

## مذكرة شاملة رحلة تعلم شاملة وممتعة



تم تحميل هذا الملف من موقع مناهج مملكة البحرين

موقع المناهج ← مناهج مملكة البحرين ← الصف الخامس ← لغة إنجليزية ← الفصل الثاني ← ملفات متنوعة ← الملف

تاريخ إضافة الملف على موقع المناهج: 14-02-2026 17:40:05

ملفات اكتب للمعلم اكتب للطالب | اختبارات الكترونية | اختبارات حلول اuros بوربوينت | أوراق عمل  
منهج إنجليزي | ملخصات وتقارير | مذكرات وبنوك الامتحان النهائي للدرس

المزيد من مادة  
لغة إنجليزية:

### التواصل الاجتماعي بحسب الصف الخامس



الرياضيات



اللغة الانجليزية



اللغة العربية



ال التربية الإسلامية



المواد على Telegram

صفحة مناهج مملكة  
البحرين على  
فيسبوك

### المزيد من الملفات بحسب الصف الخامس والمادة لغة إنجليزية في الفصل الثاني

مراجعة الاختبار الأول

1

مراجعة الوحدتين 11,12

2

مراجعة اللغة الإنجليزية

3

مراجعة الوحدتين 11, 12

4

مراجعة اللغة الإنجليزية

5



# Grade 5 - Look 5

# Activity

# Booklet

Second Semester

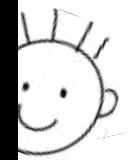
Name: \_\_\_\_\_

Class: \_\_\_\_\_

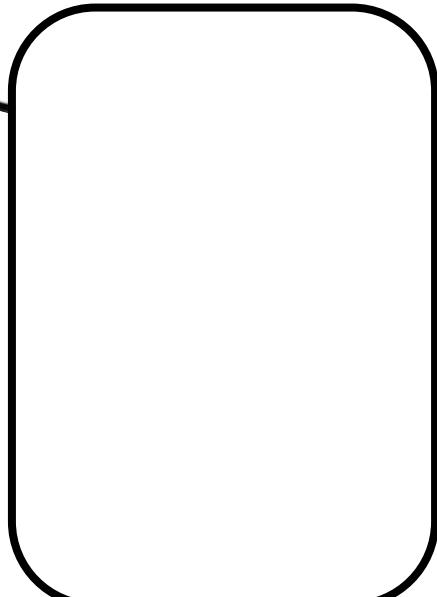




# ALL ABOUT ME



ALL ABOUT ME



ALL ABOUT ME



ALL ABOUT ME



# ALL ABOUT ME

This booklet was prepared in order to develop students' primary language skills (reading, writing, and listening). This booklet contains activities supporting students' learning, through which it's easier to assess and follow up with students' achievements.

Dear parent, these steps help your child to raise their academic achievement:

- Follow up with student's homework.
- Follow up with the weekly newsletter.
- Follow up with student's assessment.
- Prepare well for tests.
- Contact the teacher.

تم إعداد هذا الكتيب بهدف تطوير مهارات اللغة الأساسية للطلاب (القراءة والكتابة والاستماع). يحتوي هذا الكتيب على أنشطة تدعم تعلم الطلاب والتي من خلالها يسهل تقييم ومتابعة إنجازات الطلاب.

عزيزي ولي الأمر، هذه الخطوات تساعد طفلك على رفع مستوى الأكاديمي:



- متابعة واجبات الطالب المنزلية.
- متابعة النشرة الأسبوعية.
- متابعة تقييم الطلاب.
- الاستعداد الجيد للامتحانات.
- التواصل مع المعلم.

Best of luck for all students

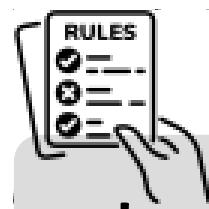
# ALL ABOUT ME | ALL ABOUT ME

## ALL ABOUT ME

- My handwriting is neat and tidy.
- My booklet is nice and neat.
- My classwork is complete and corrected.



I promise to follow all the instructions and have a beautiful booklet.



## ALL ABOUT ME

- I respect my teacher and my classmates.
- I listen to my teacher and classmates .
- I follow the teacher's instructions.
- I complete all my work in class.
- I help my teacher and friends.
- I ask the teacher for help when I need it.

I promise to follow all the classroom rules to be a star student.

Name: \_\_\_\_\_

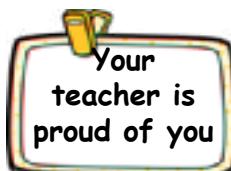
Signature: \_\_\_\_\_



# Harvest Excellence

Name : .....

Class : .....



|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |



## English notebook checklist ( second semester) 2024-2025

|   | Month    | Category                      | Teacher's remarks |      |      | Parents' comments |
|---|----------|-------------------------------|-------------------|------|------|-------------------|
|   |          |                               | Outstanding       | Good | Poor |                   |
| 1 | February | Organization content accuracy |                   |      |      |                   |
| 2 | March    | Organization content accuracy |                   |      |      |                   |
| 3 | April    | Organization content accuracy |                   |      |      |                   |
| 4 | May      | Organization content accuracy |                   |      |      |                   |

## Sustainable Development Goals



**Goal 1:**  
End poverty in all its forms everywhere



**Goal 2:**  
End hunger, achieve food security and improved nutrition and promote sustainable agriculture



**Goal 3:**  
Ensure healthy lives and promote well-being for all at all ages



**Goal 4:**  
Ensure inclusive and quality education for all and promote lifelong learning



**Goal 5:**  
Achieve gender equality and empower all women and girls



**Goal 6:**  
Ensure access to water and sanitation for all



**Goal 7:**  
Ensure access to affordable, reliable, sustainable and modern energy for all



**Goal 8:**  
Promote inclusive and sustainable economic growth, employment and decent work for all



**Goal 9:**  
Build resilient infrastructure, promote sustainable industrialization and foster innovation



**Goal 10:**  
Reduce inequality within and among countries



**Goal 11:**  
Make cities inclusive, safe, resilient and sustainable



**Goal 12:**  
Ensure sustainable consumption and production patterns



**Goal 13:**  
Take urgent action to combat climate change and its impacts



**Goal 14:**  
Conserve and sustainably use the oceans, seas and marine resources



**Goal 15:**  
Sustainably manage forests, combat desertification, halt and reverse land degradation, halt biodiversity loss



**Goal 16:**  
Promote just, peaceful and inclusive societies



**Goal 17:**  
Revitalize the global partnership for sustainable development





## 21st century skills



Critical Thinking and Problem Solving



Collaboration and  
Communication



Creativity and Innovation



Information Literacy



Digital Literacy



Global and Cultural  
Awareness



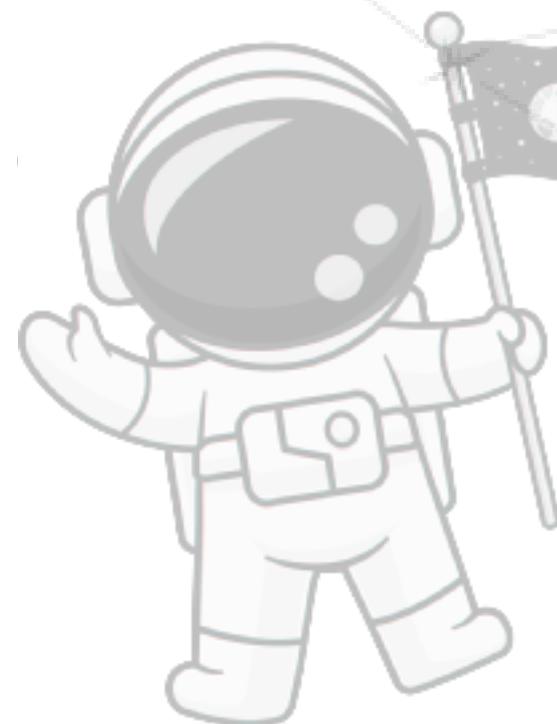
Adaptability and Resilience



Emotional Intelligence

# ALL ABOUT ME

# ALL ABOUT ME





# ALL ABOUT ME ALL ABOUT ME

Hello. My name is Astro. I'm here to help you through this unit! This unit theme is about space and the future. Together we will learn about:



- ★ New words related to space.
- ★ Use will for prediction.
- ★ Read about life in space.
- ★ Use present continuous for future.
- ★ Write an information text.
- ★ Identify the value 'give and share'
- ★ Watch a video about space.



## FUN FACT



The largest volcano in the solar system is on Mars! It's called Olympus Mons!

How do you feel about the unit?



## ALL ABOUT ME



Unit 7 Vocabulary



Future Will [video]



Future Will [WS]



Unit 7 Song



Present Continuous For Future



Present Continuous Future [WS]



Unit 7 Video



Contact on Teams for any questions

-----  
@moe.bh



Check the EduNet for extra materials



Copy the words neatly on the four lines.

Activity Objective :To write the alphabets neatly on four lines and improve students' handwriting



take off land orbit

|   |  |
|---|--|
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |

|   |  |
|---|--|
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |

spacecraft planet space

|   |  |
|---|--|
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |

|   |  |
|---|--|
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |

astronaut solar system rocket

|   |  |
|---|--|
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |

|   |  |
|---|--|
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |

**Assessment:**

- Excellent: you copied words neatly and correctly
- Good ; you have some mistakes.
- Incomplete : Solution - Correct the mistakes - ensure neat handwriting.

**Praising:**

- Thank you for your amazing efforts .
- Keep going your handwriting is improving.
- Thank you for trying.

**Support:**

- Write on the lines.
- Re-do the mistakes.
- Reach out to the little teacher.

Date:

## 1- Look at each picture and write the correct word

Activity Objective :To enhance students' vocabulary recognition and spelling skills



astronaut - land - rocket - orbit - planet - solar system - space - spacecraft - take off

1

2

2

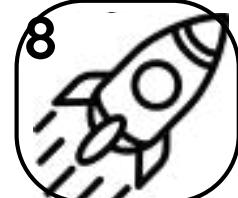
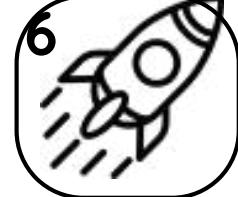
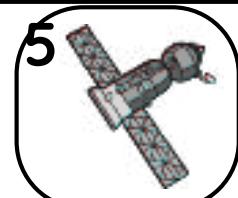
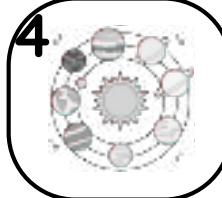
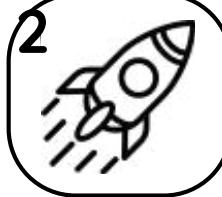
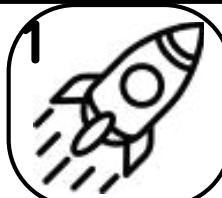
2

6

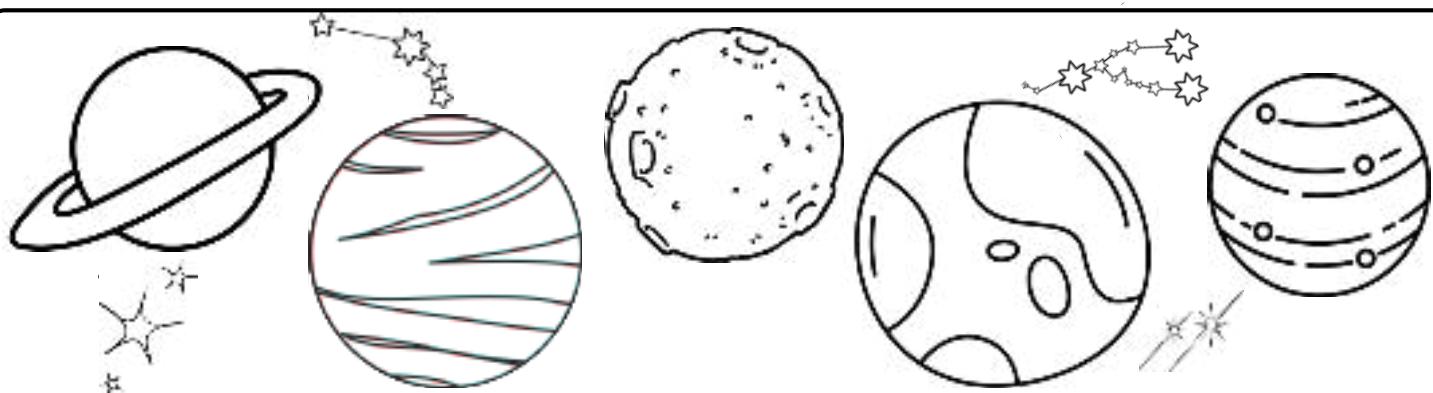
7

7

7



## 2- Design your own solar system, name and colour the planets.



## Assessment:

- Excellent: you labelled the words accurately
- Good: you have some mistakes in labelling.
- Incomplete : Solution - Correct the mistakes

## Praising:

- Thank you for your amazing efforts .
- Keep going; your accuracy is improving
- Thank you for trying.

## Support:

- Review the matching.
- Re-do the mistakes.
- Reach out to the little teacher.

Date:

:

1- Read the sentences and fill in the blanks. 

Activity Objective :To identify the meaning of new words and use them correctly.



astronaut, rocket, orbit, planet, spacecraft

1. The \_\_\_\_\_ is a vehicle designed to travel in outer space.
2. An \_\_\_\_\_ is a person who travels into space.
3. The Earth is a \_\_\_\_\_ that revolves around the Sun.
4. A \_\_\_\_\_ is launched into space to explore other planets.
5. The moon travels in an \_\_\_\_\_ around the Earth.

2- Use three of the new words in your own sentences. 

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

## 3- Write a short paragraph using some of the new words from the unit

Imagine you are an astronaut. Describe what you see. 

-----  
-----  
-----  
-----

## Assessment:

- Excellent: you used the new words correctly.
- Good: you have some mistakes
- Incomplete : Solution - Correct the mistakes

## Praising:

- Thank you for your amazing efforts .
- Keep going; your sentences are improving.
- Thank you for trying.

## Support:

- Review your answers.
- Re-do the mistakes.
- Reach out to the little teacher.

Date:

## Will for predictions

- We use "will" to talk about things we think will happen in the future.

| Subject | will<br>won't       | base verb    | Sentence Completion |
|---------|---------------------|--------------|---------------------|
| الفاعل  |                     | الفعل المصدر | تكاملة الجملة       |
| I       |                     |              |                     |
| You     | will                |              |                     |
| We      |                     |              |                     |
| They    |                     | watch        | tv at the weekend.  |
| He      |                     |              |                     |
| She     | will not<br>(won't) |              |                     |
| it      |                     |              |                     |

### Examples:

1. He will do his homework tomorrow.
2. She won't visit her grandma next month.

Practice: Fill in the table with your own sentences.

| Subject | will<br>won't       | base verb | Sentence Completion |
|---------|---------------------|-----------|---------------------|
|         |                     | I         |                     |
|         | will                |           |                     |
|         | will not<br>(won't) |           |                     |

Practice: Read and circle will or won't

Next year, our school will organize a big sports event. Many students will participate in different games. It won't be easy to win, but everyone will try their best. The weather will probably be sunny, and the event will be a lot of fun.

## 1- Read the sentences and choose the correct answer



Activity Objective :To identify the grammar rule and use it accurately.



1. I will (**travel/travelling**) around the world when I'm older.
2. It won't (**rained/rain**) tomorrow.
3. They will (**come/came**) to the party.
4. She will (**finishes/finish**) her homework

## 2 -Rearrange the words to form correct sentences.



a. (will / she / the party / attend)

b. (know / will / the answer / you)

c. (will / astronauts / space / travel / to)

## 3- Write a short paragraph using will and won't.

Write predicting changes in technology or education.



## Assessment:

- Excellent: You used the rules correctly.
- Good: you have some mistakes
- Incomplete : Solution - Correct the mistakes

## Praising:

- Thank you for your amazing efforts .
- Keep going; your sentences are improving.
- Thank you for trying.

## Support:

- Review your answers.
- Re-do the mistakes.
- Reach out to the little teacher.

Date:

## 1- Fill in the blanks with the correct answer



Activity Objective: To read a paragraph for specific information

pull - muscles - gravity

1. They don't use their \_\_\_\_\_ much because there is very little gravity in space.
2. Scott's crewmate, Samantha, uses a robot arm to \_\_\_\_\_ the spacecraft onto the ISS.

## 2- Read and circle (T)True or (F) False:



|                                                         |   |   |
|---------------------------------------------------------|---|---|
| 1. Scott Kelly is an astronaut on the ISS.              | T | F |
| 2. The Dragon spacecraft arrives in the morning.        | T | F |
| 3. Scott goes to sleep in his bed at the end of the day | T | F |

## 3- Answer the following questions:



- a. What does Scott check on his computer when he wakes up?  
-----
- b. Who uses a robot arm to pull the spacecraft onto the ISS?  
-----

## 4 - Does Bahrain pay any attention to exploring the space? How?



-----  
-----  
-----

## Assessment:

- Excellent: You understood the reading .
- Good: You have a few mistakes
- Incomplete : Solution - Correct the mistakes

## Praising:

- Thank you for your amazing efforts .
- Keep going; your answers shows improvement
- Thank you for trying.

## Support:

- Review your answers.
- Re-do the mistakes.
- Reach out to the little teacher.

Date:



# Present Continuous for Future

## المضارع المستمر للمستقبل

- We use the present continuous to talk about planned future events.

| Sentences | Subject | am / are / is | verb + ing  | Sentence Completion    |
|-----------|---------|---------------|-------------|------------------------|
|           | الفاعل  |               | ing + الفعل | تكاملة الجملة          |
|           | I       | am            |             |                        |
|           | You     |               |             |                        |
|           | We      | are           |             |                        |
|           | They    |               | eating      | breakfast with family. |
|           | He      |               |             |                        |
|           | She     | is            |             |                        |
|           | it      |               |             |                        |

### Examples:

- We are going to the cinema.
- Ameer is doing gymnastics.

| Negatives | Subject | am / are / is | verb + ing | Sentence Completion    |
|-----------|---------|---------------|------------|------------------------|
|           |         |               |            |                        |
|           | I       | am            |            |                        |
|           | You     |               | not        |                        |
|           | We      | are           |            |                        |
|           | They    |               | eating     | breakfast with family. |
|           | He      |               |            |                        |
|           | She     | is            |            |                        |
|           | it      |               |            |                        |

### Examples:

- We are not eating at home.
- He is not playing volleyball.

## 1- Read the sentences and choose the correct answer



Activity Objective :To identify the grammar rule and use it accurately.

1. I am (**watching/watch**) a movie this weekend.
2. They are not (**play/playing**) next Sunday.
3. (**Are/Is**) you having lunch here in the afternoon?
4. Students are (**studying/study**) about space next class.

## 2 -Rearrange the words to form correct sentences.



- a. (visiting / the theatre / are / we / this / weekend)
  
- b. (Ali/ walking / is / at 6 / to school)
  
- c. (doing / I / tonight / am /my homework)

## 3- Write a short paragraph using present continuous for future

Write about a family celebration you are going to attend.



## Assessment:

- Excellent: You used the rules correctly.
- Good: you have some mistakes
- Incomplete : Solution - Correct the mistakes

## Praising:

- Thank you for your amazing efforts .
- Keep going; your sentences are improving.
- Thank you for trying.

## Support:

- Review your answers.
- Re-do the mistakes.
- Reach out to the little teacher.

Date:

Activity Objective :To write using the aimed structure.



### Write a descriptive text about what you think life in the future will be like

In your text include the following:

Introduction :

-Will life in the future be different ? Why?

Body:

-What will change in schools?

-What will change in hospitals?

-What will change in houses?

Conclusion :

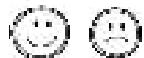
-Will life in the future be better? why?

(35- 40 words) ★ (40-50words) =★★ (50-60words) =★★★



### Writing Self Assessment

I started the sentences with a capital letter.



I used finger spaces between words



I used a full stop (.) at the end of the sentences.



I checked my grammar and spelling



Assessment:

- Excellent: Your writing is clear and well-structured
- Good: you have some mistakes
- Incomplete : Solution - Correct the mistakes

Praising:

- Thank you for your amazing efforts .
- Keep going; your writing are improving.
- Thank you for trying.

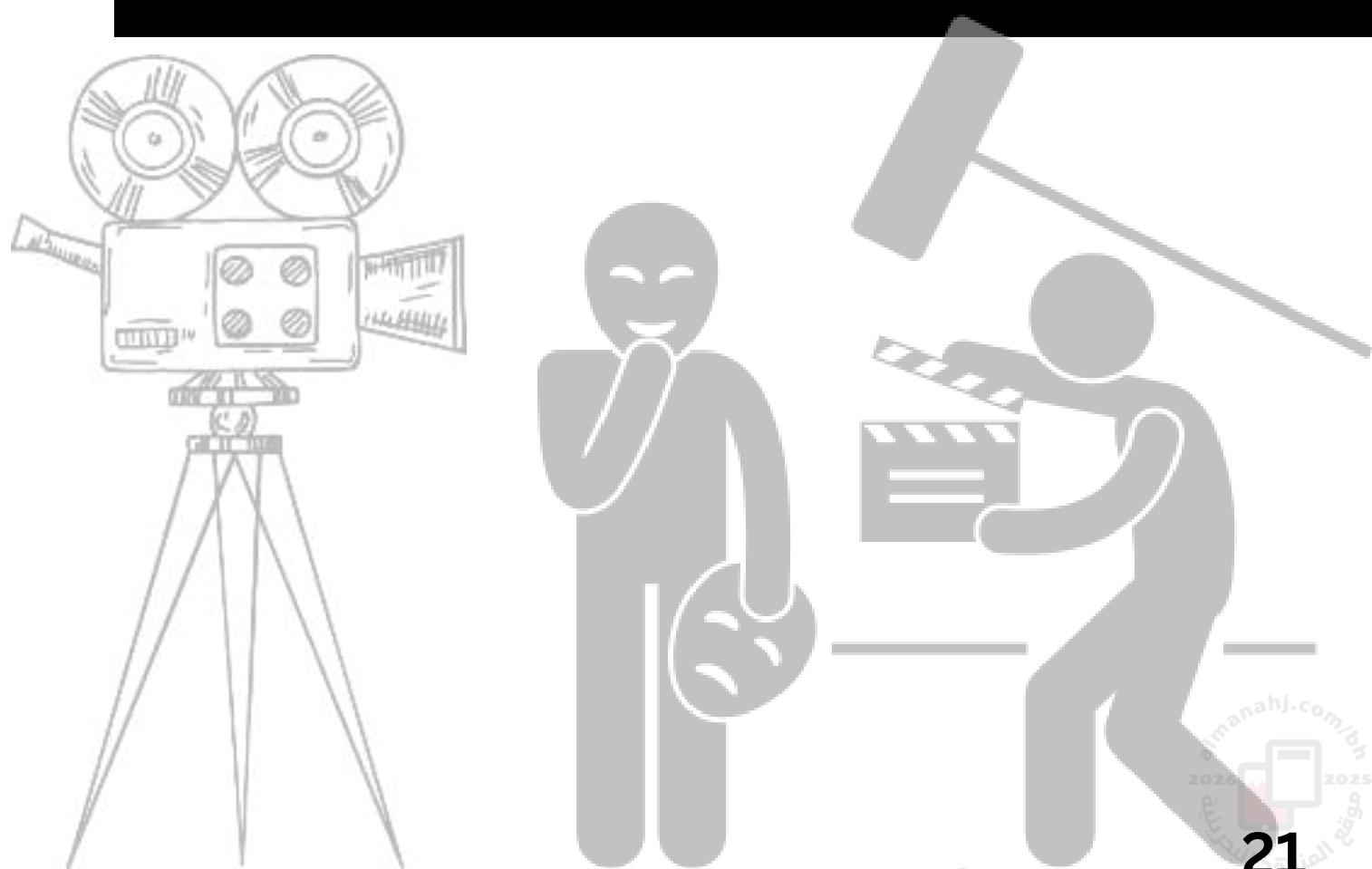
Support:

- Review your writing
- Re-do the mistakes.
- Reach out to the little teacher.

Date:

# ALL ABOUT ME

# ALL ABOUT ME



# ALL ABOUT ME

1 NO POVERTY



Hello. My name is Star. I'm here to help you through this unit! This unit theme is about shows and performances! Together we will learn about:



- ★ New words related to shows.
- ★ Use be + going to + verb for future plans.
- ★ Read about circus.
- ★ Use be + going to + verb for future predictions.
- ★ Identify the value 'work together'
- ★ Write an email to a friend.
- ★ Watch a video about performances.



## FUN FACT



The most expensive theatre tickets are over \$1,000 per seat!

How do you feel about the unit?



## ALL ABOUT ME



Unit 8 Vocabulary



Be going to (video)



Going To plans (WS)



Unit 8 Song



Going To' Prediction (Video)



Be going to + predictions (WS)



Unit 8 Video



Contact on Teams for any questions

-----  
@moe.bh



Check the EduNet for extra materials



2026 - 2025  
almanah.bh.com/bh  
Page 22

Copy the words neatly on the four lines.

Activity Objective :To write the alphabets neatly on four lines and improve students' handwriting



audience      stage      act

queen      get married      end

theatre      fairy tales      king

**Assessment:**

- Excellent: you copied words neatly and correctly
- Good ; you have some mistakes.
- Incomplete : Solution - Correct the mistakes - ensure neat handwriting.

**Praising:**

- Thank you for your amazing efforts .
- Keep going your handwriting is improving.
- Thank you for trying.

**Support:**

- Write on the lines.
- Re-do the mistakes.
- Reach out to the little teacher.

Date:

# Copy the words neatly on the four lines.

Activity Objective :To write the alphabets neatly on four lines and improve students' handwriting



traditional

|   |  |
|---|--|
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |

|   |  |
|---|--|
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |

|   |  |
|---|--|
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |

## Assessment:

- Excellent: you copied words neatly and correctly
- Good ; you have some mistakes.
- Incomplete : Solution - Correct the mistakes - ensure neat handwriting.

## Praising:

- Thank you for your amazing efforts .
- Keep going your handwriting is improving.
- Thank you for trying.

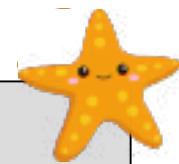
## Support:

- Write on the lines.
- Re-do the mistakes.
- Reach out to the little teacher.

Date:

## 1- Look at each picture and write the correct word

Activity Objective :To enhance students' vocabulary recognition and spelling skills



act - audience - end - fairy tales - get married - king - queen - stage - theatre - traditional

1

2

2

2

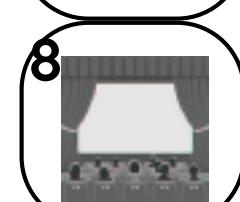
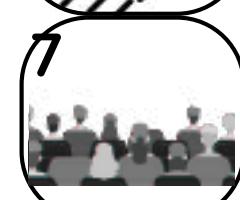
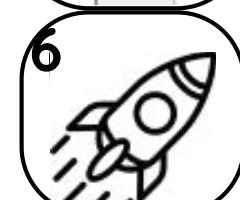
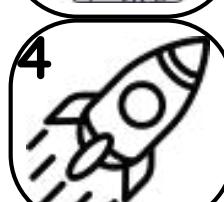
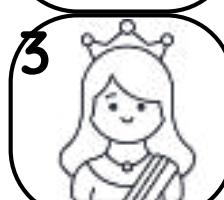
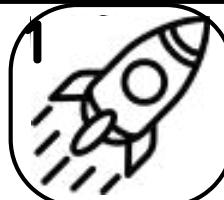
6

7

7

7

10



## 2- Where can you watch shows and performances in Bahrain?



Handwriting practice lines for the word 'shows'.

## Assessment:

- Excellent: you labelled the words accurately
- Good: you have some mistakes in labelling.
- Incomplete : Solution - Correct the mistakes

## Praising:

- Thank you for your amazing efforts .
- Keep going; your accuracy is improving
- Thank you for trying.

## Support:

- Review the matching.
- Re-do the mistakes.
- Reach out to the little teacher.

Date:

## 1- Read the sentences and fill in the blanks.



Activity Objective :To identify the meaning of new words and use them correctly.

act, audience, king, stage, theatre

1. The \_\_\_\_\_ was full of people watching the play.
2. The actors performed on the \_\_\_\_\_.
3. The \_\_\_\_\_ wore a crown and sat on the throne.
4. The children learned to \_\_\_\_\_ in the school play.
5. The \_\_\_\_\_ were cheering loudly.

## 2- Use three of the new words in your own sentences.



a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

## 3- Write a short paragraph using some of the new words from the unit

Imagine you are watching a fairy tale play at the theatre.



## Assessment:

- Excellent: you used the new words correctly.
- Good: you have some mistakes
- Incomplete : Solution - Correct the mistakes

## Praising:

- Thank you for your amazing efforts .
- Keep going; your sentences are improving.
- Thank you for trying.

## Support:

- Review your answers.
- Re-do the mistakes.
- Reach out to the little teacher.

Date:

## "Be Going To" for Future Plans"

- We use "be going to" to talk about future plans.

### Sentences

| Subject | am / are / is | base verb    | Sentence Completion |
|---------|---------------|--------------|---------------------|
| الفاعل  | is            | الفعل المصدر | تمكملة الجملة       |
| I       | am            |              |                     |
| You     |               |              |                     |
| We      | are           | visit        |                     |
| They    |               |              | Kuwait next month.  |
| He      |               |              |                     |
| She     |               |              |                     |
| it      | is            |              |                     |

**Examples:**

1. She is going to travel.
2. They are going to play.

### Negatives

| Subject | am / are / is | base verb | Sentence Completion |
|---------|---------------|-----------|---------------------|
|         |               |           |                     |
| I       | am            |           |                     |
| You     |               |           |                     |
| We      | are           | visit     |                     |
| They    |               |           | Kuwait next month.  |
| He      |               |           |                     |
| She     |               |           |                     |
| it      | is            |           |                     |

**Examples:**

1. Samar is not going to come today.
2. I'm not going to jump on the bed.

## "Be Going To" for Future Plans"

### Questions

|                                                                                                                | Subject           |          | base verb | Question Completion |
|----------------------------------------------------------------------------------------------------------------|-------------------|----------|-----------|---------------------|
| Am / are / is                                                                                                  |                   |          |           |                     |
| Am                                                                                                             | I                 | going to |           |                     |
| Are                                                                                                            | you<br>we<br>they |          | visit     | Kuwait next month?  |
| Is                                                                                                             | she<br>he<br>it   |          |           |                     |
| Examples:                                                                                                      |                   |          |           |                     |
| 1. Am I going to pass the exam?<br>2. Are you going to do your homework?<br>3. Is he going to eat this banana? |                   |          |           |                     |

### Practice: Read and circle sentences with (be+going to+verb)

This weekend, I am going to visit my grandparents. My sister is not going to come with me because she has a test to study for. Are you going to do anything special this weekend? I am going to bake cookies with my grandma, and it's going to be so much fun!

## 1- Read the sentences and choose the correct answer



Activity Objective :To identify the grammar rule and use it accurately.



1. I **(am/is)** going to visit my aunt tomorrow.
2. They **(are/is)** going to have a party.
3. She is not going to **(play/playing)** basketball.
4. We are going to **(leaving/leave)** tonight

## 2 -Rearrange the words to form correct sentences.



- a. (his friends/ he/ is/ call/ going to)
  
- b. (going to/ are/ work/ in Spain/ they)
  
- c. (is / going to / the cake / eat/ My mum)

## 3- Write a short paragraph using be + going + verb



Write about what will you do this weekend.

## Assessment:

- Excellent: You used the rules correctly.
- Good: you have some mistakes
- Incomplete : Solution - Correct the mistakes

## Praising:

- Thank you for your amazing efforts .
- Keep going; your sentences are improving.
- Thank you for trying.

## Support:

- Review your answers.
- Re-do the mistakes.
- Reach out to the little teacher.

Date:

## 1- Fill in the blanks with the correct answer



Activity Objective: To read a paragraph for specific information

lives - preform- hoop

- One young woman is \_\_\_\_\_ ing acrobatics on a hoop high up in the tent.
- Many of these young people used to have difficult \_\_\_\_\_.

## 2- Read and circle (T)True or (F) False:



|                                                              |   |   |
|--------------------------------------------------------------|---|---|
| 1. The man falls off.                                        | T | F |
| 2. The Circo Para Todos is a circus school for young people. | T | F |
| 3. More than 100 students have finished their studies there. | T | F |

## 3- Answer the following questions:



a. Where is the author standing?  
-----

b. How long do the students study at the Circo Para Todos?  
-----

4 - Would you ever want to preform at a circus? Why?  
-----

-----

-----

-----

## Assessment:

- Excellent: You understood the reading .
- Good: You have a few mistakes
- Incomplete : Solution - Correct the mistakes

## Praising:

- Thank you for your amazing efforts .
- Keep going; your answers shows improvement
- Thank you for trying.

## Support:

- Review your answers.
- Re-do the mistakes.
- Reach out to the little teacher.

Date:



## "Be Going To" for Predictions"

- We use "be going to" to talk about predictions based on evidence.

Sentences

| Subject                                            | am / are / is | base verb    |
|----------------------------------------------------|---------------|--------------|
| الفاعل                                             |               | الفعل المصدر |
| I                                                  | am            |              |
| You                                                |               | going to     |
| We                                                 | are           |              |
| They                                               |               | rain.        |
| He                                                 |               |              |
| She                                                |               |              |
| it                                                 | is            |              |
| Examples:                                          |               |              |
| 1. He is going to fall.<br>2. We are going to win. |               |              |

Negatives

| Subject                                                        | am / are / is | base verb |
|----------------------------------------------------------------|---------------|-----------|
|                                                                |               |           |
| I                                                              | am            |           |
| You                                                            |               | not       |
| We                                                             | are           | going to  |
| They                                                           |               |           |
| He                                                             |               |           |
| She                                                            |               |           |
| it                                                             | is            | rain.     |
| Examples:                                                      |               |           |
| 1. We are not going to succeed.<br>2. It is not going to snow. |               |           |

## 1- Read the sentences and choose the correct answer



Activity Objective :To identify the grammar rule and use it accurately.



1. She looks tired. She **(is/is not)** going to sleep
2. The team is strong. They **(are/are not)** going to win.
3. The food is ready. We **(are/are not)** going to eat.
4. The sky is cloudy. It **(is/is not)** going to rain.

## 2 -Rearrange the words to form correct sentences.



a. (going / it / is / to / storm)

b. (going / is / he / to / cry)

c. (going / is / she / to / fall)

## 3- Write a short paragraph using be + going + verb

- Write about predictions for the weather.



## Assessment:

- Excellent: You used the rules correctly.
- Good: you have some mistakes
- Incomplete : Solution - Correct the mistakes

## Praising:

- Thank you for your amazing efforts .
- Keep going; your sentences are improving.
- Thank you for trying.

## Support:

- Review your answers.
- Re-do the mistakes.
- Reach out to the little teacher.

Date:

**Activity Objective :To write using the aimed structure.**



**Write an email to your friend about your plans for the summer holiday**

In your email talk about:

- How your friend is doing?
- How do you feel about summer holiday?
- What are you going to do? (3 things)
- Ask your friend about their plans.



(35- 40 words) = ★ (40-50words) = ★★ (50-60words) = ★★★

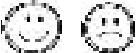


# Writing Self Assessment

I started the sentences with a capital letter.



I used finger  
spaces  
between words



I used a full stop  
(.) at the end of  
the sentences.



I checked my  
grammar and  
spelling



## Assessment:

## Praising:

## Support:

- Excellent: Your writing is clear and well-structured
- Good: you have some mistakes
- Incomplete : Solution - Correct the mistakes

- Thank you for your amazing efforts .
- Keep going; your writing are improving.
- Thank you for trying.

- Review your writing
- Re-do the mistakes.
- Reach out to the little teacher.

Date:

ALL ABOUT ME

ALL ABOUT ME





# ALL ABOUT ME

Hello. My name is Edd. I'm here to help you through this unit!  
This unit theme is about exploring outdoor!  
Together we will learn about:



★ New words related to exploring outdoor.

★ Use first conditional for future.

★ Read about science experiment.

★ Use first conditional for future questions.

★ Identify the value 'be active'

★ Write a short report about a trip.

★ Watch a video about an explorer.

## FUN FACT



Ibn Battuta travelled 75,000 miles around the world. Ibn Battuta was one of the greatest travellers of all time!

How do you feel about the unit?



## ALL ABOUT ME



Unit 9 Vocabulary



First Conditional Video



First Conditional (WS)



Unit 9 Song



Unit 9 Video



Contact on Teams for any questions

-----  
@moe.bh



Check the EduNet for extra materials



# Copy the words neatly on the four lines.

Activity Objective :To write the alphabets neatly on four lines and improve students' handwriting



1 hill 2 pond 3 skis 4

1 2 3 4

1 2 3 4

1 sledge 2 snowboard 3 stay 4

1 2 3 4

1 2 3 4

1 stone 2 stream 3 torch 4

1 2 3 4

1 2 3 4

## Assessment:

- Excellent: you copied words neatly and correctly
- Good ; you have some mistakes.
- Incomplete : Solution - Correct the mistakes - ensure neat handwriting.

## Praising:

- Thank you for your amazing efforts .
- Keep going your handwriting is improving.
- Thank you for trying.

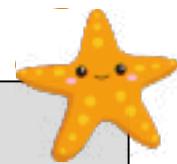
## Support:

- Write on the lines.
- Re-do the mistakes.
- Reach out to the little teacher.

Date:

## 1- Look at each picture and write the correct word

Activity Objective :To enhance students' vocabulary recognition and spelling skills



hill - pond - skis - sledge - snowboard - stone - stream - torch

1

2

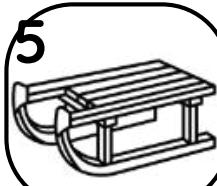
2

2

6

7

7



## 2- Why is it important to spend time outdoor?



## Assessment:

- Excellent: you labelled the words accurately
- Good: you have some mistakes in labelling.
- Incomplete : Solution - Correct the mistakes

## Praising:

- Thank you for your amazing efforts .
- Keep going; your accuracy is improving
- Thank you for trying.

## Support:

- Review the matching.
- Re-do the mistakes.
- Reach out to the little teacher.

Date:

## 1- Read the sentences and fill in the blanks.



Activity Objective :To identify the meaning of new words and use them correctly.

hill, pond, skis, stream, torch

1. They used a \_\_\_\_\_ to see in the dark.
2. He slipped on the frozen \_\_\_\_\_.
3. They skied down the snowy \_\_\_\_\_.
4. The water flowed gently in the \_\_\_\_\_.
5. She strapped on her \_\_\_\_\_ and glided down the slope.

## 2- Use three of the new words in your own sentences.



a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

## 3- Write a short paragraph using some of the new words from the unit

Imagine a day you had playing in the snow with friends



-----

-----

-----

-----

## Assessment:

- Excellent: you used the new words correctly.
- Good: you have some mistakes
- Incomplete : Solution - Correct the mistakes

## Praising:

- Thank you for your amazing efforts .
- Keep going; your sentences are improving.
- Thank you for trying.

## Support:

- Review your answers.
- Re-do the mistakes.
- Reach out to the little teacher.

Date:

## First Conditional

- We use the first conditional to talk about real possibilities in the future.

| If clause |                                           |                       | main clause                               |               |                       |
|-----------|-------------------------------------------|-----------------------|-------------------------------------------|---------------|-----------------------|
|           | subject                                   | verb (present simple) | subject                                   | will/wont     | verb (present simple) |
| If        | I<br>she<br>he<br>it<br>you<br>we<br>they | win                   | I<br>she<br>he<br>it<br>you<br>we<br>they | will<br>won't | celebrate             |

### Examples:

1. If you call me, I will answer.
2. If I don't study, I will fail.

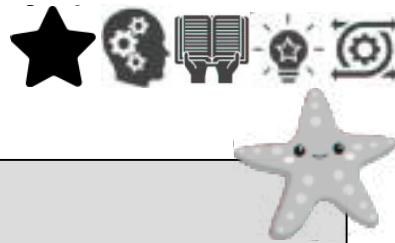
### Practice: Fill in the table with your own sentence

| If clause |         |                       | main clause |           |                       |
|-----------|---------|-----------------------|-------------|-----------|-----------------------|
|           | subject | verb (present simple) | subject     | will/wont | verb (present simple) |
| If        |         |                       |             |           |                       |

### Practice: Read and circle the first conditional.

If it rains tomorrow, we will cancel the picnic. If it doesn't rain, we will go to the park and have a great time. If we leave early, we will get a good spot. If we bring enough food, everyone will be happy and full.

## 1- Match the clauses to form a sentence.



Activity Objective :To identify the grammar rule and use it accurately.

- If she studies,
- If it rains,
- If you forgot your money,
- If they play well,
- they will win.
- I will pay
- I will give you an umbrella.
- she will pass.

## 2 -Rearrange the words to form correct sentences.



a. (if / rains / I / will / it / home / stay / ,)

b. (will / she / if / , / calls / answer / I)

c. (its / I / , / wear / will / cold / a jacket / if)

## 3- Write a short paragraph using first conditional.

- Write about what you will do if you get good grades.



## Assessment:

- Excellent: You used the rules correctly.
- Good: you have some mistakes
- Incomplete : Solution - Correct the mistakes

## Praising:

- Thank you for your amazing efforts .
- Keep going; your sentences are improving.
- Thank you for trying.

## Support:

- Review your answers.
- Re-do the mistakes.
- Reach out to the little teacher.

Date:

## 1- Fill in the blanks with the correct answer



Activity Objective: To read a paragraph for specific information

rise - become gas- experiment

1. Here's an amazing \_\_\_\_\_ that uses solar energy.
2. The gas will \_\_\_\_\_ and hit the clingfilm.

## 2- Read and circle (T)True or (F) False:



|                                                                                      |   |   |
|--------------------------------------------------------------------------------------|---|---|
| 1. The experiment uses solar energy                                                  | T | F |
| 2. The top of the glass must be below the water.                                     | T | F |
| 3. If you taste the water in the glass, you'll find that there isn't any salt in it. | T | F |

## 3- Answer the following questions:



- a. What do you need to put in the middle of the bowl? \_\_\_\_\_
- b. What will happen to the water when you put the bowl outside in the sun?

## 4 - Write about any science experiment.



## Assessment:

- Excellent: You understood the reading .
- Good: You have a few mistakes
- Incomplete : Solution - Correct the mistakes

## Praising:

- Thank you for your amazing efforts .
- Keep going; your answers shows improvement
- Thank you for trying.

## Support:

- Review your answers.
- Re-do the mistakes.
- Reach out to the little teacher.

Date:



## First Conditional Questions

- We use first conditional questions to ask about real possibilities in the future.

| If clause |         |                       | main clause   |         |                       |
|-----------|---------|-----------------------|---------------|---------|-----------------------|
| If        | subject | verb (present simple) | will<br>won't | subject | verb (present simple) |
|           | I       |                       |               | I       |                       |
|           | she     |                       |               | she     |                       |
|           | he      |                       |               | he      |                       |
|           | it      | win                   |               | it      |                       |
|           | you     |                       |               | you     | celebrate?            |
|           | we      |                       |               | we      |                       |
|           | they    |                       |               | they    |                       |

### Examples:

- 1.If I call you, will you answer?
- 2.If it rains, won't you stay home?

### Practice: Fill in the table with your own question

| If clause |         |                       | main clause   |         |                       |
|-----------|---------|-----------------------|---------------|---------|-----------------------|
| If        | subject | verb (present simple) | will<br>won't | subject | verb (present simple) |
|           |         |                       |               |         |                       |

### Practice: Read and circle the first conditional questions.

If it rains tomorrow, will you still go to the park? If you study hard, will you pass the exam? If we organize a school event, will you participate? If we win the game, will you celebrate with us?

## 1- Match the clauses to form a sentence.



Activity Objective :To identify the grammar rule and use it accurately.

- If you visit Bahrain,
- If she eats healthy,
- If he takes the medicine,
- If I wanted to eat,
- will she lose weight?
- will you go to Manama?
- will you cook for me?
- will he be better?

## 2 -Rearrange the words to form correct sentences.



a. (if / win / will / you/ celebrate/ you/ ?/ ,)

b. (eat / they/ if / , / cook/ will/ you/ ?)

c. ( you /hello/ ?/ sees / you/ if / will / she / say )

## 3- Write a short paragraph using first conditional questions.

- Write 3 questions about what your friend will do if they have a free day.



## Assessment:

- Excellent: You used the rules correctly.
- Good: you have some mistakes
- Incomplete : Solution - Correct the mistakes

## Praising:

- Thank you for your amazing efforts .
- Keep going; your sentences are improving.
- Thank you for trying.

## Support:

- Review your answers.
- Re-do the mistakes.
- Reach out to the little teacher.

Date:



**Activity Objective :To write using the aimed structure.**

Write a short report about a school trip or a place you have visited with your family.

In your report talk about:

- When and where did you do.
- Who did you go with?
- What did you do. (3)
- How was it? How did you feel?



(35- 40 words) = ★ (40-50 words) = ★★ (50-60 words) = ★★★



# Writing Self Assessment

I started the sentences with a capital letter.



I used finger  
spaces  
between words



I used a full stop  
(.) at the end of  
the sentences.



I checked my grammar and spelling



## Assessment:

## Praising:

## Support:

- Excellent: Your writing is clear and well-structured
- Good: you have some mistakes
- Incomplete : Solution - Correct the mistakes

- Thank you for your amazing efforts .
- Keep going; your writing are improving.
- Thank you for trying.

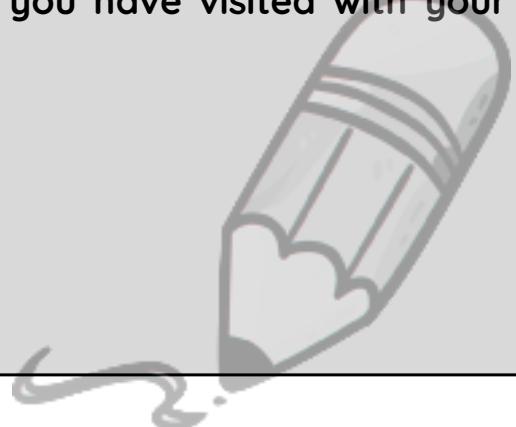
- Review your writing
- Re-do the mistakes.
- Reach out to the little teacher.

Date:

Write a short report about a school trip or a place you have visited with your family.

In your report talk about:

- When and where did you do.
- Who did you go with?
- What did you do. (3)
- How was it? How did you feel?



(35- 40 words) ★ (40-50words) =★★ (50-60words) =★★★

**Last weekend, I visited Alareen wildlife park. I went there with my family.**

**First, we took photos of a group of ducks and flamingos.**

**Then, we fed camels, sheep and goats.**

**Finally, we took a tour into the whole park and saw all the animals.**

**It was a fun trip! I enjoyed it a lot.**

#### Writing Self Assessment

I started the sentences with a capital letter.



I used finger spaces between words



I used a full stop (.) at the end of the sentences.



I checked my grammar and spelling



#### Assessment:

- Excellent: Your writing is clear and well-structured
- Good: you have some mistakes
- Incomplete : Solution - Correct the mistakes

#### Praising:

- Thank you for your amazing efforts .
- Keep going; your writing are improving.
- Thank you for trying.

#### Support:

- Review your writing
- Re-do the mistakes.
- Reach out to the little teacher.

#### Comments:



# ALL ABOUT ME. BOUT MOI ! ALL ABOUT ME



Hello. My name is Amna. I'm here to help you through this unit! This unit theme is about safety and rescue! Together we will learn about:



## FUN FACT

Firefighters have to get dressed in less than two minutes!



- ★ New words related to safety.
- ★ Use “may, might and could”
- ★ Read about flying doctors.
- ★ Use has to and have to for obligations.
- ★ Identify the value ‘stay safe’
- ★ Write a newspaper story
- ★ Watch a video about emergency service

How do you feel about the unit?



## ALL ABOUT ME



Unit 10 Vocabulary



Models of possibility Video



Models of possibility (WS)



Unit 10 Video



Has to + Have to Video



Has to + Have to (WS)



Unit 10 Song



Contact on Teams for any questions

-----  
@moe.bh



Check the EduNet for extra materials



Copy the words neatly on the four lines.

Activity Objective :To write the alphabets neatly on four lines and improve students' handwriting



bandage      compass      break

first aid kit      foggy      cut

fall over      plaster      storm

**Assessment:**

- Excellent: you copied words neatly and correctly
- Good ; you have some mistakes.
- Incomplete : Solution - Correct the mistakes - ensure neat handwriting.

**Praising:**

- Thank you for your amazing efforts .
- Keep going your handwriting is improving.
- Thank you for trying.

**Support:**

- Write on the lines.
- Re-do the mistakes.
- Reach out to the little teacher.

Date:

# Copy the words neatly on the four lines.

Activity Objective :To write the alphabets neatly on four lines and improve students' handwriting



mountain rescue team

whistle

## Assessment:

- Excellent: you copied words neatly and correctly
- Good ; you have some mistakes.
- Incomplete : Solution - Correct the mistakes - ensure neat handwriting.

## Praising:

- Thank you for your amazing efforts .
- Keep going your handwriting is improving.
- Thank you for trying.

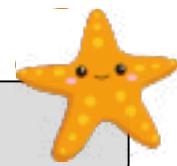
## Support:

- Write on the lines.
- Re-do the mistakes.
- Reach out to the little teacher.

Date:

## 1- Look at each picture and write the correct word

Activity Objective :To enhance students' vocabulary recognition and spelling skills



bandage - break - compass - cut - fall over - first aid kit - fog - mountain rescue team - plaster - storm - whistle

1

2

2

2

6

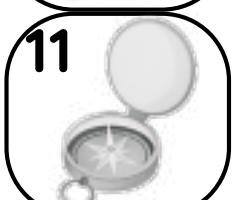
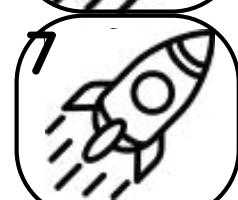
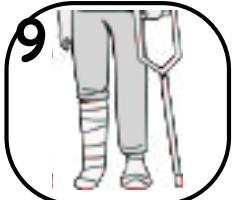
7

8

9

10

10



## 2- What is the number you call for these emergencies:



Fire: \_\_\_\_\_

Car accident : \_\_\_\_\_

Someone is sick : \_\_\_\_\_

## Assessment:

- Excellent: you labelled the words accurately
- Good: you have some mistakes in labelling.
- Incomplete : Solution - Correct the mistakes

## Praising:

- Thank you for your amazing efforts .
- Keep going; your accuracy is improving
- Thank you for trying.

## Support:

- Review the matching.
- Re-do the mistakes.
- Reach out to the little teacher.

Date:

## 1- Read the sentences and fill in the blanks.



Activity Objective :To identify the meaning of new words and use them correctly.

bandage, compass, fall over, fog, storm

1. He used a \_\_\_\_\_ to cover his cut.
2. They got lost in the \_\_\_\_\_ on the mountain.
3. The \_\_\_\_\_ was very strong with heavy rain and wind.
4. She used the \_\_\_\_\_ to find the right direction.
5. Be careful not to \_\_\_\_\_ on the slippery floor.

## 2- Use three of the new words in your own sentences.



a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

## 3- Write a short paragraph using some of the new words from the unit

Imagine you are on a hiking trip, and a storm begins.



Describe what happens

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Assessment:

- Excellent: you used the new words correctly.
- Good: you have some mistakes
- Incomplete : Solution - Correct the mistakes

## Praising:

- Thank you for your amazing efforts .
- Keep going; your sentences are improving.
- Thank you for trying.

## Support:

- Review your answers.
- Re-do the mistakes.
- Reach out to the little teacher.

Date:

## May, Might, Could for Possibilities -

- We use "may," "might," and "could" to talk about possibilities in the future.

| Subject                                   |                                          | base verb    | Sentence Completion |
|-------------------------------------------|------------------------------------------|--------------|---------------------|
| الفاعل                                    | Modal verbs<br>(may, might<br>and could) | الفعل المتصد | تكاملة الجملة       |
| I<br>You<br>We<br>They<br>He<br>She<br>it |                                          | watch        | tv at the weekend.  |

**Examples:**

1. She could win the prize.
2. She may visit her grandma next month.

**Practice: Fill in the table with your own sentence**

| Subject | Modal verb | base verb | Sentence Completion |
|---------|------------|-----------|---------------------|
|         |            |           |                     |
|         |            |           |                     |

**Practice: Read and circle the modals.**

Next summer, I might travel to Japan with my family. We could visit many famous places and try delicious food. It may be a bit expensive, but it will be worth it. We might also visit the beautiful temples and gardens.

## 1- Read the sentences and choose the correct answer



Activity Objective :To identify the grammar rule and use it accurately.



1. She **(might win/might wins)** the prize.
2. They **(may comes/may come)** to school tomorrow.
3. He **(could join/could joined)** the meeting on zoom.
4. Students **(might go/might goes)** to the school trip.

## 2 -Rearrange the words to form correct sentences.



a. (might / we / go / to / the / beach)

b. (could / the / robot / help / with / chores)

c. ( the festival/celebrate/ next/ might/ week/ we)

## 3- Write a short paragraph using might, may and could.

Write about things that may happen in the future of space exploration.



## Assessment:

- Excellent: You used the rules correctly.
- Good: you have some mistakes
- Incomplete : Solution - Correct the mistakes

## Praising:

- Thank you for your amazing efforts .
- Keep going; your sentences are improving.
- Thank you for trying.

## Support:

- Review your answers.
- Re-do the mistakes.
- Reach out to the little teacher.

Date:

## 1- Fill in the blanks with the correct answer



Activity Objective: To read a paragraph for specific information

ambulance - patient - death

1. Doctors help \_\_\_\_\_ feel and be better.
2. The \_\_\_\_\_ is a vehicle that takes sick people to hospitals

## 2- Read and circle (T)True or (F) False:



1. Ola left university when she was fifteen years old.
2. An ambulance took Ola's sister to hospital in Nigeria.
3. Flying Doctors Nigeria has helped many sick people

|   |   |
|---|---|
| T | F |
| T | F |
| T | F |

## 3- Answer the following questions:



a. What did Ola study at university?

b. What is the name of the flying doctor service Ola started in Nigeria?

## 4 - Would you join a flying doctors service? why?

-----

-----

-----

## Assessment:

- Excellent: You understood the reading .
- Good: You have a few mistakes
- Incomplete : Solution - Correct the mistakes

## Praising:

- Thank you for your amazing efforts .
- Keep going; your answers shows improvement
- Thank you for trying.

## Support:

- Review your answers.
- Re-do the mistakes.
- Reach out to the little teacher.

Date:



## . Have to and Don't Have to

- "Have to" is used to express necessity or obligation. "Don't have to" means something is not necessary.
- نستخدم "يجب" للتعبير عن الضرورة أو الالتزام. "لا يجب" تعني أن شيئاً ما ليس ضروريّاً.

## Sentences

| Subject                                                         | have to/ has to | base verb   | Sentence Completion |
|-----------------------------------------------------------------|-----------------|-------------|---------------------|
| الفاعل                                                          |                 | الفعل الفعل | تكاملة الجملة       |
| I<br>You<br>We<br>They                                          | have to         |             |                     |
| He<br>She<br>it                                                 |                 | eat         | healthy food        |
| <b>Examples:</b>                                                |                 |             |                     |
| 1. She has to finish her project.<br>2. We have to leave early. |                 |             |                     |

## Negatives

| Subject                                                                  | don't have to<br>doesn't have to | base verb | Sentence Completion |
|--------------------------------------------------------------------------|----------------------------------|-----------|---------------------|
|                                                                          |                                  |           |                     |
| I<br>You<br>We<br>They                                                   | don't have to                    |           |                     |
| He<br>She<br>it                                                          | doesn't have to                  | eat       | healthy food        |
| <b>Examples:</b>                                                         |                                  |           |                     |
| 1. She doesn't have to sleep early.<br>2. We don't have to eat the cake. |                                  |           |                     |

## . Had to and didn't Have to

- "Had to" is used to express necessity or obligation. "didn't have to" means something is not necessary.

Sentences in the past

| Subject |        | base verb    | Sentence Completion |
|---------|--------|--------------|---------------------|
| الفاعل  |        | الفعل المقدر | تكاملة الجملة       |
| I       | had to |              |                     |
| You     |        |              |                     |
| We      |        | eat          |                     |
| They    |        |              | healthy food        |
| He      |        |              |                     |
| She     |        |              |                     |
| it      |        |              |                     |

**Examples:**

1. She had to finish her project.
2. We had to leave early.

Negatives in the past

| Subject |                | base verb | Sentence Completion |
|---------|----------------|-----------|---------------------|
|         |                |           |                     |
| I       | didn't have to |           |                     |
| You     |                |           |                     |
| We      |                | eat       |                     |
| They    |                |           | healthy food        |
| He      |                |           |                     |
| She     |                |           |                     |
| it      |                |           |                     |

**Examples:**

1. He didn't have to drink the milk.
2. They didn't have to finish the task.

## 1-Read the sentences and choose the correct answer



Activity Objective :To identify the grammar rule and use it accurately.



1. You **(have to/has to)** clean your room.
2. He **(has to/have to)** study tonight.
3. She **(has to/have to)** eat healthy food.
4. I **(have to/has to)** finish her homework.

## 2 -Rearrange the words to form correct sentences.



a.(have to / you / follow / the / safety / rules)

b. (doesn't have to / he / go / to / school)

c. (have to / don't / we / early / leave)

## 3- Write a short paragraph using might, may and could.

Write about things you have to do to stay healthy.



## Assessment:

- Excellent: You used the rules correctly.
- Good: you have some mistakes
- Incomplete : Solution - Correct the mistakes

## Praising:

- Thank you for your amazing efforts .
- Keep going; your sentences are improving.
- Thank you for trying.

## Support:

- Review your answers.
- Re-do the mistakes.
- Reach out to the little teacher.

Date:



**Activity Objective :To write using the aimed structure.**

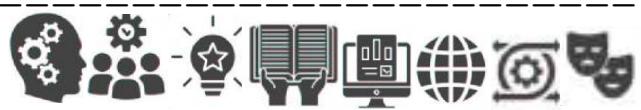
Write a newspaper story about something that has happened at your school or in your town

In your story talk about:

- Who is the story about?
- What happened?
- How did it end?



(35- 40 words) = ★ (40-50 words) = ★★ (50-60 words) = ★★★



# Writing Self Assessment

I started the sentences with a capital letter.



I used finger  
spaces  
between words



I used a full stop  
(.) at the end of  
the sentences.



I checked my  
grammar and  
spelling



## Assessment:

## Praising:

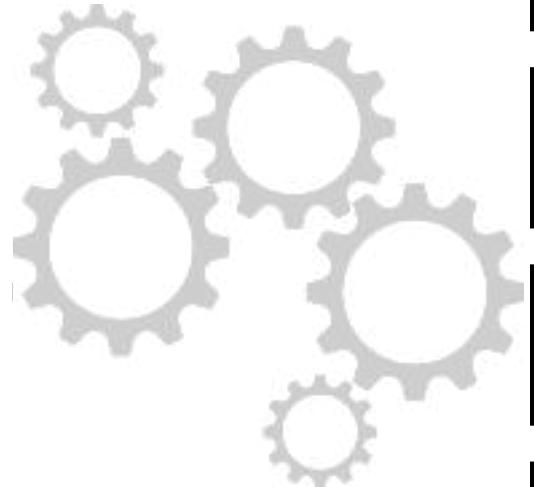
## Support:

- Excellent: Your writing is clear and well-structured
- Good: you have some mistakes
- Incomplete : Solution - Correct the mistakes

- Thank you for your amazing efforts .
- Keep going; your writing are improving.
- Thank you for trying.

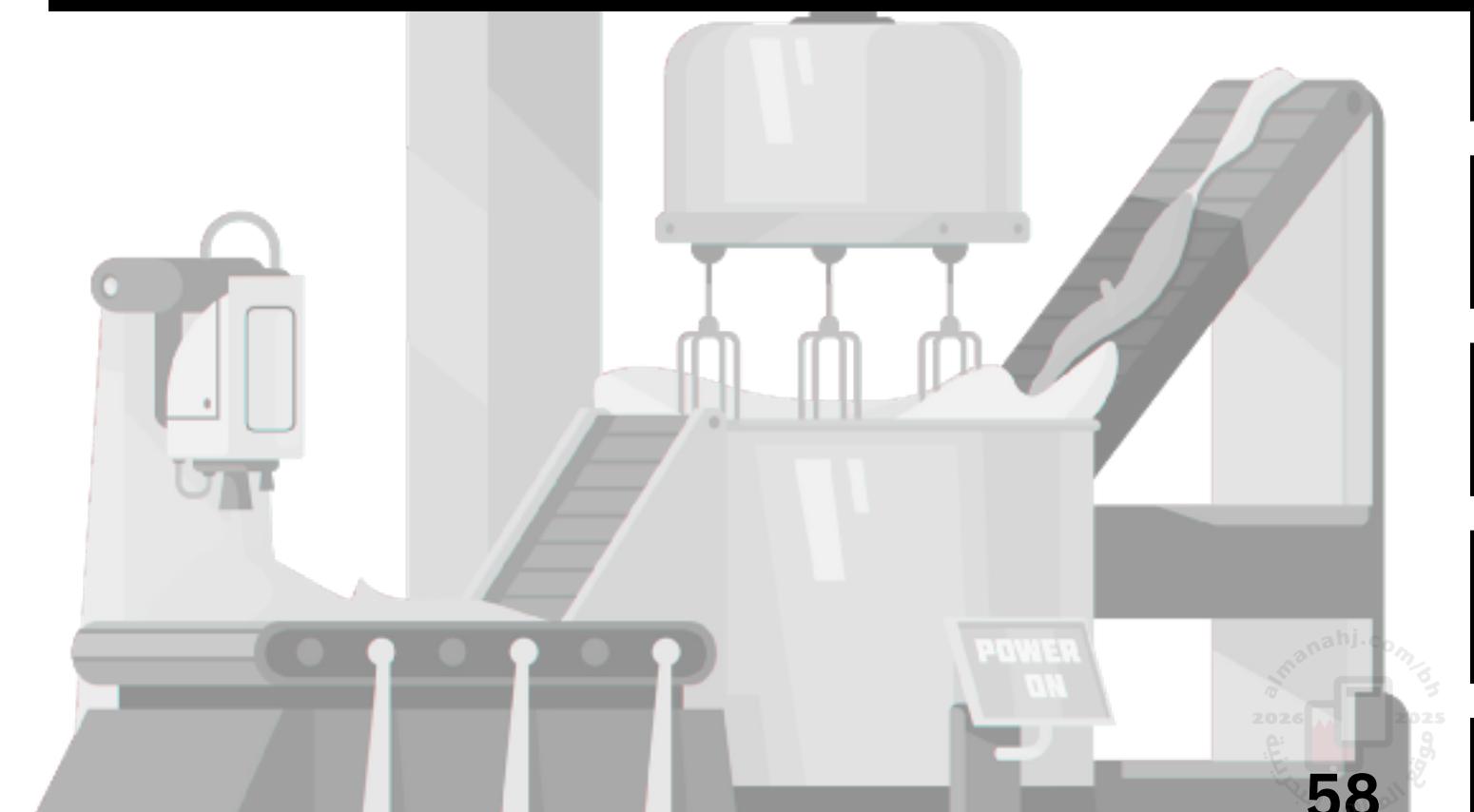
- Review your writing
- Re-do the mistakes.
- Reach out to the little teacher.

Date:



# ALL ABOUT ME

# ALL ABOUT ME



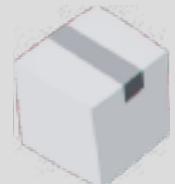
# ALL ABOUT ME



Hello. My name is Ali. I'm here to help you through this unit! This unit theme is about material and processes! Together we will learn about:

- ★ New words related to material and processes.
- ★ Use present simple passive to describe process.
- ★ Read about how pearls are made.
- ★ Use present simple passive (questions and negatives) to ask about process.
- ★ Identify the value 'think about where things come from'
- ★ Write a descriptive paragraph
- ★ Watch a video about how mochi is made.

## FUN FACT



Products can be made and packaged in different countries!

How do you feel about the unit?



## ALL ABOUT ME



Unit 11 Vocabulary



PS Passive Voice (Video)



PS Passive Voice (WS)



PS Passive Voice O (WS)



Unit 11 Song



Unit 11 Video



Contact on Teams for any questions

-----  
@moe.bh



Check the EduNet for extra materials



alma.bh.com/bh  
2026 2025  
Page 59

Copy the words neatly on the four lines.

Activity Objective :To write the alphabets neatly on four lines and improve students' handwriting



mix

glass jar

cool

look like wooden spoon heat

burn

metal tin

pour

**Assessment:**

- Excellent: you copied words neatly and correctly
- Good ; you have some mistakes.
- Incomplete : Solution - Correct the mistakes - ensure neat handwriting.

**Praising:**

- Thank you for your amazing efforts .
- Keep going your handwriting is improving.
- Thank you for trying.

**Support:**

- Write on the lines.
- Re-do the mistakes.
- Reach out to the little teacher.

Date:

# Copy the words neatly on the four lines.

Activity Objective :To write the alphabets neatly on four lines and improve students' handwriting



cardboard box

|   |  |
|---|--|
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |

|   |  |
|---|--|
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |

|   |  |
|---|--|
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |

## Assessment:

- Excellent: you copied words neatly and correctly
- Good ; you have some mistakes.
- Incomplete : Solution - Correct the mistakes - ensure neat handwriting.

## Praising:

- Thank you for your amazing efforts .
- Keep going your handwriting is improving.
- Thank you for trying.

## Support:

- Write on the lines.
- Re-do the mistakes.
- Reach out to the little teacher.

Date:

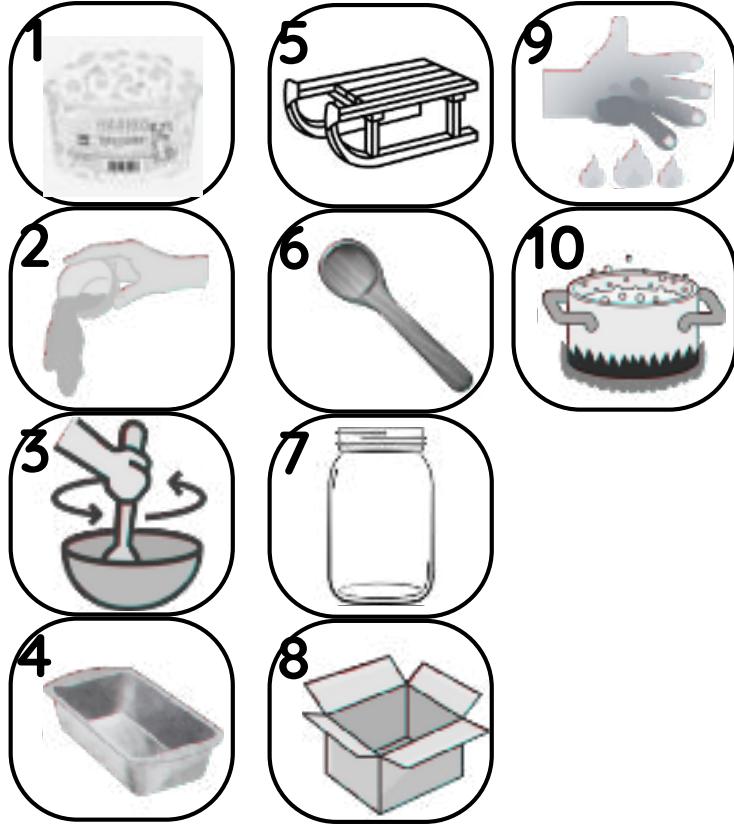
## 1- Look at each picture and write the correct word

Activity Objective :To enhance students' vocabulary recognition and spelling skills



burn - cardboard box - cool - glass jar - heat - look like - metal tin - mix - pour - wooden spoon

- 1
- 2
- 2
- 2
- 6
- 7
- 8
- 9
- 10



## 2- Name 4 types of factories you can find in Bahrain:



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## Assessment:

- Excellent: you labelled the words accurately
- Good: you have some mistakes in labelling.
- Incomplete : Solution - Correct the mistakes

## Praising:

- Thank you for your amazing efforts .
- Keep going; your accuracy is improving
- Thank you for trying.

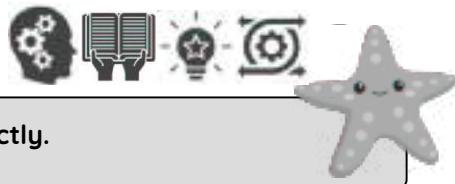
## Support:

- Review the matching.
- Re-do the mistakes.
- Reach out to the little teacher.

Date:

1- Read the sentences and fill in the blanks. 

Activity Objective :To identify the meaning of new words and use them correctly.



burn, cardboard box, cool, glass jar, mix

1. Be careful not to \_\_\_\_\_ yourself with the hot liquid.
2. The label on the \_\_\_\_\_ says fragile.
3. After heating, let the solution \_\_\_\_\_ before touching it.
4. She ate the jam from the \_\_\_\_\_.
5. Remember to \_\_\_\_\_ the ingredients thoroughly.

2- Use three of the new words in your own sentences. 

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

## 3- Write a short paragraph using some of the new words from the unit

Imagine you are making a dish. 

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Assessment:

- Excellent: you used the new words correctly.
- Good: you have some mistakes
- Incomplete : Solution - Correct the mistakes

## Praising:

- Thank you for your amazing efforts .
- Keep going; your sentences are improving.
- Thank you for trying.

## Support:

- Review your answers.
- Re-do the mistakes.
- Reach out to the little teacher.

Date:

## Present Simple Passive

- The present simple passive is used to focus on the action or the receiver of the action, rather than the doer.

| Subject           | am/is/are | past participle    | sentence completion |
|-------------------|-----------|--------------------|---------------------|
| الفاعل            |           | فعل التصريف الثالث | تمكملة الجملة       |
| I                 | am        | presented          | in the class.       |
| You<br>We<br>They | are       |                    |                     |
| she<br>he<br>it   | is        | seen               | on T.V.             |

### Examples:

- The flowers are watered every day.
- The homework is done by John.

### Practice: Read and circle the present simple passive

In our school, the lunch is prepared by the kitchen staff every day. The food is cooked using fresh ingredients. After lunch, the tables are cleaned by the students. This process is followed to keep the cafeteria clean and hygienic.

## 1-Read the sentences and choose the correct answer



Activity Objective :To identify the grammar rule and use it accurately.



1. The cake (**is/are**) baked by the chef.
2. The letters (**is/are**) delivered every morning.
3. The streets (**are cleaned/are clean**) every day.
4. The homework (**is checked/ is checking**) by the teacher.

## 2 -Rearrange the words to form correct sentences.



a. (are / the / watered / flowers / every day)

b. (are / the / by / checked / tests / the teacher)

c. (is / the / by / read / book / many people)

## 3- Write a short paragraph using present simple passive voice.

- Write about how a festival is celebrated in Bahrain.



## Assessment:

- Excellent: You used the rules correctly.
- Good: you have some mistakes
- Incomplete : Solution - Correct the mistakes

## Praising:

- Thank you for your amazing efforts .
- Keep going; your sentences are improving.
- Thank you for trying.

## Support:

- Review your answers.
- Re-do the mistakes.
- Reach out to the little teacher.

Date:

## 1- Fill in the blanks with the correct answer



Activity Objective: To read a paragraph for specific information

rare - natural - jewels

1. Pearls are the only \_\_\_\_\_ that are made by a living animal.
2. Natural pearls are very \_\_\_\_\_.

## 2- Read and circle (T)True or (F) False:



|                                                                  |   |   |
|------------------------------------------------------------------|---|---|
| 1. Only one in ten thousand oysters has a natural pearl.         | T | F |
| 2. Tahitian pearls are only black in color.                      | T | F |
| 3. The oysters are opened every 6 months to check on the pearls. | T | F |

## 3- Answer the following questions:



a. What type of animal makes pearls?

b. How long are the oysters kept in the sea before the pearls are taken out?

## 4 - Look up information about pearl diving in Bahrain.



## Assessment:

- Excellent: You understood the reading .
- Good: You have a few mistakes
- Incomplete : Solution - Correct the mistakes

## Praising:

- Thank you for your amazing efforts .
- Keep going; your answers shows improvement
- Thank you for trying.

## Support:

- Review your answers.
- Re-do the mistakes.
- Reach out to the little teacher.

Date:



## Present Simple Passive: Questions and Negatives

- Use questions to ask about actions in passive form
- Use negatives to say something is not done.

### Negatives

| Subject | am/is/are | past participle    | sentence completion |
|---------|-----------|--------------------|---------------------|
| الفاعل  |           | فعل التصريف الثالث | تكلمة الجملة        |
| I       | am        | presented          | in the class.       |
| You     |           |                    |                     |
| We      |           |                    |                     |
| They    | are       |                    |                     |
| she     |           | seen               | on T.V.             |
| he      |           |                    |                     |
| it      | is        |                    |                     |

### Examples:

- The flowers are not watered every day.
- The homework is not done by John.

### Questions

| am/is/are | subject           | past participle | Question completion |
|-----------|-------------------|-----------------|---------------------|
|           |                   |                 |                     |
| Am        | I                 | presented       | in the class?       |
| Are       | you<br>we<br>they |                 |                     |
| Is        | she<br>he<br>it   | seen            | on T.V?             |

### Examples:

- Are the windows cleaned by the staff?
- Is the door locked?

## 1-Read the sentences and choose the correct answer



Activity Objective :To identify the grammar rule and use it accurately.



1. \_\_\_\_\_ (Is/Are) the project done by the team?
2. \_\_\_\_\_ (Is/Are) the letters delivered every morning?
3. \_\_\_\_\_ (Is/Are) the flowers watered?
4. \_\_\_\_\_ (Is/Are) the homework checked by the teacher?

## 2 -Rearrange the words to form correct sentences.



a.(are / the / by / meals / ? /served / chef)

-----  
b. (is / the / by / cleaned /? / room / the maid)

-----  
c. (are / the / by / completed / projects / the students/?)

## 3- Write a short paragraph using present simple passive voice.

Write about how things are done in your home.



## Assessment:

- Excellent: You used the rules correctly.
- Good: you have some mistakes
- Incomplete : Solution - Correct the mistakes

## Praising:

- Thank you for your amazing efforts .
- Keep going; your sentences are improving.
- Thank you for trying.

## Support:

- Review your answers.
- Re-do the mistakes.
- Reach out to the little teacher.

Date:

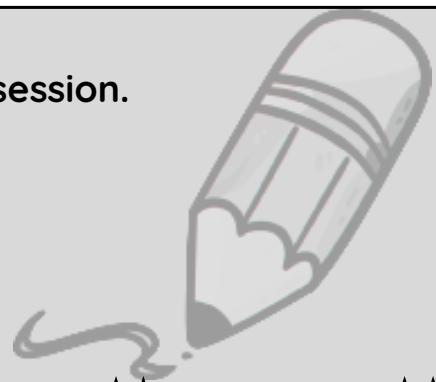


**Activity Objective :To write using the aimed structure.**

Write a descriptive paragraph about your favourite possession.

In your paragraph talk about:

- What is it?
- Where do you keep it?
- What does it look like?
- Why is it special to you?



(35- 40 words) = ★ (40-50 words) = ★★ (50-60 words) = ★★★



# Writing Self Assessment

I started the sentences with a capital letter.



I used finger  
spaces  
between words



I used a full stop  
(.) at the end of  
the sentences.



I checked my  
grammar and  
spelling



## Assessment:

## Praising:

## Support:

- Excellent: Your writing is clear and well-structured
- Good: you have some mistakes
- Incomplete : Solution - Correct the mistakes

- Thank you for your amazing efforts .
- Keep going; your writing are improving.
- Thank you for trying.

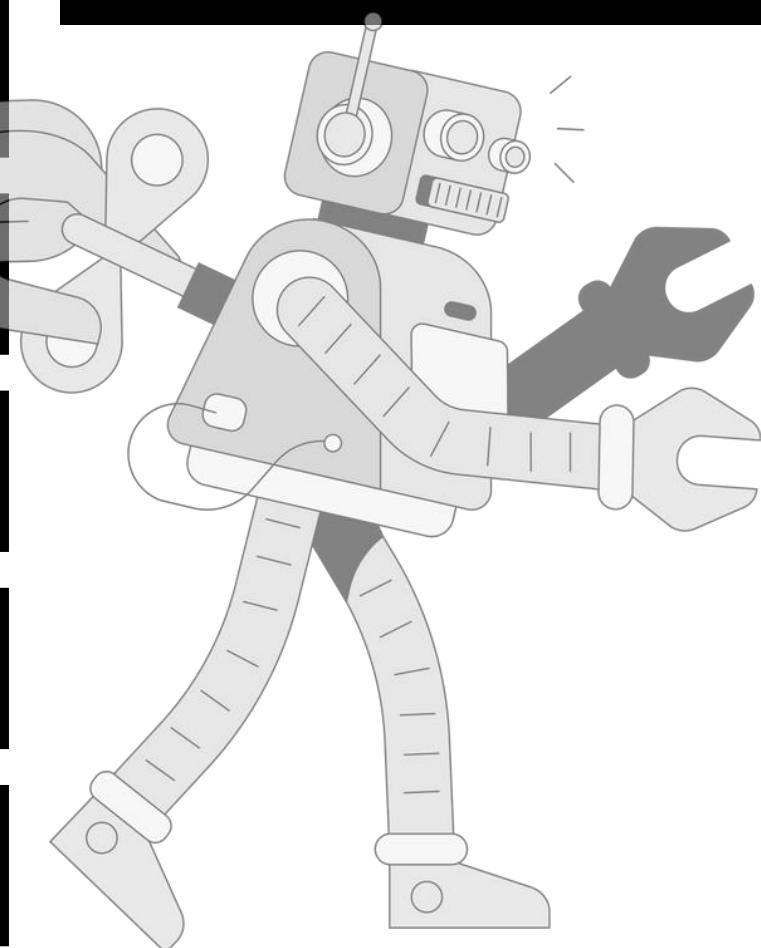
- Review your writing
- Re-do the mistakes.
- Reach out to the little teacher.

Date:



ALL ABOUT ME

ALL ABOUT ME





# ALL ABOUT ME

Hello. My name is Smart. I'm here to help you through this unit! This unit theme is about inventions and discoveries we will learn about:



- ★ New words related to navigation.
- ★ Use Past simple passive to focus on actions in the past
- ★ Read about history and geography.
- ★ Use Past simple passive to ask about actions in the past
- ★ Identify the value 'be curious'
- ★ Write an article.
- ★ Watch a video about discoveries and inventions

## FUN FACT



The main quality of an inventor is his or her ability to see what others are not able to see.

How do you feel about the unit?



## ALL ABOUT ME



Past Passive Voice (Video)

Past Passive Voice (WS)

Past Passive Voice (WS2)



Unit 12 Song

Unit 12 Video



Contact on Teams for any questions

-----  
@moe.bh



Check the EduNet for extra materials



alma.bh.com/bh  
2026 Page 2025  
2025 Page 2026

Copy the words neatly on the four lines.

Activity Objective :To write the alphabets neatly on four lines and improve students' handwriting



sailors      invented      east

magnet      invention      south

needle      navigation      west

**Assessment:**

- Excellent: you copied words neatly and correctly
- Good ; you have some mistakes.
- Incomplete : Solution - Correct the mistakes - ensure neat handwriting.

**Praising:**

- Thank you for your amazing efforts .
- Keep going your handwriting is improving.
- Thank you for trying.

**Support:**

- Write on the lines.
- Re-do the mistakes.
- Reach out to the little teacher.

Date:

# Copy the words neatly on the four lines.

Activity Objective :To write the alphabets neatly on four lines and improve students' handwriting



north

|   |  |
|---|--|
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |

|   |  |
|---|--|
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |

|   |  |
|---|--|
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |

## Assessment:

- Excellent: you copied words neatly and correctly
- Good ; you have some mistakes.
- Incomplete : Solution - Correct the mistakes - ensure neat handwriting.

## Praising:

- Thank you for your amazing efforts .
- Keep going your handwriting is improving.
- Thank you for trying.

## Support:

- Write on the lines.
- Re-do the mistakes.
- Reach out to the little teacher.

Date:

## 1- Read the sentences and fill in the blanks.



Activity Objective :To identify the meaning of new words and use them correctly.

east, invented, magnet, needle, south

1. The \_\_\_\_\_ always points to the north.
2. The compass was \_\_\_\_\_ to help sailors navigate.
3. Metal \_\_\_\_\_ is attracted to the magnet.
4. The sun rises in the \_\_\_\_\_.
5. Antarctica is located in the \_\_\_\_\_.

## 2- Use three of the new words in your own sentences.



a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

## 3- Write a short paragraph using some of the new words from the unit

Imagine you are a sailor navigating the seas.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Assessment:

- Excellent: you used the new words correctly.
- Good: you have some mistakes
- Incomplete : Solution - Correct the mistakes

## Praising:

- Thank you for your amazing efforts .
- Keep going; your sentences are improving.
- Thank you for trying.

## Support:

- Review your answers.
- Re-do the mistakes.
- Reach out to the little teacher.

Date:

## Past Simple Passive (was/were + past participle)

- The past simple passive emphasizes actions or events in the past, focusing on the action or receiver rather than the doer.

| Subject           | was/ were | past participle    | sentence completion |
|-------------------|-----------|--------------------|---------------------|
| الفاعل            |           | فعل التصريف الثالث | تكاملة الجملة       |
| I                 | was       | presented          | in the class.       |
| You<br>We<br>They | were      |                    |                     |
| she<br>he<br>it   |           | seen               | on T.V.             |

### Examples:

1. The match was won by the team.
2. The homework was completed by the student.

### Practice: Read and circle the past simple passive

The letter was sent by the principal to all the parents. The cake was baked by my mom for my birthday. The roads were repaired by the workers last month. The homework was completed by the students before the deadline.

## 1-Read the sentences and choose the correct answer



Activity Objective :To identify the grammar rule and use it accurately.

1. The song **(was/were)** sung by the choir.
2. The car **(was/were)** repaired by the mechanic.
3. The reports **(was/were)** checked by the manager.
4. The cake **(was/were)** baked by my mom.

## 2 -Rearrange the words to form correct sentences.



a.(was / the / by / performed / dance / the children)

b.(were / the / by / decorated / streets / volunteers)

c. (were / the / by / prepared / gifts / the students)

## 3- Write a short paragraph using present simple passive voice.

Write about how food was prepared for a celebration.



## Assessment:

- Excellent: You used the rules correctly.
- Good: you have some mistakes
- Incomplete : Solution - Correct the mistakes

## Praising:

- Thank you for your amazing efforts .
- Keep going; your sentences are improving.
- Thank you for trying.

## Support:

- Review your answers.
- Re-do the mistakes.
- Reach out to the little teacher.

Date:

## Past Simple Passive Questions

- Use questions in the past simple passive to inquire about past actions or events.

استخدم الأسئلة في الماضي البسيط للهبني للمجھول للاستفسار عن الأفعال أو الأحداث الماضية.

| am/is/are                                                                         | subject           | past participle    | Question completion |
|-----------------------------------------------------------------------------------|-------------------|--------------------|---------------------|
|                                                                                   | الفاعل            | فعل التصريف الثالث | تكاملة السؤال       |
| Was                                                                               | I                 | presented          | in the class?       |
| Were                                                                              | you<br>we<br>they |                    |                     |
| Was                                                                               | she<br>he<br>it   | seen               | on T.V?             |
| Examples:                                                                         |                   |                    |                     |
| 1. Were the windows cleaned by the staff?<br>2. Was the door locked by the guard? |                   |                    |                     |

## 1-Read the sentences and choose the correct answer



Activity Objective :To identify the grammar rule and use it accurately.



1. **(Was/Were)** the meeting held by the director?
2. **(Was/Were)** the kids taken to the trip by bus?
3. **(Was/Were)** the strawberry chopped?
4. **(Was/Were)** the cups washed carefully?

## 2 -Rearrange the words to form correct sentences.



a.(the / was / by / prepared/ salad/ you / ?)

-----  
b.(the / were/ by / checked /? / notebooks/ the teacher)

-----  
c. (by / the / were / booked / tickets/ your dad / ?)

## 3- Write a short paragraph using present simple passive voice.

Write 3 questions about food was made in the past



## Assessment:

- Excellent: You used the rules correctly.
- Good: you have some mistakes
- Incomplete : Solution - Correct the mistakes

## Praising:

- Thank you for your amazing efforts .
- Keep going; your sentences are improving.
- Thank you for trying.

## Support:

- Review your answers.
- Re-do the mistakes.
- Reach out to the little teacher.

Date:



**Activity Objective :**To write using the aimed structure.

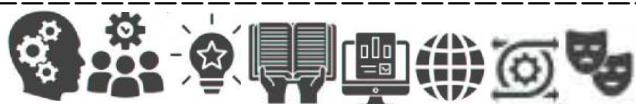
## Write a short article about an invention

In your article talk about:

- What is it?
- Who invented it?
- What does it do?
- Why is it important?



(35- 40 words) = ★ (40-50 words) = ★★ (50-60 words) = ★★★

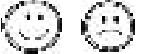


# Writing Self Assessment

I started the sentences with a capital letter.



I used finger  
spaces  
between words



I used a full stop  
(.) at the end of  
the sentences.



I checked my  
grammar and  
spelling



## Assessment:

## Praising:

## Support:

- Excellent: Your writing is clear and well-structured
- Good: you have some mistakes
- Incomplete : Solution - Correct the mistakes

- Thank you for your amazing efforts .
- Keep going; your writing are improving.
- Thank you for trying.

- Review your writing
- Re-do the mistakes.
- Reach out to the little teacher.

Date:

# ALL ABOUT ME

**Title:**

**Date:**

**ALL ABOUT ME**

**ALL ABOUT ME**