

4B

BASIC EDUCATION

Revised Edition



Ministry of Education
Sultanate of Oman

ENGLISH FOR ME

Skills Book



THE ENGLISH LANGUAGE COURSE FOR THE
SULTANATE OF OMAN

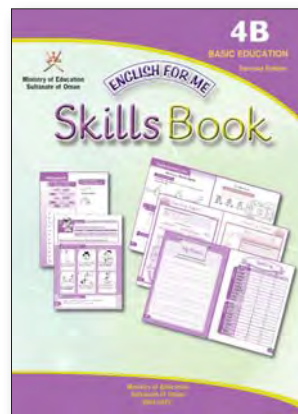
Skills Book

Grade 4B

ENGLISH FOR ME

Basic Education

Revised Edition

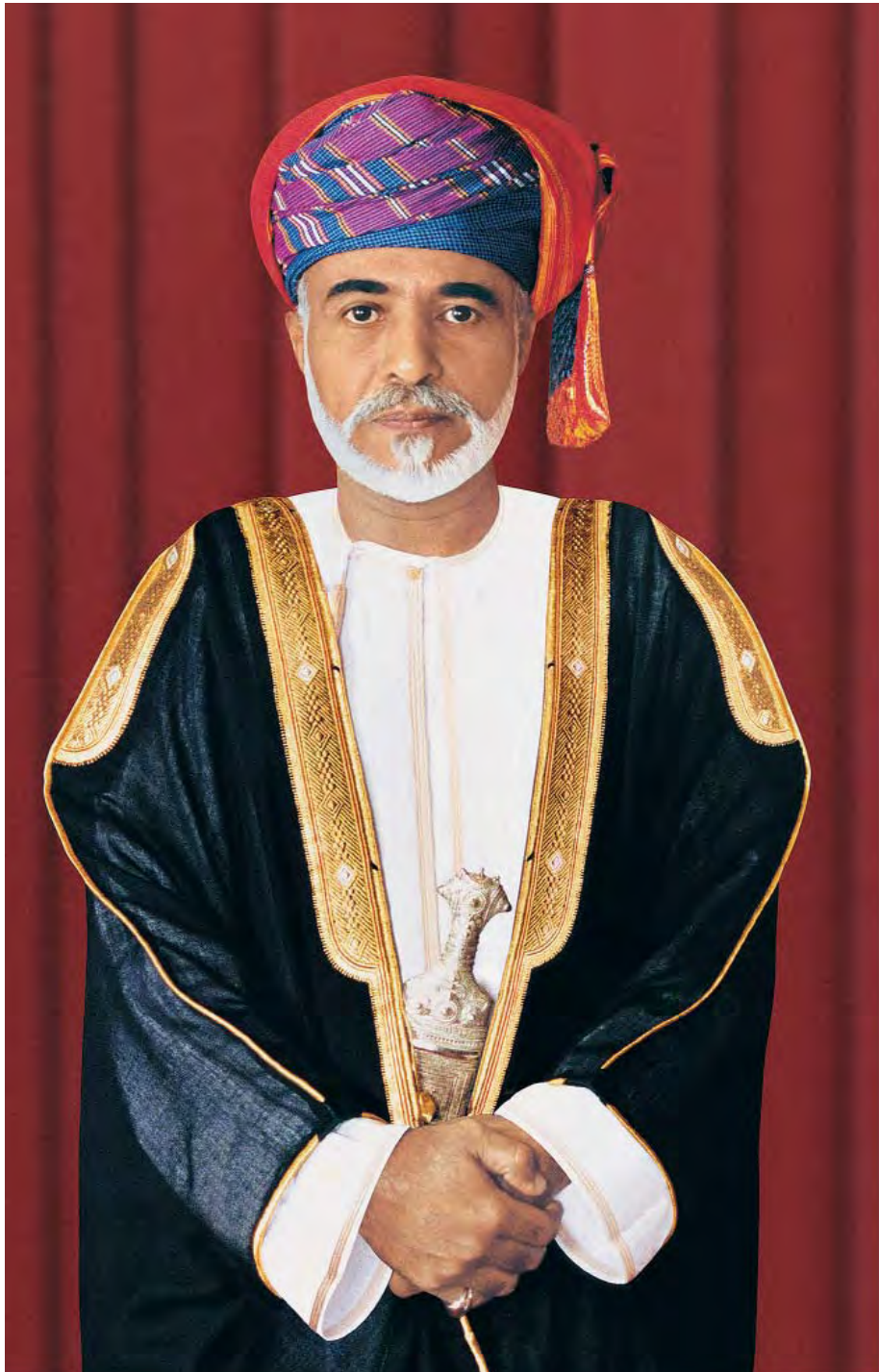


This book has been written, developed and produced
by the

Directorate General of Curriculum Development

All Rights Reserved.
The Ministry of Education

2014–2015
MINISTRY OF EDUCATION
DIRECTORATE GENERAL OF CURRICULUM DEVELOPMENT
SULTANATE OF OMAN



H.M. Sultan Qaboos bin Said

Dear Children,

Welcome to Grade 4B of your English course.

We hope you will enjoy learning English this semester.

Your textbooks are important. Please look after your Class Book and your Skills Book and please show them to your family every week.

We encourage you to take the time to enjoy reading as much as possible.

Please talk to your teachers if you have a problem and they will be happy to help you.

We wish you happiness and success.

Have a great semester.

Madiha Bint Ahmed Al Shaibaniya
Minister of Education

Dear Children,

We hope you enjoy learning English this semester.

We have put lots of activities in your Class Book and Skills Book to help you listen, speak, read and write in English. Some of the activities are games, songs, stories and puzzles because we want you to have fun when you learn English.

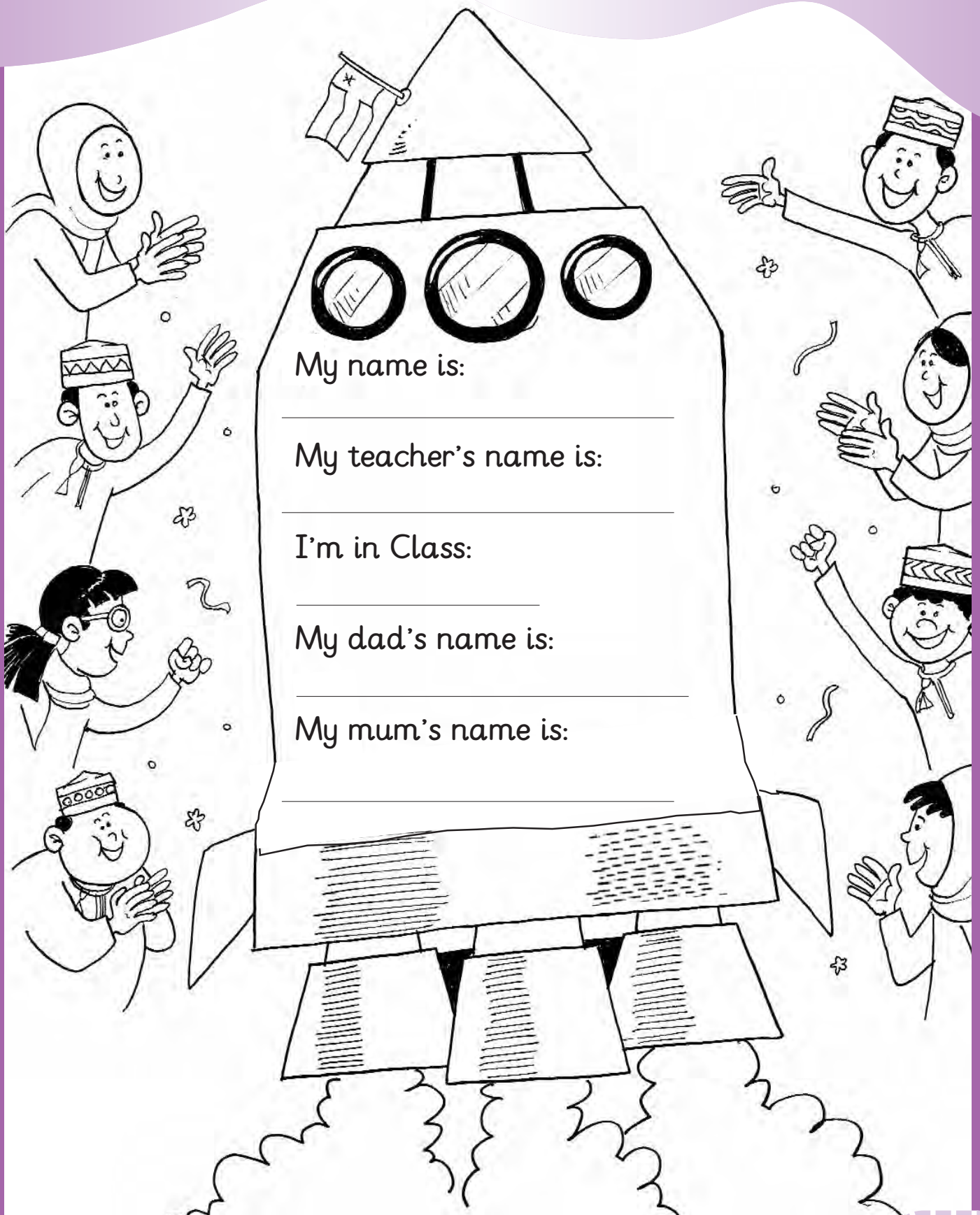
Your Class Book will introduce the topics you will be learning this semester. It has got lots of colourful pictures and lots of speaking and listening activities. At the back of your Class Book, you can find some cut-out pages. You will use these pages to make masks, fact cards, a book, story cards and activity cards.

At the back of your Skills Book, there is space where you can write information about the books you read this semester. There is also a dictionary page where you can record new words that you learn. There are spelling pages and a writing page where you can write notes, play games or learn your spellings. Finally, don't forget to show the letter at the back of your book to your mum and dad.

We hope you have a great time learning English this semester and that you start using English in and out of the classroom.

The Writers.





My name is:

My teacher's name is:

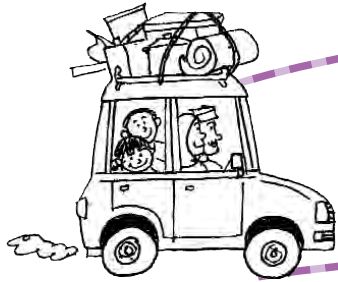
I'm in Class:

My dad's name is:

My mum's name is:

UNIT 1

1 Play the Language Game.

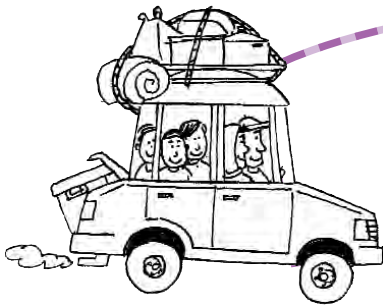


Name three things outside the classroom.

Write **help** in the past tense.

Name five foods.

Write the plural of story.



Name three things inside the classroom.

Write **play** in the past tense.

Name five animals.

Write the plural of **leaf**.

2 Write the verbs in the past tense.

Regular

cook

plant

visit

watch

walk

Irregular

make

is

write

draw

read

walked drew

wrote

cooked visited

planted

was watched

read

made

Rules

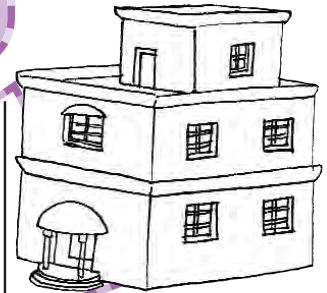
- Take turns to throw the dice and move.
- Move 1 space if you answer correctly.
- When you can't answer, you must miss a turn.

Say the days of the week.

Write **see** in the past tense.

Name seven colours.

Write two words beginning with **th**.

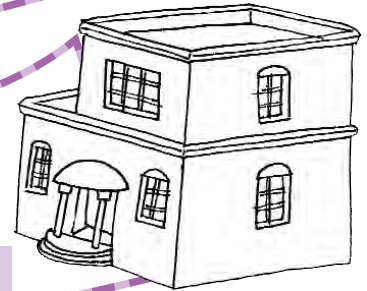
 

Say the alphabet song.

Write **go** in the past tense.

Name seven clothes.

Write two words beginning with **sh**.

3

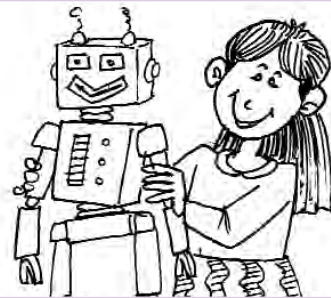
Write sentences in the past tense.

What did they do in the holidays?

a



b



c



d

1 Write a diary.

Write about what you did after school on each day of the week.

My Diary.	

1 Think and write. What things can people read?



stories

2 Write about yourself.

1 What do you read?

.....

2 When do you read?

.....

3 Do you enjoy reading?

.....

4 What do you like to read about?

children like me

animals

facts

adventures

news

.....

5 Who is your favourite character in a story?

.....

3 Look.

Look at the Reading Reports at the back of your book.

Talk to your teacher about when and how to complete them.

1 Read the TV Guide and answer the questions.

TV Guide.

Channel 1

4.30: **Cartoon Time.**
Laugh at the crazy adventures of Mr Flyman.



5.00: **The News.**
International news with Zainab Brown.

5.30: **Wild Nature.**
Find out about the secret life of the giraffe.

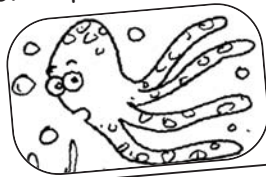
Channel 2

4.15: **Music Charts.**
Watch the newest music videos from bands around the world.

4.45: **Sport Today.**
International Sports from France.

6.00: **The News.**

6.30: **Film: Captain Nemo (2008).**
Enjoy the under water adventures of Captain Nemo.



Channel 3

4.00: **Children Rule!**
Cartoons that children choose and children make. Text the show with your favourite cartoon!

5.30: **News and Views.**

6.00: **Quiz Time.**
Teams from Oman and Germany test their knowledge about football.



What was on Channel 2 at 6 o'clock?

.....

When was Quiz Time?

.....

What programmes did you watch?

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

2 Read and circle the past tense verbs.

Zainab is listening to a story in her free time.

... so, the two boys climbed the mountain. Suddenly, a huge lion walked across the path. It stopped and looked at the boys. Nibras wanted to run away, but Yousef started to move towards the lion! The lion watched Yousef and then it opened its mouth...

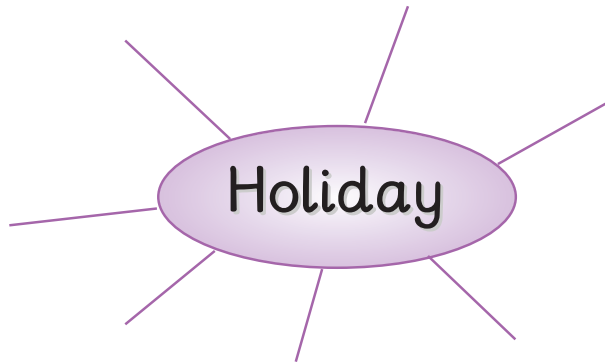


3 Sort the regular verbs.

d sound	t sound	id sound

1 Plan your writing with a mind map.

What did you do in the holiday?



2 Write about your holiday.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Homework

1 Write the verbs.

got

came

cooked

went

put

ate

was

walked



I had a wonderful holiday. First, I
to Salalah with my family. It
cold and raining. We lots of
coconuts and bananas.

After Salalah, we went camping in Al
Jabel Al Akhdar. We up the
tents next to some juniper trees and my
dad some meat kebabs on a fire.
In the morning we to some
villages and we had a picnic. It was
very nice.

At the end of the holiday, my mum
..... a new car. My uncles, aunts,
cousins and grandparents all to
the house and we had a big party to
celebrate.

2 Colour the verbs that end with a **t** sound.

opened lived pulled
planted watched visited
climbed walked cooked listened
stopped arrived helped
picked watched looked
opened played started
visited cycled climbed pushed

3 Write your opinion.

What do you think about computer games?

I think computer games are

What do you think about cartoons?

.....

What do you think about football?

.....

What do you think about cars?

.....

What do you think about fast food?

.....

UNIT 2

Write about Faisal and Muneer.

Faisal and Muneer are Cubs. They went camping on Al Jabel Al Akhdar for three days.



a) What useful things did they take?

They took _____

b) What did they forget?

They forgot to take _____

1 Write the countries.

1	rfncea
2	nciha
3	pajna
4	qiar
5	ncdaaa
6	dniai

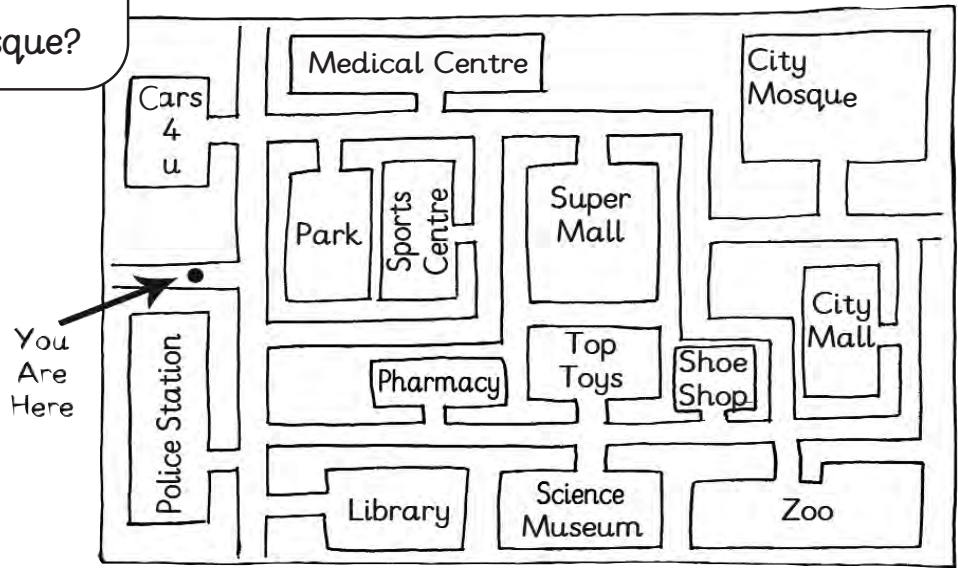
2 Make a passport.

- 1 Go to page 81 of your Class Book.
- 2 Cut out the passport.
- 3 Fold the passport in half.
- 4 Complete the description and the information.
- 5 Add a photo or draw a picture of yourself.

Stick your passport here

1 Listen and draw the route to the mosque.

Excuse me, how do I get to the mosque?



2 Listen and write.

- 1 _____ 2 _____ 3 _____

3 Find out about a country.

Name: _____

Flag: _____

Number of people: _____

Weather: _____

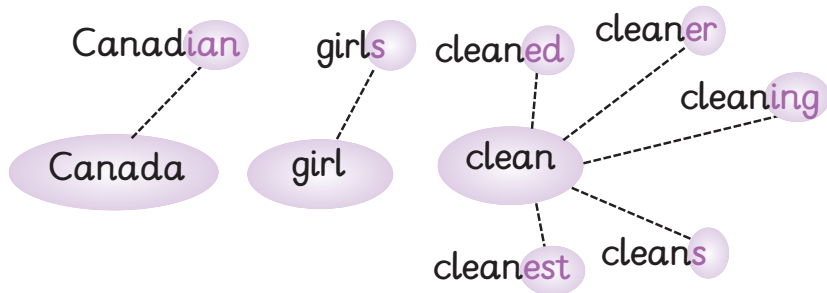
Capital City: _____

Other: _____

1



Explore! Look at the suffixes.



What are suffixes?

How do words change when we add a suffix?

2

Add a suffix to the words and complete the sentences.



I am Muna. I **teach** English. I am a _____

I come from Oman. I am an **Arab**. I speak _____



Yesterday was **cold**, but this is the _____ day of the year.

I **play** basketball. Yesterday, I _____ for two hours.



Last year, I found a **frog**. Now, I've got 20 _____

I always **write** in my diary. Today I am _____ about school.



1 Write about a country.

A sheet of light purple lined paper with two pushpins at the top corners. The paper has horizontal lines for writing. There is a blank line at the top for a title, followed by 20 more lines for the main text.



1

Explore!

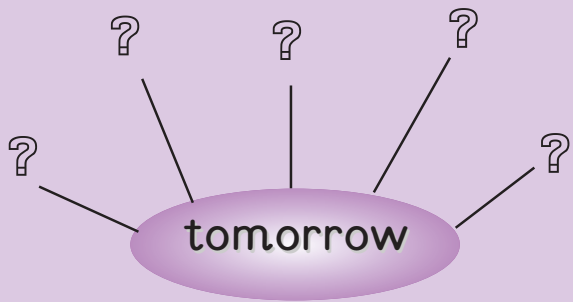
Look at the word **will**.

We asked Simon where he will go after India. Simon explained that he will cycle over the mountains into China.

When do we use **will**?

2 Think.

What will you do tomorrow?



3 Write.

What will you do tomorrow?

- 1 _____
- 2 _____
- 3 _____

Homework

1 Read and edit.

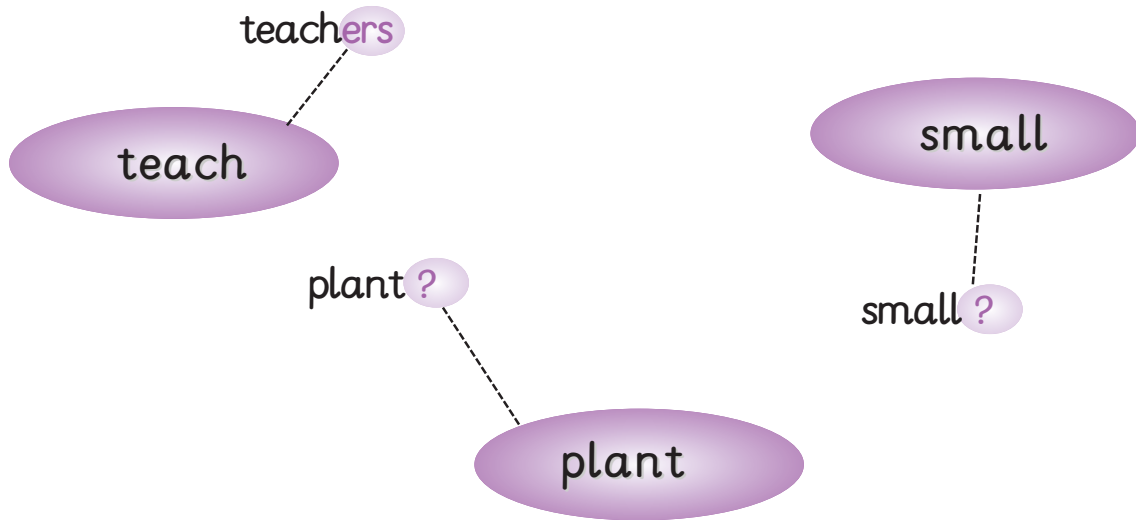
First, put a line under the spelling mistakes.
Next, put in the capital letters and full stops.



hi mum this is simon I am sycling towards
beijing today I had some trouble yesterday
becos a bag fell off my bike I lost my money
and my passport please tell the british embassy
to send me a new pazzport you can send it to
my howtel in Beijing thanks speak to you soon

Can you write the words correctly?

2 Add suffixes. How many words can you make?



3 Write. Where are they from? What's their nationality?



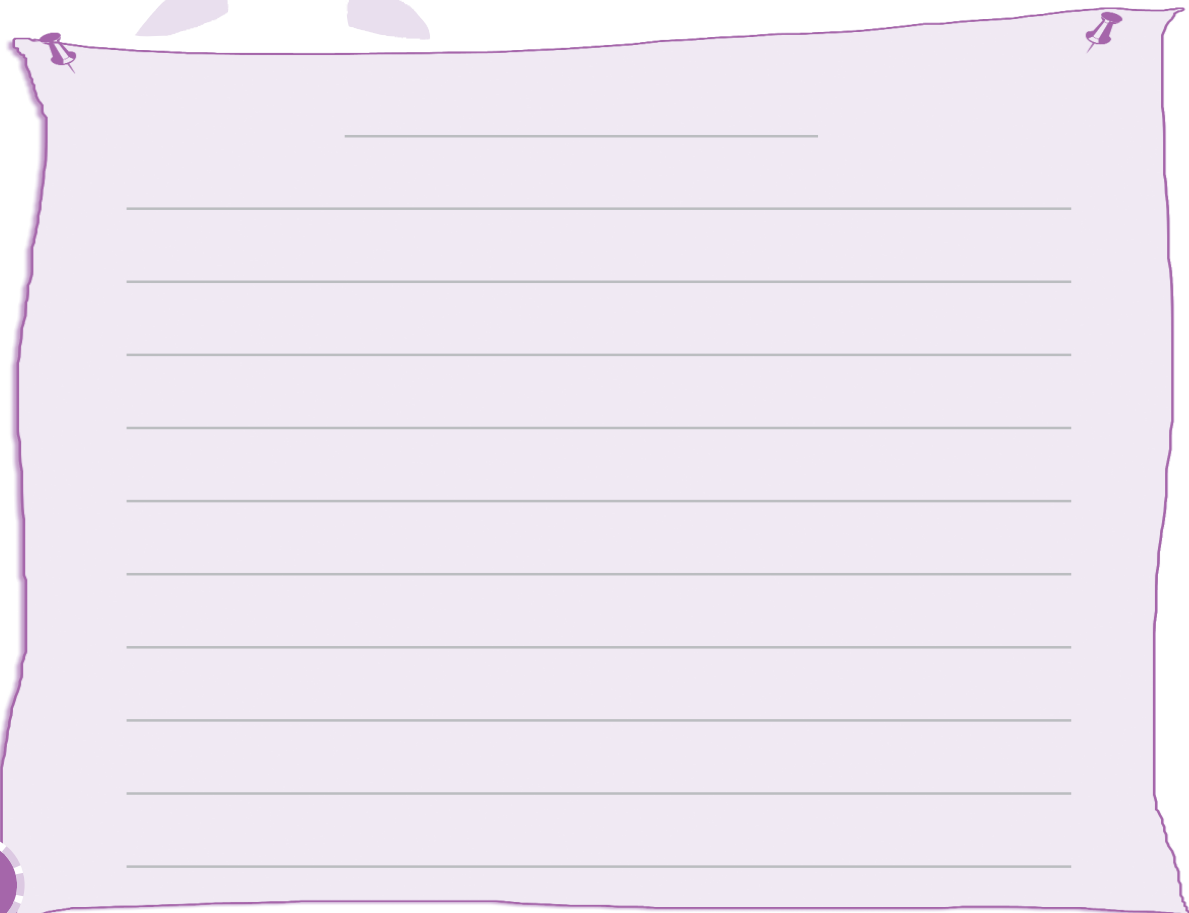
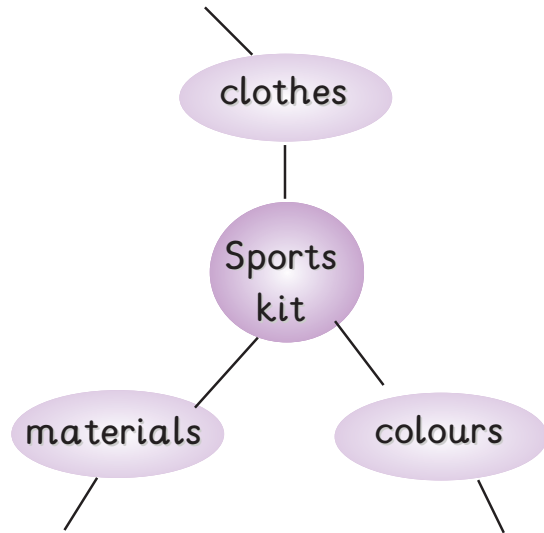
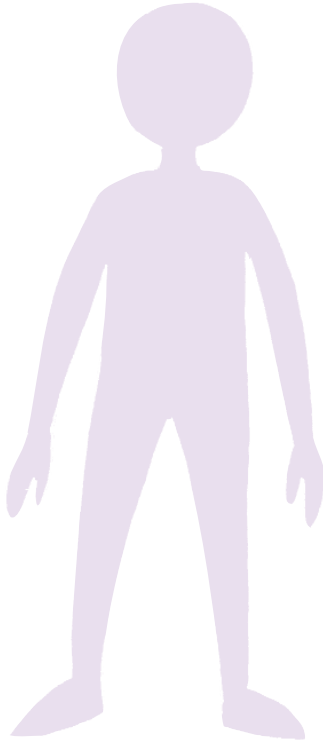
He is from Oman. He is Omani.



UNIT 3

1

Design and describe a sports kit for your favourite team.



Write about the race.



Spelling Help

was

last

third

second

winner

fourth

slower than

faster than

.....

.....

.....

.....

.....

.....

1 Discuss. Share your opinions about sport.

Read the questions. Give your opinion. Agree on one answer.

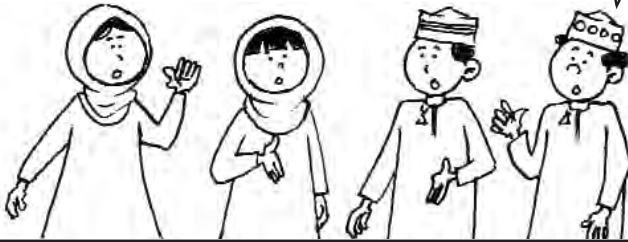
I think golf is the most exciting.

What do you think?

I agree.

What about volleyball?

Let's agree on golf.



Which sport is the most exciting to watch on TV?	
Which sport is the most dangerous to do?	
Which new sport would you like to learn?	
Should all children have to play sport at school?	
Which new sport should be added to the next Olympics?	

3 Play a spelling game.

The E Team race.

Rules.

- Play in pairs. Choose squares or circles.
- Use your own book.
- Put your counter on **Start**.
- Take turns to roll the dice and move.
- Read and write the word.
- Correct = stay where you are.
- Wrong = miss a go.
- The winner is the first person to **Finish**.

Start

ee

A tall plant.

ea

Lots of salt water.

ee

Part of the leg.

Start

ee

A number less than five.

ea

Part of a plant.

ee

A colour.

2

Do a mini-presentation.

We think golf is the most exciting sport to watch on TV.



- Tell the class what your group thinks about sport.
- Take turns to talk about the questions.
- Your group should talk for about 1 minute.

ea
Not dirty!

ee
Seven days.

ee
You do this
at night.

ee
Sugar tastes
like this.

ea
You do it
with a book.

ee
It is round.
A car has
got four.

Finish

ee
It makes
honey.

ea
A hot
drink.

ee
They are in
your mouth.

ee
You do it with
your eyes.

ea
A group of
sportspeople.

ee
A food made
from milk.

Finish

1



Explore! Look at the **adverbs** from the unit.

She moves very **smoothly** and **quickly**.

He walks **slowly** because he walks for many kilometres.

She usually hits the ball hard, but sometimes she hits it **softly**.

What suffix do adverbs have? What do adverbs describe?

2 Write the adverbs.



He is walking slowly.
How is he walking?



She is writing carefully.
How is she writing?



He is singing quietly.
How is he singing?



She is asking politely.
How is she asking?



She is speaking loudly.
How is she speaking?



He is winning easily.
How is he winning?

3 Do an investigation.

How many adverbs can you find in the Class Book?
Write them in the **My Dictionary** pages.

Make a leaflet about a sport.

Plan

Page 1

Page 2

Page 3

Page 4

Page 5

What information will you include?

- Explain why the sport is good.
- Explain which countries play the sport.
- Describe the sports kit.
- Talk about who can play the sport.
- Talk about how to play the sport.
- Give world records about the sport.
- Describe a famous sportsperson.
- Describe an excellent team.
- Other information?

Homework

1 Label the runners.

fifth

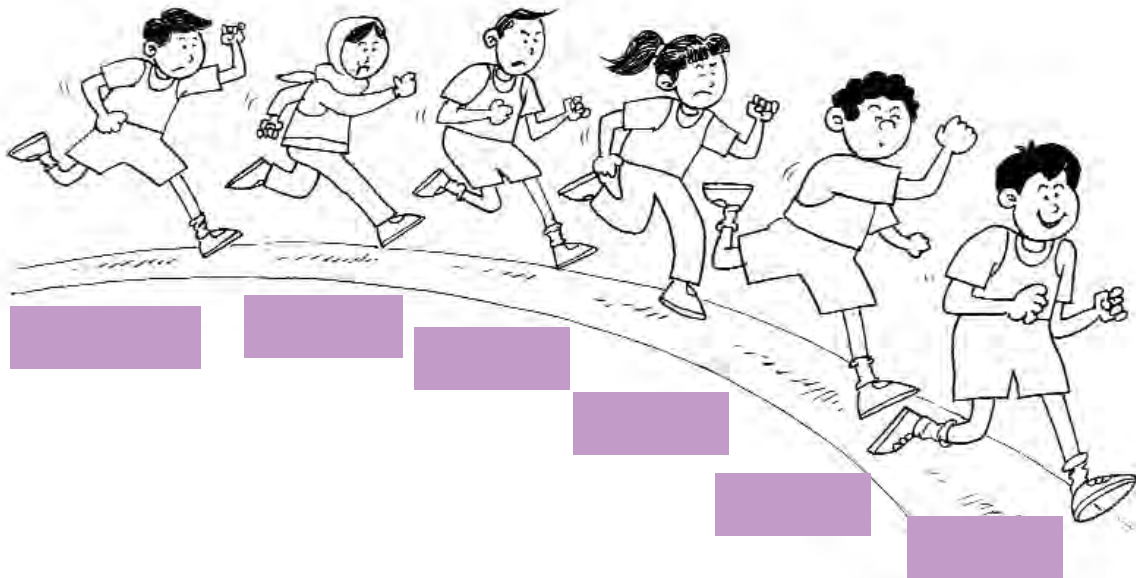
second

first

third

sixth

fourth



2 Sort the sports

swimming

horse riding

badminton

athletics

football

judo

skiing

tennis

go	play	do
_____	_____	_____
_____	_____	_____
_____	_____	_____

3 Write the adverbs

quickly

slowly

loudly

quietly

- a. She ran to get her bag _____ .
- b. He knocked on the door _____ .
- c. The camel crossed the road _____ .
- d. They watched the lion eat the zebra _____ .

4 Tell your family about these words in Arabic.

athletics

team

tracksuit

skiing

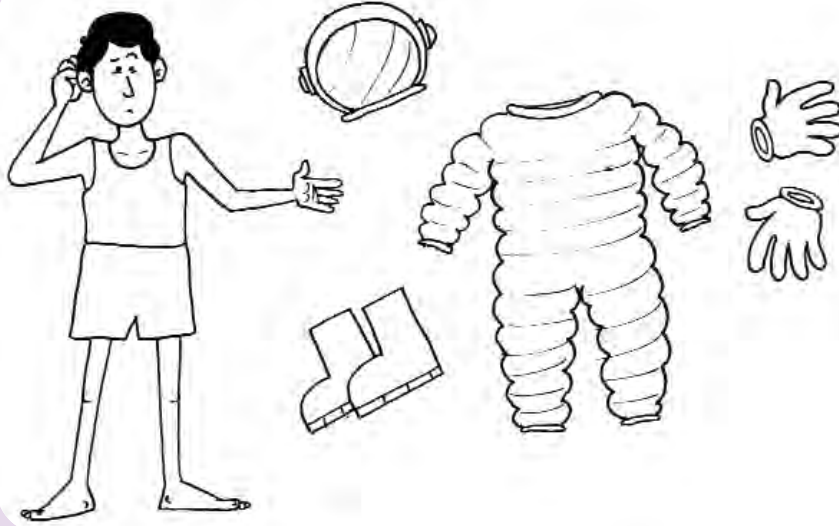
horse riding

adverb

UNIT 4

Think and write instructions.

Help the astronaut get dressed.



finally

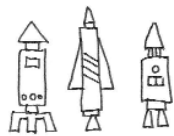
first

next

then

2 Play Rocket Radar.

You have got 3 rockets.



- Put them on the grid. Don't put them in a square with a planet.
- Don't let your friend see your rockets.
- Take turns to find your friend's rockets.
- The winner is the first person to find all 3 rockets.

	ow	at	ight	an	old
l					
r					
f					
s					
c					



1 Explore! Read the sentences.

We live on Earth.

It is the third planet from the Sun.

First, put on your spacesuit.

Is it Venus?

What can you find in every sentence?

2 Complete the sentences with verbs.

a

house
has
hot

Every sentence _____ a verb.

b

light
lips
like

I _____ rockets and spaceships.

c

open
old
orange

Please _____ the door of the shuttle.

d

ice
is
ink

Where _____ Saturn?

1 Plan a story about a dream in space.



What is the title?
Who is the author?
.....
.....
.....



What is your spaceship like?
.....
.....
.....
.....

What planets did you see?
.....
.....
.....

What planet did you land on?
.....
.....
.....
.....

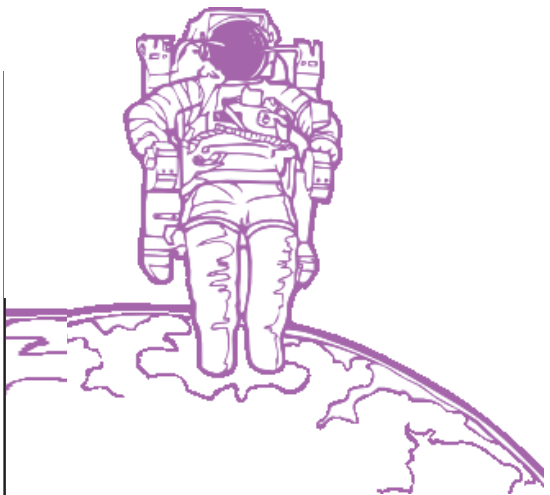


What did you do?
.....
.....
.....
.....

What did it do?
.....
.....
.....
.....

What monster did you see?
.....
.....
.....
.....

How did you wake up?
.....
.....
.....
.....





My Story



1

.....

.....

.....

.....

2

.....

.....

.....

.....

3

.....

.....

.....

.....



4

.....

.....

.....

.....

5

.....

.....

.....

.....



6

.....

.....

.....

.....

7

.....

.....

.....

.....

1



Explore! Read the sentences.

I flew up in the sky.

I quickly flew up in the sky.

I flew up in the blue sky.

What can we add to sentences to make them better?

2

Choose a word and help Emad make his sentences better.



- 1 loudly
- carefully

She _____ carried the eggs.

- 2 soft
- hard

He picked up the _____ rocks.

- 3 slowly
- quickly

I ran up the stairs _____ .

- 4 cold
- hot

The ice was _____ and dangerous.

- 5 light
- dark

The night was _____ and scary.

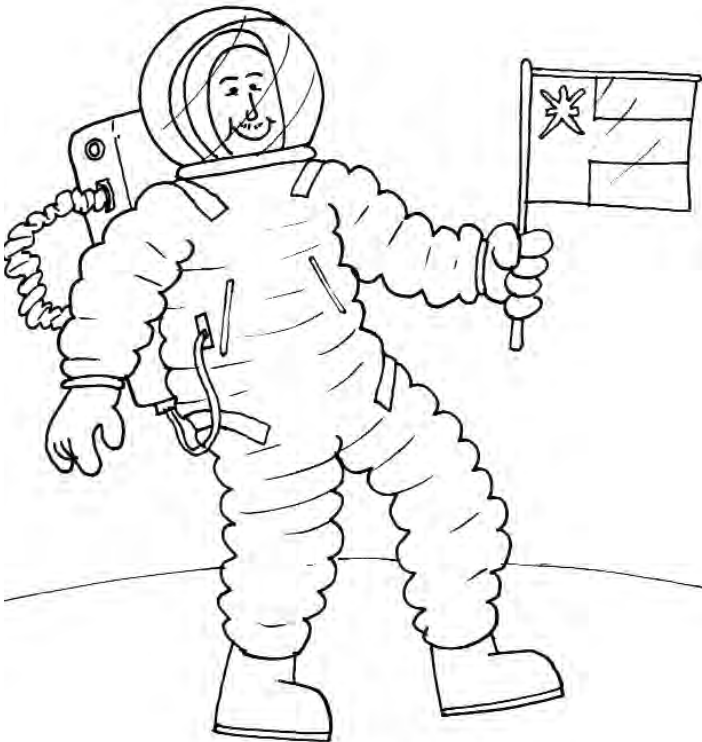
Homework

1 Make these sentences better. Add adverbs and adjectives.

curly grey long
 politely slowly

- ① The rocket _____ landed on the Moon.
- ② The planet was covered with _____ rocks.
- ③ The astronaut had short, _____ hair.
- ④ The girl _____ asked the astronaut a question.
- ⑤ The monster had _____ yellow teeth.

2 Describe the astronaut.



UNIT 5

1 Read and tick. Who lives in this home?

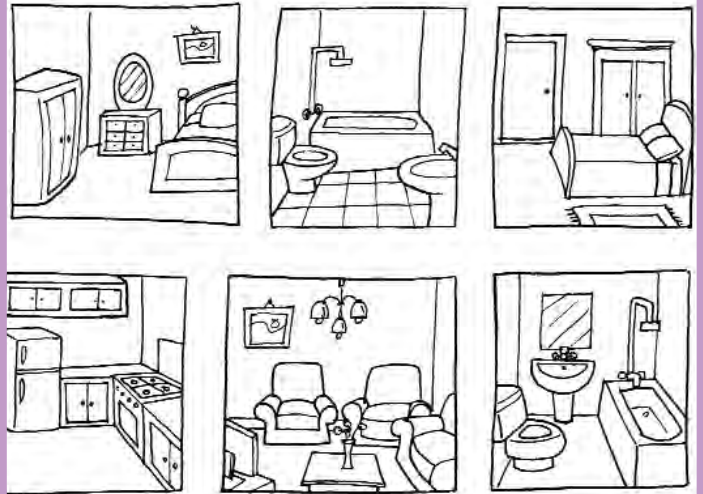
Yumna:

My house has got a hall, two bathrooms, a living room, two bedrooms and a kitchen. My favourite room is my bedroom which is above the living room.

1

2

3



Mazin:

My favourite room is the living room because I like watching TV. In my house, the bathroom and kitchen are next to the living room. Upstairs there is a big bedroom and a small bedroom. There is also another bathroom.

Talib:

My house has got three rooms downstairs and three rooms upstairs. My favourite room is the kitchen because I like cooking. My house has got three bedrooms, a bathroom, a living room and kitchen.

2 Read and match.

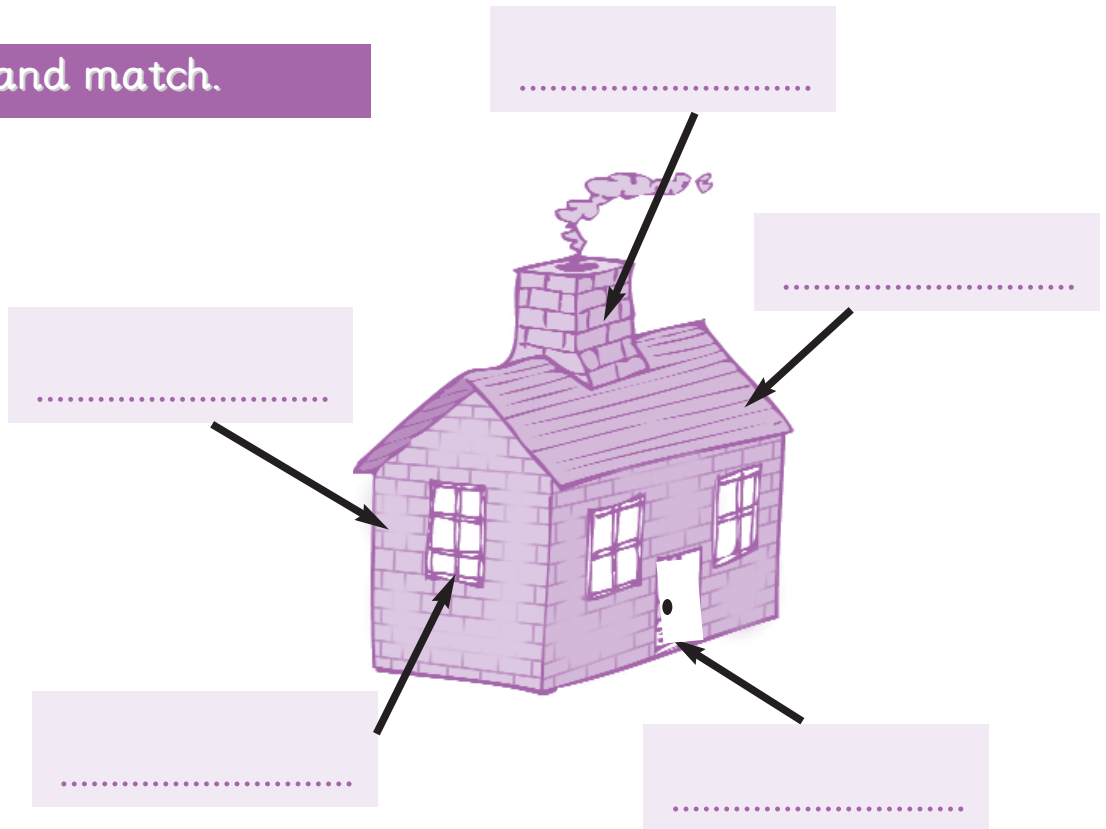
window

door

sloping roof

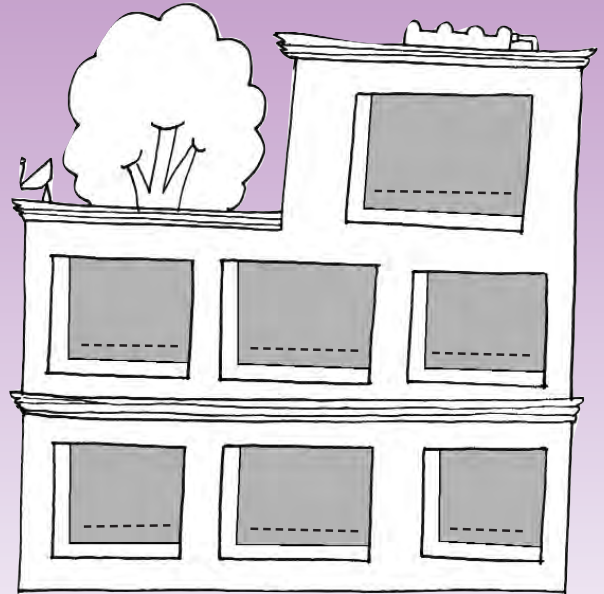
chimney

wall



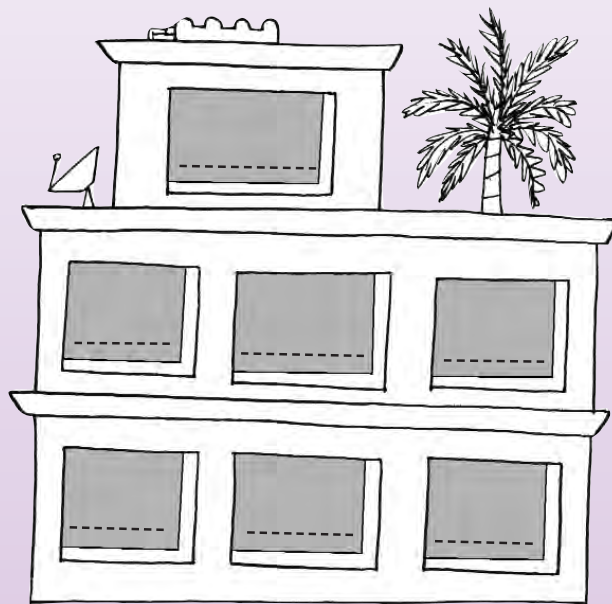
1 Design a house.

- majlis
- dining room
- hall
- living room
- kitchen
- bedroom
- bathroom



2 Listen and write the rooms in the house.

- above
- next to
- between
- next to
- below





Read the puzzles and guess the objects from home.

a

It is a big object. You can find it in the bedroom. It is usually made of wood, but sometimes it is made of plastic or metal. It is low and flat. You can sit on it or sleep on it.

.....

b

It is a small object. You can find it in any room. It is made of glass and metal. It is round and you use it to make light.

.....

c

It is a small object. You can find it in the kitchen. It is made of metal or plastic. It is quite long and it's round at one end. You can use it for stirring and eating.

.....

d

It is a big object. You can find it in any room. It is usually made of wood. It is tall and flat. You use it to keep objects and people in or out.

.....

2

Write a puzzle for your friends.

- Choose an object in everyone's home.
- Describe its size.
- Write about where you can find it.
- Explain what it is made of.
- Say what you can do with it.

My Puzzle

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



1

Explore!

Read the sentences from the story.

Each sentence has a **subject**.

The houses were all made of bricks.

The wolf got very angry.

He climbed up on the roof.

What does the subject of a sentence tell us?

2

Answer the questions and write the subject of each sentence.

Rupert Rabbit started a fire. Who started the fire?

The house was made of straw. What was made of straw?

The bricks were very strong. What was very strong?

He was very happy. Who was happy?



1

Read and answer the questions.



My home is in Bexhill, in England. I live with my two brothers. My house is made of bricks. It's got a sloping roof and a chimney. There are six rooms. Downstairs, there is a kitchen, a living room and a bathroom. Upstairs, there is a bathroom and two bedrooms. My favourite room is my bedroom. It has got a blue carpet and yellow walls. I like reading and sleeping in my bedroom.

- 1 Which town does Rupert live in?.....
- 2 How many rabbits live in Rupert's home?.....
- 3 Does Rupert live in a hot place?
- 4 Which room does Rupert like the most?.....
- 5 Name two rooms which aren't in Rupert's home.

2

Draw a mind map and plan your writing.



Write about your home.

A large rectangular area with a purple border, containing 20 horizontal dotted lines for writing.



1

Explore!

These words are arranged in alphabetical order.

Reggie

Ronnie

Rupert

How do we arrange words which begin with the same letter?

2

Arrange these words in alphabetical order.

cement

chair

cupboard

canvas

.....

.....

.....

.....

bedroom

bathroom

builder

bricks

.....

.....

.....

.....

window

roof

rubber

wood

.....

.....

.....

.....

Homework

1 Write the materials in alphabetical order.

plastic

stone

paper

canvas

metal

rubber

bricks

glass

grass

wood

mud

cement

1

2

3

4

5

6

7

8

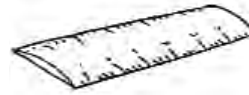
9

10

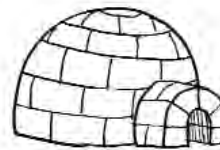
11

12

2 Write sentences.
What is it made of?



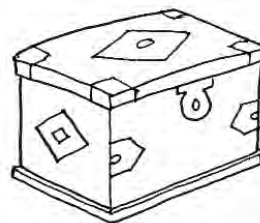
This ruler is made of



.....



.....



.....



.....

UNIT 6

Choose a poster. Write questions and answers.

Are there any.....?

Is there a..... ?



.....

.....

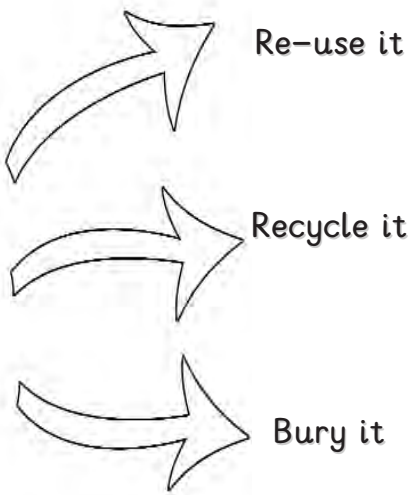
.....

.....

.....



1 Sort the rubbish. Add some more rubbish.



Re-use it

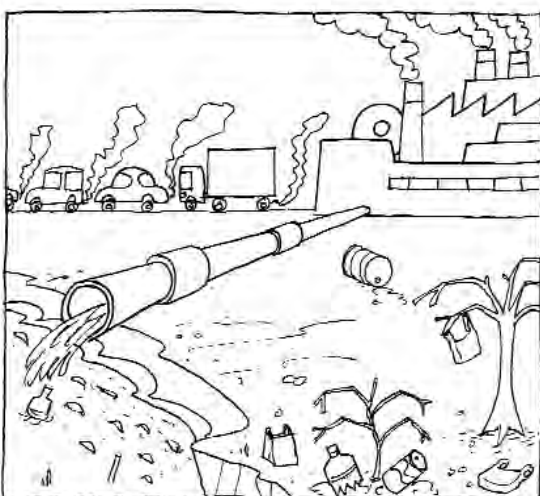
Recycle it

Bury it

2 Write about the pollution in this picture.

Write about the air, the sea and the land.

- smoke
- dirty
- rubbish
- tins
- trees
- dead
- factory



.....

.....

.....

.....

.....

.....

.....

.....

1



Explore! Read the signs.

Don't cycle in the park.

Turn off the water.

Put rubbish in the bin.

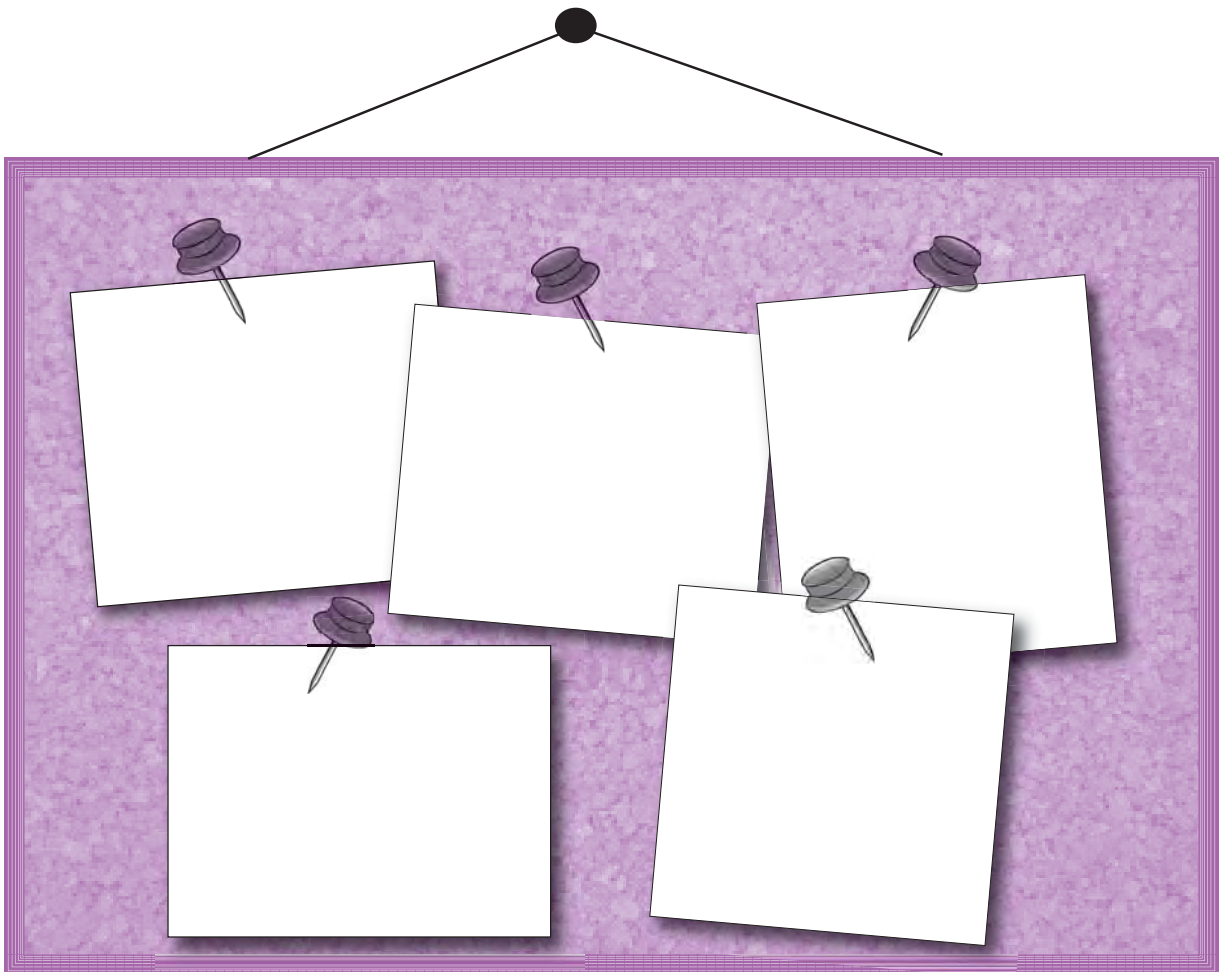
Don't use plastic bags.

What words do we often use to start rules?

2

Think about your school environment.

Write some rules to keep it clean and safe.



1 Choose and write about three animals. Join the sentences with **because**.

Tuna are in danger.
Turtles are in danger.
Elephants are in danger.
Whales are in danger.
Polar bears are in danger.
Oryx are in danger.

because

They eat plastic bags and rubbish.
Their habitat is being destroyed.
They are overfished for food.
They are killed for sport.
People kill them for their fur.

1

2

3

2 Look, think and listen.

Today, there are many animals in danger of becoming extinct. Which of these animals are in danger?



tiger



giraffe



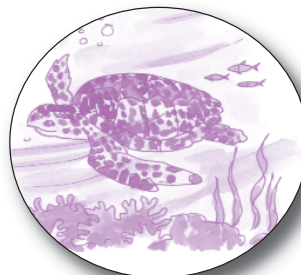
panda



oryx



camel



turtle

1 Answer the questions and plan your fact card.

What is the name of your animal in danger?

Where does it live?

What does it look like?

What does it eat?

Why is it in danger?

Other information:

2 Write your fact card.

Name of the animal:

.....

Description:

Picture of the animal:

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

Homework

1 Write **is** or **are**.

- 1 The water..... dirty.
- 2 The plants..... dead.
- 3 The rubbish bin..... empty.
- 4 The trees..... covered with plastic bags.
- 5 There..... bottles in the river.
- 6 There..... a dead fish in the water.
- 7 Why..... the air dirty?
- 8 Why..... the people wearing masks?
- 9 Where..... the animals?
- 10 Where..... the rubbish bin?
- 11 there a bird on that nest?
- 12 there any e-mails for me?

2

Emad is trying to write some signs. Help him write them again so they will protect the environment.



a Don't put your rubbish in the bin.

b Climb the trees.

c Don't turn off the water.

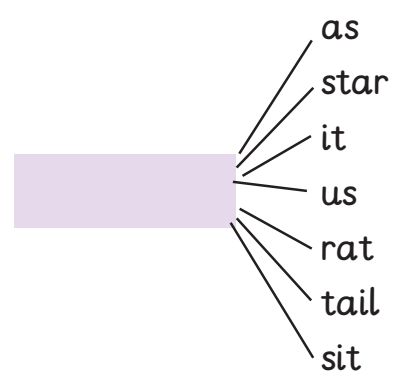
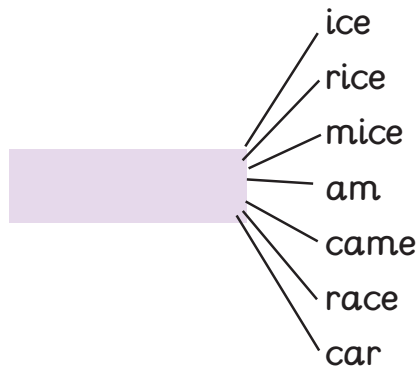
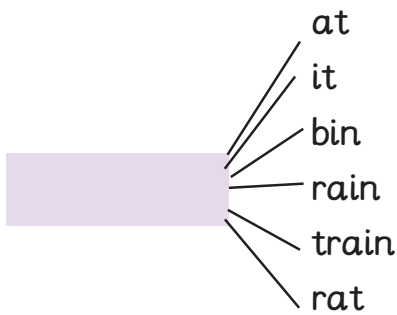
d Leave the lights on.

Supplementary Unit

Words in Words Game

Write the countries.

Zeinab and Aisha played **Words in Words**. Write the countries they started with.



Verbs

1 Look at page 63 in your Class Book. Find and sort the past tense verbs.

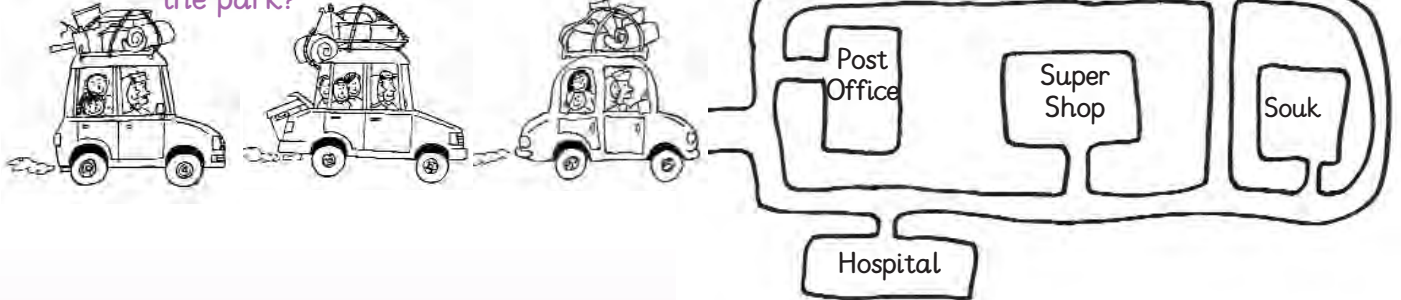
regular	irregular

2 Choose two verbs from activity 1 and write sentences of your own.

To the Park.

Read and follow the directions.

Three families are driving to the park to celebrate Mother's Day. Which car gets to the park?



Family A went straight on and turned left. They went past the post office and they took the second road on the left.

Family B went straight on and turned right. They took the third road on the left and went straight on.

Family C went straight on and turned right. They went down the road and took the third road on the left.

The Cards Game.

Play a game in pairs.

Rules

- One player has the purple cards and one player has the white cards.
- Take turns to throw the dice.
- Look at the number and answer the question on your card.
- When you have answered it, tick the box.
- If you roll the number of a card you have already answered, miss your turn.
- The first person to answer all six cards is the winner.

1 What is an **irregular** verb?

2 When do we use first, second, third ?

3 What can you find in every sentence?

1 When do we use **will**?

2 What is a **regular** verb?

3 What is a **suffix**?

A Thank You Letter

1 Plan a thank you letter.

- a Think about someone in your family. Draw lines and make sentences about what they do.

clean

wash

help

cook

read

take

play

the house
my room
to the park
to me
my clothes
games with me
me shopping
my food
me with my homework
me pray

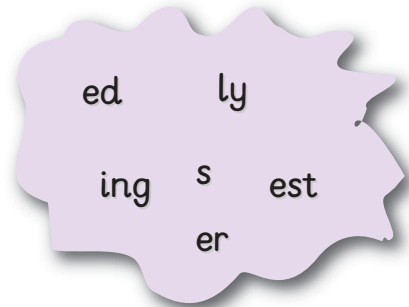
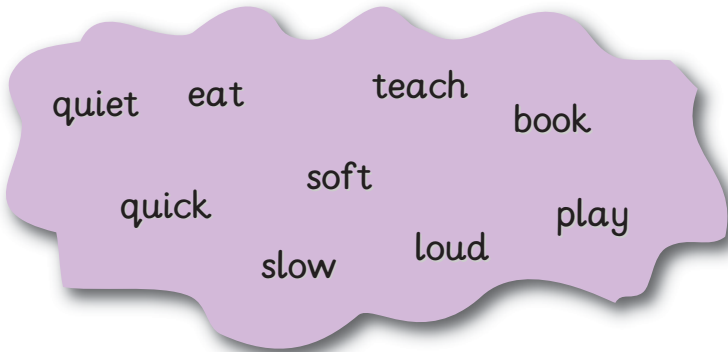
- b What else do they do? _____

2 Write a thank you letter to someone in your family. Use your plan.

The Suffix Challenge

Play a game.

Use the words and suffixes to make new words.
The player with the most words is the winner.



Imagination Time

Write some explanations.

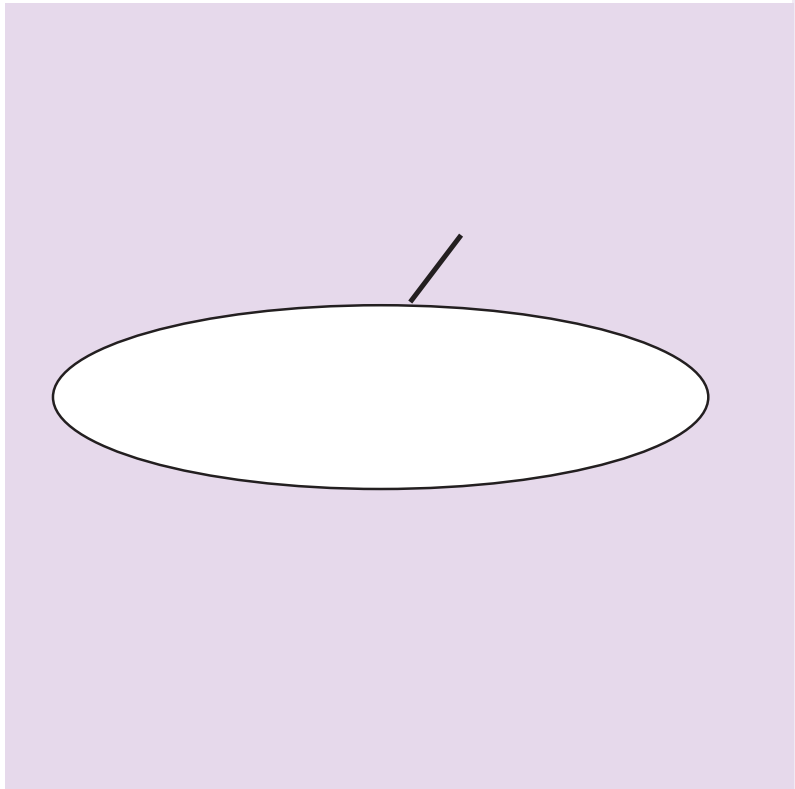
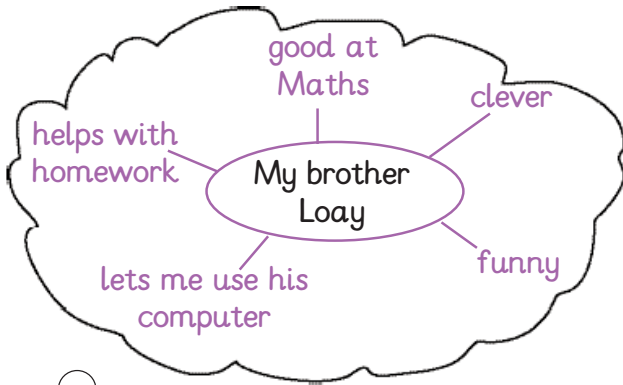


- 1 The girl bought a box of chocolates because _____
.....
- 2 The boy ran because _____
.....
- 3 The elephant jumped _____
.....
- 4 The turtle died _____
.....
- 5 The man shouted _____
.....

A Special Person

1 Plan a paragraph.

Think of someone in your family. Brainstorm why they are special.



2 Write a paragraph.

About someone special in your family.

Helen's Story

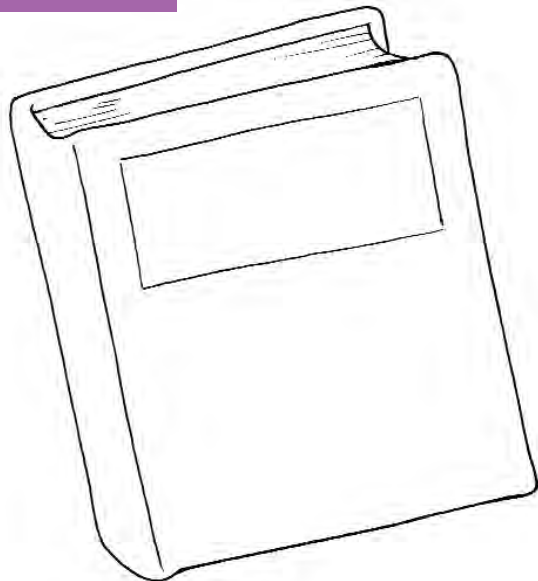
1 Read the story strips.

Number the strips and put the story in order.

- She could see a shopkeeper with some boxes, a tailor holding some cloth, a cook with some bags of flour and a hairdresser with her scissors.
- Inside the house, the cook made a birthday cake, the hairdresser cut her Mother's hair, the tailor made her mum a new dress and the shopkeeper gave her mum a pair of shiny, red shoes. "This is the best birthday! Thank you!" said Helen's mother.
- Helen was sitting on a bus. It was her mother's birthday and she was going to the shops to buy a present. The bus was full of people going to work.
- Helen listened to everyone shouting. Then, she had an idea! She talked to the bus driver. He turned the bus around and drove back to Helen's house. "Where are we going?" shouted everyone, "We need to get to work!"
- After an hour, the people in the bus started to get angry. They shouted, "How can we get to work? We need to get to work!"
- The bus stopped outside Helen's house. "Please come inside," said Helen, "I've got some work for you!"
- Suddenly the bus stopped. There was a big traffic jam. "Oh no!" thought Helen, "How will I buy my mum a present now!"

2 Make a book cover for the story.

- Write a title for the story.
- Draw a picture of the story.
- Make up an author for the story and write it on the book cover.

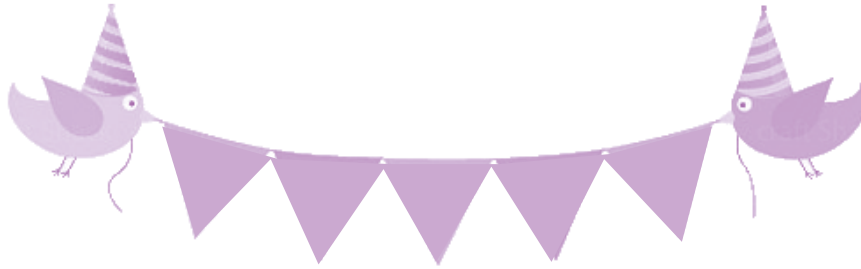


Aunt Maisa

Write. Aunt Maisa has got a new baby.

u

Put the presents in alphabetical order.



Next Year's Plan

1 Think about next year.

Will you stay at the same school?

Will you meet new friends?

Will you have the same school uniform?

Will you learn English?

Will you learn new things?

Will you eat healthy food?

Will you feel happy when you start grade 5?

Will you grow taller?

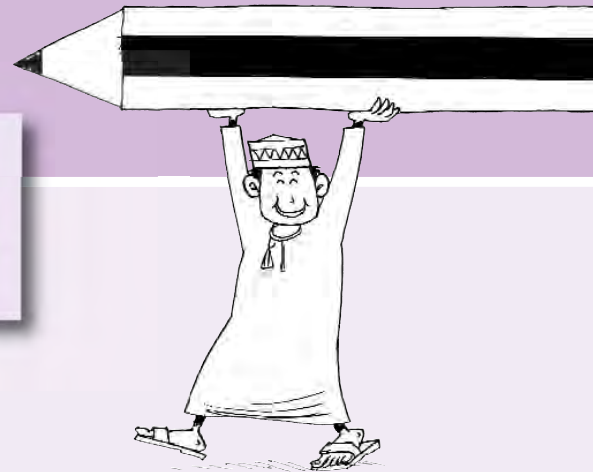
Will you do lots of exercise?

Will you enjoy next year?

2 Write about next year.

Where will you go?
What will you do?
How will you feel?

My Dictionary.



A large rectangular area with a light purple background, containing two columns of horizontal dotted lines for writing. The lines are evenly spaced and extend across the width of the page.



Handwriting practice area with 20 horizontal dotted lines.



A large writing area with a light purple background and a white border. It contains 20 horizontal dotted lines for writing, arranged in two columns of ten lines each.



Handwriting practice lines consisting of two columns of horizontal dotted lines on a light purple background.

My Reading Record.



A large rectangular area with a light purple background, containing 18 horizontal dotted lines for writing.



A large rectangular area with a light purple background, containing two columns of horizontal dotted lines for writing. The lines are evenly spaced and extend across most of the page's width.



A large rectangular area with a light purple background, containing two columns of horizontal dotted lines for writing practice.



A large rectangular area with a light purple background, containing two columns of horizontal dotted lines for writing. Each column has 18 lines.



Reading Report

Choose a book you enjoyed reading.

Title: _____

Author: _____

Think about your book.

Was it easy to read?

Where did the story happen?

Other?

What characters were in the book?

Did it have good pictures?

Write about why you liked the book.



Reading Report



Choose a book you didn't enjoy reading.

Title: _____

Author: _____

Think about your book.

- Was it easy to read?
- Who were the characters?
- Did it have good pictures?
- What was the story like?
- Other?

Write about why you didn't like the book.



Reading Report

Choose a character
from a book you read.

Character: _____

Book: _____

Author: _____

Describe the character.

Write about:

- the name of the character
- what the character looked like
- where the character lived
- what the character did in the story



Reading Report



Choose a book you enjoyed reading.

1. What was the title?

2. Who was the author?

3. What characters were in the book?

4. What was your favourite part of the story?

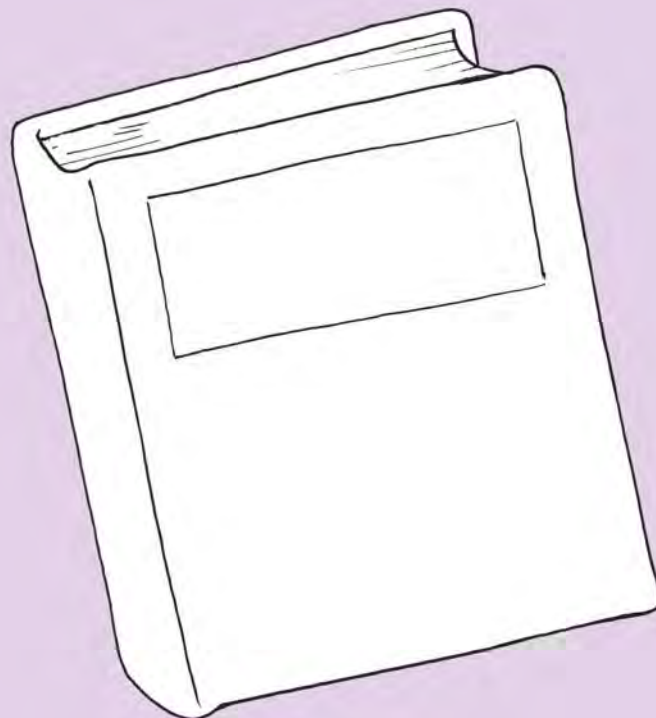
.....

.....

.....

.....

Design a new cover for the book.





My Notes.

Use this page to practise your handwriting.

Spelling

	Words	1	2	3
Unit 1	visited			
	planted			
	watched			
	walked			
	listened			
	exciting			
	interesting			
	boring			
	scary			
	funny			
Unit 2	drew			
	wrote			
	read			
	bought			
	swam			
	Oman			
	England			
	France			
	Egypt			
	Australia			



	Words	1	2	3
Unit 3	Olympic			
	record			
	medal			
	tracksuit			
	team			
	tennis			
	golf			
	windsurfing			
	judo			
	swimming			

Unit 4	quickly			
	slowly			
	loudly			
	quietly			
	carefully			
	Sun			
	planet			
	Earth			
	spaceship			
	monster			



	Words	1	2	3
Unit 5	cement			
	bricks			
	glass			
	plastic			
	metal			
	between			
	above			
	below			
	favourite			
	family			
Unit 6	environment			
	recycle			
	re-use			
	rubbish			
	save			
	extinct			
	danger			
	pollution			
	protect			
	habitat			

Spelling tests

Unit 1

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

5

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

5

Unit 2

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

5

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

5

Unit 3

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

5

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

5

Unit 4

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

5

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

5

Unit 5

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

5

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

5

Unit 6

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

5

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

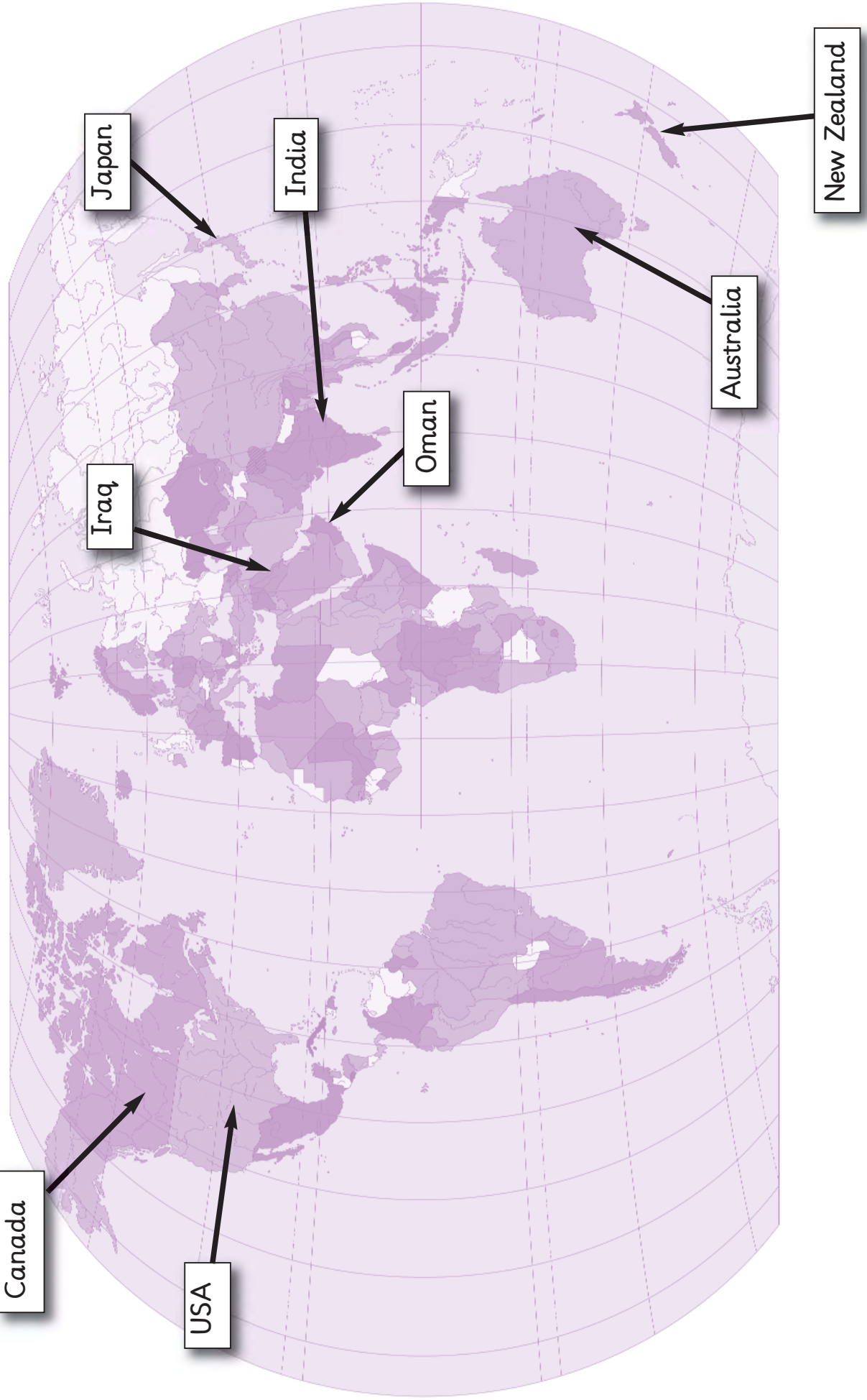
5



My Writing Page

Use this page to write notes, play games, practise joined writing or learn your spellings.

A series of horizontal dotted lines for writing.



Japan

India

New Zealand

Australia

Oman

Iraq

Canada

USA

How Green Are You?

How often do you ...	always	sometimes	never
1 put rubbish in the bin?	3	2	1
2 re-use plastic bags?	3	2	1
3 pick flowers?	1	2	3
4 switch off lights?	1	2	1
5 leave water running?	1	2	3
6 re-use water?	3	2	1
7 recycle paper?	3	2	1
8 throw rubbish out of the car?	1	2	3



Notes for Parents

In this Skills Book, children are continuing to develop their knowledge of English language, vocabulary and literacy skills. The activities are carefully designed to encourage children to develop a positive attitude to English and to skills development. Tasks are set up in class under the guidance and support of the teacher.

Your Role

Your role as a parent is very important. You can support your child by going through the activities in this book with them and by giving them lots of praise and encouragement. We have included special homework pages at the end of each unit. Please ask your child about these activities and make sure they have a time and a place to do their homework.

Writing Development

In this Skills Book, children will continue to develop joined-up writing skills so they can write quickly and fluently. In grade 4, children are encouraged to write longer texts and to write a variety of genres such as descriptions, explanations, instructions, leaflets and letters. Your child will continue learning about the writing process through shared writing sessions in which the teacher demonstrates a range of skills and knowledge about writing such as handwriting, spelling, punctuation, editing and layout. Your child will also continue to learn to spell words which will reinforce common spelling patterns and help them to read and write the most frequently used words in English.

Reading Development

In grade 4, children read a variety of different genres in their course books, such as letters, instructions, leaflets, descriptions and explanations. In addition, specific time is allocated in the lessons as 'Reading Time' when the whole class is engaged in reading. Children will be able to choose a book from a variety of Class Readers. Reading Time supports the development of independent reading skills. Children will learn about book selection, the different purposes of reading and enjoy the humour, excitement and imagination of books they read.

Grammar

In grade 4, children continue to 'notice' patterns in English through a regular feature in the Skills Book called, 'Explore'. In these activities, children investigate examples of English and answer questions to lead them to discover language patterns and grammatical rules for themselves. By doing this, they become active participants in the learning process.

Self-Assessment

In grade 4, children learn to review their work and assess themselves by responding to a series of statements which are linked to the learning objectives. This is done in the Classbook. In addition, the teacher will encourage children to reflect on their work during normal classroom activities.

مذكرة لأولياء الأمور

الفاضل / ولي أمر التلميذ:

يواصل التلاميذ في كتاب المهارات هذا تطوير معرفتهم باللغة الانجليزية وبالمفردات والمهارات التعليمية والمعرفية، ويهدف كتاب المهارات إلى تشجيع التلاميذ لاكتساب اتجاه ايجابي حيال اللغة الانجليزية و إلى تطوير المهارات، وقد تم تصميم الأنشطة والمهام في هذا الكتاب بدقة وعناية لتنمية هذه المهارات والمعارف وتعزيزها بطريقة ممتعة وجذابة، ويقوم التلاميذ بأداء جميع المهام داخل الصف تحت إشراف المعلم ومساندته.

دورك باعتبارك ولي أمر التلميذ:

إن دورك باعتبارك ولي أمر التلميذ مهم جدا، فبإمكانك مساعدة طفلك من خلال متابعة نوع الأنشطة التي يقوم بها طفلك في الفصل مع المعلم، ويمكن أداء ذلك من خلال النظر في أنشطة هذا الكتاب وسؤال طفلك لإخبارك عنها ومعرفة ما يمكنه إنجازه منها، وسيطلب هذا منك الإشادة والثناء الكبير على طفلك وتشجيعه. لقد قمنا بتخصيص بعض الصفحات للتمارين بنهاية كل وحدة دراسية لأدائها مع أطفالك في المنزل، وهي تمارين للمهارات واللغة التي درسوها داخل الفصل ، فالرجاء سؤال طفلك عن هذه النشاطات والتأكد من توفير الوقت والمكان له لأدائها.

تطوير مهارة الكتابة:

سيواصل التلاميذ في كتاب المهارات هذا ممارسة الكتابة بالحروف المتصلة وهذا من شأنه مساعدتهم في اكتساب مهارة وسرعة أكبر عند الكتابة. في الصف الرابع، يتم تشجيع التلاميذ على كتابة فقرات أطول وبأنواع مختلفة كالوصف والتفسير والتعليمات والمطويات والرسائل. كذلك سيواصل طفلك المشاركة في حلقات الكتابة التشاركية حيث يقوم فيها المعلم باستعراض العديد من المهارات والمعارف حول الكتابة مثل الخط و الإملاء و التهجئة والترقيم والمراجعة والتنسيق. وسيواصل طفلك تعلم إملاء بعض الكلمات التي سوف تساعد في تعزيز قدراته في تهجئة الكلمات ومن ثم قراءة وكتابة الكلمات الشائعة الاستخدام باللغة الإنجليزية .

تطوير مهارة القراءة:

في الصف الرابع يقوم التلاميذ بقراءة نصوص من أنواع مختلفة كالرسائل والتعليمات والمطويات والوصف والتفسير بالإضافة إلى ذلك يتم تخصيص وقت في الحصة " للقراءة الحرة " يقوم فيه جميع التلاميذ بقراءة كتب مطالعة يقومون باختيارها من مجموعة كتب المطالعة المتوفرة في المكتبة الصغيرة في الفصل وسوف يساعد هذا الوقت المخصص لقراءة التلاميذ على تنمية مهاراتهم في القراءة المستقلة كما سيتعرف التلاميذ على طرق اختيار كتاب المطالعة الذي يرغبون في قراءته والأهداف المختلفة للقراءة والتمتع بالفكاهة والإثارة والخيال في هذه الكتب .

قواعد اللغة :

في الصف الرابع، سيواصل التلاميذ ملاحظة قواعد وسمات اللغة الانجليزية من خلال نشاطات محدده بعنوان (أكتشف) حيث يقوم التلاميذ من خلال هذه النشاطات بالتعرف على نماذج اللغة والإجابة على أسئلة تقودهم لاكتشاف أنماط اللغة و القواعد اللغوية بأنفسهم وبهذا يشاركون أكثر في عملية التعلم ويصبحون متعلمين فاعلين.

التقييم الذاتي:

يواصل التلاميذ في الصف الرابع مراجعة أعمالهم وتقييم أدائهم بأنفسهم من خلال الاستجابة لمجموعة من العبارات المرتبطة بأهداف التعلم ويتم إجراء ذلك في كتاب الفصل بالإضافة إلى ذلك ستقوم المعلمة بتشجيع التلاميذ على التأمل في الأعمال التي يقومون بها من خلال الأنشطة الصفية اليومية.

