

GLOSSARJU BILINGWI TA'

Termini tal-Matematika

IS-SNIN BIKRIN U TAL-PRIMARJA

A BILINGUAL GLOSSARY OF

Mathematics Terms

THE EARLY AND JUNIOR YEARS

Dokument ta' Konsultazzjoni

A Consultation Document

The document is authored by the members of the working group *Bilingual Glossary of Mathematics Terms* set up by the Directorate for Learning and Assessment Programmes within the Ministry for Education, Sport, Youth, Research and Innovation.

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Introduzzjoni

Sfond

F'Malta, il-lingwa akkademika tal-matematika ilha żmien twil bl-Ingliż. It-testi miktuba kollha, bħall-kotba, ix-xogħol miktub fuq il-whiteboard, in-noti tal-istudenti u l-worksheets huma bl-Ingliż. Bl-istess mod, l-assessjar dejjem sar bl-Ingliż. Madankollu, kemm evidenza aneddotali kif ukoll studji ta' riċerka juru li diversi għalliema jaqilbu bejn il-Malti u l-Ingliż matul l-interazzjoni tagħhom mal-istudenti fil-klassi. Din hija l-iktar evidenti meta l-għalliema u l-istudenti jaqilbu minn interazzjoni orali għall-qari ta' test matematiku, jew meta jintuża kliem marbut speċifikament mas-suġġett bħal triangle, bar chart u multiplication. Għalhekk, il-prattika li jintużaw żewġ lingwi fit-tagħlim tal-matematika hija Prattika lokali komuni.

L-aċċessar tal-matematika b'mod bilingwi

Fir-realtà dinjija tal-lum, il-lingwi jintużaw b'mod differenti skont il-bżonn, u hafna drabi jintużaw flimkien. Dan jissejjaħ 'translanguaging' (García & Li Wei, 2014). Fil-qasam kontemporanju tal-edukazzjoni tal-matematika, il-bilingwiżmu/multilingwiżmu ma jitqiesx bħala problema; anzi, il-lingwa hija kkunsidrata bħala riżorsa. Skont il-UNESCO (2007), l-edukazzjoni tibda minn dak li l-istudenti diġà jkunu jafu, jiġifieri tinbena fuq il-lingwa u l-kultura, l-għarfien u l-esperjenza li t-tfal jgħibu magħhom malli jibdew l-iskola. L-applikazzjoni ta' dan il-prinċipju fil-klassi lokali tal-matematika timplika li għal dawk li jtkellmu l-Malti, il-lingwa Maltija għandha tintuża tal-inqas flimkien mal-Ingliż. Iktar minn hekk, din ir-riżorsa bilingwi hija maħsuba għall-benefiċċju tal-istudenti kollha flimkien ma' riżorsi oħrajn, u għandha tiġi kkunsidrata bħala riżorsa oħra li ssostni t-tagħlim. Nixtiequ nenfasizzaw l-importanza ta' pedagogija tajba li tkun bbażata fuq varjetà ta' riżorsi u strategiji, u li tinvolvi lill-istudenti kollha fix-xogħol tagħhom.

L-għan ta' Glossarju Bilingwi (bil-Malti u l-Ingliż) tal-Matematika

L-għan ta' dan il-glossarju huwa li jipprovdi kliem u espressjonijiet li jistgħu jintużaw bħala parti mill-komunikazzjoni bilingwi tal-matematika fl-istadji tal-edukazzjoni tas-Snin Bikrin u tal-Primarja (etajiet ta' 3 – 11-il sena). Ir-riżorsa, li giet żviluppata b'kunsiderazzjoni tal-prattiki diġà eżistenti, tissuġġerixxi kliem u espressjonijiet li jistgħu jintużaw bħala parti mir-*'reġistru tal-matematika'*. Huwa mistenni li l-lista komprensiva ta' termini:

- Tgħin lill-għalliema meta jiġu biex jispjegaw kunċetti u proċessi matematiċi, u biex joħorġu sew it-tifsir speċifiku li jgħibu magħhom.
- Tipprovdi lill-għalliema u lill-istudenti b'verzjonijiet bil-Malti tat-terminoloġija, jekk dawn ikunu meħtieġa bħala parti mill-proċess edukattiv.
- Tinkoraġġixxi l-konsistenza fost kuntesti ta' klassi / skola fir-rigward ta' termini matematiċi, għall-Ingliż, kif ukoll għall-Malti fil-forma miżżurata u miktuba.
- Tipprovdi t-terminoloġija li wieħed mistenni juża fir-riżorsi tat-tagħlim u fl-assessjar tal-matematika.

L-iżvilupp tal-Glossarju

S'issa ingabar il-vokabularju relatat mas-suġġetti li ġejjin: L-Ewwel Numri u l-Għadd, ir-Relazzjonijiet tan-Numri, it-Tiżjid u t-Tnaqqis; il-Kejl (il-Ħin, il-Kapaċità, it-Tul u l-Area, il-Massa), ir-Relazzjonijiet Spazjali u l-Forom. Suġġetti oħrajn se jiddiedu ftit ftit.

Meta ttieħdu d-deċiżjonijiet rigward l-iżvilupp tal-glossarju, ingħatat importanza lil tliet punti ewlenin, li huma l-prattiki fil-klassi, it-tifsir matematiku, u d-deċiżjonijiet dwar l-integrazzjoni ta' kliem Ingliż fil-Malti, kif ippubblikat mill-Kunsill Nazzjonali tal-

Ilsien Malti (2018). L-ewwel nett ingħatat importanza lill-prattika fil-klassi, sabiex jiġu rrispettati l-prattiki tal-edukaturi u sabiex il-kliem jiġi aċċettat faċilment minn dawk li se jipprattikawh. Pereżempju, il-kelma komposta bar ċart li tintuża ħafna, hija iktar xierqa, minn xi kelma ġdida bħal ċart tal-kolonna, li probabbilment tinstema' stramba. It-tieni nett, ingħatat attenzjoni għat-tifsira matematika biex ikun hemm iktar preċiżjoni u differenzjar fit-tifsir. Pereżempju, ingħatat kunsiderazzjoni bir-reqqa għal liema kliem Malti jintuża biex niddistingwu faces, vertices u edges (forom 3D) u sides u angles (forom 2D). It-tielet nett, kliem misluf mill-Ingliż inkiteb bl-ortografija Maltija meta l-verżjonijiet Ingliżi u Maltin kienu jidhru simili viżwalment (e.ż. chart / ċart); u minn naħa l-oħra, il-kliem li tħalla bl-Ingliż kien dak li meta nkiteb bl-ortografija Maltija, deher viżwalment differenti, tant li seta' jħawwad lill-qarrejja (e.ż. area nżammet, u ma nkitbitx erja).

It-Tqassim tal-Glossarju

Il-vokabularju inkluz f'dan il-glossarju jgħodd għal tfal bejn 3 – 11-il sena u huwa organizzat kif spjegat hawn taħt:

- Il-kliem / l-espressjonijiet huma mqasma skont is-Suġġett, u kelma tista' tinstab taħt iktar minn suġġett wieħed.
- Kull kelma tniżżlet bl-Ingliż u bil-Malti, flimkien ma' eżempju ta' kif il-kelma tista' tintuża f'sentenza jew mistoqsija (oralment jew miktuba).
- Għall-verżjonijiet bil-Malti, hemm indikat in-numru permezz ta' (s) għas-singular u (pl) għall-plural u l-ġeneru permezz ta' (m) għall-maskil, (f) għall-femminil.
- Fejn applikabbli, sinonimi jew varjanti bil-Malti huma pprezentati kif jidher hawn taħt.

Eżempju ta' Sinonimi	Eżempju ta' Varjanti
vertikali	units / unitajiet
wieqfa	

- Hemm indikazzjoni tal-Livell tal-Kisbiet tat-Tagħlim (Direttorat għal Kwalità u Standards fl-Edukazzjoni, 2015) li wieħed għandu jistenna minn kelma jew espressjoni meta tintuża għall-ewwel darba (Livell tas-Snin Bikrin, Livell 4, Livell 5). Il-livell indikat għandu jitqies bħala linja gwida u ma jfissirx li kull kelma mniżżla għandha tiġi inkluz taħt dan il-livell.
- Huwa maħsub li verżjoni online tal-glossarju tiġi mfasla u tkun tinkludi l-karatteristika tat-Tfittix u l-Iffiltrar biex jiġi ffaċilitat l-użu.

Il-Proċess ta' Konsultazzjoni

Dawk li kkumpilaw il-glossarju jixtiequ jirringrazzjaw lill-membri tat-Tim ta' Appoġġ tal-Matematika fil-Primarja, fi ħdan il-Ministeru għall-Edukazzjoni u Sport, għar-rispons kostruttiv tagħhom dwar l-abbozz inizjali tat-taqsimiet li ġew ippreparati s'issa. Il-Glossarju huwa issa disponibbli għal konsultazzjoni wiesgħa kemm bħala verżjoni stampata kif ukoll elettronika. Il-partijiet u l-persuni interessati huma mistiedna jibagħtu l-kummenti tagħhom permezz ta' din il-formola elettronika:

<https://forms.office.com/r/FpFRmWWYP9>

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- Directorate for Quality and Standards in Education (2015). Learning Outcomes Framework. Floriana, Malta: DQSE.
- García, O. & Li Wei (2014). Translanguaging: Language, Bilingualism and Education. Basingstoke, U.K.: Palgrave Macmillan.
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Introduction

Background

In Malta, the academic language for mathematics has traditionally been English. All written texts, including books, whiteboard work, students' notes and worksheets are in English. Consequently, assessment too has always been carried out in English. However, both anecdotal evidence and research studies show that many teachers switch between Maltese and English as part of the classroom interaction. This is most evident when teachers and students shift from oral interaction to reading a written mathematical text, or when using subject-specific words like *triangle*, *bar chart* and *multiplication*. Thus, the practice of using the two languages for the teaching and learning of mathematics is a common local practice.

Accessing mathematics bilingually

The present reality in the world is that languages are used in different ways, depending on purpose, and are often used together. This is referred to as 'translanguaging' (García and Li Wei, 2014). In the contemporary field of mathematics education, bilingualism/multilingualism is not viewed as a problem; rather, language is considered to be a resource. According to UNESCO (2007), education begins with what the learners already know, building on the language and culture, knowledge and experience that they bring with them when they start school. Applying this principle to the local mathematics classroom implies that for Maltese speakers, the Maltese language should be used at least in conjunction with English. Rather, this bilingual resource is intended for the benefit of *all* students and should be considered as yet another resource to support learning, alongside other resources. *The importance of good pedagogy that draws on a variety of resources and*

strategies and that engages all students in action and thought cannot be stressed enough!

The aim of a bilingual Maltese/English Mathematics Glossary

The aim of this Glossary is to provide words and expressions that can be used as part of bilingual communication of mathematics at the Early Years and Junior levels of education (ages 3 – 11 years). The resource, which has been developed keeping in mind already existing practices, suggests words and expressions that can be used as part of the 'mathematics register'. It is hoped that the comprehensive list of terms will:

- Support teachers as they focus on mathematical concepts and processes, and help them bring out nuances of meaning.
- Provide teacher and learners with Maltese versions of the terminology, should these be required as part of the educational process.
- Encourage consistency across class / school contexts with regard to mathematical terms, for both English and Maltese in the spoken and written form.
- Highlight the terminology one might expect to use in teaching and learning resources, and in the assessment of mathematics.

The development of the Glossary

To date, vocabulary relating to the following topics has been compiled: Early Numbers and Counting, Number Relationships, Addition and Subtraction; Measurement (Time, Capacity, Length & Area, Mass), Spatial Relationships and Shape. Other topics will be added in due course.

When taking decisions about the development of the Glossary, three key things were kept in mind, namely, classroom practices, mathematical meanings, and the decisions on the integration of English words into Maltese as published by *il-Kunsill Nazzjonali tal-Ilsien Malti (National Council for the Maltese Language)* (2018). First, classroom practice was important to keep in mind, in order to respect educators' practices and so that words would be more easily accepted by practitioners. For example, it was considered more appropriate to retain the commonly used compound word *bar ċart*, rather than coin a new, possibly alien sounding, word. Second, attention to mathematical meaning was given in order to promote precision and differentiation of meanings. For example, careful consideration was given as to which Maltese words would be used to distinguish faces, vertices and edges (3D shapes) and sides and angles (2D shapes). Third, words borrowed from English were written using Maltese orthography if the English and Maltese versions were visually similar (e.g. *chart* / *ċart*); on the other hand, words were retained in English if, when written with a Maltese orthography, would result in text so visually dissimilar so as to distract the reader from its sense (e.g. *area* retained, and not written as *erja*).

Navigating the Glossary

The vocabulary included in this Glossary is relevant to children aged 3 – 11 years and is organised as explained below:

- Words / expressions are organised by Topic, and a word may be found under more than one topic.
- Each word is given in English and Maltese, together with an example of how the word might be used in a sentence or question (either orally or in writing).
- For the Maltese versions, number is denoted by (s) singular and (pl) plural and gender is denoted by (m) male, (f) female.
- Where applicable, synonyms or variants in Maltese are presented as shown below.

Example of Synonyms

vertikali
wieqfa

Example of Variants

units / unitajiet

- An indication is given as to the Level of the Learning Outcomes (Directorate for Quality and Standards in Education, 2015) at which one might expect the word or expression to be first used (Early Years Level, Level 5, Level 6). The indicated level is intended as a guideline and should not be taken to mean that all the words listed must necessarily be included at this level.
- It is envisaged that an online version of the Glossary will also be created.

The Consultation Process

The compilers of the Glossary would like to thank the members of the Primary Mathematics Support Team, within the Ministry for Education and Sport, for their constructive feedback on the initial draft of the sections prepared to date. The Glossary is now available for public consultation. All stakeholders and interested persons are invited to forward their feedback using this online form:

<https://forms.office.com/r/FpFRmWWYP9>

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- Directorate for Quality and Standards in Education (2015). Learning Outcomes Framework. Floriana, Malta: DQSE.
- García, O. & Wei, L. (2014). *Translanguaging: Language, Bilingualism and Education*. Basingstoke, U.K.: Palgrave Macmillan.
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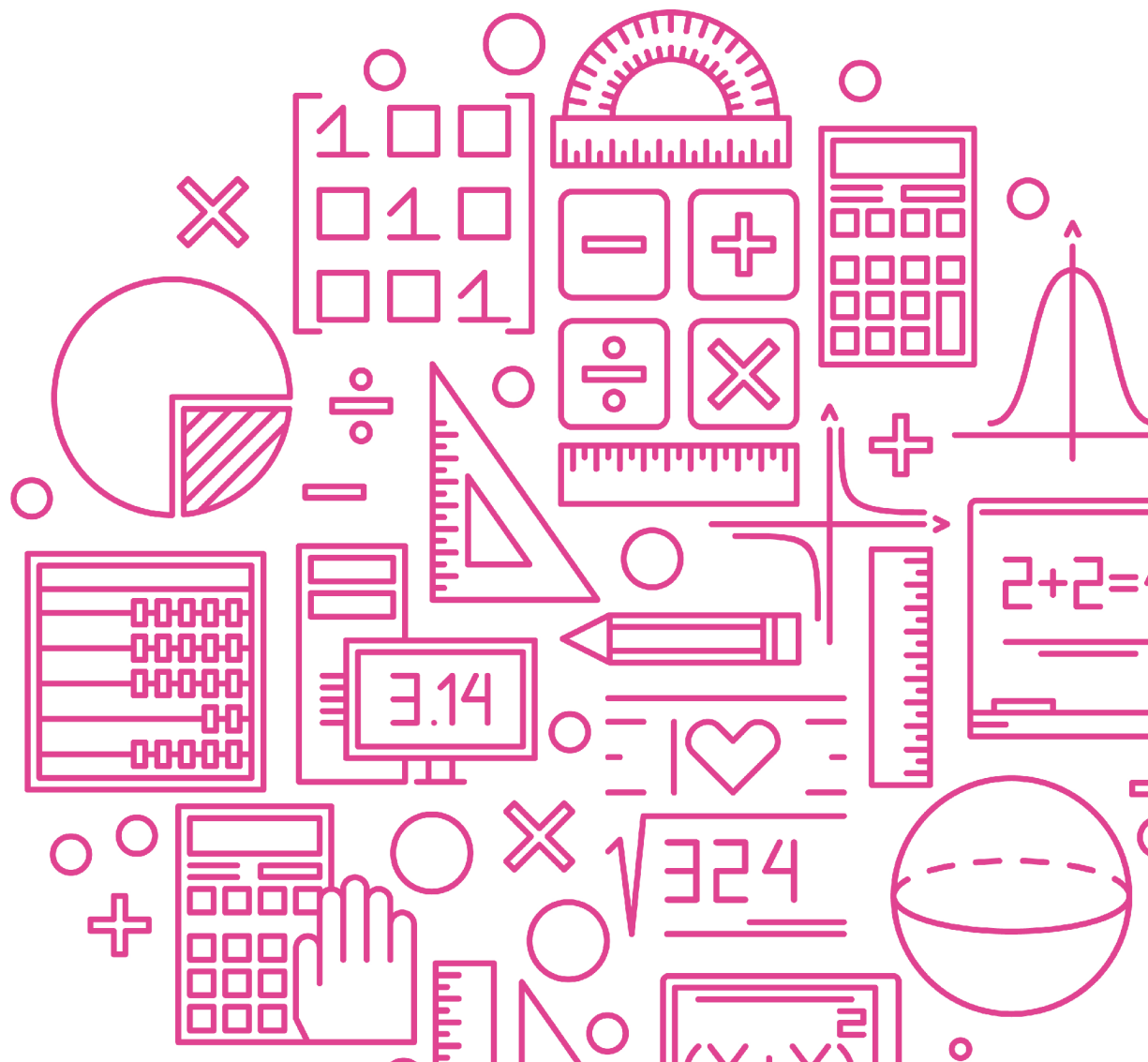
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Digits, Numerals and Numbers

Digiti, Numerali u Numri



	ENGLISH	MALTI
	Cardinal Numbers	In-Numri Kardinali
0	zero	żero
1	one	wieċed
2	two	tnejn
3	three	tlieta
4	four	erbgħa
5	five	ħamsa
6	six	sitta
7	seven	sebgħa
8	eight	tmienja
9	nine	disgħa
10	ten	għaxra
11	eleven	ħdax
12	twelve	tnax
13	thirteen	tlettax
14	fourteen	erbatax
15	fifteen	ħmistax
16	sixteen	sittax
17	seventeen	sbatax
18	eighteen	tmintax
19	nineteen	dsatax
20	twenty	għoxrin
21	twenty-one	wieċed u għoxrin
22	twenty-two	tnejn u għoxrin
23	twenty-three	tlieta u għoxrin

24	twenty-four	erbgħa u għoxrin
25	twenty-five	ħamsa u għoxrin
26	twenty-six	sitta u għoxrin
27	twenty-seven	sebgħa u għoxrin
28	twenty-eight	tmienja u għoxrin
29	twenty-nine	disgħa u għoxrin
30	thirty	tletin
40	forty	erbgħin
50	fifty	ħamsin
60	sixty	sittin
70	seventy	sebgħin
80	eighty	tmenin
90	ninety	disgħin
100	one hundred	mija
1000	one thousand	elf
2000	two thousand	elfejn
3000	three thousand	tlett elf
10000	ten thousand	għaxart elf
100000	one hundred thousand	mitt elf
1000000	one million	miljun

Other numbers**Iktar numri**

412	four hundred and twelve	erba' mija u tnax
5412	five thousand, four hundred and twelve	ħamest elf, erba' mija u tnax
65 412	sixty-five thousand, four hundred and twelve	ħamsa u sittin elf, erba' mija u tnax

650 412	six hundred and fifty thousand four hundred and twelve	sitt mija u ħamsin elf, erba' mija u tnax
1 650 412	one million, six hundred and fifty thousand four hundred and twelve	miljun, sitt mija u ħamsin elf, erba' mija u tnax

Ordinal Numbers

Numri Ordinali

1st	first	l-ewwel
2nd	second	it-tieni
3rd	third	it-tielet
4th	fourth	ir-raba'
5th	fifth	il-ħames
6th	sixth	is-sitt
7th	seventh	is-seba'
8th	eighth	it-tmien
9th	ninth	id-disa'
10th	tenth	l-għaxar
11th	eleventh	il-ħdax-il
100th	hundredth	il-mitt

Some examples

Xi eżempji

Let's count up to ten!	Ejjew ngħoddu sal-għaxra!
Twelve comes after eleven.	It-tnax jigi wara l-ħdax.
I'm going to write the number 20 next to the flowers.	Ser nikteb in-numru għoxrin ħdejn il-fjuri.
Twenty-one is three less than twenty-four.	Wieħed u għoxrin huwa tlieta inqas minn erbgħa u għoxrin.
The chart shows numbers up to hundred.	lċ-ċart turi n-numri sal-mija.

I have five birds. Four children are absent from school.	Jien għandi ħames għasafar. Erbat itfal ma ġewx skola.
My sister has twelve CDs.	Oħti għandha tnax-il CD.
My uncle is thirty-one years old.	Iz-ziju tiegħi għandu wieħed u tletin sena.
Thirty children are taking part in the dance.	Tletin tifel u tifla ser jieħdu sehem fiż-żifna.
This fruit weighs one hundred grams.	Din il-frotta tiżen mitt gramma.
One hundred and fifty includes the digit 5.	Mija u ħamsin fih id-diġit 5.
Two hundred and thirty-two is ten more than two hundred and twenty-two.	Mitejn u tnejn u tletin huwa għaxra iktar minn mitejn u tnejn u għoxrin.
Six thousand is double three thousand.	Sitt elef huwa d-doppju ta' tlett elef.
One thousand four hundred and five is a four-digit number.	Elf, erba' mija u ħamsa huwa numru b'erba' diġits.
One million is a big number.	Miljun huwa numru kbir.
Twenty thousand people live in this town.	Għoxrin elf persuna joqogħdu f'din il-belt.
Ten thousand is written as 10 000.	Għaxart elef jinkiteb 10 000.
One hundred thousand is 10 000 multiplied by 10.	Mitt elf huwa 10 000 immultiplikat b'10.
The population of Paris is roughly two million.	Il-popolazzjoni ta' Pariġi hija bejn wieħed u ieħor żewġ miljuni.
Paul is first in line to go out for PE.	Paul imissu fil-linja l-ewwel biex joħroġ għall-PE.

ENGLISH	MALTI
<p>digit/s</p> <p>EY 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9 are the ten digits we use in numerals.</p>	<p>diġit (s), diġits (pl)</p> <p>0, 1, 2, 3, 4, 5, 6, 7, 8 u 9 huma l-għaxar diġits li nużaw għan-numerali.</p>
<p>Four-digit number</p> <p>5 1423 is a four-digit number.</p>	<p>numru b'erba' diġits</p> <p>1423 huwa numru b'erba' diġits.</p>
<p>number (amount)</p> <p>5 The number of recovered patients has doubled in the last week.</p>	<p>għadd</p> <p>ċifra (s), ċifri (pl)</p> <p>Fl-aħħar ġimgħa, l-għadd ta' pazjenti rikoverati rdoppja.</p>
<p>number/s</p> <p>EY Write the numbers in order, from smallest to largest.</p>	<p>numru (s) , numri (pl)</p> <p>Ikteb in-numri wara xulxin, mill-iżgħar wieħed sal-ikbar.</p>
<p>numeral/s</p> <p>EY A numeral is a symbol or name that stands for a number. For example, 3, 49 and twelve are all numerals.</p>	<p>numeral (s), numerali (pl)</p> <p>Numeral huwa simbolu jew isem li joqgħod għal numru. Pereżempju, 3, 49 u tnax huma kollha numerali.</p>
<p>Symbol/s</p> <p>EY Write twenty-five in symbols.</p>	<p>simbolu (s), simboli (pl)</p> <p>Ikteb ħamsa u għoxrin f'simboli.</p>
<p>Teens number</p> <p>EY The teens numbers are written using two digits.</p>	<p>numru ta' bejn it-tlettax u d-dsatax</p> <p>In-numri ta' bejn it-tlettax u d-dsatax jinkitbu b'żewġ diġits.</p>
<p>twos, threes, fives, etc.</p> <p>Place the buttons in groups of three (in threes).</p>	<p>gruppi ta' tnejn / tnejn tnejn/ tnejnijiet/par</p> <p>gruppi ta' tlieta /tlieta tlieta /tliet</p> <p>gruppi ta' erbgħa / erbgħa erbgħa / erbgħat</p> <p>gruppi ta' ħamsa /ħamsiet/ ħamsa ħamsa</p> <p>gruppi ta' sitta/ sitta sitta / sittat</p> <p>Poġġi l-buttuni fi gruppi ta' tlieta. / Poġġi l-buttuni tlieta, tlieta.</p>
<p>5</p> <p>after</p> <p>EY 14 comes after 13.</p>	<p>wara</p> <p>L-erbatax jiġi wara t-tlettax.</p>
<p>arrange</p> <p>EY Arrange the numbers in order, smallest first.</p>	<p>irranġa</p> <p>Irranġa n-numri fl-ordni, ibda mill-iżgħar wieħed.</p>

5	ascending order Write these numbers in ascending order: 105, 151, 501.	fl-ordni mill-iżgħar għall-ikbar Ikteb dawn in-numri wara xulxin mill-iżgħar wieħed sal-ikbar: 105, 151, 501.
EY	before 13 comes before 14.	qabel It-tlethax jiġi qabel l-erbatax.
EY	between 14 comes between 10 and 15.	bejn L-erbatax jiġi bejn l-għaxra u l-ħmistax.
EY	compare Compare the two sets: which is bigger?	qabbel Qabbel iż-żewġ settijiet: liema hu l-ikbar?
5	consecutive Write five consecutive numbers.	li jiġu wara xulxin konsekuttivi Ikteb ħames numri li jiġu wara xulxin / konsekuttivi
EY	continue Continue the sequence of numbers.	kompli Kompli s-sekwenza tan-numri.
EY	count Count the buttons. Count in twos.	għodd Għodd il-buttuni. Għodd tnejn tnejn
EY	count [up] to Count up to 15.	għodd sa Għodd sa ħmistax.
EY	count back Let's count back from twenty to ten.	għodd b'lura Ejjew ħa ngħoddu b'lura minn għoxrin s'għaxra.
EY	count on Let's count on from ten to twenty.	għodd bil-quddiem Ejjew ngħoddu (bil-quddiem) minn għaxra sa għoxrin.
EY	counting Counting is a topic learnt in the Early years of schooling.	l-għadd L-Għadd huwa topik li jintgħallem fis-Snin Bikrin tal-edukazzjoni.
EY	counting back Counting back is one way of subtracting.	l-għadd b'lura L-għadd b'lura huwa mod ta' kif wieħed jista' jnaqqas
EY	counting on Counting on is one way of adding.	l-għadd bil-quddiem L-għadd bil-quddiem huwa mod ta' kif wieħed jista' jżid.

5	descending order Write these numbers in descending order: 105, 151, 501.	fl-ordni mill-ikbar għall-iżgħar Ikteb dawn in-numri wara xulxin mill-iżgħar għall-ikbar wiehed: 105, 151, 501.
EY	enough (not enough) I have enough cards to make ten two-digit numbers.	biżżejjed (mhux biżżejjed) Għandi biżżejjed karti biex nagħmel għaxar numri b' żewġ diġits.
5	estimate Give an estimate for the number of buttons in the jar.	agħti stima/ istma Agħti stima ta' kemm hemm buttuni ġol-vażett.
EY	few There are a few girls in the yard.	ftit Fil-bitħa ftit hemm bniet.
EY	halfway between 14 is halfway between 12 and 16.	fin-nofs bejn L-erbatax jiġi eżatt fin-nofs bejn it-tnax u s-sittax.
EY	How many/much less? How many less green blocks are there than red?	Kemm inqas? Kemm hemm inqas blokks ħodor minn ħomor?
EY	How many/much more? How many more to make 10?	Kemm iktar? Kemm jonqos biex ikolli 10?
5	How many? How many children are there in the school?	Kemm? Kemm hemm tfal fl-iskola?
EY	last Marco came last in the potato race.	l-aħħar Marco ġie l-aħħar fit-tellieqa tal-patata.
EY	many There are many boys in the class.	ħafna Hemm ħafna subien fil-klassi.
EY	match Match the sets of buttons with the numbers.	qabbel Qabbel is-settijiet tal-buttuni man-numri.
EY	missing number Find the missing number.	numru nieqes Sib in-numru n-nieqes.
EY	nearly close to I've got 18 pictures; that's close to 20.	viċin kważi Għandi 18-il stampa; kważi għoxrin.
EY	next Which number comes next?	imiss Liema numru jmiss?

5	next ten Count on to the next ten.	l-għaxra li jmiss Għodd sal-għaxra li jmiss.
EY	next to On the number chart, 12 is next to 11.	maġenb Fuq iċ-ċart tan-numri, it-tnax qiegħed maġenb il-ħdax.
EY	one before the last Alison is the one before the last in the line.	ta' qabel tal-aħħar Alison qiegħda qabel tal-aħħar fil-linja.
EY	order Ordering numbers is sometimes important.	l-ordni Kultant importanti li tpoġġi n-numri fl-ordni.
EY	set/s Make sets of 10 with the given objects.	sett/settijiet Aġħmel settijiet ta' għaxra bl-oġġetti pprovduti.
EY	skip count Skip count by 2.	għodd billi taqbeż Għodd billi taqbeż tnejn.
EY	to order Put the numbers in order.	poġġi fl-ordni Poġġi n-numri fl-ordni.
EY	too few There are too few straws to work out the sums.	ftit wisq Hemm ftit wisq straws biex naħdmu s-somom.
EY	too many There are too many books on the shelf.	wisq Hemm wisq kotba fuq l-ixkaffa.

Number Relationships

EY	between Four, five and six are between one and ten.	bejn Erbgħa, ħamsa u sitta huma bejn il-wieħed u l-għaxra.
EY	close to One hundred and two is close to one hundred.	viċin Il-mija u tnejn huwa viċin il-mija.
6	cube root The cube root of 27 is 3.	għerq kubu L-għerq kubu ta' 27 huwa 3.
6	cubed Five cubed is 125.	kubat Ħamsa kubat huwa 125.

5	double 20 is double 10 / 20 is the double of 10.	id-doppju 20 huwa d-doppju ta' 10.
5	doubling Today we've learnt about doubling.	irduppar Illum tgħallimna dwar l-irduppar.
5	even If you add an odd number to another odd number, the result is an even number.	biż-żewġ Jekk tgħodd numru bil-fard ma' numru ieħor bil-fard, dawn jagħmlu dejjem numru biż-żewġ.
5	every other number Draw a circle around every other number	numru iva numru le Pinġi ċirku madwar in-numri, numru iva u numru le.
EY	far The numbers 10 and 80 are far apart on the number line.	'il bogħod In-numru għaxra u n-numru tmenin qegħdin 'il bogħod minn xulxin fuq il-linja tan-numri.
EY	greater than bigger than Five is greater than three.	ikbar minn Ħamsa huwa ikbar minn tlieta.
EY	is equal in number The set of beads is equal in number to the set of counters.	huwa ndaq fin-numru Is-sett taż-żibeg fin-numru huwa daqs is-sett tal-pedini.
EY	less than Three is less than five.	inqas minn Tlieta huwa inqas minn ħamsa.
EY	make ten Make ten using two numbers.	agħmel għaxra Għaqqad għaxra billi tuża żewġ numri.
EY	more than Five is more than three.	iktar minn Ħamsa iktar minn tlieta.
EY	number bonds Find number bonds for 10.	in-numri li jintrabtu Sib in-numri li meta jintrabtu jagħmlu 10.
EY	number stories Take turns to tell a number story.	stejjer tan-numri Wieħed wara l-ieħor, għidu storja tan-numri.
5	odd Three is an odd number.	farrad, bil-fard It-tlieta huwa numru farrad.

EY	one (ten) less Thirty-two is ten less than forty-two.	wieħed (għaxra) inqas Tnejn u tletin fih għaxra inqas minn wieħed u erbgħin.
EY	one (ten) more Forty-two is ten more than thirty-two.	wieħed (għaxra) iżjed/iktar Wieħed u erbgħin fih għaxra iktar minn tnejn u tletin.
5	partition Partition 25 into 3 parts.	aqsam f'partijiet aqsam f'partijiet/biċċiet Aqsam 25 fi tliet partijiet/ biċċiet.
5	partition [of a number] One partition of 10 is 7 and 3.	taqsima (s), taqsimiet (pl) Mod kif taqsam l-10 huwa f'7 u 3.
5	partitioning Partitioning is a useful way for multiplying.	qsim Il-qsim huwa metodu tajjeb biex timmultiplika
5	part-part-whole relationship Today we're going to learn about part-part-whole relationships.	relazzjoni parti-parti-sħiħ Illum se nitgħallmu dwar ir-relazzjonijiet parti-parti-sħiħ.
EY	pattern Look at the number pattern and continue it.	pattern (s), patterns (pl) Ħares lejn il-pattern tan-numri u komplih.
6	prime Seven is a prime number.	prim Is-sebgħa huwa numru prim.
5	relationship The relationship between 10 and 20 is that 10 is half 20.	relazzjoni (s), relazzjonijiet(pl) Ir-relazzjoni ta' bejn l-10 u l-20 hija li l-10 huwa/jiġi nofs l-20.
5	sequence Create a sequence of odd numbers.	sekwenza (s), sekwenzi (pl) Oħloq sekwenza ta' numri farrada
EY	smaller than Three is smaller than five.	iżgħar minn Tlieta huma iżgħar minn ħamsa.
6	square numbers 4, 9 and 16 are square numbers.	numri kwadrati L-4 , id-9 u s-16 huma numri kwadrati.
6	square root Find the square root of 16.	għerq kwadru Sib l-għerq kwadru ta' 16.
6	squared Five squared is twenty-five.	kwadrat Ħamsa kwadrat huwa ħamsa u għoxrin.

5	term Find the missing terms in each number pattern.	terminu (s), termini (pl) Sib it-termini li jonqos f'kull pattern tan-numri.
EY	the least Which jar holds the least beans?	I-inqas Liema vażett fih I-inqas fażola?
EY	the most Which jar holds the most beans?	I-iktar Liema vażett fih I-iktar fażola?
EY	the same number as as many as The jar holds the same number of beads as the box.	I-istess numru daqs daqs Il-vażett jesa' I-istess numru ta' žibeg daqs il-kaxxa.
5	to double Double 20.	irdoppja Irdoppja 20.
6	triangular numbers The first three triangular numbers are 1, 3 and 6.	numri triangolari L-ewwel tliet numri triangolari huma 1, 3 u 6.

Place Value (whole numbers)

EY	digit What is the value of each digit in 543?	diġit (s), diġits (pl) X'inhu l-valur ta' kull diġit f'543?
5	exchange Exchange 200 for tens.	sarraf Sarraf 200 f'għaxriet.
5	four-digit number Thousands are written using 4 digits or more.	numru b'erba' diġits L-eluf jinkitbu b' 4 diġits jew iktar.
5	group Thirty-five can be thought of as 7 groups of 5.	grupp (s), gruppi (pl) Nistgħu nqisu ħamsa u tletin bħala seba' gruppi ta' ħamsa.
5	grouping We can think of 152 in terms of different groupings: one hundred, five tens and 2 ones, or 15 tens and 2 ones.	I-iggrupp Nistgħu nqisu 152 daqslikieku magħmul minn gruppi differenti: mija, ħames għaxriet u żewġ waħdiet, jew ħmistax-il għaxra u żewġ waħdiet.
5	hundred The digit 4 in the number 427 stands for 4 hundreds or 400.	mija (s), mijiet (pl) Id-diġit 4 fin-numru 427 ifisser 4 mijiet jew 400.

6	million/s Half of one million is five hundred thousand.	miljun (s), miljuni (pl) Nofs miljun huwa ħames mitt elf.
5	one ten more One ten more than 65 is 75.	għaxra iktar Għaxra iktar minn 65 jġu 75.
5	one-digit number 9 is a one-digit number.	numru b'diġit wieħed Id-9 huwa numru b'diġit wieħed.
5	place holder In 504, the zero is a place holder.	dak li jżomm il-post F'504, iż-zero jżomm il-post.
5	place value Our number system is based on place value.	il-valur skont il-pożizzjoni Is-sistema tan-numri tagħna hija bbażata fuq il-valur skont il-pożizzjoni tad-diġit.
5	position The position of a digit in a number tells us its value.	pożizzjoni Il-pożizzjoni ta' diġit f'numru turina l-valur tiegħu.
5	round to the nearest hundred Round 190 to the nearest hundred.	Irrawndja għall-eqreb mija Irrawndja 190 għall-eqreb mija.
EY	ten How many tens are there in one hundred and twenty?	għaxra (s), għaxriet (pl) Kemil għaxra hemm f'mija u għoxrin?
5	thousand One thousand is equal to 10 hundreds.	elf (s), eluf (pl) Elf huwa daqs għaxar mijiet.
5	two hundreds less Two hundreds less than 1500 is 1300.	mitejn inqas Mitejn inqas minn 1500 jġu 1300.
EY	unit one The digit 2 in the numeral 72 stands for 2 ones.	unità (s), unitajiet (pl) wieħed (s), waħdiet (pl) Id-diġit 2 fin-numeral 72 ifisser żewġ waħdiet.
EY	write in words Write 27 in words.	ikteb fi kliem Ikteb 27 fi kliem.

Working with Representations

EY	<p>100-grid On your 100-grid, colour the odd numbers.</p>	<p>ċart tal-mija tabella tal-mija Fuq iċ-ċart/it-tabella tal-mija, agħti l-kulur lin-numri farrada.</p>
5	<p>a 'block' (a one/unit) Five blocks are five ones.</p>	<p>blokk (s), blokks (pl) Ħames blokks huma ħames waħdiet.</p>
5	<p>a 'cube' (a thousand) The cube represents one thousand.</p>	<p>kubu t'elf (s), kubi t'elf (pl) Il-kubu jirrappreżenta elf.</p>
5	<p>a 'flat' [a hundred] Four 'flats' show four hundreds.</p>	<p>pjanċa (s), pjanċi (pl) ta' mija Erba' pjanċi juru erba' mija.</p>
5	<p>a 'long' [a ten] A 'long' is a ten.</p>	<p>strixxa ta' għaxra (s), strixxi ta' għaxra (pl) Strixxa hija għaxra.</p>
5	<p>bar model We can use the bar model to show number bonds.</p>	<p>mudell bar Nistgħu nużaw il-mudell bar biex nuru r-rabtiet tan-numri/ kif jiġu n-numri wara xulxin.</p>
5	<p>base-ten blocks The ten-base blocks are a good model to show place value.</p>	<p>blokks abbaži ta' għaxra Bil-blokks abbaži ta' għaxra tista' turi tajjeb il-valur tal-pożizzjoni ta' diġit f'numru.</p>
EY	<p>block, 'cube' Make a tower of 10 blocks.</p>	<p>blokk (s), blokks (pl) Agħmel torri ta' għaxar blokks.</p>
EY	<p>counter Here are six counters.</p>	<p>pedina (s), pedini (pl) Hawnhekk hawn sitt pedini.</p>
EY	<p>describe Can you describe your model?</p>	<p>iddiskrivi Tista' tiddiskrivi l-mudell tiegħek?</p>
EY	<p>die, dice Throw the die... What number did you get?</p>	<p>dada (s), dadi (pl) Itfa' d-dada... X'numru ġiek?</p>
EY	<p>domino The dot patterns on the dominoes show numbers.</p>	<p>domino (s), dominos (pl) Il-patterns tat-tiek fuq id-dominos juru numri.</p>

EY	double ten-frame	We can show teens numbers using a double ten-frame.	żewġ frejms tal-għaxra	Nistgħu nuru n-numri ta' bejn il-ħdax u d-dsatax billi nużaw żewġ frejms tal-għaxra.
EY	downward	Point to the downward arrow on the Beebot.	'l isfel	Ipponta lejn il-vleġġa fuq il-Beebot li qed tħares 'l isfel.
EY	explain	Explain why you used the number line like that.	spjega fisser	Spjega għaliex użajt il-linja tan-numri bil-mod kif użajtja.
EY	explore	Explore in how many ways you can make 10 by adding two single-digit numbers.	skopri	Skopri kemm-il mod hemm biex tgħaqqad 10 minn żewġ numri ta' diġit wieħed.
EY	fingers	I can count on my fingers.	swaba'/ subgħajn	Nista' ngħodd b'subgħajja.
EY	five-frame	We can show 5 by putting 2 red counters and 3 green counters in the five-frame.	frejm tal-ħamsa (s), frejms tal-ħamsa (pl)	Nistgħu nuru 5 billi npoġġu żewġ pedini ħomor u tliet pedini ħodor fil-frejm tal-ħamsa.
5	investigate	Investigate different groupings for 35.	investiga stħarreġ	Investiga l-igruppar ta' numri differenti li jagħmlu 35.
EY	loose blocks	The loose blocks show the 'ones'.	blokks mifrudin/ blokks mifruda	Il-blokks mifrudin juru l-waħdiet.
5	model	The number line is one type of model for counting.	mudell (s), mudelli (pl)	Il-linja tan-numri toffri mudell ta' kif ngħoddu.
EY	money	Mario has some plastic money.	flus	Mario għandu xi flus tal-plastik.
EY	move down two rows	To add 10 we move down one row on the chart.	imxi 'l isfel żewġ ringieli	Biex inżidu 10, nimxu ringiela waħda 'l isfel.
EY	move left, move right	To add 12 we move down one row on the chart, then move two to the right.	imxi lejn ix-xellug, imxi lejn il-lemin	Biex inżidu 12, nimxu ringiela waħda 'l isfel, imbagħad nimxu tnejn lejn il-lemin.

EY	<p>move one (step) forward</p> <p>Circle the number 4 on the numberline; move three steps forward. On what number do you land?</p>	<p>imxi pass wieħed 'il quddiem</p> <p>Agħmel ċirku madwar in-numru 4 fuq il-linja tan-numri. Imxi tliet passi 'l quddiem. Fuq liema numru tiġi?</p>
EY	<p>move two steps backward</p> <p>Start on the number 14; move 5 steps back.</p>	<p>imxi tnejn lura, imxi żewġ passi lura</p> <p>Ibda fuq in-numru 14; imxi ħames passi lura.</p>
EY	<p>move up one row</p> <p>To subtract 10 we move up one row on the chart.</p>	<p>imxi 'l fuq ringiela waħda</p> <p>Biex innaqqsu 10, nimxu ringiela waħda 'l fuq.</p>
EY	<p>number cards</p> <p>Use the number cards to show forty-one.</p>	<p>karti tan-numri</p> <p>Uża l-karti tan-numri biex turi wieħed u erbgħin.</p>
EY	<p>number chart</p> <p>The number chart shows us numbers from 1 to 100.</p>	<p>ċart tan-numri tabella tan-numri</p> <p>Iċ-ċart (it-tabella) tan-numri turina n-numri mill-1 sal-100.</p>
EY	<p>number line</p> <p>The number line goes from left to right.</p>	<p>linja tan-numri</p> <p>Il-linja tal-numri timxi mix-xellug għal-lemin.</p>
EY	<p>number patterns</p> <p>We can see lots of number patterns on the 100-grid.</p>	<p>patterns tan-numri</p> <p>Nistgħu naraw ħafna patterns tan-numri fuq iċ-ċart tal-mija.</p>
EY	<p>ones cards, tens cards, hundreds cards</p> <p>Use the ones cards and the tens cards to make two-digit numbers.</p>	<p>karti tal-għaxriet, karti tal-waħdiet, karti tal-mijiet</p> <p>Uża l-karti tal-waħdiet u tal-għaxriet biex tagħmel numri b'żewġ diġits.</p>
EY	<p>predict</p> <p>Can you predict the next two numbers? (What do you think the next two numbers will be?)</p>	<p>bassar xi jkun x'taħseb</p> <p>X'taħseb li huma ż-żewġ numri li jmiss?</p>
5	<p>represent</p> <p>We can represent numbers using models.</p>	<p>irrappreżenta</p> <p>Nistgħu nirrappreżentaw in-numri billi nużaw ħafna mudelli.</p>
5	<p>representation</p> <p>In maths, we use a lot of different representations.</p>	<p>rappreżentazzjoni (s), rappreżentazzjonijiet (pl)</p> <p>Fil-matematika, nużaw ħafna rappreżentazzjonijiet differenti.</p>

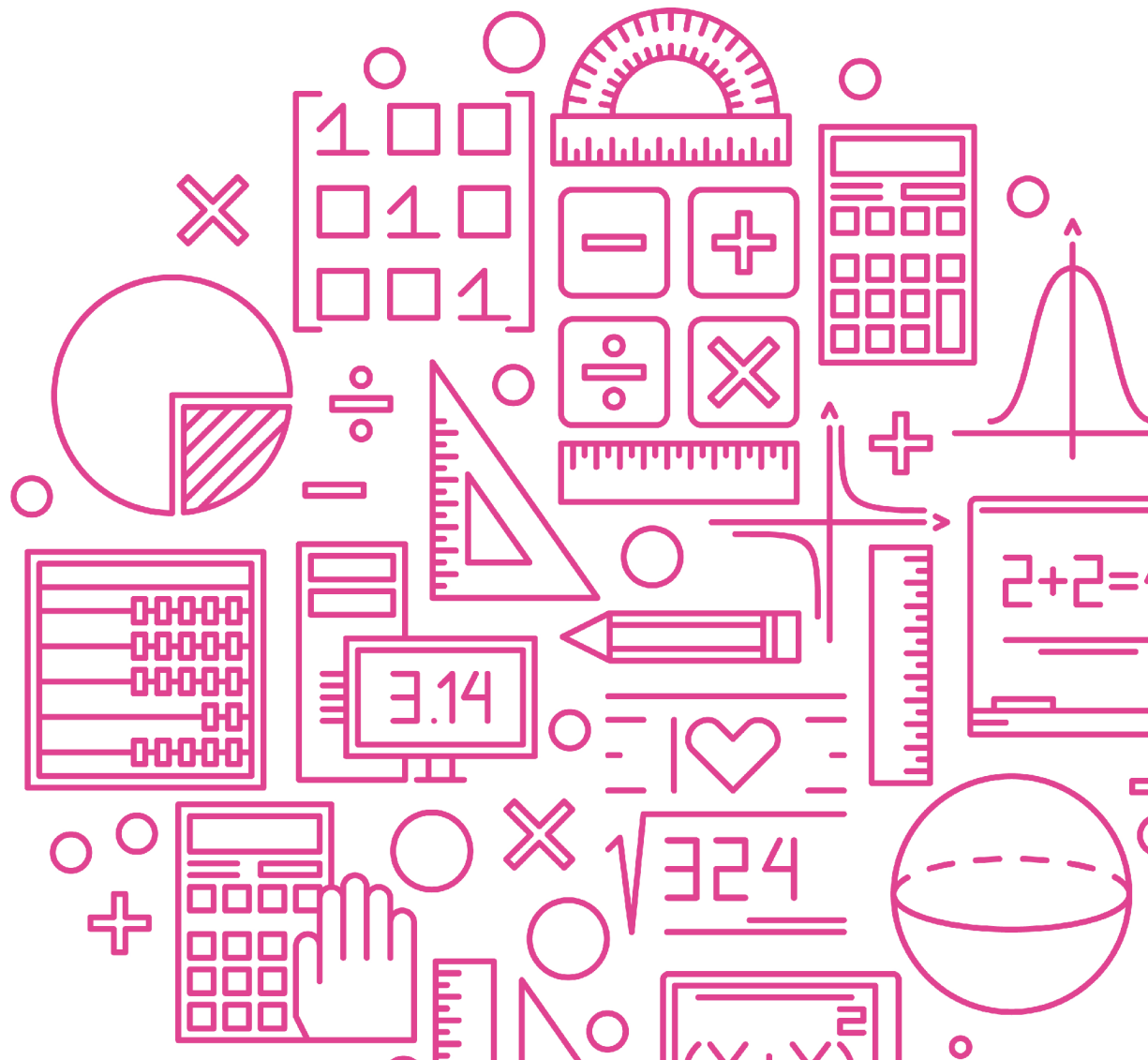
EY	shade Shade the odd numbers on the 100-grid.	skura Skura n-numri bil-fard fuq iċ-ċart tal-mija.
EY	straws Tie up the straws in tens.	straw (s), straws (pl) Orbot l-istraws fi gruppi ta' għaxra.
EY	ten-frame I placed four counters in the ten-frame.	frejm tal-għaxra Poġġejt erba' pedini fil-frejms tal-għaxra.
EY	tower of blocks Make a tower of 8 blocks.	torri ta' blokks Agħmel torri ta' tmien blokks.
EY	upward Point to the upward arrow on the Beebot.	'il fuq Ipponta lejn il-vleġġa fuq il-Beebot li qed tħares 'il fuq.
EY	use Use the straws to show a number smaller than 100.	uża Uża l-istraws biex turi numru iżgħar minn 100.

Reading symbols

5 + 3 = 8 five add three is equal to eight	(=) huma daqs ħamsa u tlieta huma daqs tmienja
3 < 5 three is less than five	(<) huwa inqas minn tlieta huwa inqas minn ħamsa
5 > 3 five is greater than three	(>) huwa iktar minn ħamsa huwa iktar minn tlieta

Addition and Subtraction

It-Tiżjid u t-Tnaqqis



	ENGLISH	MALTI
EY	add / add up Add 4 (four) to six (e.g. on the number line). Add four and six (e.g. balloons).	żid Żid 4 (erbgħa) ma' 6 (sitta) (eż. fuq il-linja tan-numri). Żid erbgħa ma' sitta (eż. b'zieżaq).
6	addend In the sum $2 + 3 = 5$ the numbers 2 and 3 are called 'addends'.	addend Fis-somma $2 + 3 = 5$ in-numri tnejn u tlieta nsejñulhom addends.
EY	addition Addition within 100 (hundred).	tiżjid Tiżjid sal-100 (mija).
5	addition sentence Fill in to complete the addition sentence.	sentenza tat-tiżjid Imla l-vojt biex tkompli din is-sentenza tat-tiżjid.
5	after What time is it 1 (one) hour after 2 (two) o'clock?	wara X'hin ikun siegħa wara s-sagħtejn?
EY	altogether How many pencils are there altogether?	b'kollox flimkien Kemil-lapies hemm b'kollox?
5	amount Work out the total amount of rainfall in March 2020 (twenty twenty).	ammont Aħdem l-ammont totali ta' xita li niżlet f'Marzu 2020 (elfejn u għoxrin).
EY	and 4 (four) and 5 (five) make 9 (nine).	u 4 (erbgħa) u 5 (ħamsa) jagħmlu 9 (disgħa).
5	answer Write your answer in the box.	risposta Ikteb ir-risposta tiegħek fil-kaxxa.
6	approximate The approximate time of arrival is 10:30 am.	approssimattiva (f), approssimattiv (m) Il-ħin approssimattiv tal-wasla huwa l-10:30 ta' filgħodu.
6	approximately The total cost is approximately 25 euro.	bejn wieħed u ieħor L-ispiża totali hija bejn wieħed u ieħor hija ħamsa u għoxrin ewro.
6	arithmetic The basic arithmetic operations are addition, subtraction, multiplication, and division.	aritmetika L-operazzjonijiet bażiċi tal-aritmetika huma t-tiżjid, it-tnaqqis, il-multiplikazzjoni u d-diviżjoni.
5	before How much money did she have in her purse before she paid the bill?	qabel Kemil-kellha flus fil-portmoni qabel ma ħallset il-kont?

5	borrow [used in informal language] You can't subtract 5 ones from 2 ones, so borrow a ten.	sellef Ma tistax tnaqqas ħames waħdiet minn żewġ waħdiet, allura jeħtieġ tissellef għaxra.
5	calculation Your calculation is wrong.	kalkolu (s), kalkoli (pl) Dan il-kalkolu ħażin.
5	carry [used in informal language] 7 plus 5 is 12. Write 2 in the ones column and carry one (ten).	tella' Sebgħa u ħamsa jagħmlu tnax. Ikteb in-numru tnejn fil-kolonna tal-waħdiet u tella' għaxra.
EY	change Work out the change from €1 (one euro).	bqija Aħdem il-bqija minn €1 (ewro)/ Kemm jibqa' bqija minn €1?
5	changing Subtract 37 from 45. We can't subtract 7 ones from 5 ones, so be change a ten from the 40 into ones.	ibdel Naqqas 37 minn 45. Ma tistax tnaqqas seba' waħdiet minn ħames waħdiet, allura jeħtieġ tiddel għaxra mill-40 f'waħdiet.
5	column addition/subtraction For column addition, you work from left to right.	metodu tal-kolonna Meta żżid bil-metodu tal-kolonna, tibda taħdem mix-xellug għal-lemin.
6	combine Combine the 2 (two) groups.	ikkombina / għaqqad Ikkombina ż-2 (żewġ) gruppi.
5	compare Compare the number of children in each class. How many more children are there in Mr Borg's class?	qabbel Qabbel in-numru ta' tfal f'kull klassi. Kemm hemm iktar tfal fil-klassi tas-Sur Borg?
5	correct Tick the correct answer.	tajba korretta Immarka r-risposta t-tajba.
EY	counting back (OR backward) Count back using a number line.	għodd b'lura Għodd b'lura billi tuża l-linja tan-numri.
EY	counting on (OR forward) Count on in 2s (twos).	għodd 'il quddiem Għodd 'il quddiem tnejn tnejn.
5	decompose You can't subtract 5 ones from 2 ones, so decompose a 10 into ten ones.	iftaħ Ma tistax tnaqqas ħames waħdiet minn żewġ waħdiet, allura iftaħ l-għaxra f'għaxar waħdiet.
6	decrease / decreased by Decrease 70 (seventy) by 10% (ten per cent).	naqqas Naqqas 70 (sebgħin) b'10% (għaxra fil-mija).
5	difference Calculate the difference.	differenza Ikkalkula d-differenza.

6	difference The difference between 10 and 3 is seven.	differenza Id-differenza bejn għaxra u tlieta hija ta' sebgħa.
EY	double Double 5 (five) is equal to 10 (ten).	id-doppju Id-doppju ta' 5 (ħamsa) huwa daqs 10 (għaxra).
EY	doubling Doubling is the same as adding the same number or quantity twice.	irdoppjar L-irdoppjar huwa l-istess bħal meta tgħodd l-istess numru jew kwantità għal darbtejn.
EY	equal to 7 (seven) and 3 (three) is equal to 10 (ten).	indaqs / daqs 7 (sebgħa) u 3 (tlieta) huma daqs (10) għaxra.
EY	estimate Give an estimate of...	stima Agħti stima ta'...
EY	few/ fewer / fewest Circle the group that has fewer coins.	ftit / inqas / l-inqas Agħmel ċirku mal-grupp li fih inqas muniti.
5	horizontal method The 'horizontal method' refers to when the numbers are written next to each other in a line.	metodu orizzontali Il-metodu orizzontali jirreferi għal meta n-numri jinktibu ħdejn xulxin f'linja waħda.
EY	How many in all? How many pencils are there in all?	Kemm hemm b'kollox? Kemm-il lapes hemm b'kollox?
EY	How many left? Take three blocks away from five. How many left? John had 10 stickers. He gave 3 to his sister. How many left?	Kemm fadal [kemm jifdal]? Neħħi ħames blokks minn tlieta. Kemm jifdal? John kellu għaxar stikers. Ta tlieta lil oħtu. Kemm fadallu?
EY	How many/much less? How many less green blocks are there than red?	Kemm inqas? Kemm hemm inqas blokks ħodor minn ħomor?
EY	How many/much more? How many more to make 10?	Kemm iktar? Kemm iktar biex jiġu 10?
EY	How much? How much does the ball cost?	Kemm jiswa? Kemm jiswa l-ballun?
6	increase / increased by A jacket that costs €30 (thirty euro) increased in price by 10% (ten per cent).	żid Il-prezz ta' ġakketta li tiswa €30 żdied b'10%.
5	inverse operation Subtraction and addition are inverse operations.	operazzjoni inversa It-tnaqqis u t-tiżjid huma operazzjonijiet inversi ta' xulxin.

EY	large / larger / largest How many more balls are there in the larger group?	kbir / ikbar / l-ikbar Kemm hemm iktar blalen fl-ikbar grupp?
EY	leaves / left How many oranges are left?	baqa' fadal Kemm baqa' / fadal laring?
EY	less 4 (four) less than 7 (seven) is 3 (three).	inqas 4 (erbgha) inqas minn 7 (sebgħa) jiġu 3 (tlieta).
	less than 40 is 10 less than 50.	inqas minn Erbghin huwa għaxra inqas minn ħamsin.
5	mental method The first paper in the exam is the 'mental' paper; you're expected to use 'mental methods' when answering.	metodu mentali L-ewwel karta fl-eżami tkun il-karta mentali; fiha tkun mistenni tuża l-metodi mentali meta twieġeb.
6	minuend In the subtraction sentence $10 - 3 = 7$, the 10 is called the 'minuend'.	minuend Fit-tnaqqis $10 - 3 = 7$ (għaxra nieqes tlieta jagħmlu sebgħa), l-għaxra jgħidulu minuend.
EY	minus 10 (ten) minus 5 (five)	minus nieqes 10 (għaxra) minus / nieqes 5 (ħamsa)
EY	minus When it is -3 degrees it is very cold.	taħt Meta t-temperatura tkun 3 (tliet) gradi taħt iż-żero tkun ħafna keşħa.
EY	minus sign This (-) is called the minus sign.	simbolu tal-minus Dan (-) huwa s-simbolu tal-minus.
EY	more How many is 10 (ten) more?	iktar Kemm jiġu 10 (għaxra) iktar?
EY	near doubles Adding near doubles.	kwazi doppji Ngħoddu n-numri li huma kwazi doppji.
5	number fact Write 4 (four) different number facts about the number 10 (ten).	fatt tan-numru (s), fatti tan-numri (pl) Ikteb 4 (erba') fatti differenti fuq in-numru 10 (għaxra).
5	number sentence Write TRUE or FALSE next to each number sentence.	sentenza tan-numri Ikteb VERU jew FALZ ħdejn kull sentenza tan-numri.
EY	one less Circle the number that is one less than...	wieħed inqas Aġġmel ċirku man-numru li huwa wieħed inqas minn...
EY	one more What is one more...?	wieħed iktar Kemm hu wieħed iktar...?

5	operation Fill in with the missing operations.	operazzjoni (s), operazzjonijiet (pl) Imla billi tikteb l-operazzjoni t-tajba.
EY	pair Match the pairs that add up to 10 (ten).	par (s), pari (pl) Għaqqad il-pari li jgħoddu (10) għaxra.
5	paper-and-pencil method A 'paper-and-pencil method' is another name for what we often call 'mental methods'.	metodu karta-u-lapes Il-metodu 'karta-u-lapes' huwa isem ieħor għall-'metodi mentali'.
EY	plus 10 (ten) plus 5 (five)	plus żid 10 (għaxra) plus / żżid 5 (ħamsa)
EY	plus This pattern is growing by + 2 (plus 2) each time.	plus Dan il-pattern qed jikber bi + 2 (plus 2) kull darba.
EY	plus sign This (+) is called the plus sign.	simbolu tal-plus Dan (+) huwa s-simbolu tal-plus.
5	procedure There is a standard procedure for column addition.	proċedura (s), proċeduri (pl) Hemm proċedura standard għat-tiżjid bil-metodu tal-kolonna.
5	regroup 7 plus 5 is 12. Regroup ten ones into a ten. Write a small one near the tens column.	sarraf Sebgħa u ħamsa jagħmlu tnax. Sarraf għaxar waħdiet fi grupp wieħed ta' għaxra. Ikteb in-numru wieħed żgħir fil-kolonna tal-għaxriet.
EY	remain How many balls remain in the box?	baqa' fadal Kemm-il ballun baqa' fil-kaxxa?
5	repeated addition Repeated addition is adding equal groups together.	tiżjid ripetut It-tiżjid ripetut huwa meta tgħodd gruppi ndaq s flimkien.
5	repeated subtraction Repeated subtraction is one way of dividing.	tnaqqis ripetut Metodu wieħed ta' kif tiddividi huwa bit-tnaqqis ripetut.
EY	small / smaller / smallest This tower is 4 (four) blocks smaller than the other tower.	żgħir / iżgħar / l-iżgħar ċkejken / iċken / l-iċken Dan it-torri fih 4 (erba') blokks inqas mit-torri l-ieħor.
5	story sums Write your own story sum for $2 + 3 = 5$.	somma storja (s), somom storja (pl) Ikteb is-somma storja tiegħek għal $2 + 3 = 5$
5	strategy Explain the strategy that you used.	strategġija (s), strategġiji (pl) Spjega l-istrategġiji li użajt.

EY	subtract Subtract 5 (five) from 10 (ten)	naqqas Naqqas 5 (ħamsa) minn 10 (għaxra).
EY	subtraction Subtraction of 2 (two) -digit numbers.	tnaqqis Tnaqqis ta' numri b'2 (żewġ) diġits.
5	subtraction sentence Write subtraction sentences.	sentenza tat-tnaqqis Ikteb sentenzi tat-tnaqqis.
6	subtrahend In the subtraction sentence $10 - 3 = 7$, the 3 is called the 'subtrahend'.	subtrahend Fit-tnaqqis $10 - 3 = 7$ (għaxra nieqes tlieta jagħmlu sebġha), it-tlieta jgħidulu subtrahend.
EY	sum Work out the sum of these 2 (two) numbers.	aħdem it-total Aħdem it-total ta' dawn iż-2 (żewġ) numri.
EY	sum The sum is 4.	somma Is-somma totali hija 4.
6	sum The sum of 2 and 3 is 5.	total It-total ta' tnejn u tlieta huwa ħamsa.
EY	take away There are 10 stickers. Take away 4 (four).	oħroġ ħu neħħi Hemm 10 stikers. Neħħi 4 (erbgħa) .
EY	to double Double 10 (ten).	irdoppja Irdoppja 10 (għaxra).
EY	to estimate Estimate the amount of pasta in the jar.	agħti stima Agħti stima tal-ammont ta' għaġin fil-vażett.
EY	to make / making How many more to make 10 (ten)?	biex tagħmel Kemmi trid iktar biex ikollok 10 (għaxra)?
EY	to sum Sum all the digits.	agħti t-total Agħti t-total tad-diġits kollha.
EY	total The total is 4 pencils.	total It-total hu 4 lapsijiet.
EY	total The total cost is 14 Euro.	totali L-ispiza totali hija 14-il ewro.
5	'vertical' method In the 'vertical' method, the numbers are written underneath each other.	metodu 'vertikali' Bil-metodu 'vertikali', in-numri jinkitbu taħt xulxin.
5	word problem Work out the word problem.	problema Aħdem il-problema.
5	work out Work out the total cost.	aħdem Aħdem l-ispiza totali.

- | | | |
|---|--------------------------------------|----------------------------------|
| 5 | working
Show your working. | working
Uri l-working. |
|---|--------------------------------------|----------------------------------|

Properties (Laws) - formal names for teacher only

- | | | |
|---|---|---------------------------|
| 5 | associative (property/law) | regola tal-assoċjattività |
| 5 | associativity | assoċjattività |
| 5 | commutative (property/law) / order property | regola tal-kommutattività |
| 5 | commutativity | kommutattività |
| 5 | Zero property | regola taż-żero |

Working with Models

- | | | |
|----|---|--|
| 5 | bar model
Use a bar model to work out this problem.
Maria has 50 stickers. She gives 10 stickers to her brother. How many stickers does she have left? | mudell bar (s), mudelli bar (pl)
Uża l-mudell bar biex taħdem din il-problema. Maria għandha ħamsin stiker. Hi tat għaxar stikers lil ħuha. Kemm fadlilha stikers? |
| 5 | base-ten model
We can represent addition and subtraction using the base-ten model. | mudell abbażi ta' għaxra
Nistgħu nuru t-tiżjid u t-tnaqqis billi nużaw il-mudell abbażi ta' għaxra. |
| EY | block
Show 10 blocks. Take away three. How many left? | blokk (s), blokks (pl)
Uri għaxar blokks. Neħhi tlieta. Kemm baqa'? |
| EY | coin
Add up the coins to find how much money Zak has. | munita (s), muniti (pl)
Għodd il-muniti biex issib kemm għandu flus Zak. |
| EY | counter
Draw counters to show three plus two. | pedina (s), pedini (pl)
Pingi l-pedini biex turi tlieta u tnejn. |
| EY | counting back
We can subtract by counting back. | għodd b'lura
Aħna nistgħu nnaqqsu billi ngħoddu b'lura. |
| EY | counting on
One method of adding is by counting on from the bigger number. | għodd bil-quddiem
Metodu wieħed ta' kif tgħodd huwa billi tibda tgħodd bil-quddiem min-numru l-kbir. |
| 5 | cuisenaire rods
Work out using cuisenaire rods. | cuisenaire rods
Aħdem billi tuża l-cuisenaire rods. |

fingers EY Use your fingers to add five and four.	swaba' Uża subgħajk biex iżżid ħamsa ma' erbgħa.
lollipop sticks EY Mara has 5 red lollipop sticks and 3 green lollipop sticks. How many lollipop sticks does she have in all?	stiekek tal-lollipop Maria għandha 5 stiekek tal-lollipop ħomor u 3 stiekek tal-lollipop ħodor. Kemm għandha stiekek tal-lollipop b'kollox Maria?
move down two rows EY To add 20 on the number-grid, you move down two rows.	imxi 'l isfel żewġ ringieli Biex iżżid għoxrin fuq iċ-ċart tan-numri, trid timxi żewġ ringieli 'l isfel.
move left/right EY To add 22 on the number-grid, move down two rows and move two to the right.	imxi lejn ix-xellug / lemin Biex iżżid tnejn u għoxrin fuq iċ-ċart tan-numri, imxi żewġ ringieli 'l isfel u żewġ kaxxi lejn il-lemin.
move one (step) forward EY On the number line we add two by moving two steps forwards.	imxi (pass) wieħed 'il quddiem Fuq il-linja tan-numri se nżidu tnejn billi nimxu żewġ passi 'l quddiem.
move two (steps) backward EY On the number line we subtract three by moving three steps backwards.	imxi tnejn lura / żewġ passi lura Fuq il-linja tan-numri aħna nnaqqsu tlieta billi nimxu tliet passi lura.
move up one row EY To subtract 10 on the 100-grid, you move up one row.	imxi 'l fuq ringiela waħda Biex tnaqqas għaxra fuq iċ-ċart tan-numri, trid timxi ringiela waħda 'l fuq.
number chart / 100-grid EY The 100-grid is a useful model for addition and subtraction.	ċart (tabella) tan-numri / ċart (tabella) tal-mija Iċ-ċart tan-numri hija għodda utli biex inżidu u nnaqqsu.
number line EY Use the number line to show 'ten minus seven'.	linja tan-numri (s), linji tan-numri Uża l-linja tan-numri biex turi 'għaxra nieqes sebgħa'.
straws EY Subtract six straws from ten straws.	straw (s), straws (pl) Naqqas sitt straws minn għaxra.
strip /tower of cubes EY Make a tower of six cubes. Add three more. How tall is the tower now?	torri ta' blokks Agħmel torri ta' sitt blokks. Żid tlieta oħra. Kemm hu twil it-torri issa?

Reading Symbols & Expressing Relationships

(+) plus sign	simbolu tal-plus
(-) minus	simbolu tal-minus
(=) equals	huwa daqs

$$2 + 3 = 5$$

Informal: Two and three make five.

Formal relationship: Two plus three equals five / Two add three equal (is equal to) five.

$$2+3=5$$

Informali: Tnejn u tlieta jagħmlu ħamsa.

Relazzjoni formali:

Tnejn ma' tlieta huma daqs ħamsa.

$$10 - 3 = 7$$

Informal: 10 take away 3 leaves seven.

Formal relationship: Ten minus three equals (is equal to) seven / Ten subtract three equals seven.

$$10 - 3 = 7$$

Informali: Għaxra neħħi tlieta jagħmlu sebgħa.

Relazzjoni formali: Għaxra nieqes tlieta huma daqs sebgħa.

Għaxra tnaqqas tlieta jiġu daqs sebgħa.

	ENGLISH	MALTI
EY	above on top of The copybooks are above the cupboard.	fuq Il-pitazzi qegħdin fuq l-armarju.
6	acute Determine if the angle shown is an acute angle.	akut Iddeċiedi jekk l-angolu li qed jidher huwiex angolu akut.
EY	after Two comes after ____.	wara It-tnejn jiġi wara l- ____.
5	angle Work out the size of the angle between the two clock hands.	angolu Sib kemm hu l-angolu ta' bejn l-idejn tal-arloġġ.
5	anticlockwise Turn 270 degrees anticlockwise.	anticlockwise kontra kif idur l-arloġġ Dur 270 grad bil-kontra ta' kif idur l-arloġġ.
EY	backwards Move three steps backwards.	lura Imxi tliet passi lura.
EY	before Which number comes exactly before 12?	qabel Liema numru jiġi eżatt qabel it-12?
EY	behind The book is behind the box.	wara Il-ktieb qiegħed wara l-kaxxa.
EY	below underneath Draw a triangle below the square.	taħt Pingi triangolu taħt il-kwadru.
EY	beside Is the ball beside the teddy bear?	ħdejn Il-ballun qiegħed ħdejn it-teddy bear?
EY	between Which picture shows the crab between the boxes?	bejn Liema stampa turi l-granċ bejn il-kaxxi?
EY	boundary Let's place the cones as a boundary for our PE game. Let's measure the boundary of the room.	burdura limiti Ejja npoġġu l-koni biex nimmarkaw il-limiti tal-logħba tagħna tal-PE. Ejja nkejlu l-burdura tal-kamra.
6	centre Label the centre point in this square without measuring.	ċentru Immarka l-punt ċentrali ta' dan il-kwadru mingħajr ma tkejjel.
5	clockwise Turning in a "clockwise direction means turning in the same way as the hands of the clock.	clockwise kif idur l-arloġġ Meta ddur kif idur l-arloġġ tkun qed iddur bl-istess mod li jduru l-idejn tal-arloġġ.

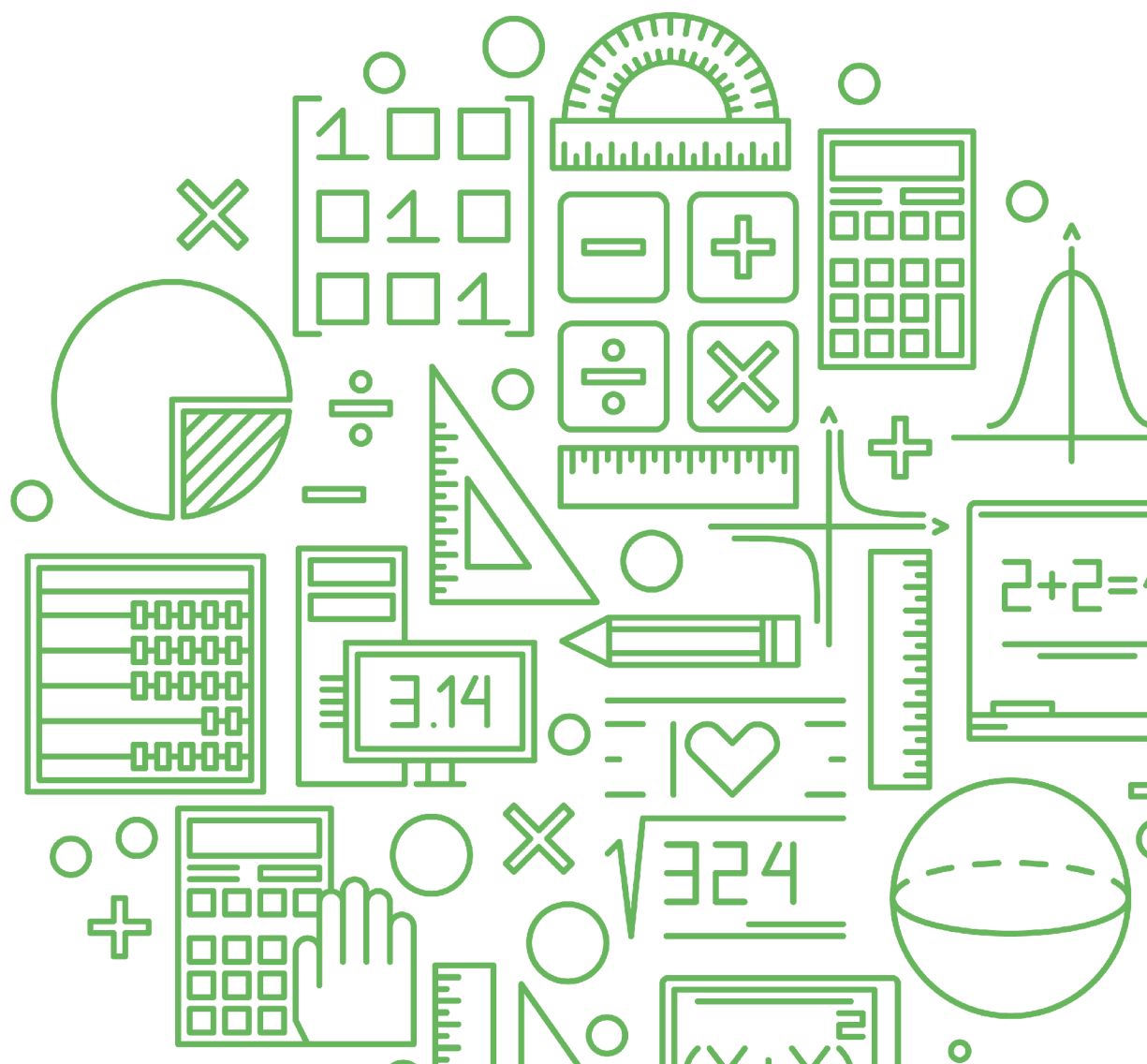
EY	closed The school yard is a closed space.	magħluqa (f), magħluq (m) Il-bitħa tal-iskola hija spazju magħluq.
5	column The butterfly is in Row 2, Column B.	kolonna Il-farfett qiegħed f'Ringiela 2, Kolonna B.
5	compass A compass is a tool that shows us the direction.	boxxla Il-boxxla hija għodda li turina d-direzzjoni.
5	compass rose A compass rose is a drawing on a map that tells you the direction of places shown on the map.	warda tal-irjieħ Il-kumpass tad-direzzjoni huwa tpingija fuq mappa li turik id-direzzjoni tal-postijiet li jidhru fuq il-mappa.
6	degree The angles in any triangle add up to 180 degrees.	grad (s), gradi (pl) L-angoli fi kwalunkwe triangolu jagħmlu b'kollox 180 grad.
5	direction Fill in the blanks with the correct directions.	direzzjoni (s), direzzjonijiet (pl) Imla l-vojt bid-direzzjonijiet it-tajba.
EY	down The heaviest object makes the weighing scales' pan go down.	'l isfel L-itqal oġġett inizzel il-mizien 'l isfel.
5	east (E) Drive 2 kilometres east.	Lvant Suq 2 kilometri lejn il-Lvant.
EY	far How far are the two benches?	'il bogħod Kemm qegħdin 'il bogħod minn xulxin iż-żewġ bankijiet?
EY	forwards The beebot moves forwards.	'il quddiem Il-beebot jimxi 'l quddiem.
5	grid Use the grid to answer the questions.	gradilja Uża l-gradilja biex twieġeb il-mistoqsijiet.
6	grid line Use your ruler to draw a square on the grid lines.	linja tal-grilja Uża r-riga biex tpingi kwadru fuq il-linji tal-grilja.
5	half turn Make a half turn clockwise.	nofs dawra Aġħmel nofs dawra 'l fejn idur l-arloġġ.
6	halfway Which angle is exactly halfway between 0 degrees and 90 degrees?	nofs triq Liema angolu huwa eżattament fin-nofs bejn 0 u 90 grad?
EY	in front of The cat is in front of the box.	quddiem Il-qattus qiegħed quddiem il-kaxxa.
EY	in the middle What is exactly in the middle?	fin-nofs X'hemm eżatt fin-nofs?

<p>left</p> <p>EY Is the dog to the right or to the left of the cat?</p>	<p>ix-xellug</p> <p>Il-kelb qiegħed fuq il-lemin jew fuq ix-xellug tal-qattus?</p>
<p>looks like</p> <p>EY This shape looks like a photo frame; the other one reminds me of a cashew nut!</p>	<p>qisha (f), qisu (m)</p> <p>Din il-forma tidher qisha gwarniċ tar-ritratti; l-oħra tfakkarni f'għewża!</p>
<p>map</p> <p>5 Look carefully at the map.</p>	<p>mappa</p> <p>Ħares sewwa lejn il-mappa.</p>
<p>near</p> <p>EY Draw a ball near the teddy bear.</p>	<p>viċin qrib</p> <p>Piŋgi ballun viċin it-teddy bear.</p>
<p>next to</p> <p>EY The cat is next to the cupboard.</p>	<p>ħdejn maġenb</p> <p>Il-qattus qiegħed maġenb l-armarju.</p>
<p>north (N)</p> <p>5 Face north.</p>	<p>Tramuntana</p> <p>Ħares lejn it-Tramuntana.</p>
<p>north-east</p> <p>6 The playground is north-east of the garden.</p>	<p>Grigal</p> <p>Il-bandli qiegħed fil-Grigal tal-ġnien.</p>
<p>north-west</p> <p>6 Face north-west. Then, make a 90-degree turn clockwise.</p>	<p>Majjistral</p> <p>Ħares lejn il-Majjistral. Imbagħad, aġġmel dawra ta' 90 grad kif idur l-arloġġ.</p>
<p>obtuse</p> <p>6 An obtuse angle is an angle which is greater than 90 degrees, but less than 180 degrees.</p>	<p>ottuż</p> <p>Angolu ottuż huwa angolu li huwa ikbar minn 90 grad, iżda inqas minn 180 grad.</p>
<p>open</p> <p>EY The countryside is an open space.</p>	<p>miftuħa (f), miftuħ (m)</p> <p>Il-kampanja hija spazju miftuħ.</p>
<p>opposite</p> <p>EY North and south are opposite directions.</p>	<p>opposti</p> <p>It-Tramuntana u n-Nofsinhar huma direzzjonijiet opposti.</p>
<p>part</p> <p>EY Let's check out the different parts that make up Mr Potato Man.</p>	<p>parti (s), partijiet (pl)</p> <p>Ejjew naraw il-partijiet differenti li minnhom hu magħmul Mr Potato Man.</p>
<p>position</p> <p>5 Describe the position of the objects on the grid.</p>	<p>pożizzjoni</p> <p>Iddeskrivi l-pożizzjoni tal-oġġetti fuq il-grilja.</p>
<p>protractor</p> <p>6 Use a protractor to measure each angle in degrees.</p>	<p>protractor</p> <p>Uża protractor biex tkejjel kull angolu fi gradi.</p>
<p>quarter turn</p> <p>5 A quarter turn is a right angle turn.</p>	<p>kwart ta' dawra</p> <p>Kwart ta' dawra jiġi dawra ta' angolu rett.</p>

<p>EY right Circle the spider on the right.</p>	<p>lemin Aġġmel ċirku madwar il-brimba fuq il-lemin.</p>
<p>right There are four right angles in a rectangle.</p>	<p>rett Rettangolu għandu erba' angoli retti.</p>
<p>5 row Label the rows on the grid.</p>	<p>ringiela Aġġti isem lir-ringieli ta' fuq il-grilja.</p>
<p>6 scale Where are the arrows pointing to on this scale?</p>	<p>skala 'Il fejn qiegħdin iħarsu l-vleġeġ ta' din l-iskala?</p>
<p>EY sideways Move sideways to the right.</p>	<p>la ġenba Imxi la ġenba lejn il-lemin.</p>
<p>5 south (S) Town C is south of Town D.</p>	<p>Nofsinhar Raġal Ċ huwa fin-Nofsinhar ta' Raġal D.</p>
<p>6 south-east How many right angles are there in a clockwise turn from north to south-east?</p>	<p>Xlokk Kemil angolu rett hemm f'dawra clockwise mit-Tramuntana għax-Xlokk?</p>
<p>6 south-west Town A is south-west of Town B.</p>	<p>Lbiċ Raġal A qiegħed fil-Lbiċ ta' Raġal B.</p>
<p>EY space The school yard is a large space.</p>	<p>spazju Il-bitħa tal-iskola għandha spazju kbir.</p>
<p>6 straight angle A straight angle measures exactly 180 degrees.</p>	<p>angolu dritt Angolu dritt huwa angolu ta' 180 grad.</p>
<p>EY to turn Turn to the left and walk two steps forwards.</p>	<p>dur Dur lejn ix-xellug u imxi żewġ passi 'l quddiem.</p>
<p>5 towards How many steps are there from your desk towards the door?</p>	<p>lejn Kemil pass hemm mill-iskrivanija tiegħek sal-bieb?</p>
<p>EY turn Measure the turn in degrees.</p>	<p>dawra (s), dawriet (pl) Kejjel id-dawra fi gradi.</p>
<p>EY up Move three squares up.</p>	<p>'il fuq Imxi tliet kwadri 'l fuq.</p>
<p>5 west (W) Rabat is west of Valletta.</p>	<p>Punent Ir-Rabat qiegħed fil-Punent tal-Belt Valletta.</p>
<p>EY whole The different shapes make up a whole sailing boat.</p>	<p>šħiħ Il-forom differenti jagħmlu dgħajsa tal-qluġħ šħiħa.</p>

Shape

Il-Forom



	ENGLISH	MALTI
5	angle Mark the angles of the triangle.	angolu (s), angoli (f) Immarka l-angoli tat-triangolu.
5	base The base of a cylinder is a circle.	baži Il-baži ta' ċilindru hija ċirku.
EY	big, bigger, biggest large, larger, largest Colour the bigger rectangle.	kbira (f), kbir (m), kbar (pl), ikbar, l-ikbar Pinġi l-ikbar rettangolu.
EY	circle Can you see something that looks like a circle?	ċirku (s), ċrieki (pl) Qed tara xi ħaġa li tidher forma ta' ċirku?
5	classify Classify these shapes: those with a right angle and those without .	ikklassifika Aqşam dawn il-forom f'dawk b'angolu rett u dawk li mhumiex.
EY	cone The cone has a point.	konu (s), koni (pl) Il-konu għandu punta.
EY	crescent Colour the crescent.	felli ta' qamar Pinġi felli ta' qamar.
EY	cube A die is in the shape of a cube.	kubu (s), kubi (pl) Damma għandha forma ta' kubu.
EY	cuboid A cuboid reminds me of a shoe box.	cuboid (s), cuboids (pl) Il-cuboid jfakkarni f'kaxxa taż-żraben.
EY	curve Draw a curve.	liwja (s), liwjiet (pl) kurva (s), kurvi (pl) Pinġi liwja.
EY	curved Look at the set of shapes. Colour the ones that are curved.	milwija (f), milwi (m) Ħares lejn is-sett ta' forom. Pinġi dawk li huma milwija.
EY	cylinder A cylinder has a curved face.	ċilindru (s), ċilindri (pl) L-ċilindru għandu wiċċ milwi.
6	diagonal Draw the diagonals of the rectangle.	djagonali Pinġi d-djagonali ta' rettangolu.
5	edge A pyramid on a square base has eight edges.	tarf (s), truf (pl) Piramida fuq baži kwadra għandha tmint iġnub.
6	equilateral How many lines of symmetry does an equilateral triangle have?	ekwilaterali Kemil linja ta' simetrija għandu triangolu ekwilaterali?
5	face The faces of a cube are squares.	wiċċ (s), uçuħ (pl) L-uçuħ ta' kubu huma kwadri.

EY	flat Triangles and squares are flat shapes.	ċatta (f), ċatt (m) It-triangoli u l-kwadri huma forom ċatti.
6	fold line Draw the fold line of the shape below.	tinja (s), tinjiet (pl) Pinġi t-tinja tal-forma t'hawn taħt.
5	geoboard Make a triangle on the geoboard.	geoboard Agħmel triangolu fuq il-geobord.
EY	half Half a rectangle is a triangle.	nofs Nofs rettangolu huwa triangolu.
5	hexagon A hexagon has six sides.	eżagonu (s), eżagoni (pl) Eżagonu għandu sitt iġnub.
6	horizontal Use the given horizontal line to draw a rectangle.	orizzontali mimduda Uża l-linja orizzontali mogħtija biex tpinġi rettangolu.
6	irregular Look at these shapes: mark (tick) the irregular shapes.	irregolari Fares lejn dawn il-forom: immarka dawk li huma irregolari.
6	isosceles What are two properties of an isosceles triangle?	isoseli X'inhuma ż-żewġ karatteristiċi ta' triangolu isoseli?
EY	line Measure the line.	linja Kejjel il-linja.
5	line of symmetry Draw the lines of symmetry of a square.	linja ta' simetrija Pinġi l-linji ta' simetrija ta' kwadru.
6	nets Which of these nets can be folded to make a cube?	nett (s), nettijiet (pl) Liema minn dawn in-nettijiet jistgħu jiltwew f'kubu.
5	octagon How many sides does an octagon have?	ottagonu (s), ottagoni (pl) Kemm-il ġenb għandu ottagonu?
EY	oval The oval looks like a flattened circle!	ovali L-ovali jidher qisu ċirku ċċattjat!
5	pentagon A five-sided shape is called a pentagon.	pentagonu (s), pentagoni (pl) Forma b'ħamest iġnub tissejjaħ pentagonu.
EY	point A square has four points.	ponta (s), ponot (pl) Kwadru fih erba' ponot.
6	polygon Straightsided shapes are called 'polygons'.	poligonu (s), poligoni (pl) Forom bi ġnub dritti jissejħu poligoni.
5	property Can you mention two properties of a rectangle?	propjetajiet karatterestiċi Tista' ssemmi żewġ karatterestiċi ta' rettangolu?

EY	pyramid There are big pyramids in Egypt.	piramida (s), piramidi (pl) Fl-Eġittu hemm piramidi kbar.
6	quadrilateral Draw a quadrilateral.	kwadrilaterali Pinġi forma kwadrilaterali.
EY	rectangle Is the window in the shape of a circle or a rectangle?	rettangolu (s), rettangoli (pl) X'forma għandha t-tieqa, ċirku jew rettangolu?
5	reflective symmetry Today we're going to talk about reflective symmetry.	simetrija riflessiva Illum se nitkellmu dwar is-simetrija riflessiva.
6	regular A regular shape has equal sides and equal angles.	regolari Forma regolari jkollha l-ġnub indaqs u l-angoli ndaqs.
EY	rhombus The rhombus has four sides.	rombu Ir-rombu għandu erbat iġnub.
5	right angle A right angle is equal to ninety-degrees.	angolu rett Angolu rett huwa daqs disgħin grad.
6	right-angled triangle Use your protractor to draw a right-angled triangle.	triangolu b'angolu rett Uża protractor biex tpinġi triangolu b'angolu rett.
EY	roll Can a cylinder roll?	irrombla gerbeb Ċilindru jista' jirrombla?
6	scalene Does a scalene triangle have a line of symmetry?	skalenu Triangolu skalenu għandu linja ta' simetrija?
EY	semi-circle A semi-circle is half a circle.	nofs ċirku Nofs ċirku huwa ċirku maqsum f'biċċtejn.
EY	shape Create a picture with these shapes.	forma (s), forom (pl) Oħloq stampa b'dawn il-forom.
EY	side A triangle has three sides.	ġenb, (s) ġnub (pl) Triangolu fih tlett iġnub.
EY	slide The cuboid can slide.	żerżaq Il-cuboid jista' jizżerżaq.
EY	small, smaller, smallest Place the cubes in order, smallest first.	żgħira (f), żgħir (m), żgħar (pl), iżgħar, l-iżgħar Poġġi l-kubi fl-ordni, ibda bl-iżgħar wieħed.
EY	solid Let's build a castle with some solid shapes.	solidu Ejjew nibnu kastell b'xi forom solidi.

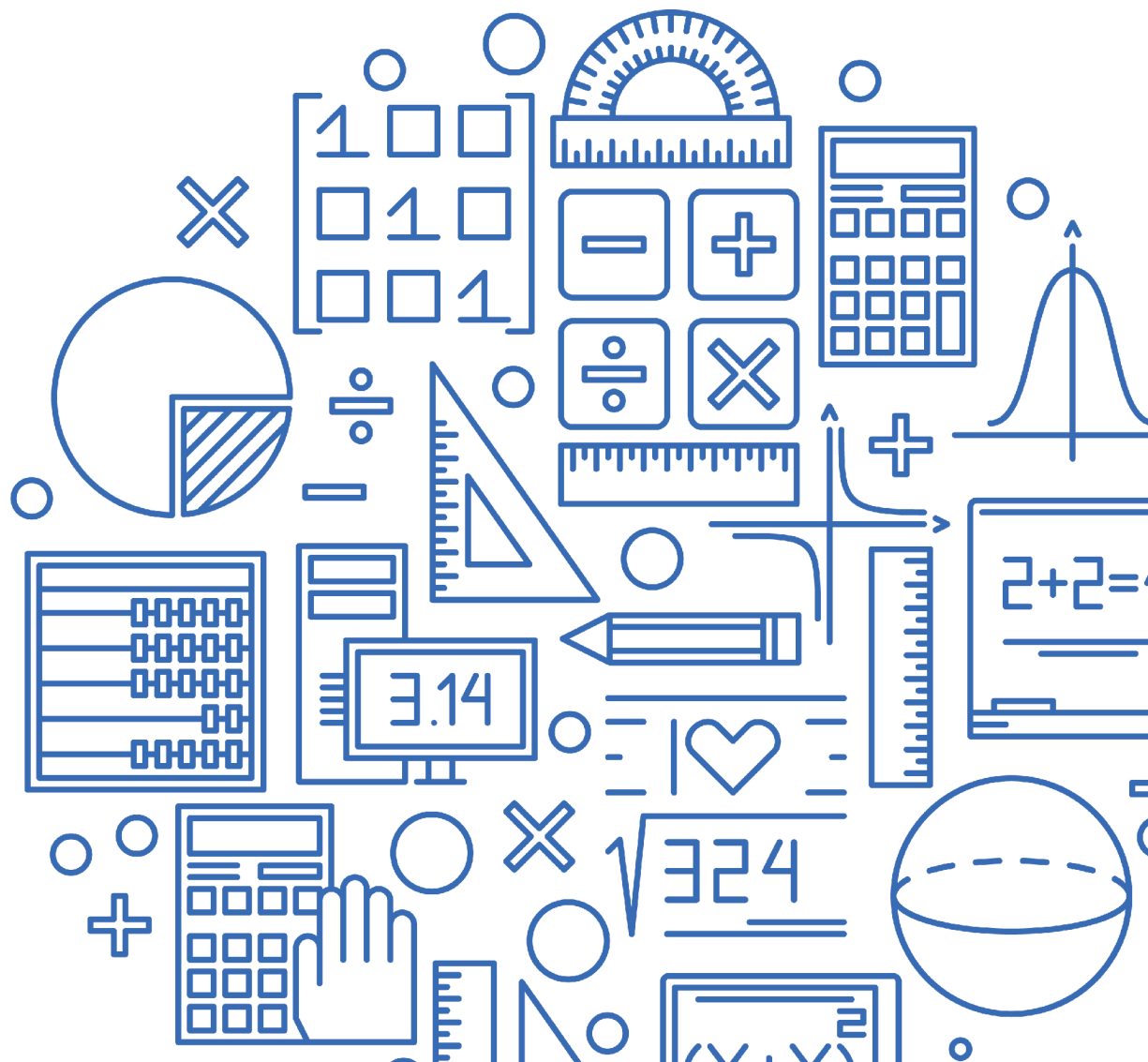
EY	sort Sort the set of shapes in different ways.	issortja Issortja s-sett tal-forom b'modi differenti.
EY	sphere The sphere looks like a ball.	sfera, (s) sferi (pl) L-isfera qisha ballun.
EY	square Look around the classroom for hidden squares.	kwadru (s), kwadri (pl) Fares lejn il-klassi u sib il-kwadri moħbija.
EY	star The star is pointed.	stilla (s), stilel (pl) L-istilla hija ppuntata.
EY	straight The sides of the rectangle are all straight.	dritta (f), dritt (m), dritti (pl) Il-ġnub tar-rettangoli jkunu lkoll dritti.
6	straight angle A straight angle measures exactly 180 degrees.	angolu dritt Angolu dritt huwa angolu ta' 180 grad.
6	sum of angles What is the sum of the angles of a quadrilateral?	l-għadd tal-angoli Kemm jagħmlu b'kollox l-angoli ta' forma kwadrilaterali?
6	surface The surface of the table is rectangular.	wiċċ Il-wiċċ tal-mejda hu rettangolari.
5	symmetrical Is a rectangle symmetrical?	simetrika (f), simetriku (m) Ir-rettangolu huwa simetriku?
5	symmetrical shape Draw a symmetrical shape.	forma simetrika Pingi forma simetrika.
5	tangram Cut out 7 tangram pieces and use them to create the shapes on the sheet.	tangram Aqta' 7 forom tangram u użahom biex toħloq il-forom li hemm fuq il-karta.
5	three-dimensional (3D) The solid shapes are called three-dimensional shapes.	tridimensjonali Il-forom solidi jissejħu forom tridimensjonali.
EY	triangle Colour the triangles green.	triangolu (s), triangoli (pl) Pingi t-triangoli bl-aħdar.
5	two-dimensional (2D) These are 2-dimensional shapes.	bidimensjonali Dawn huma forom bidimensjonali.
5	vertex A cone has one vertex.	vertiċi (s), vertiċi (pl) Konu għandu vertiċi wieħed.
6	vertical Draw a vertical line of 5 cm.	vertikali wieqfa Pingi linja vertikali ta' 5 ċm.

ENGLISH	MALTESE
<p>about the same</p> <p>EY The two men are about the same height.</p>	<p>kwazi l-istess kwazi indaq</p> <p>Iż-żewġt irġiel huma twal kwazi ndaq.</p>
<p>big, bigger, biggest</p> <p>EY The pizza is bigger than the biscuit.</p>	<p>kbir, ikbar, l-ikbar kbir, akbar, l-akbar</p> <p>Il-pizza hija ikbar mill-gallettina.</p>
<p>enough</p> <p>EY Do we have enough time to measure the length of the classroom?</p>	<p>biżżejjed</p> <p>Għandna ħin biżżejjed biex inkejlu t-tul tal-klassi?</p>
<p>just over</p> <p>EY The jug holds just over one litre.</p>	<p>ftit iktar</p> <p>Il-buqar jesa' ftit iktar minn litru.</p>
<p>just under</p> <p>EY The jug holds just under one litre.</p>	<p>ftit inqas</p> <p>Il-buqar jesa' ftit inqas minn litru.</p>
<p>measure</p> <p>EY The metre is a standard measure of length.</p>	<p>kejl (s), kejljiet (pl) qies (s), qisien (pl)</p> <p>Il-metru huwa kejl standard tat-tul.</p>
<p>measurement</p> <p>EY Today we're going to start the topic 'Measurement'. The measurements of the table are small. The measurement we've taken is in centimetres.</p>	<p>kejl qies (s), qisien (pl)</p> <p>Illum ser nibdew nitkellmu dwar il-kejl, bl-Ingliż 'Measurement'. Il-qisien tal-mejda huma qosra. Il-qies li ħadna huwa f'centimetri.</p>
<p>nearly / close to</p> <p>EY Draw a pencil that is nearly as long as the pencil below.</p>	<p>kwazi viċin</p> <p>Piŋgi lapes twil kwazi daqs il-lapes t'hawn taħt.</p>
<p>roughly</p> <p>EY The length of the room is roughly 4 metres.</p>	<p>bejn wieħed u ieħor</p> <p>Il-kamra twila bejn wieħed u ieħor 4 metri.</p>
<p>small, smaller, smallest</p> <p>EY The smallest rubber is mine.</p>	<p>żgħir, iżgħar, l-iżgħar</p> <p>Il-gomma tiegħi l-iżgħar.</p>
<p>to compare, compare</p> <p>EY We can compare the length of the objects.</p>	<p>qabbel</p> <p>Nistgħu nqabblu t-tul tal-oġġetti.</p>
<p>to guess, guess</p> <p>EY Can you guess what we'll be doing today?</p>	<p>aqta'</p> <p>Kapaċi taqtgħu x'se nkunu qegħdin nagħmlu llum?</p>
<p>to measure</p> <p>EY Let's measure the classroom.</p>	<p>kejjel qis</p> <p>Ejjew ħa nkejlu l-klassi.</p>
<p>too little / few</p> <p>EY There are too few blocks to balance the orange.</p>	<p>ftit wisq</p> <p>Hemm ftit wisq blokks biex nibbilanċjaw il-larinġa.</p>

EY	too much / too many We've put too much water.	wisq ħafna Tfajna wisq ilma.
EY	estimate Give an estimate for the length of the table.	stima Agħti stima kemm hi twila l-mejda/ tat-tul tal-mejda.
EY	metric measure We're studying the metric measures.	kejl metriku qies metriku Qegħdin nistudjaw il-kejl metriku.
5	non-standard unit A block is a non-standard unit.	non-standard unit / unità mhux standard Blokk hija unità mhux standard.
5	standard unit The metre is a standard unit.	standard unit / unità standard Il-metru huwa unità standard.
5	to estimate Estimate the weight of the bag of tangerines.	agħti stima, istma Istma kemm tiżen il-borża mandolin.
5	to the nearest Find the length of the line to the nearest centimetre.	sal-eqreb Sib it-tul tal-linja sal-eqreb ċentimetru.
5	unit (of measure) We can use different units of measurement.	unit (s), units ta' kejl (pl) / unità (s), unitajiet (pl) Nistgħu nużaw diversi unitajiet differenti ta' kejl.

Measurement - Time

Il-Kejl - Il-Hin



	ENGLISH	MALTESE
EY	a.m. Write 14.30 using a.m. or p.m.	a.m. Ikteb 14.30 billi tuża a.m. jew p.m.
EY	after What is the time one hour after noon?	wara X'hin ikun siegħa waranofsinhar?
EY	afternoon We'll go out into the garden in the afternoon.	waranofsinhar Noħorġu fil-ġnien waranofsinhar.
5	analogue clock time Draw the time on the analogue clock.	arlogġ tal-minutieri Pinġi l-ħin fuq l-arlogġ tal-idejn.
EY	before What is the time one hour before noon?	qabel X'hin ikun siegħa qabel nofsinhar?
EY	calendar Find 14th June on the calendar.	kalendarju (s), kalendarji (pl) Fil-kalendarju, sib l-14 ta' Ġunju.
EY	clock Match the clock to the time in words.	arlogġ (s), arlogġi (pl) Qabbel il-ħin li juri l-arlogġ mal-ħin fi kliem.
EY	clock face Look at the clock face on your sheet.	il-wiċċ tal-arlogġ/ wiċċ l-arlogġ Fares lejn wiċċ l-arlogġ li hemm fuq il-karta tiegħek.
EY	clock hands Draw the clock hands...	idejn l-arlogġ Pinġi s-siġġatiera u l-minutiera ...
EY	day How many hours are there in a day? What day is it today? He's working in the morning only.	ġurnata (s), ġranet (pl) jum (s), jiem (pl) binhar Kemmil siegħa fiha l-ġurnata? X'ġurnata hi illum? Jaħdem binhar biss.
EY	days of the week Put the days of the week in order.	il-ġranet tal-ġimgħa il-jiem tal-ġimgħa Poġġi l-ġranet tal-ġimgħa wara xulxin.
5	digital clock My alarm is a digital clock.	arlogġ diġitali L-iżveljarin tiegħi huwa arlogġ tal-minutieri.
5	digital time Write half past five in digital time.	ħin diġitali Ikteb il-ħamsa u nofs f'ħin diġitali.
5	duration Work out the duration of each news bulletin.	tu kemm dam Aħdem kemm dam kull bullettin tal-aħbarijiet.

EY	earlier What activities did we do earlier today?	iktar kmieni qabel X'attivitajiet għamilna iktar kmieni llum?
5	earlier Look at your clock. What will the time be 1 (one) hour earlier?	iktar kmieni qabel F'ares lejn l-arloġġ. X'hin kien siegħa qabel?
5	estimate Estimate how long it takes to make a pizza.	agħti stima/istma Agħti stima ta' kemm iddum biex tagħmel pizza. Iprova aqta' kemm iddum biex issir pizza.
EY	evening I like to watch TV in the evening.	filgħaxija Filgħaxija inħobb nara t-televiżjoni.
EY	every day I read for one hour every day.	kuljum Naqra siegħa kuljum.
EY	future What would you like to be in the future?	futur X'tixtieq issir fil-futur?
5	half past Half past 3 (three).	u nofs It-3 (tlieta) u nofs.
5	hour There are sixty minutes in one hour. One hour is equal to 60 (sixty) minutes.	siegħa (s), sigħat (pl) F'siegħa hemm 60 (sittin) minuta. Siegħa hija daqs 60 (sittin) minuta.
EY	hour hand Draw the hour hand...	sigħatiera Pingi s-sigħatiera...
5	how long? How long was the programme 'Mighty Hero'?	Kemm dam? Kemm dam il-programm 'Mighty Hero'?
6	interval How long is the time interval between the two times?	intervall Kemm hu twil l-intervall ta' bejn iż-żewġ ħinijiet?
EY	January, February, March ... During January, it gets dark early.	Jannar, Frar, Marzu ... F'Jannar jidlam kmieni.
EY	later I'd like to colour my picture later.	iktar tard wara L-istampa tiegħi nixtieq inpingiha iktar tard.
5	later Look at your clock. What will the time be 1 (one) hour later?	iktar tard wara F'ares lejn l-arloġġ. X'hin se jkun siegħa wara?

6	leap year How many days are there in a leap year?	sena biżestili Kemm-il ġurnata fiha sena biżestili?
5	mark Mark 5.25 p.m. on the clock.	immarka pingi Immarka (pingi) 5.25 p.m. fuq l-arloġġ.
5	midnight 00:00 is midnight.	nofsillejl 00:00 huwa nofsillejl.
EY	minute How many minutes are there in an hour?	minuta Kemm-il minuta fiha siegħa?
5	minute The maths lesson was 45 minutes long.	minuta (s), minuti (pl) Il-lezzjoni tal-matematika damet 45 minuta.
EY	minute hand Draw the minute hand...	minutiera Pingi l-minutiera...
EY	Monday, Tuesday, ... I play football every Tuesday.	it-Tnejn, it-Tlieta ... Kull nhar ta' Tlieta mmur nilgħab il-futbol.
EY	month How many months of the year are 31 (thirty-one) days long?	xahar (s), xhur (pl) Kemm-il xahar tas-sena fih 31 (wieħed u tletin) ġurnata?
EY	morning What do you have for breakfast in the morning?	filgħodu X'tieħu kolazzjon filgħodu?
EY	night We sleep at night.	billejl Billejl norqdu.
EY	night Mark goes to bed at 11:00 at night.	billejl Mark jidħol fis-sodda fil-11:00 (ħdax) ta' billejl.
5	noon Where were you at noon?	nofsinhar Fejn kont f'nofsinhar?
EY	o'clock It is six o'clock	N.A. Is-sitta. Saru s-sitta.
EY	olden days Things were different in the olden days.	żminijiet l-imgħoddija l-antik L-affarijiet kienu differenti fiż-żminijiet l-imgħoddija. L-affarijiet kienu differenti fl-antik.
5	p.m. How much time is there between 11 a.m. and 5.20 p.m.?	p.m. Kemm jgħaddi ħin bejn il-11 a.m. u l-5.20 p.m. ?

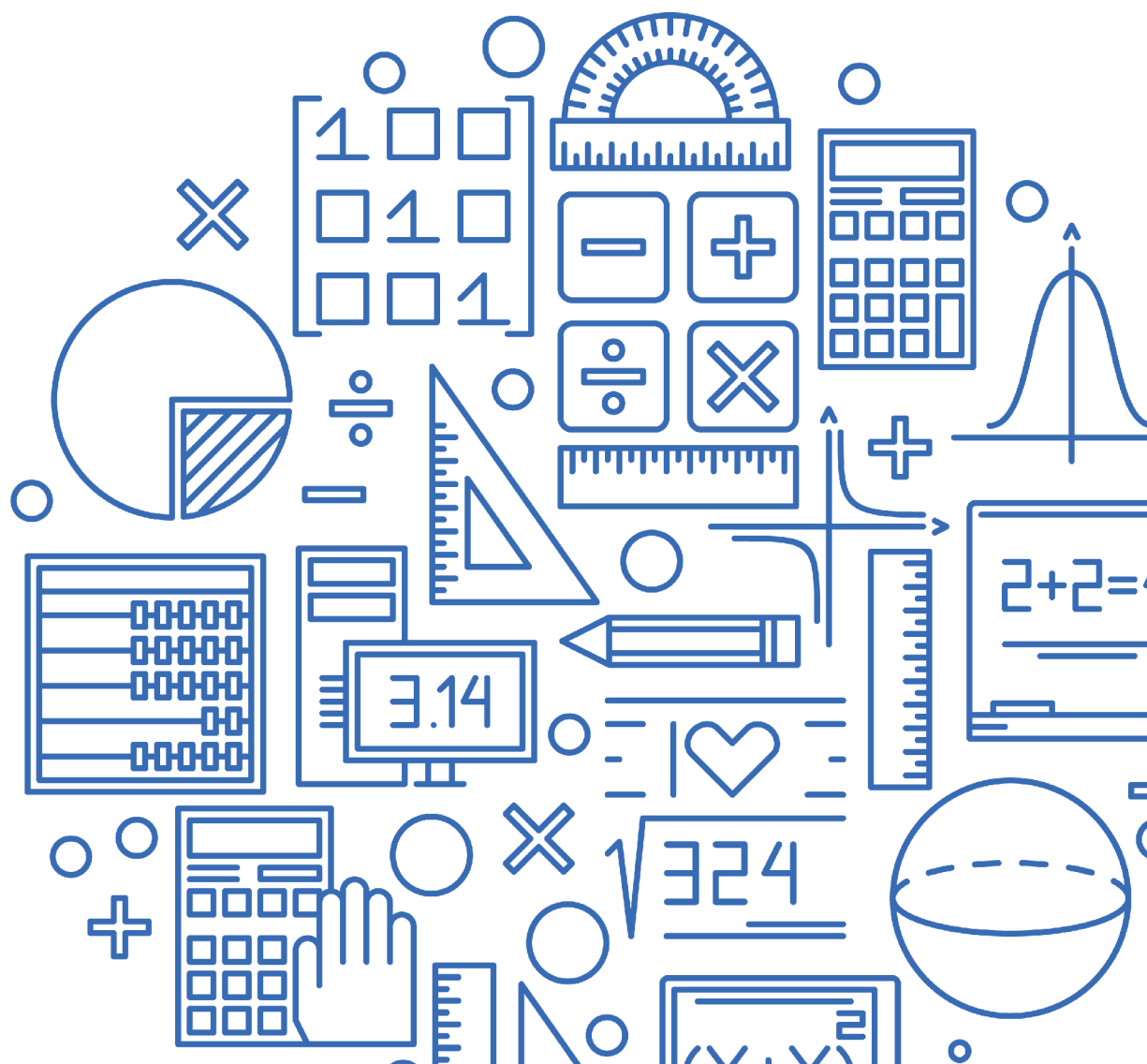
EY	passage (passing) of time Things change with the passing of time.	mogħdija taż-żmien L-affarijiet jinbidlu mal-mogħdija taż-żmien (meta jgħaddi ż-żmien).
EY	past For Show-and-Tell, I'd like you to bring a photo of something that took place in the past.	passat Għall-attività 'Uri u tkellem dwar', nixtieqkom iġġibu ritratt ta' xi ħaġa li ġrat fil-passat.
5	past It is 17 minutes past five.	u Il-ħamsa u sbatax-il minuta.
EY	predict How tall do you think the plant will be by next week?	x'taħseb Kemm taħseb li se tikber il-pjanta sal-ġimgħa d-dieħla?
EY	present At present, all the new children are in the school hall.	preżent Bħalissa, it-tfal il-ġodda kollha qegħdin fis-sala tal-iskola.
5	quarter past It is quarter past 2 (two).	u kwart Is-sagħtejn u kwart.
5	quarter to It is quarter to 2 (two).	neqsin kwart Is-sagħtejn neqsin kwart.
EY	recall remember Try to remember what we did yesterday.	ftakar Iprova ftakar x'għamilna lbieraħ.
EY	season Write the seasons in order.	staġun (s), staġuni (pl) Ikteb l-istaġuni wara xulxin.
5	second Write the time in seconds.	sekonda (s), sekondi (pl) Ikteb il-ħin f'sekondi.
EY	second hand The second hand moves very fast.	sekondiera Is-sekondiera tgħaġġel ħafna.
EY	show (indicate) Show us the flashcard with the word 'January' on it.	Uri Urina l-leħña li għandha l-kelma 'Jannar' miktuba fuqha.
EY	special times of the year Today we're going to talk about special times of the year!	żminijiet speċjali matul is-sena Illum se nitkellmu dwar żminijiet speċjali matul is-sena!
EY	Spring, Summer, Autumn, Winter My favourite season is summer.	ir-rebbiegħa, is-sajf, il-ħarifa, ix-xitwa L-istaġun favorit tiegħi huwa s-sajf.
EY	tell Please tell us the time.	Għid Aqralna l-ħin, jekk jogħġbok.
EY	the day after The day after Wednesday is...	ġurnata wara jum wara Il-ġurnata li tiġi wara l-Erbgħa hi ...

EY	the day before The day before Wednesday is...	ġurnata qabel jum qabel Il-ġurnata li tigi qabel l-Erbgħa hi ...
5	to It is ten minutes to four.	neqsin L-erbgħa neqsin għaxar minuti.
EY	tomorrow Draw a picture of what you would like to do tomorrow.	għada Pinġi stampa biex turi x' tixtieq tagħmel għada.
5	two hours How many minutes are there in 2 (two) hours?	sagħtejn Kemm-il minuta fihom sagħtejn?
EY	week How many days are there in a week?	ġimgħa Kemm-il ġurnata fiha l-ġimgħa?
5	What time is it? What time is it?	X'hin hu? X'hin hu?
EY	What time is it? / What's the time? What time is it? / It's soon time to go home. What's the time?	X'hin hu?/x'hin sar? X'hin hu? / Dalwaqt irridu mmorru d-dar. X'hin sar?
EY	year How many days are there in a year?	sena (s), snin (pl) Kemm-il ġurnata fiha sena?
EY	yesterday Draw a picture of something you enjoyed during yesterday's outing.	ilbieraħ Pinġi stampa ta' xi ħaġa li għogħbitek ilbieraħ waqt il-ħarġa.

Days of the week	il-ġranet tal-ġimgħa
Monday	It-Tnejn
Tuesday	It-Tlieta
Wednesday	L-Erbgħa
Thursday	Il-Ħamis
Friday	Il-Ġimgħa
Saturday	Is-Sibt
Sunday	Il-Ħadd

Measurement - Capacity

Il-Kejl - Il-Kapacità



ENGLISH	MALTI
EY	
<p>capacity The word 'capacity' means how much a container holds; for example, how much water or sand it can hold.</p>	<p>kemm tesa' (f), kemm jesa' (m) il-kapacità Il-kelma kapacità tfisser kemm jesa' kontenitur; pereżempju kemm jesa' ilma jew ramel.</p>
EY	
<p>container Which container do you think holds more water? Write how much in each container.</p>	<p>kontenitur (s), kontenituri (pl) Liema kontenitur taħseb li jesa' l-iktar ilma? Ikteb kemm jesa' kull kontenitur.</p>
6	
<p>convert Convert 4750 ml to litres.</p>	<p>ikkonverti aqleb Aqleb 4750 ml f'litri.</p>
6	
<p>division Each division on the jug shows 50 ml.</p>	<p>diviżjoni (s), diviżjonijiet (pl) qasma (s), qasmiet (pl) Kull diviżjoni fuq il-buqar turi 50 ml.</p>
EY	
<p>empty Look at the containers. Write 'empty' or 'full'.</p>	<p>vojta (f), vojta (m) Fares lejn il-kontenituri. Ikteb 'vojta' jew 'mimli'.</p>
EY	
<p>equal to The capacity of Jar A and Jar B are equal.</p>	<p>daqs Vazett A u Vazett B jesgħu ndaqs.</p>
5	
<p>estimate Whose estimate was closest?</p>	<p>stima Ta' min kienet l-eqreb stima?</p>
5	
<p>estimate Estimate how many cups will fill the basin.</p>	<p>agħti stima/ istma Agħti stima ta' kemm-il tazza trid biex timla l-friskatur.</p>
EY	
<p>fill Draw how many of each of the smaller containers, full of water, you think will fill the larger container. Write your guess.</p>	<p>imla Pingi kemm minn dawn il-kontenituri żgħar, mimlijin ilma, taħseb li joqogħdu fil-kontenitur il-kbir. Ikteb kemm taħseb li joqogħdu.</p>
EY	
<p>full Look at the containers. Colour the number of pots you think will be needed to fill the container. Use a yoghurt pot with lentils, rice or sand and write how many pots you actually need.</p>	<p>mimlija (f), mimli (m) Fares lejn dawn il-kontenituri. Pingi l-ammont ta' tazzi li taħseb għandek bżonn biex timla l-kontenitur. Tista' tuża tazza tal-jogurt mimlija għads, ross jew ramel u ikteb kemm għandek bżonn tazzi.</p>
EY	
<p>half-empty Which cup is half-empty?</p>	<p>nofsha vojta (f), nofsu vojta (m) Liema tazza għandha nofsha vojta?</p>
EY	
<p>half-full Find an empty container. Use sand to make it half-full and then full.</p>	<p>nofsha mimlija (f), nofsu mimli (m) Sib kontenitur vojta. Imla nofsu bir-ramel u mbagħad imlieh kollu.</p>

EY	holds The jug holds more water than the yoghurt pot.	tesa' (f) jesa' (m) Buqar jesa' iktar ilma minn tazza tal-jogurt.
6	interval/s On this measuring jug the intervals on the scale go up in steps of 5 ml.	intervall (s), intervalli (pl) Fuq dan il-buqar l-intervalli tal-iskala jitilgħu 'l fuq b'5ml.
EY	larger Colour the larger watering can.	ikbar Pingi l-bexxiexa tal-ilma li hija ikbar mill-oħra.
EY	largest Colour the largest bottle.	l-ikbar Pingi l-ikbar flixxun.
EY	less, least Which container holds least water?	inqas, l-inqas / anqas, l-anqas Liema kontenitur jesa' l-inqas ilma?
5	litre Write more than, less than or equal to 1 litre. Minnie's cup holds 150 ml of orange juice. How many cupfuls are there in a 1-litre carton?	litru (s), litri (pl) Ikteb iktar minn, inqas minn jew daqs litru. It-tazza ta' Minnie tesa' 150 ml meraq tal-laring. Kemm-il tazza toħroġ minn pakkett ta' litru?
5	mark The container is marked in litres.	immarka Il-kontenitur huwa mmarkat bil-litri.
5	marking The markings on the jug show millilitres.	marka (s), marki (pl) sinjal (s), sinjali (pl) Is-sinjali fuq il-buqar juru l-millilitri.
5	measure Let's measure the capacity of the basin using cups.	kejjel/kejl Ejja nkejlu l-kapaċità tal-friskatur billi nużaw it-tazzi.
5	measuring jug Look carefully at the measuring jug.	buqar tal-kejl (s), buqari tal-kejl (pl) Fħares sew lejn il-buqar tal-kejl.
6	millilitre Write how many milliliters of water there are in each container. Jen drank 350 ml from her 1-litre bottle. How much is left?	millilitru (s), millitri (pl) Ikteb kemm-il millilitru ilma fih kull kontenitur. Jen xorbot 350 ml mill-flixxun tagħha li jesa' litru. Kemm fadlilha? Kemm hemm millilitri f'litru?
EY	more, most Find a jar that holds more water than this jam jar.	iktar, l-iktar Sib vażett li jesa' iktar ilma minn dan il-vażett tal-ġamm.
6	nearest Choose the nearest capacity.	l-eqreb Agħżel l-eqreb kapaċità.
EY	nearly empty Which cup is nearly empty?	kwazi vojta (f), kwazi vojta (m) Liema tazza hija kwazi vojta?

EY	nearly full Colour the cup that is nearly full.	kwazi mimlija (f), kwazi mimli (m) Pingi t-tazza li hija kwazi mimlija.
6	one half Mark half a litre on the jug.	nofs Immarka nofs litru fuq il-buqar.
6	one quarter One quarter of a litre is equal to 250 ml.	kwart Kwart ta' litru huwa daqs 250ml.
6	one tenth Write one tenth of a litre in millilitres.	wiehed minn għaxra Kemm hemm ilma b'kollox f'a u b?
EY	potfuls / cupfuls How many more potfuls / cupfuls are needed to fill all the containers up to ten pots?	daqskemm tesa' tazza Kemm-il tazza teħtieg aktar biex timla l-kontenituri kollha daqs għaxar tazzi?
EY	pour Pour the water carefully!	ferra' Ferra' l-ilma bil-galbu!
6	scale Complete the scale by marking 250 ml, 500 ml and 750 ml.	skala Kompli l-iskala billi timmarka 250ml, 500ml u 750ml.
EY	smaller Which is the smaller fish bowl?	iżgħar Liema kontenitur tal-ħut hu iżgħar mill-ieħor?
EY	smallest Place the containers in order, smallest first.	l-iżgħar Poġġi l-kontenituri fl-ordni, ibda mill-iżgħar wiehed.
EY	the same as Jar A and Jar B hold the same amount of water.	daqs/ indaqs Vażett A u Vażett B jesgħu daqs xulxin/ indaqs.
6	three quarters Which is the greater measure: 3/4 litre OR 700 ml?	tliet kwarti Liema kejl huwa l-ikbar: 3/4 ta' litru JEW 700ml?
6	total amount What is the total amount of water in a and b?	ammont totali Kemm hemm ilma f'a u b?
5	volume The volume of liquid in the jug is about 90 millilitres. What is the volume of water in each cup? The bottle holds 800 ml of water. This is 225 ml less water than a small bucket. Find the volume of water in the bucket.	volum Il-volum tal-likwidu fil-buqar huwa ta' madwar 90 millilitru. X'inhu l-volum tal-ilma ta' kull tazza? Il-flixxun jesa' 800 ml ilma. Jesa' 225 ml inqas ilma minn kemm jesa' barmil żgħir. Aħdem il-volum tal-barmil.

	ENGLISH	MALTI
EY	balance How many blocks do you need to balance 1 kg?	ibbilanċja Kemm hemm bżonn blokks biex tibbilanċja kilo?
EY	balance How many 100 g weights do you need to tip the balance?	bilanċ Kemm-il piż ta' 100g għandek bżonn biex iċċaqlaq il-miżien?
EY	balance scales Use balance scales (a balance). Place each pair of objects on the balance. Join the objects to the correct label.	miżien Uża miżien. Poġġi kull par oġġetti fuq il-miżien. Qabbel l-oġġetti mat-tikketta li tgħodd għalihom.
6	compare Compare the weights of these two fruits.	qabbel Qabbel kemm jiżnu dawn iż-żewġ frottiet.
6	convert / change Change 2.05 kg to grams.	aqleb biddel sarraf Sarraf 2.05 kg fi grammi.
6	difference Find the difference in John and Amy's weights.	differenza Aħdem id-differenza bejn il-piż ta' John u ta' Amy.
5	estimate Estimate the weight of the bag of oranges.	agħti stima istma Istma kemm tiżen borża laring.
5	gram/s You are going to Mars. You can take up to 2 kg in your rucksack. What would you take? Write each weight in grams.	gramma (s), grammi (pl) Se tmur Mars. Tista' tieħu sa 2 kg affarjiet fil-basket tiegħek. X'se tieħu? Ikteb kull piż fi grammi.
EY	heavier, heaviest Draw two objects you think will be heavier than 1 kg. Look at the fruit. Which fruit is the lightest? Which fruit is the heaviest?	itqal, l-itqal Pingi 2 oġġetti li taħseb li huma itqal minn kilo. Ħares lejn il-frott. Liema hi l-eħfef frotta u liema hi l-itqal?
EY	heavy The school bag is heavy.	tqila (f), tqil (m), tqal (pl) Il-basket tal-iskola tqil.
5	kilogram/s Andrew's mum bought 1 kg of tomatoes. Each tomato weighs 50 g. How many tomatoes did she buy? The pineapples weigh ½ kg each. How much do 10 pineapples weigh? Paul's car uses 5 litres of petrol for every 65 km driven. He spends 45 euro on petrol. It costs 2.50 euro a litre. How many km can he drive before he runs out of petrol?	kilogramma (s), kilogrammi (pl) Omm Andrew xtrat kilo tadam. Kull tadama tiżen 50 g. Kemm-il tadama xtrat? Kull pineapple tiżen nofs kilo. Kemm jiżnu 10 pineapples? Paul juża 5 litri petrol għal kull 65km li jsuq. Hu jonfoq 45 ewro f'petrol. Kull litru jiswa 2.50 ewro. Kemm-il kilometru kapaċi jsuq qabel ma jispiċċalu l-petrol?

EY	light The mouse is light compared to the computer.	ħafifa (f), ħafif (m), ħfief (pl) Il-maws ħafif meta mqabbel mal-kompjuter.
EY	lighter, lightest Draw 2 objects you think will be lighter than 1 kg.	eħfef, l-eħfef Piġi 2 oġġetti li taħseb li huma eħfef minn kilo.
5	marking The markings on the scales show grams.	sinjal (s), sinjali (pl) Is-sinjali tal-miżien tal-kċina juru l-grammi.
5	mass Work out the mass of this object.	massa Aħdem il-massa ta' dan l-oġġett.
6	one half Mark half a kilo on the scales.	nofs Uri nofs kilo fuq il-miżien.
6	one quarter One quarter of a kilo is equal to 250 g.	kwart Kwart ta' kilo huwa daqs 250 g (mitejn u ħamsin gramma).
6	one tenth Write one tenth of a kilo in grams.	wieħed minn għaxra Ikteb wieħed minn kull għaxra ta' kilo fi grammi.
EY	order Write the amounts in order, smallest to largest.	wara xulxin Ikteb l-ammonti wara xulxin, mill-iżgħar wieħed sal-ikbar.
EY	pan/s Place the fruit in the pans.	keffa (s), kfief (pl) Poġġi l-frott fil-kfief tal-miżien.
6	round Round off the weight of each lorry to the nearest 100 kg.	irrawndja Irrawndja l-piż ta' kull trakk għall-eqreb 100 kg.
5	scales Weigh the flour on the kitchen scales.	miżien Iżen id-dqiq fuq il-miżien tal-kċina.
6	three quarters Which is the greater measure: 3/4 kg OR 700 g?	tliet kwarti Liema piż hu l-itqal 3/4 kg jew 700 g?
5	unit What unit would you use to weigh each item? Write kg or g.	unit (s), units (pl) / unità (s), unitajiet (pl) X'unità tuża biex tiżen kull oġġett? Ikteb kg jew g.
EY	weigh/s The orange weighs as much as the two tangerines.	tiżen (f), jiżen (m) Il-larinġa tiżen daqs iż-żewġ mandoliniet.
EY	weigh/s Weigh the items ... place them on the balance scales.	iżen Iżen l-oġġetti ... poġġihom fuq il-miżien.

weight
EY Let's feel the weight of the objects.

piż
użin
Ejjew ħa nħossu l-piż tal-oġġetti.

weight
EY What is the total weight of the orange and banana?
Choose the closest weight.


piż (s), piżijiet (pl)
użin (s, pl)
Kemmi jiżnu b'kollox il-laringa u l-banana?
Agħżel l-eqreb piż.


ENGLISH	MALTI
<p>area</p> <p>5 Work out the area of a room 4 m by 6 m. Calculate the area of this shape by dividing it into 2 rectangles.</p>	<p>area</p> <p>Aħdem l-area ta' kamra 4 m b'6 m. Ikkalkula l-area ta' din il-forma billi taqsamha f'żewġ rettangoli.</p>
<p>calculate</p> <p>5 Calculate the perimeter of the football ground shown in the diagram.</p>	<p>ikkalkula</p> <p>Ikkalkula l-perimetru tal-grawnd tal-futbol muri fid-dijagramma t'hawn taħt.</p>
<p>centimetre</p> <p>EY Write the number of centimetres in 4 m.</p>	<p>ċentimetru (s), ċentimetri (pl)</p> <p>Ikteb kemm hemm ċentimetri f'4 m.</p>
<p>change</p> <p>5 Change these measurements into cm.</p>	<p>biddel aqleb sarraf</p> <p>Aqleb dawn il-qisien f'ċm.</p>
<p>change /convert</p> <p>6 Change / Convert 2500 m into kilometres.</p>	<p>aqleb kkonverti</p> <p>Aqleb 2500 m f'kilometri.</p>
<p>circumference</p> <p>6 Work out the circumference of the circle.</p>	<p>ċirkonferenza dawra</p> <p>Aħdem iċ-ċirkonferenza taċ-ċirku.</p>
<p>conversion</p> <p>6 Today we will learn about the conversion of units.</p>	<p>konverżjoni</p> <p>Illum ser nitgħallmu dwar il-konverżjoni tal-units.</p>
<p>deep, deeper, deepest</p> <p>EY The ocean is deep.</p>	<p>fonda (f), fond (m), fondi (pl), iktar fond, l-iktar fond</p> <p>L-oċean huwa fond.</p>
<p>depth</p> <p>EY The depth of the aquarium is 5 metres.</p>	<p>fond</p> <p>L-akkwarju fond 5 metri.</p>
<p>distance</p> <p>EY Measure the distance from A to B. There is a long distance from Valletta to Mellieħa.</p>	<p>distanza (s), distanzi (pl) ġibda</p> <p>Kejjel id-distanza minn A sa B. Hemm ġibda mill-Belt sal-Mellieħa.</p>
<p>equal (in length)</p> <p>EY The two lines are equal in length.</p>	<p>indaqs</p> <p>Iż-żewġ linji huwa twal indaqs.</p>
<p>estimate</p> <p>5 Estimate the area of the leaves in cm.</p>	<p>agħti stima / istma</p> <p>Agħti stima tal-area tal-weraq f'ċm.</p>
<p>explain</p> <p>EY Explain your working.</p>	<p>spjega fisser</p> <p>Spjega kif ħdimtha/Spjega l-working.</p>
<p>far, further, furthest</p> <p>EY The church is further away from the school than the sports club.</p>	<p>'il bogħod, ibgħad, l-ibgħad</p> <p>Il-knisja qiegħda ibgħad mill-iskola milli mill-klabb sportiv.</p>

<p>find Find the length of the line. EY The length from to B is 10 cm; the length from B to C is 5 cm. Find the length from A to C.</p>	<p>sib aħdem Sib it-tul tal-linja. Minn A sa B hemm 10 ċm; minn B sa Ċ hemm 5 ċm. Sib it-tul minn A sa Ċ.</p>
<p>height Find the height of the box using blocks.</p>	<p>għoli Sib l-għoli tal-kaxxa billi tuża l-blokks.</p>
<p>high, higher, highest EY John's tower is the highest.</p>	<p>għolja (f), għoli (m), għoljin (pl), ogħla, l-ogħla It-torri ta' John huwa l-ogħla.</p>
<p>kilometre 5 Use a map of Malta to find towns that are more than 5 km apart.</p>	<p>kilometru (s), kilometri (pl) Uża mappa ta' Malta biex issib irħula li bejniethom hemm iktar minn 5 km.</p>
<p>length EY The length of the table is 60 cm.</p>	<p>tul Il-mejda twila 60 ċm.</p>
<p>line EY Use a ruler to draw a straight line.</p>	<p>linja (s), linji (pl) Uża riga biex tpingi linja dritta.</p>
<p>long, longer, longest EY Draw a snake that is longer than Sammy Snake.</p>	<p>twil, itwal, l-itwal Pingi serp itwal minn Sammy Snake.</p>
<p>low, lower, lowest EY Which toys are on the lowest shelf?</p>	<p>baxxa(f), baxx (m), baxxi (pl), iktar baxx, l-iktar baxx Liema ġugarelli qegħdin fuq l-ixkaffa l-iktar baxxa?</p>
<p>measurement 5 What could be the possible measurements of the book?</p>	<p>qies (s), qisien (pl) X'jistgħu jkunu l-qisien tal-ktieb?</p>
<p>measuring tape EY Let's use a measuring tape to measure the wall.</p>	<p>inchtape / tejp tal-kejl Ejja nużaw inchtape biex inkejlu l-ħajt.</p>
<p>metre EY How many metres long is the corridor?</p>	<p>metru (s), metri (pl) Kemm-il metru huwa twil il-kuritur?</p>
<p>metre ruler EY Use a metre ruler to measure the length of the classroom.</p>	<p>riga tal-metru Uża riga tal-metru biex tkejjel kemm hi twila l-klassi.</p>
<p>millimetre 5 A cm is divided into 10 millimetres.</p>	<p>millimetru (s), millimetri (pl) Ċm huwa maqsum f'10 millimetri.</p>
<p>narrow, narrower, narrowest EY The copybook has narrow lines.</p>	<p>dejqa (f), dejjaq (m), dojoq (pl), idjaq, l-idjaq Il-pitazz għandu r-rigi dojoq.</p>

<p>near, nearer, nearest close, closer, closest</p> <p>EY Find the length of the line to the nearest centimetre.</p>	<p>qrib, eqreb, l-eqreb viċin, iktar viċin, l-iktar viċin</p> <p>Sib it-tul tal-linja sal-eqreb ċentimetru.</p>
<p>perimeter</p> <p>A field is 700 m long and 200 m wide. Find its perimeter.</p> <p>5 Draw different shapes with a perimeter of 12 cm. What is the length of a side of a square of perimeter 20 cm?</p>	<p>perimetru</p> <p>Għalqa hija twila 700 m u wiesgħa 200 m. Aħdem il-perimetru tal-għalqa. Pinġi forom differenti li għandhom perimetru ta' 12 ċm. Kemmu hu t-tul ta' ġenb ta' kwadru li għandu perimetru ta' 20 ċm?</p>
<p>regular polygon irregular polygon</p> <p>6 The perimeter of a regular five-sided shape (pentagon) is 30cm. Find the length of one side.</p>	<p>poligon regolari poligon irregolari</p> <p>Il-perimetru ta' forma regolari b'ħamest iġnub pentagonu huwa 30 ċm. Kemmu hu twil ġenb wieħed?</p>
<p>shallow, shallower, shallowest</p> <p>EY The sea at Għadira is shallow.</p>	<p>baxxa (f), baxx (m), baxxi (pl), iktar baxx, l-iktar baxx</p> <p>Il-baħar l-Għadira huwa baxx.</p>
<p>short, shorter, shortest</p> <p>EY Mark's trousers are short.</p>	<p>qasira (f), qasir (m), qosra (pl), iqsar, l-iqsar</p> <p>Il-qalziet ta' Mark huwa qasir.</p>
<p>side</p> <p>5 The side of a square is 5 cm. Find the area.</p>	<p>ġenb (s), ġnub (pl)</p> <p>Il-ġenb ta' kwadru huwa 5 ċm. Aħdem l-area tiegħu.</p>
<p>square metre</p> <p>5 Find the area of the field in square metres.</p>	<p>metru kwadru (s), metri kwadri (pl)</p> <p>Aħdem l-area tal-għalqa f'metri kwadri.</p>
<p>squared copybook</p> <p>5 In your squared copybook draw different rectangles of area 24 cm.</p>	<p>pitazz tal-kaxxi (s), pitazzi tal-kaxxi (pl)</p> <p>Fil-pitazz tal-kaxxi pinġi rettangli differenti li għandhom area ta' 24 ċm.</p>
<p>tall, taller, tallest</p> <p>EY Draw a circle around the taller tree.</p>	<p>twil, itwal, l-itwal</p> <p>Pinġi ċirku madwar l-itwal siġra.</p>
<p>thick, thicker, thickest</p> <p>EY Measure the thick book.</p>	<p>ħoxna (f), oħxon (m), ħoxnin (pl), eħxen, l-eħxen</p> <p>Kejjel il-ktieb l-oħxon.</p>
<p>thickness</p> <p>EY We need to consider the thickness of the piece of wood.</p>	<p>ħxuna</p> <p>Irridu nagħtu kas il-ħxuna tal-injama.</p>
<p>thin, thinner, thinnest</p> <p>EY Circle the thinner pencil.</p>	<p>irqiaq (f), irqiq (m), irqaq (pl), irqaaq, l-irqaaq</p> <p>Agħmel ċirku madwar l-irqaaq lapes.</p>

5	<p>trundle wheel</p> <p>Use a trundle wheel to measure the length of the playground.</p>	<p>rota tal-kejl (s), roti tal-kejl (pl)</p> <p>Uża r-rota tal-kejl biex tkejjel kemm hi twila l-bitħa.</p>
EY	<p>wide, wider, widest</p> <p>The room is wide enough to place five desks.</p>	<p>wiesgħa (f), wiesa' (m), wesgħin (pl), usa', l-usa'</p> <p>Il-kamra hija wiesgħa biżżejjed biex nagħmlu ħames deskijiet.</p>
EY	<p>width / breadth</p> <p>Attach a ribbon along the width of the table.</p>	<p>wisa'</p> <p>Orbot żigarella mal-wisa' tal-mejda.</p>
EY	<p>work out</p> <p>Using the map below, work out the distance from London to Paris.</p>	<p>aħdem</p> <p>Uża l-mappa t'hawn taħt biex taħdem id-distanza bejn Londra u Pariġi.</p>

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