات



2 - 2.5 hours



crayons



pencil



rubber



CD player

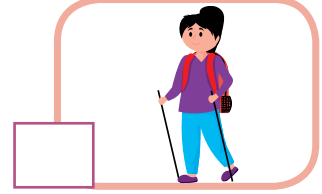
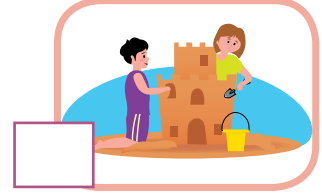
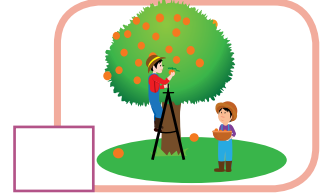
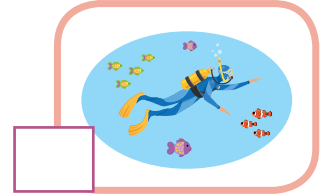
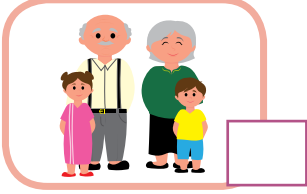
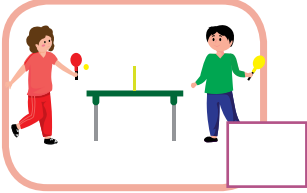
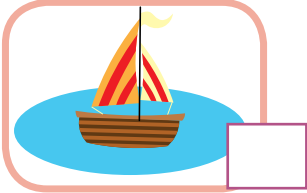


Let's Go



I match the words with pictures:

أطابق الكلمات مع الصور:



1. sailing
2. going for a picnic
3. gardening
4. paragliding
5. making a sandcastle
6. hiking
7. visiting grandparents
8. playing snowball
9. snorkeling
10. playing table tennis
11. making a snowman
12. playing beach volleyball
13. picking fruits
14. climbing



Distinguishing the correct type of holiday.

تمييزُ نوعِ العِطلةِ الصَّحيحِ.



8 - 10 minutes



pencil



rubber



CD player



I listen then match the name of the children to the type of holiday they are going to have: **En6-6-2-1**

أستمعُ، ثمَّ أطابقُ بينَ اسمِ الأطفالِ ونوعِ العِطلةِ التي سيحصلونَ عليها:



Sara



.....



.....



.....



I Check

أتحقق من إجابتي



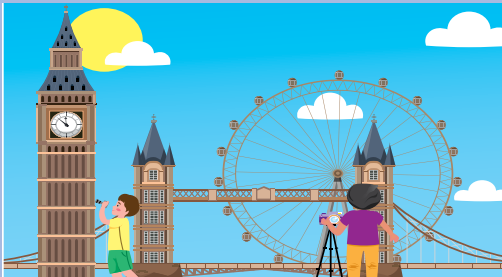
Sara

a beach holiday



Hani

a camping holiday



Tala

a sightseeing holiday



Tomas

a backpacking holiday

Activity 2

Which One is First

أيهما أولاً



Correctly arranging the activities.

ترتيب الأنشطة بصورة صحيحة.



8 - 10 minutes



pencil



rubber



CD player



I listen and number the activities in the order I heard

them: **En6-6-2-2**

أستمعُ إلى الأنشطة، وأرقمها وفق الترتيب الذي سمعتها به:

Hiking was one of the activities I did and liked in my holiday.

On my last holiday, I went mountain climbing with dad.

I like zip wiring. I feel like I am flying.

1

I like to go biking in the early morning. It gives me strength.

When I go snorkeling I wear my safety jacket.



I Check

أتحقق من إجابتي

1. Biking



2. Snorkeling



3. Climbing



4. Zip wiring



5. Hiking



Activity 3**My Plan This Summer****خطتي هذا الصيف**

Identifying true and false sentences.

تحديدُ الجملِ الصَّحيحةِ والخاطئةِ.



8 - 10 minutes



pencil / rubber



I put (True) or (False) after reading the text:

أضعُ (صح أو خطأ) بعدَ قراءةِ النَّصِّ:

My Summer Holiday!

This summer, we are going to travel and have some exciting adventures from July 2nd to July 8th. We are going to leave Damascus on July 2nd, and on July 3rd, we will go hiking. The following day will feature a zip lining activity. We will climb the mountain on July 5th, and on July 6th, we are going to enjoy some water activities like surfing and snorkeling. The day before returning, we will have a barbecue party by the beach, likely organized by Dad. We are going to come back to Damascus on July 8th.

1. We are going to travel next summer.

False

2. The trip will last for 5 days.

3. On the third day, we are going to do a zip wiring activity.

4. We are not planning to climb the mountains on this trip.

5. We are planning to do water activities on this trip.



I Check

أتحقق من إجابتي

1. We are going to travel this summer.

2. The trip will last for 6 days.

3. On the third day, we are going to do a zip wiring activity.

4. We are planning to climb the mountains on this trip.

5. We are planning to do water activities on this trip.

Activity 4

My Activities

أنشطتي



Classifying the activities.

تصنيفُ الأنشطة.



8 - 10 minutes



pencil / rubber



I read the text in activity 3 again then write the activities during the trip:

أقرأ النَّصَّ في التمرين الثالث مجدداً ثم أكتب الأنشطة أثناء الرحلة:

July 3rd

.....
.....

July 4th

.....
.....

July 5th

.....
.....

July 6th

.....
.....

July 7th

.....
.....



I Check

أتحقق من إجابتي

July 3rd

hiking

July 4th

zip wiring

July 5th

climbing the mountain

July 6th

surfing and snorkeling

July 7th

having a barbecue party

Activity 5

Guess what we are Going to do خَمِّنْ ما الذي سنفعله؟



Recognising the correct verb.

تمييزُ الفعلِ الصَّحيحِ.



8 - 10 minutes



pencil / rubber



I fill in the spaces with words from the text:

أَمَلًا الفِراغاتِ بِكلماتٍ مناسبةٍ من النَّصِّ:

- We are planning to travel and have some interesting adventures.
- We are going to do a different every day.
- We are going to go
- We are planning to the mountain.
- The day before returning back, we are going to do a party by the beach.
- We are going to do a activity.
- We are going to do some water activities like and



I Check

أتحقق من إجابتي

We are planning to travel and have some interesting adventures.

We are going to do a different activity every day.

We are going to go hiking.

We are planning to climb the mountain.

The day before returning back, we are going to do a barbecue party by the beach.

We are going to do a zip wiring activity.

We are going to do some water activities like surfing and snorkeling.



Identifying the difference between will and going to.

تمييز الفرق بين شكلي (سوف).



8 - 10 minutes



pencil / rubber



I write (will or going to) in the space:

أكتبُ (أحدَ أشكالِ سوف) في الفراغ:

I think it rain.

It is foggy. It is rain.

I am visit my aunt. I talked to her yesterday.

This t-shirt looks nice. I buy it.



I Check

أتحقق من إجابتي

I think it will rain.

It is foggy. It is going to rain.

I am going to visit my aunt. I talked to her yesterday.

This t-shirt looks nice. I will buy it.

Remember

(will / going to)

- Use “**will**” for decisions made at the moment of speaking or for promises.

For example:

“I **will** help you with that.”

- Use “**going to**” for plans or intentions that were decided before the moment of speaking or for predictions based on current evidence.

For example:

“I am **going to** visit my friend this weekend.”

Activity 7

What to Do Then

ما الذي سأفعله لاحقاً؟



Arranging the sentences.

أعيدُ ترتيبَ الجملِ.



8 - 10 minutes



pencil / rubber



I reorder the sentences to form a conversation:

أعيدُ ترتيبَ الجملِ لأكونَ محادثةً:

I will take a tent.

I think I will go by bus.

I'm going to travel to Palmyra.

How are you going to travel?

Where are you going to travel this summer?

What will you take with you?



I Check

أتحقق من إجابتي

Where are you going to travel this summer?
I'm going to travel to Palmyra.

How are you going to travel?
I think I will go by bus.

What will you take with you?
I will take a tent.

Activity 8

Is There A Difference?

هل يوجد فرق؟



Applying the future.

استعمال المستقبل.



8 - 10 minutes



pencil



rubber



I choose the right answer:

أختارُ الإجابةَ الصَّحيحةَ:

She is studying medicine. She (**will - is going to**) be a doctor.

The phone is ringing. I (**will - am going to**) answer it.

He (**am - is**) going to play a game next Monday.

This box is too heavy. I (**will - am going to**) help you.

I think the red team (**will - is going to**) win.



I Check

أتحقَّق من إجابتي

She is studying medicine. She is going to be a doctor.

The phone is ringing. I will answer it.

He is going to play a game next Monday.

This box is too heavy. I will help you.

I think the red team will win.

Activity 9

It Won't Happen

لن تحدث



Composing short simple sentences.

كتابة جملٍ قصيرةٍ بسيطةٍ.



8 - 10 minutes



pencil rubber



I write the sentences in the negative form:

أكتبُ الجملَ في صيغةِ النَّفي:

My father **isn't** going to buy a new house.

They will leave the country tomorrow.

She is going to start a new job. She didn't sign a contract.

I am going to meet my friend in the park at the weekend.



I Check

أتحقق من إجابتي

My father isn't going to buy a new house.

They won't leave the country tomorrow.

She isn't going to start a new job. She didn't sign a contract.

I am not going to meet my friend in the park at the weekend.



1- Which activities can be done in the water?

zip wiring - hiking - swimming - climbing - surfing -
camping - snorkeling

.....

2- I reorder:

Where / you / are / going / spend / to / the / weekend?

.....

I / am / going / to / spend / on / the / beach / the / holiday.

.....

long / How / will / you / stay?

.....

I / think / five / I / will / stay / for / days.

.....

3- I choose the right answer:

- 1. This box is heavy. I (will - am going to) help you.
- 2. She (will - is going to) visit her grandmother this weekend.
- 3. I think it (will - is going to) rain tomorrow.
- 4. We (will - are going to) watch a movie tonight.



I Check

أتحقق من إجابتي

1- Which activities can be done in the water?
swimming - snorkeling

2- I reorder:

Where are you going to spend the weekend?

I am going to spend the holiday on the beach.

How long will you stay?

I think I will stay for five days.

3- I choose the right answer:

1. This box is heavy. I will help you.

2. She is going to visit her grandmother this weekend.

3. I think it will rain tomorrow.

4. We are going to watch a movie tonight.



I am able to أَسْتَطِيعُ أَنْ			
<p>1. Identify the new vocabulary related to holiday. (Climbing - Snorkeling - Zip wiring - Hiking Biking)</p> <p>أحدّد المفردات الجديدة المتعلقة بالعطلة. (التسلّق - الغطس - الانزلاق بالحبل - المشي لمسافات طويلة - ركوب الدراجات)</p>			
<p>2. Distinguish the correct type of holiday. (a beach holiday - a camping holiday - a sightseeing holiday - a hiking holiday)</p> <p>أميّز نوع العطلة. (التنزه على الشاطئ - تخييم - إتقاط الصور لمشاهد سياحية - المشي)</p>			
<p>3. Identify true and false sentences.</p> <p>أحدّد الجمل الصحيحة والخاطئة.</p>			
<p>4. Reorder the sentences to form a conversation.</p> <p>أعيد ترتيب الجمل لأكون محادثة.</p>			

I am able to

أستطيع أن



5. Identify the difference between (will) and (going to).
(- I think Tom will arrive at 7 o'clock pm.
- I plan to do the project. I am going to finish it soon.
- I am hungry. I will take a big pizza.)

أميّز الفرق بين شكلي (سوف).
(أعتقد أن توم سوف يصل الساعة 7 مساءً.
أخطط للقيام بالمشروع. سوف أنهيه قريباً.
أنا جائع. سوف أطلب بيتزا كبيرة.)

6. Apply the future.
(- The phone is ringing I will answer it.
- He is going to play a game next Monday.)

استعمل المستقبل.
(الهاتف يرن. سوف أجيب.
سوف يلعب اللعبة يوم الإثنين القادم.)

Unit 6 Worksheet: Free Time

1- I fill in the spaces with these words to complete a story:

bake - organize - blow up - celebrate - invitation - decorate

My neighbour Tim wants to with friends and family on his birthday next week. So he asked me to help him to the party together. I will write the cards and colour them. He will the balloons. His little brother will the room. Their mum will a cake. I think it will be a cool party.

2- I put the right word (when - while):

1. I was watching TV Jim knocked the door.
2. I was watching TV, Jim was playing tennis.
3. Jim was playing tennis I was watching TV.
4. Jim knocked the door, I was watching TV.

3- I complete the chart:

	A bike	A horse	In the water	A tree	A camel	A mountain
Ride						
Climb						
Surf						
Snorkel						



4- I look, read and write:

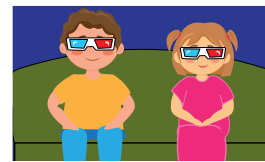
watch TV - go fishing - read - paint - take photos - go cycling - go shopping - ride a horse - go to the cinema - listen to music - go swimming - do homework - play an instrument - surf the internet - play video games



.....



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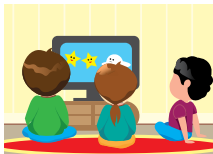
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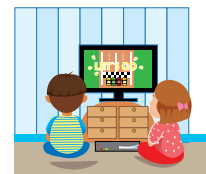
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How do I like to learn?

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



أتعلم بطريقة الاختيار من متعدّد: 

- I choose the correct word:
- She is studying medicine. She is (will - going to) be a doctor.
- The phone is ringing. I (will - going to) answer it.
- He (am - is) going to play a game next Monday.

أتعلم بطريقة المطابقة والوصل: 

- I read and match:

1. Trees help clean

a. the air we breathe.

2. We must recycle things

b. to protect our nature.

أتعلم بطريقة الترتيب: ☆☆☆

- I order:

Where / you / are / going / spend / to / the / weekend?

Where are you going to spend the weekend?

أتعلم بطريقة كتابة الإجابة: ☆☆☆

- write the verbs in the brackets in the past simple or in the continuous form:

- Last Sunday I **went** (go) to Kathy's birthday.

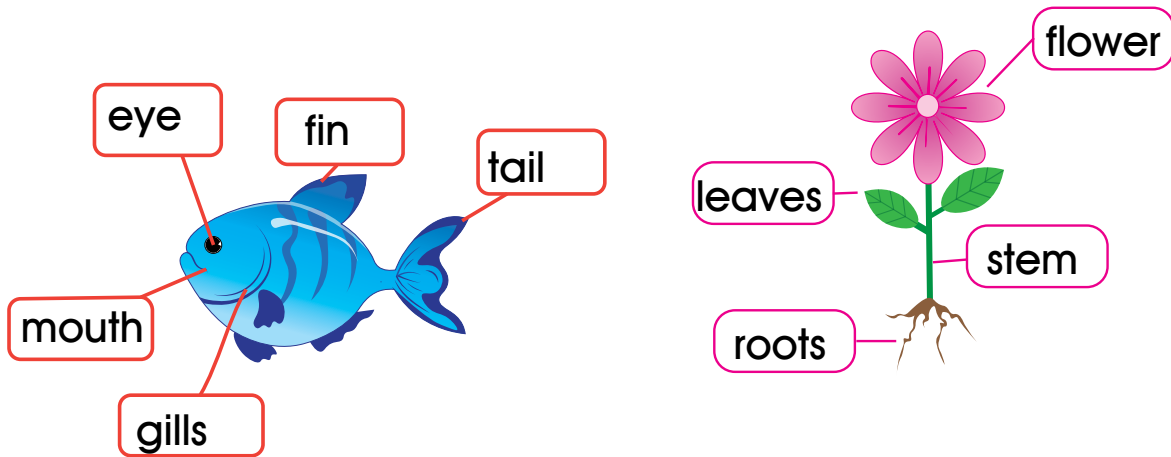
- It **was** (be) in a restaurant.



I Check

أتحقق من إجابتي

1- I look and write:



2- I write the plural noun for each word below:

tree	trees
cow	cows
fox	foxes
watch	watches
baby	babies
day	days
child	children
foot	feet



3- I fill in the spaces with “a - an” or “some - any”:

1. Is there a horse on the farm?
2. There aren't any dolphins at the beach.
3. You can see some wonderful sea animals when you dive.
4. Have you got any orange trees on the farm?
5. There is an octopus near the beach.
6. I need some soil to plant the seeds.
7. Some sea animals have lungs.

4- I choose the right word for each sentence:

1. Jane feeds her sheep.
2. Sea turtles don't have babies. They lay eggs.
3. Does he milk the cows every morning?
4. They grow vegetables in their farm.
5. The whales don't sleep. They take naps.
6. The seahorse eats all the time to stay alive.



I Check

أتحقق من إجابتي

1- I read and choose:

1. Maria loves her cat. **She** takes care of it very well.
2. I saw the movie last night. **It** was really exciting!
3. Jack and Jill are playing outside. Can you see **them**?
4. This is my favourite toy. I play with **it** every day.
5. My friends invited **me** to their party.
6. The teacher gave **us** homework.
7. Lisa loves to draw. **She** draws every day after school.
8. I want to go to the park, **but** it is raining outside.
9. Would you like pizza **or** chicken for dinner?
10. I have a dog **and** a cat at home.
11. It was very hot outside, **so** we decided to go swimming.
12. Do you prefer chocolate ice cream **or** vanilla?
13. He studied hard for the test, **so** he passed!
14. I like to play football, **but** my brother prefers basketball.
15. We can go to the zoo, **or** we can visit the aquarium instead.



2- I complete the following sentences using these words:

safe / right / nationality / country / healthy

1. My favourite country is Japan because of its beautiful gardens.
2. My friend is from Mexico, so her nationality is Mexican.
3. Every child has the right to play and have fun.
4. Eating fruits and vegetables helps us stay healthy.
5. Always wear a helmet when you ride your bike to be safe.

3- I complete these sentences:

Sample Answers

1. I am from Syria. I am Syrian.
2. I like apples but I prefer bananas.
3. I know my rights so I feel confident.



I Check

أتحقق من إجابتي

4- I read and complete:



United States

Where is Sara from?

Sara is from the United States.



Britain

What is John's nationality?

He is British.



Germany

Where is your sister from?

She is from Germany.



South Korea

What is Paul's nationality?

He is South Korean.



Japan

Where is Paola from?

She is from Japan.

What is her nationality?

She is Japanese.



Canada

Where is Patty from?

She is from Canada.



Spain

Where is your father from?

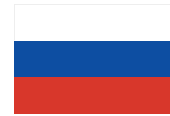
My father is from Spain.



Italy

What is your mother's nationality?

She is Italian.



Russia

Where is Alexis from?

Alexis is from Russia.



Australia

Sample answer

What is your sister's nationality?

She is Australian.



I Check

أتحقق من إجابتي

1- I read and choose the correct answer:

1. Recycling and reusing reduce **too much** pollution.
2. You **have to** finish your homework before playing.
3. We **should** eat more fruits and vegetables.
4. I don't have **much** time to play today.
5. You **should** always wash your hands before eating.
6. How **much** water should I drink each day?
7. You **must** wear a helmet when riding a bike.
8. There **is** too much traffic in this street.



2- I complete the following sentences using these words:

recycle / soil / pollution / resources / environment /
reuse /energy

1. We can recycle paper to make new things.
2. We can reuse old jars for storage.
3. Pollution makes the air and water dirty.
4. The battery stores energy for my toy.
5. The environment is our planet and all living things.
6. Trees and water are natural resources which we need
to live.
7. Soil helps plants grow strong and healthy.

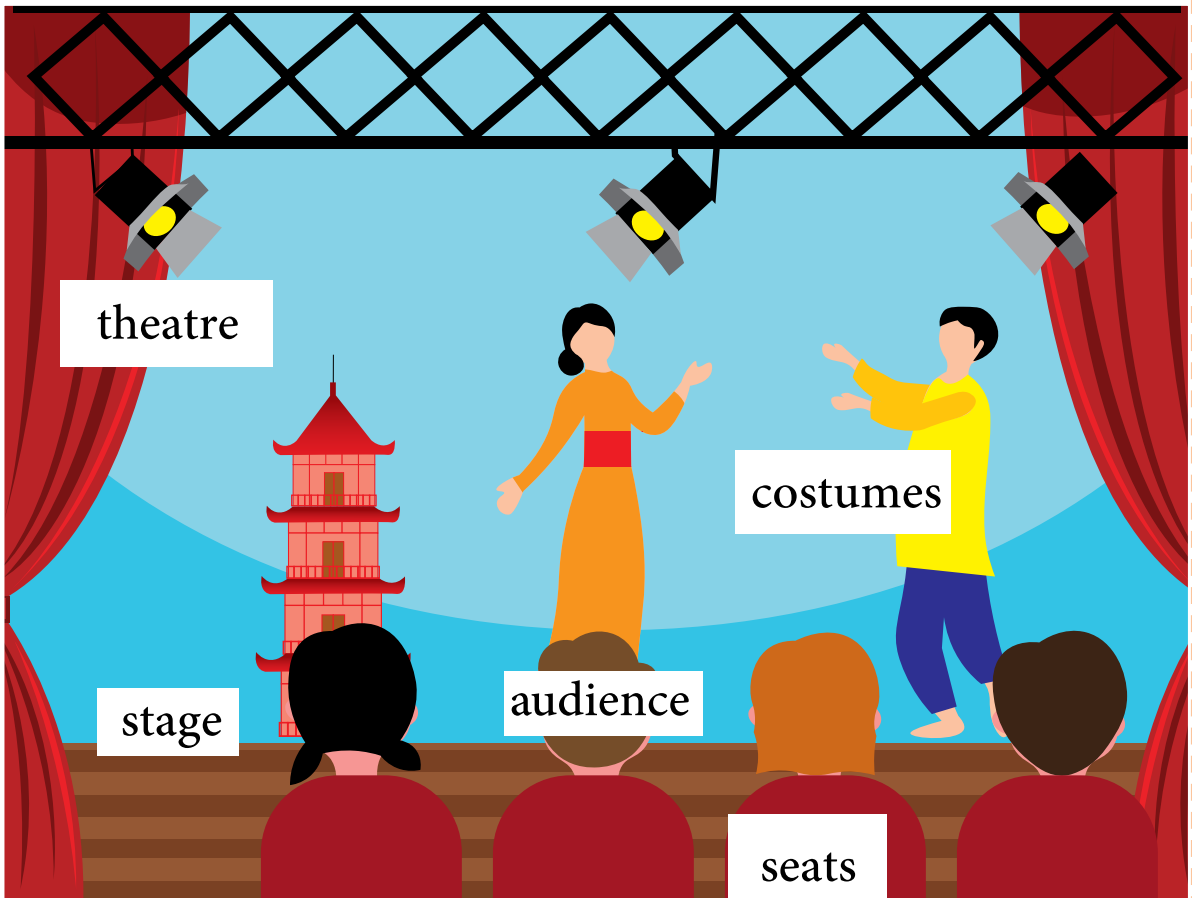


I Check

أتحقق من إجابتي

1- I look at the pictures and write the words in the right place:

stage - audience - costumes - theatre - seats





2- I complete the sentences with the correct word:

broken leg - stomachache - toothache - sore
throat - earache - cold

1. Tom can't hear well because he has earache.
2. I've a toothache. I should go to the dentist.
3. Sally had a cold and she used nearly two boxes of tissues.
4. She can't eat or drink well because she has a sore throat.
5. Peter had a broken leg. So, he couldn't play football for a month.
6. He has a stomachache. He shouldn't eat chocolate and candies.



I Check

أتحقق من إجابتي

3- I put the verbs in the correct column:

paint - go - listen - watch - send - clean - see - break -
write - play - study - do - smile - visit - eat - have - like

Regular verbs

paint
listen
watch
clean
play
study
smile
visit
like

Irregular verbs

go
send
see
break
write
do
eat
have



4- I complete the sentences using possessive pronouns or adjective pronouns:

1. He is the guide and you should follow his instructions.
2. Would you pass the ball to Alma? The ball is hers.
3. Those children are very talented and the trophy is theirs.
4. Let's buy our mother a present for her birthday.

5- I fill in the spaces with the right form of the verbs:

Yesterday, we **went** to the park. When my little sister was playing, she **fell** off the swing. She was crying and her arm **got** swollen. My mother **took** her to the hospital. In the examination room, the doctor **said** that her arm was broken and she **had to** wear a cast for two weeks.



I Check

أتحقق من إجابتي

1- I add the suitable prefix or suffix:

1. Laila is crying, she is unhappy.
2. Dan hasn't got good grades in his exam, so he is disappointed.
3. Sara has a new dress, she is excited
4. I slept well last night, I feel relaxed.
5. You look unconfident, have you studied well for the exam?

2- I match:

1. Have you got a sister?

Yes, I have.

2. What does he look like?

She is a short and slim girl.

3. What is she like?

She is outgoing and funny.

4. Who does she look like?

She looks like my mother.



3- I add “commas” where needed:

1. In the summer, we travel to Latakia.
2. I love birds, but my sister doesn't love animals.
3. Sally is smart, tall and slim.
4. I bought a bag, a dress and a blouse.

4- I choose the suitable word between brackets:

1. Sami bought a new car, he feels **happy**.
2. My sister drinks milk every morning, she **likes** milk.
3. My brother has good marks on his exam, he feels **satisfied**.
4. My grandmother hasn't slept well last night, she looks **tired**.

5- I read and tick the correct sentence:

1. a. I have a nice, old slim grandfather.
2. a. There is a lovely, small fat dog in the backyard.
3. b. Nelly is a clever, short blonde girl.



I Check

أتحقق من إجابتي

1- I fill in the spaces with these words to complete a story:

bake - organize - blow up - celebrate - invitation - decorate

My neighbour Tim wants to **celebrate** with friends and family on his birthday next week. So he asked me to help him to **organize** the party together. I will write the **invitation** cards and colour them. He will **blow up** the balloons. His little brother will **decorate** the room. Their mum will **bake** a cake. I think it will be a cool party.

2- I put the right word (when - while):

1. I was watching TV **when** Jim knocked the door.
2. **When** I was watching TV, Jim was playing tennis.
3. Jim was playing tennis **while** I was watching TV.
4. **While** Jim knocked the door, I was watching TV.

3- I complete the chart:

	A bike	A horse	In the water	A tree	A camel	A mountain
Ride	✓	✓			✓	
Climb				✓		✓
Surf			✓			
Snorkel			✓			



4- I look, read and write:

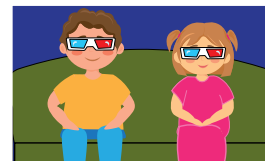
watch TV - go fishing - read - paint - take photos - go cycling -
go shopping - ride a horse - go to the cinema - listen to music
- go swimming - do homework - play an instrument - surf the
internet - play video games



do homework



take photos



go to the cinema



go swimming



paint



listen to music



watch TV



go fishing



play an instrument



surf the internet



go cycling



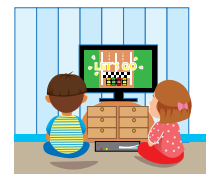
ride a horse



go shopping



read



play video games

Sound File Scripts

Unit 1: My World

Lesson 1: My Journey to the Sea

En6-1-1-1

My name is Tony. I've learned a lot of things about marine life and I'll tell you about sea animals which I like most.

1. The dolphins are intelligent sea animals.
2. The whales are the biggest animals in the sea.
3. The seahorses are very small fish.
4. Sea turtles have shells to protect them.
5. The starfish look like stars.
6. Fish use gills to breathe.
7. The octopus has eight legs surrounding its head.
8. You can also find a lot of shells down there.

En6-1-1-2

1. Starfish can regrow their arms. In fact, a single arm can grow a whole body.
2. All fish breathe only through gills but other animals in the sea have lungs, like the whale for example.
3. Seahorses have no teeth and no stomach. They must eat all the time to stay alive.
4. When an oyster gets sand inside its shell, it turns the sand into a pearl.
5. When an octopus gets scared, it will eject dark ink so it can escape.



Lesson 2: My Day on the Farm

En6-1-2-1

I'm a farmer. I work on a farm. I grow plants. I have many animals. I feed and clean them. I have cows, horses, sheep and goats. I have apple, cherry, orange and apricot trees in my farm. I grow cucumbers, tomatoes, carrots and aubergines. They grow on the ground. I give some of them to my neighbours.

En6-1-2-2

1. Put some soil in a plant pot.
2. Put some seeds in the pot.
3. Push the seeds under the soil.
4. Water the soil.
5. Put your pot in a sunny place.
6. Water your plant regularly.
7. Watch it grow.

Unit 2: Who Am I?

Lesson 1: My Country

En6-2-1-1

Ms. Helen: “Good morning! Listen to me! Today we are going to meet some friends from other countries on a live video call. They will tell us about their countries and one of you will tell them about our country”.

John: “Hello, my name’s John. I am from England. My nationality is English. England is located in Europe. We speak English”.

Charlotte: “Hi, I’m Charlotte and I am Australian. Australia is a country in the continent of Australia. We speak different languages but most of us use English”.

Ms. Helen: “Thank you John and Charlotte. Now Mais is going to talk about Syria. Let’s listen to her”.

Mais: “Good morning, I’m Mais and I am Syrian. Syria is a country in Western Asia. We speak mainly Arabic but some people also speak other languages.”.

Lesson 2: I Know My Rights

En6-2-2-1

There is a list of all the rights of children. Some of these rights are:

1. Children must have a home. They have the right to be safe.
2. Children must eat healthy food. They have the right to be healthy and happy.
3. Children must go to school. They have the right to grow and learn.
4. Children have the right to have a name.
5. Children have the right to play and rest. Children mustn't work.

Unit 3: Clean Nature

Lesson 1: Natural Resources

En6-3-1-1

Natural resources are found in the environment without any help from anyone. We have two kinds of resources: resources that we can use again and again like: air, sunlight, water, soil, and plants; and resources that need thousands of years to be replaced like coal, oil and natural gas. So, we have to save them, and we mustn't pollute air, water and soil.

Lesson 2: I Recycle and Reuse

En6-3-2-1

By recycling we mean to turn old things into new ones and to use them again. Recycling and reusing keep the environment clean. Plastic, glass, paper, cardboards, and metals are some examples of these things. So, we have to collect plastic shopping bags, clothes, paper, and glass bottles, to reuse them again. We should recycle at home, school and at work.

En6-3-2-2

Everyone usually recycles at home, but what about school? If your school doesn't have recycling bins, ask your teachers if they can get them, or make one yourself. In fact, recycling can be a great project for the whole class. In this way, you can collect paper and plastic jars in your school bins to make use of them after recycling. This way, you help keeping your school clean.

Unit 4: Where to Go

Lesson 1: At the Theatre

En6-4-1-1

Hello. My name's Louis. I am at the **theatre** with my family. We bought the **tickets**. This ticket is **mine**. We will watch a **play** about **costumes** in Syria. The **audience** are happy. The **stage** is big.

En6-4-1-2

Hello. My name's Louis. I am at the **theatre** with my family. We bought the **tickets**. This ticket is **mine**. We will watch a **play** about **costumes** in Syria. The **audience** are happy. The **stage** is big.

En6-4-1-3

Theatre

Stage

Costumes

Audience

tickets

Lesson 2: I Am Sick!

En6-4-2-1

1. She had a high temperature.
2. He fell off his bike and broke his leg.
3. I had a headache.
4. I had a backache.
5. I cut my finger yesterday.
6. He had a bad cough.
7. He had a black eye.
8. He caught a cold.

En6-4-2-2

Patient: "Doctor, please help me. My ankle is hurting".

Doctor: "What happened?"

Patient: "I fell down while I was playing football".

Doctor: "Let me have a look. (pause) It's broken. I'm sorry.

You should wear a cast for a month".

Patient: "That's too bad. No football for a month! Thank you, doctor".

Unit 5: Look at Me

Lesson 1: My Appearance

En6-5-1-1

A. Hi Tina, do you know the new girls who joined our math club?

B. Yes, I know them. They are my classmates.

A. What do they look like?

B. The first one is Dana. Dana has short curly blonde hair; she is tall and slim. The second one is Sima. Sima has short straight brown hair; she is tall and plump. The third one is Carol. She has long curly brown hair; she is short and slim.

En6-5-1-2

Nada is my close friend. She is a tall, slim girl. She has curly blonde hair. She has big brown eyes. She looks like her mother. Nada is an outgoing, funny person who has a great sense of humour, and she always makes me laugh. Nada is a very generous and sensitive person. I'm happy to have such a good person like her as a friend.

Lesson 2: How I Feel

En6-5-2-1

Teacher: How do you feel on the first day of school, Narin?

Narin: I feel nervous; I guess because it's the first day of school. What about you Ward?

Ward: Well, the first day of school is fun, and I feel happy. I meet my friends from the previous years again, and you Sara?

Sara: I feel excited, new class and new friends. We come to Jan. tell us how you feel.

Jan: At the beginning, I feel shy, because I have to meet new students. What do you think Salma?

Salma: I feel worried; I think maths will be more difficult. Finally, it's your turn to tell us, Tia, how you feel.

Tia: I feel confident. I am older now.

En6-5-2-2

1. Sue jumped out of the bed. She was ready to start the day. "Today is my birthday," she shouted. When she entered the kitchen, she saw the table decorated with balloons and cake.
2. Lora opened the shoebox. She looked inside at the new tennis shoes her dad bought for her. She couldn't wait to wear them to school. She put them on her feet and carefully walked to school.
3. Rami went to his school. As soon as he got into his class, he remembered that he left his homework at home.
4. Tala walked a long way home from school. She felt hot, she thought of getting some ice cream. When she got to the ice cream shop, the shopkeeper told tala that all the ice cream was sold out.

Unit 6: Free Time

Lesson 1: Party is Fun

En6-6-1-1

- I am 12 years old.
- Yesterday was my birthday.
- I invited my friends to my party.
- My friends gave me beautiful presents.
- My mum baked a cake for me.

Lesson 2: Hello Summer

En6-6-2-1

- Sara is going to have a beach holiday.
- Hani is going to have a camping holiday.
- Tala is going to have a sightseeing holiday.
- Tomas is going to have a backpacking holiday.

En6-6-2-2

1. I like to go biking in the early morning. It gives me strength.
2. When I go snorkeling I wear my safety jacket.
3. On my last holiday I went mountain climbing with dad.
4. I like zip wiring. I feel like I am flying.
5. Hiking was one of the activities I did and liked in my holiday.



Grade Six Standards

Standards	Unit	Lesson	المعايير
Understand words following simple listening strategies.	1	1 2	فهم الكلمات باتباع آليات الاستماع البسيطة.
	2	1 2	
	3	1 2	
	4	1 2	
	5	1 2	
	6	1 2	
Pronounce learned English words, phrases and sentences correctly.	1	1 2	لفظ كلمات و تعابير وجمل اللغة الانكليزية المكتسبة بشكل صحيح.
	2	1 2	
	3	1	
	4	2	
	5		
	6		
Participate in short, simple exchanges using learned words and sentences.	1	1 2	المشاركة في محادثات بسيطة وقصيرة باستخدام الكلمات والجمل التي تم تعلمها.
	2		
	3		
	4	2	
	5		
	6		
Understand words in simple instructions, exchanges and presentations.	1		فهم الكلمات في الجمل والتعليمات والمحادثات والعروض التقديمية البسيطة.
	2	1 2	
	3	1 2	
	4		
	5	1 2	
	6		
Understand short, simple reading materials using reading strategies.	1	1 2	فهم نصوص قراءة بسيطة وقصيرة باستخدام آليات القراءة.
	2	1 2	
	3	1 2	
	4	1 2	
	5	1 2	
	6	1 2	

Apply knowledge of the conventions of language.	1			تطبيق المعرفة باصطلاحات أعراف اللغة.
	2			
	3		2	
	4			
	5			
	6			
Make connections between prior knowledge and short, simple reading material.	1			إقامة روابط بين المعرفة السابقة ومواد القراءة القصيرة والبسيطة.
	2	1		
	3			
	4			
	5			
	6			
Write learned words, phrases, and sentences according to appropriate organizational patterns.	1			كتابة الكلمات و العبارات و الجمل التي تم تعلمها وفقا للأماط الترتيبية المناسبة.
	2	1	2	
	3			
	4			
	5			
	6			
Write learned familiar words, simple phrases and sentences.	1	1	2	كتابة كلمات مألوفا تم تعلمها مسبقا وعبارات وجمل بسيطة.
	2			
	3			
	4			
	5			
	6			
Write short, simple sentences and short paragraphs related to familiar topics for specific purposes.	1	1	2	كتابة جمل قصيرة وبسيطة وفقرات قصيرة تتعلق بمواضيع مألوفا لأهداف محددة.
	2	1	2	
	3	1	2	
	4	1	2	
	5	1	2	
	6	1	2	