



مجمع الأندلس التعليمي
Andalus Educational Complex
مدرسة الأندلس الابتدائية الخاصة للبنين
تحت إشراف وزارة التربية والتعليم والتعليم العالي

رؤية المدرسة: تَعَلَّمْ عَصْرِيَّ مُلِيْمٌ يَهْوِيَّةً وَطَنِيَّةً وَقِيَمَ إِسْلَامِيَّةً.



End of 1st Term Enrichment Exercises

Name:

توفير خبرات تعلم متطورة ومتنوعة، ضمن بيئة ثرية وآمنة، تحفز على الابتكار والإبداع، وتعزز الانتماء للوطن والتمسك بقيم الدين.

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Language functions

A. Read and match.

1. What are you going to give Ali?

A. Sure! It smells great!

2. What's wrong?

B. A card.

3. I have got a headache.

C. I have got an earache.

4. Would you like some lemonade?

D. You should sleep.

B. Read and match.

1. How many apples do you need?

A. We must be quiet.

2. What must we do in the library?

B. Five.

3. Would you like to go to the zoo with me?

C. Yes, I could.

4. Could you play football when you were six?

D. Sure.

C. Read and match.

1. What can't you do on a bus?

A. Yes, I did.

2. Could you rollerblade when you were five?

B. Eat or drink.

3. Would you like to go to the park?

C. No, I couldn't.

4. Did you have to walk to school?

D. I'm afraid I can't.

Reading

A. Directions: Read the passage and answer the questions.

From an early age, students in Qatar are taught the skills of scientific research. Why? Learning scientific research skills at an early age will help in achieving the Qatar Vision by the year 2030. Students learn how to research projects which will help locally and in the rest of the world. This prepares them for successful research jobs in the future.

In today's modern world, computers are very important. One research project, from a public school in Qatar, studied how computers are used in teaching. Students handed out forms with different questions about how their classmates used computers. Then, they analysed the answers. They found that most students wanted to use computers for fun, not for learning. However, they also recognised that students' skills developed by using computers - especially their English language skills.

Therefore, their research showed that computers increase students' learning, since fun and education are mixed. Moreover, students stay interested and learn faster. The students who organised the project advised their teachers to include more computer learning in their classes.





1. What is the text **MAINLY** about?

A. research skills

B. science skills

C. English skills

2. The research found that students wanted to use computers mostly for _____.

A. fun

B. learning

C. projects

3. Using computers helps _____ English language skills.

A. research

B. prepare

C. develop

4. Students who learn from computers stay _____.

A. bored

B. interested

C. recognised

5. What did the students research?

6. How did the students research their subject?

7. What did most students want to use computers for?

8. What skill was developed the most by using computers?

9. Why do computers help students learn better?

10. What did the students tell their teachers at the end of the project?





B. Directions: Read the passage and answer the questions.

Camels are some of the world's most interesting creatures. Some camels have one hump on their backs. These are called dromedary camels. Other camels have two humps on their backs. These are called Bactrian camels. Camels are the only animals with humps. Many people believe that camels use their humps to store water, but that is false.

Camels use their humps to store fat. A camel's hump can weigh up to 80 pounds! Humps allow camels to live up to two weeks without needing to eat. Camels live in the desert, where food and water are scarce. A camel's humps keep it alive and well during times when food and water are far away or unavailable.

1. What is the text MAINLY about?

- A. food and water
- B. deserts

- C. camels
- D. bacteria

2. What are camels with two humps on their backs called?

- A. Dromedary camels
- B. Two-hump camels

- C. Bactrian camels
- D. Desert camels

3. Camel humps are used to store _____.

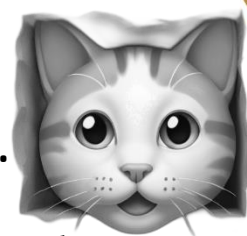
- A. fat
- B. muscle
- C. milk

- D. water

4. How much do camels' humps weigh?

5. Why are humps very important to camels?





C. Directions: Read the passage and answer the questions.

My name is Fatima. I live in a quiet neighbourhood near Doha. Ever since I was young, I've feared cats. I always used to run whenever I saw a cat on the street. I never went close to any of my friends' cats. I never used to go near my next-door neighbour's house because I feared his cat, Fluffy. Last spring, however, something happened that changed this.

It was Monday evening; I was at home, sleeping in my bedroom, when suddenly I heard Fluffy at my window. I was really scared and didn't know what to do, so I decided to go to my parents' room.

As I was going to their room, to my surprise, I saw there was a fire in our kitchen! I woke my parents up and my father called the firefighters. Fortunately, they came quickly and put the fire out, so nobody was hurt. Fluffy saved the day!

Since that day, I've never feared cats again. I'm also thinking of getting a cat!

1. What did Fatima use to do when she saw a cat on the street?

2. Where was Fatima when she heard Fluffy?

3. What did Fatima do after Fluffy woke her up?

4. What did Fatima's father do?

5. Who saved Fatima?



Vocabulary



postman



photographer



businessman



secretary



reporter



university



office



learn a
language

A. Fill in the gaps with the suitable words from the box:

postman secretary language photographer reporter

1. He works as a _____. He helps the manager.
2. She is a professional _____. She takes wonderful photos.
3. The _____ delivers letters and parcels.
4. I have been studying the Arabic _____ for more than 6 years.
5. I saw her on TV many times. She is a famous _____.



order



bill



mushroom



pepper



meatballs



sauce



tuna



olive

B. Fill in the gaps with the suitable words from the box:

sauce pepper bill tuna ordered

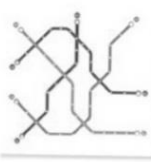
1. To make salad, you need some green _____.
2. I like chicken with white ranch _____.
3. I hate _____ pizza. It smells fishy.
4. We _____ two pizzas from the new restaurant.
5. It was nice of Salim to pay the _____. I didn't have money.



cross the street



ticket



line



bicycle lane



bicycle rack



traffic lights



pavement



escalator

C. Fill in the gaps with the suitable words from the box:

line

lane

tickets

cross

1. To go to Msheireb by metro, take the green _____.
2. It is important to look around when you _____ the street.
3. My dad bought three _____ for the movie.
4. You should ride your bike in the bicycle _____.



picnic



square



café



skatepark



aquarium



market

D. Fill in the gaps with the suitable words from the box:

market

café

aquarium

skatepark

1. Let's have some coffee in the new _____.
2. I love to go skating in the _____.
3. We saw different fish at the Old Port _____.
4. My mom bought all vegetables from Al-Wakra _____.



E. Read and choose the correct answer.

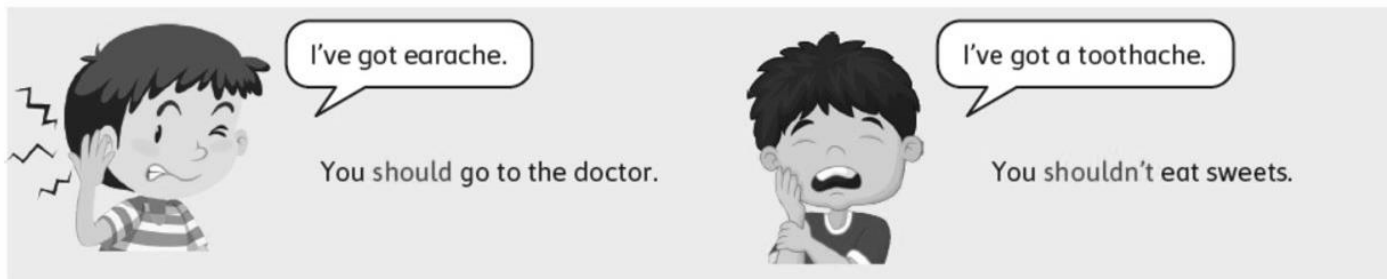
1. Fahad speaks 3 _____: English, French and Arabic.
A. languages B. university C. postman D. reporter
2. My dad pays the Internet _____ every month.
A. market B. line C. café D. bill
3. Don't _____ the street if the light is red.
A. lane B. cross C. learn D. study
4. The _____ took very beautiful photos of me at the party.
A. postman B. photographer C. language D. businessman
5. Nowadays, Qatar has many _____ that sell all kinds of fruit.
A. universities B. markets C. offices D. traffic
6. _____ lights are red, orange and green.
A. traffic B. rack C. tickets D. pavement
7. We booked the cinema _____ online.
A. tickets B. racks C. lines D. bills
8. It's not allowed to ride your bike on the _____.
A. ticket B. pavement C. escalator D. cross
9. There are many _____ in West Walk where you can have coffee.
A. cafés B. offices C. racks D. lines
10. Al-Wakra local _____ has many different shops.
A. office B. market C. bill D. traffic



Grammar

The verb should

We use **should** / **shouldn't** to ask for or give advice, express an opinion or make a suggestion.



A. Read and choose the correct answer.

- You should _____ warm water with honey and lemon juice for toothache.
A. drinks B. to drink C. drinking D. drink
- She shouldn't _____ sweets because she has got toothache.
A. eating B. eat C. to eat D. eats

B. Do as shown between brackets.

- I should losing weight to stay fit. (Correct)

- Sameer shouldn't plays unless his room is tidy. (Correct)

How many / How much...?

We use **How many...?** with plural countable nouns and **How much...?** with uncountable nouns to ask about the quantity of things.

- e.g. – How many lemons have we got? I want to make some lemonade.
– Don't worry, we have got many.
– How much sugar do you want in your coffee?
– One spoonful, please.

A. Read and choose the correct answer.

- How _____ biscuits do you need?
A. much B. many C. little D. few



2. How _____ lemonade would you like?
A. much B. many C. little D. few
3. How _____ mangoes do you need?
A. much B. many C. little D. few
4. There are _____ kids in the playground.
A. much B. many C. little D. far

B. Do as shown between brackets.

1. How much lemons have we got? (correct)

2. How many sugar do you want in your coffee? (correct)

a few / a little

We use **a few** with countable nouns and **a little** with uncountable nouns to talk about a small quantity.

e.g. There are *a few* pears in the basket.

There is *a little* soup in the bowl.

A. Read and choose the correct answer.

1. I want a _____ papers.
A. few B. little C. many D. much
2. You can add just a _____ sugar to your coffee.
A. few B. little C. many D. much
3. There are a _____ apples on the table.
A. few B. little C. many D. much
4. I need a _____ biscuits too.
A. few B. little C. many D. much



have to / don't have to

We use **have to** to express obligation (when something is necessary) in the present or future.

We use **don't have to** to express lack of obligation (when something is not necessary) in the present or future.

Affirmative	Negative	Questions
I have to eat.	I don't have to eat.	Do I have to eat?
You have to eat.	You don't have to eat.	Do you have to eat?
He has to eat.	He doesn't have to eat.	Does he have to eat?
She has to eat.	She doesn't have to eat.	Does she have to eat?
It has to eat.	It doesn't have to eat.	Does it have to eat?
We have to eat.	We don't have to eat.	Do we have to eat?
You have to eat.	You don't have to eat.	Do you have to eat?
They have to eat.	They don't have to eat.	Do they have to eat?

A. Read and choose the correct answer.

- Mohammed and Ali _____ to do their homework after school.
A. have B. has C. having D. had
- We don't have to _____ our homework.
A. type B. typing C. to type D. typed
- You _____ have to pay for the books. They are free.
A. doesn't B. does C. don't D. not
- Amna _____ to tidy her room after school.
A. have B. has C. having D. not
- The children have to _____ the plants after school.
A. watered B. waters C. watering D. water

B. Do as shown between brackets.

- They has to do their homework. (Correct)

- Aliaa don't have to cook. (Correct)

- Hend have to surf the net for information. (Correct)



The verb had to

We use **had to** / **didn't have to** to express obligation or lack of obligation in the past, respectively.

Affirmative	Negative	Questions
I had to go.	I didn't have to go.	Did I have to go?
You had to go.	You didn't have to go.	Did you have to go?
He had to go.	He didn't have to go.	Did he have to go?
She had to go.	She didn't have to go.	Did she have to go?
It had to go.	It didn't have to go.	Did it have to go?
We had to go.	We didn't have to go.	Did we have to go?
You had to go.	You didn't have to go.	Did you have to go?
They had to go.	They didn't have to go.	Did they have to go?

A. Read and choose the correct answer:

- We **didn't have to** _____ at home yesterday.
A. stayed B. stay C. staying
- Mr. Hamad **had to** _____ to London last week.
A. go B. goes C. went
- My dad _____ to sell this house in 2017.
A. had B. has C. have
- Kareem **didn't** _____ to tidy his room yesterday.
A. has B. had C. have

B. Do as shown between brackets.

- I **had to** gets up early last weekend. (Correct)

- What did you **had** to do after school yesterday? (Correct)

- I **has** to study for the exam yesterday. (Correct)

- My wife **had to** doing the washing up last night. (Correct)



The verb could

We use **could** / **couldn't** to express ability you had / didn't have in the past.

Affirmative	Negative	Questions	Short answers	
I could walk.	I couldn't walk.	Could I walk?	Yes, you could.	No, you couldn't.
You could walk.	You couldn't walk.	Could you walk?	Yes, I could.	No, I couldn't.
He could walk.	He couldn't walk.	Could he walk?	Yes, he could.	No, he couldn't.
She could walk.	She couldn't walk.	Could she walk?	Yes, she could.	No, she couldn't.
It could walk.	It couldn't walk.	Could it walk?	Yes, it could.	No, it couldn't.
We could walk.	We couldn't walk.	Could we walk?	Yes, you could.	No, you couldn't.
You could walk.	You couldn't walk.	Could you walk?	Yes, we could.	No, we couldn't.
They could walk.	They couldn't walk.	Could they walk?	Yes, they could.	No, they couldn't.

A. Read and choose the correct answer:

- When I was young, I could _____ fast.
A. running B. runs C. run
- When Hamad was young, he could _____ a boat.
A. sailed B. sailing C. sail
- When Salim was 12, he _____ rollerblade.
A. could B. can C. can't
- Could you _____ volleyball when you were six?
A. play B. plays C. playing
- When I was five, I couldn't _____.
A. swimming B. swim C. to swim

B. Do as shown between brackets.

- I couldn't surf the net when I was five. (Correct)

- I could rollerblades when I was ten. (Correct)

- My sister could cooking pasta in just 20 minutes. (Correct)



C. Write a paragraph of seven sentences about “Yourself Five Years Ago and Now”

Handwriting practice lines for the paragraph. The background features a large, faint watermark of the Al Andalus Educational Complex logo, which includes a shield with Arabic calligraphy and a quill pen.