كتيب أنشطة 5 Look



تم تحميل هذا الملف من موقع مناهج مملكة البحرين	
موقع المناهج ⇦ مناهج مملكة البحرين ⇦ الصف الخامس ⇦ لغة انجليزية ⇦ الفصل الأول ⇦ ملفات متنوعة ⇦ الملف	
تاريخ إضافة الملف على موقع المناهج: 2026-11-11 13:08:32	
ملفات ا كتب للمعلم ا كتب للطالب ا اختبارات الكترونية ا اختبارات ا حلول ا عروض بوربوينت ا أوراق عمل منهج انجليزي ا ملخصات وتقارير ا مذكرات وبنوك ا الامتحان النهائي ا للمدرس	المزيد من مادة لغة انجليزية:
إعداد: Nasser Mariam	

التواصل الاجتماعي بحسب الصف الخامس					
صفحة مناهج مملكة البحرين على فيسبوك					
المواد على تلغرام	التربية الاسلامية	اللغة العربية	اللغة الانجليزية	الرياضيات	

المزيد من الملفات بحسب الصف الخامس والمادة لغة انجليزية في الفصل الأول	
1	كتيب أنشطة 5 Look
2	كراسة ثمار الكتابة
3	ملخص قواعد الوحدة الأولى Contact Making
4	دليل مراجعة واختبارات اللغة الإنجليزية - الوحدة الأولى والثانية
5	Activity Booklet Look 5

تحميل تطبيق المناهج للهواتف الذكية	
تطبيق المناهج على Store App (آبل)	تطبيق المناهج على Play Google (أندرويد)

Grade 5 - Look 5

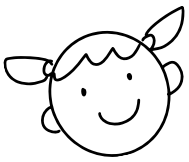
Activity Booklet

First Semester

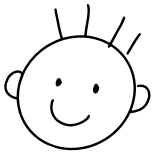
Name: _____

Class: _____

Prepared by: Ms. Mariam Nasser
English Coordinator: Ms. Amina Burshaid
Assistant Principal: Ms. Layla Budhahi
Primary Pricipal: Ms. Mariam AlNoami



ALL ABOUT ME



MY NAME IS...

MY PICTURE

MY AGE

I AM

- SMART

MY BIRTHDAY

MY FAVOURITE COLOR

MY FAVOURITE FOOD

WHEN I GROW UP I WANT TO BE.... BECAUSE...

INTRODUCTION

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 مستواه الأكاديمي:



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

Best of luck for all students

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موقع المناهج البحرينية

School Vision & Mission



Our Vision and Mission

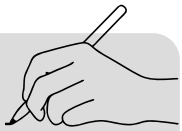
Our Vision

To set up , To build , To grow

Our comprehensive school seeks to establish a promising and creative generation in the primary stage, develop its capabilities and skills in the intermediate stage, and build those capabilities and skills with the care given by the secondary stage to achieve the development of the country in the future.

STUDENT - TEACHER AGREEMENT

IMPORTANT INSTRUCTIONS



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

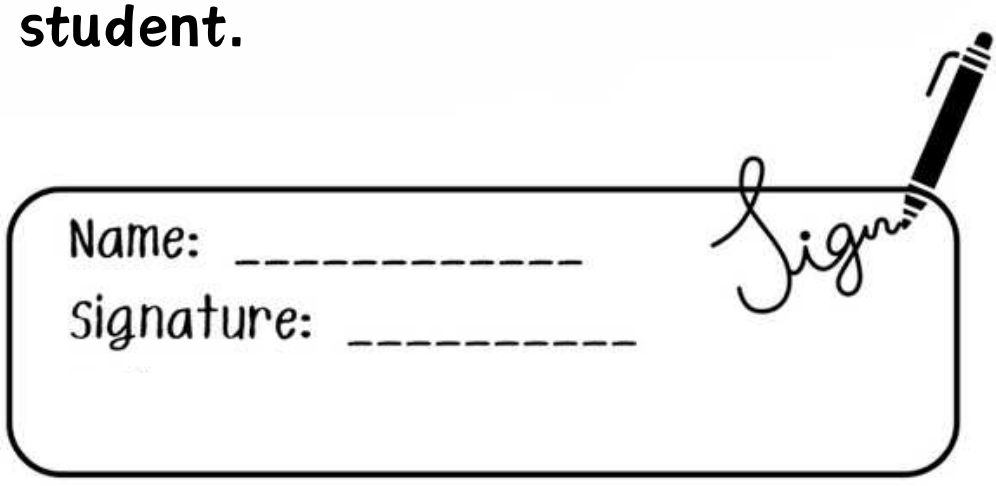
I promise to follow all the instructions and have a beautiful booklet.



CLASSROOM RULES

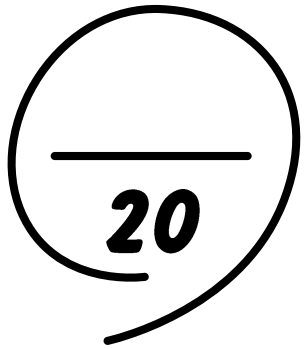
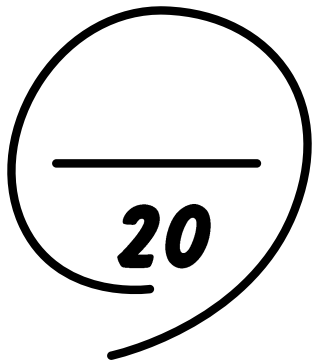
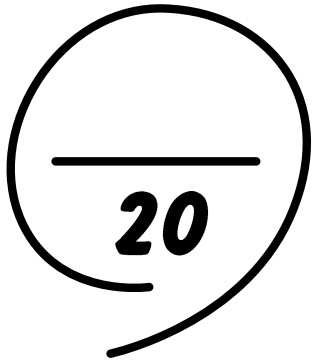
- I respect my teacher and my classmates.
- I listen to my teacher and classmates .
- I follow the teacher's instructions.
- I complete all my work in class.
- I help my teacher and friends.
- I ask the teacher for help when I need it.

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



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STUDENTS' ACADEMIC PROGRESS

Test Grades	
Test 1  	**Teacher's Feedback:** Pay attention to: Listening ☐ Reading ☐ Writing ☐ **Parent's signature and comments:**
Test 2  	**Teacher's Feedback:** Pay attention to: Listening ☐ Reading ☐ Writing ☐ **Parent's signature and comments:**
Test 3  	**Teacher's Feedback:** Pay attention to: Listening ☐ Reading ☐ Writing ☐ **Parent's signature and comments:**

BOOKLET EVALUATION SHEET

Date	Evaluation Criteria			Total	Teacher's Notes	Parent's Signature	Parent's Notes
	Content (4)	Hand-writing (3)	Tidiness (3)	(10)			

Organizational Procedures	Learning Improvement	Initiatives
- Answer all the given questions. - Follow the instructions. - Turn in your work on time. - Keep your booklet tidy.	- Read the feedback and use it to improve. - Look at your work and correct any errors. - Try your best to get better at your skills. - Make your writing clear and easy to read.	- Complete any research tasks that are assigned. - Share your new ideas about the topic. - Expand your knowledge using useful resources. - Take charge of your learning.

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Writing Rules:



- Start the sentence with a capital letter.

It's a pencil.



- Use finger spaces between words.

It's a pencil.

- Use punctuation at the end of a sentence (. ? , !)

It's a pencil.

- Write on the four lines.

It's a pencil.

Extra-curricular

100 sight words



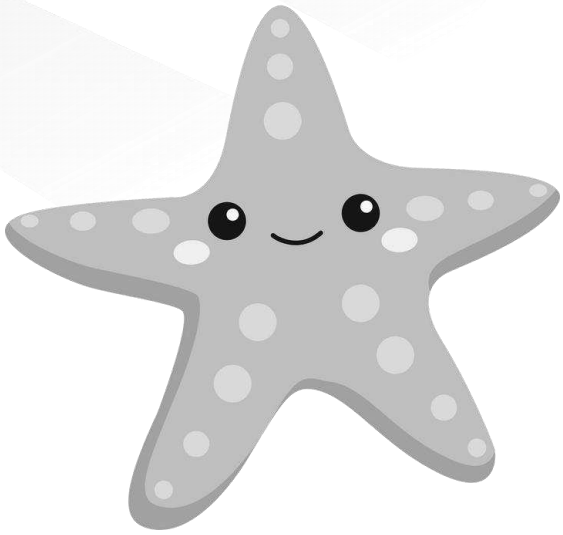
*Sight words are those words that are frequently used in sentence formation and in text or speeches.

the	he	at	but	there
of	was	be	not	use
and	for	this	what	an
a	on	have	all	each
to	are	from	were	which
in	as	or	we	she
is	with	one	when	do
you	his	had	your	how
that	they	by	can	their
it	I	words	said	if

will	some	two	my	find
up	her	more	than	long
other	would	write	first	down
about	make	go	water	day
out	like	see	been	did
many	him	number	call	get
then	into	no	who	come
them	time	way	am	made
these	has	could	its	may
so	look	people	now	part

STARFISH COLLECTION

Here you will collect stars!



SDG'S

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



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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

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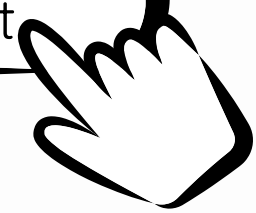
LITTLE RESEARCHER UNIT 1

Look up pictures of mailboxes from different times. What has changed?



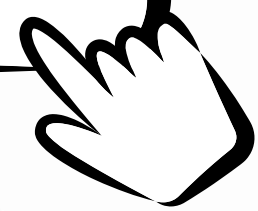
LITTLE RESEARCHER UNIT 2

Look up pictures of traveling caravans around the world. What's special about it



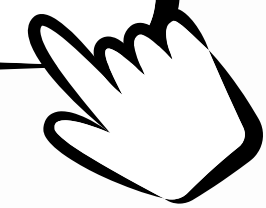
LITTLE RESEARCHER UNIT 3

Find images of international competitions. What are they?



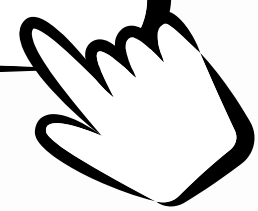
LITTLE RESEARCHER UNIT 4

Search for images of Bahraini dishes. What are they?



LITTLE RESEARCHER UNIT 5

Look up images of food chains in ecosystems.



LITTLE RESEARCHER UNIT 6

Find pictures of projects made from recycled materials.



MAKING CONTACT

UNIT 1





UNIT 1 : MAKING CONTACT

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

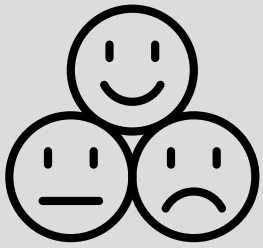


- New words related to post and mail
- Use present perfect with ever and never.
- Read about time capsules.
- Use present perfect with for and since
- Write an email with personal information.
- Identify the value Think about your cultural identity.
- Watch a video about cats communication

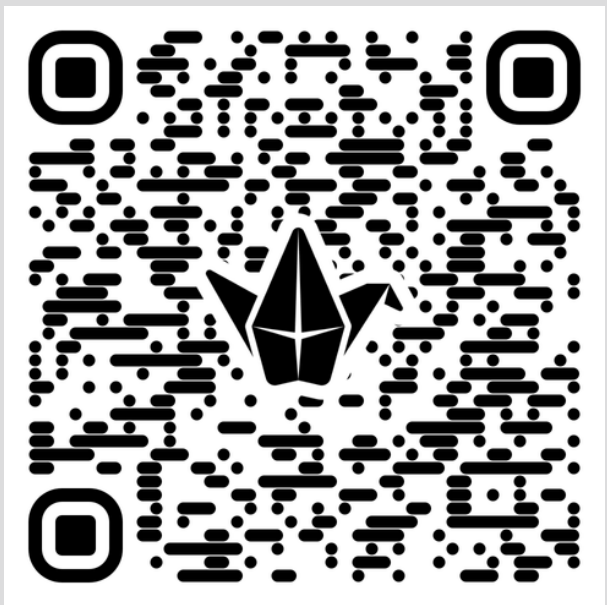
FUN FACT

The first postal service started in ancient Persia over 2,500 years ago to deliver messages quickly.

How do you feel about the unit?



SELF LEARNING STATION

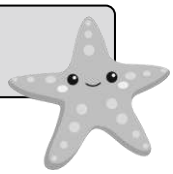




Contact on Teams for any questions
980308461@moe.bh

Check the EduNet for extra materials

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



Copy the words neatly on the four lines.

envelope letter post

stamp postbox

post office

Assessment:	Praising:	Support:
◯ Excellent: you copied words neatly and correctly ◯ Good ; you have some mistakes. ◯ Incomplete : Solution - Correct the mistakes - ensure neat handwriting.	◯ Thank you for your amazing efforts . ◯ Keep going your handwriting is improving. ◯ Thank you for trying.	◯ Write on the lines. ◯ Re-do the mistakes. ◯ Reach out to the little teacher.

Comments:

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

1- Look at each picture and write the correct word

envelope - letter - post - stamp - postbox - postcard - post office

1 _____

2 _____

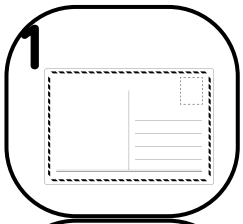
3 _____

4 _____

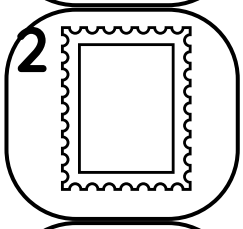
5 _____

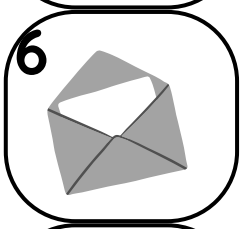
6 _____

7 _____











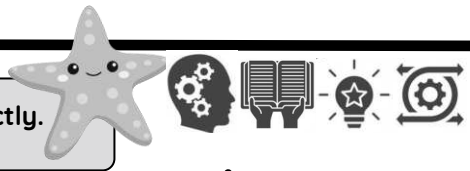




2- Design stamps that can be sent from Bahrain.

Assessment:	Praising:	Support:
◯ Excellent: you labelled the words accurately ◯ Good: you have some mistakes in labelling. ◯ Incomplete : Solution - Correct the mistakes	◯ Thank you for your amazing efforts . ◯ Keep going; your accuracy is improving ◯ Thank you for trying.	◯ Review the matching. ◯ Re-do the mistakes. ◯ Reach out to the little teacher.

Comments:



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

1- Read the sentences and fill in the blanks.

envelope , letter, post box, post office, post card

1. Don't forget to send me a _____ when you travel.
2. I wrote a _____ to my dad about my holiday.
3. Can you put the letter inside the _____ please?
4. The mailman works in that _____.
5. There is a red _____ on the 4th street.

2- Write 3 sentences using the new words.

a._____

b._____

c._____

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

Imagine you are mailing a letter. Describe what you do.

_____

_____

_____

_____

_____

Assessment:	Praising:	Support:
◯ Excellent: you used the new words correctly. ◯ Good: you have some mistakes ◯ Incomplete : Solution - Correct the mistakes	◯ Thank you for your amazing efforts . ◯ Keep going; your sentences are improving. ◯ Thank you for trying.	◯ Review your answers. ◯ Re-do the mistakes. ◯ Reach out to the little teacher.

Comments:

Extra Worksheet Date:

Present Perfect

- We use Present Perfect to talk about actions or events that happened at an unspecified time in the past or that are connected to the present.
- نستخدم المضارع التام للتحدث عن الأفعال أو الأحداث التي حدثت في وقت غير محدد في الماضي أو التي ترتبط بالحاضر.

subject → **has/have** → **PP** → **SC**

What's a PP (Past Participial)?

A past participle is a form of a verb used to show completed action. Also called as verb 3.

Present Perfect

Subject الفاعل	has / have فعل التصريف الثالث	Past Participial Verb فعل التصريف الثالث	Sentence Completion تكملة الجملة
I You We They	have have not (haven't)	gone	to the post office.
He She It	has has not (hasn't)		

Examples:

1. She has cleaned her room.
2. They haven't watched the football game.

Subject الفاعل	has / have فعل التصريف الثالث	Past Participial Verb فعل التصريف الثالث	Sentence Completion تكملة الجملة

Present Perfect (never)

We use the present perfect with never to talk about things we have not done.
نحن نستخدم صيغة المضارع التام مع never للحديث عن الأشياء التي لم نفعلها.

Subject الفاعل	has / have	never	Past Participial Verb فعل التصريف الثالث	Sentence Completion تكملة الجملة
I You We They	**have**		gone	to the post office.
He She it	**has**			

Examples:

1. I have never climbed a mountain.
2. He has never seen a shark.

Present Perfect (ever)

We use the present perfect with ever to ask questions about experiences.
نحن نستخدم المضارع التام مع ever لطرح أسئلة حول التجارب.

Has Have	Subject الفاعل	ever	Past Participial Verb فعل التصريف الثالث	Question Completion تكملة السؤال
Have	I You We They		eaten	sea food?
Has	He She it			

Examples:

1. Has she ever seen a volcano?
2. Have they ever used a computer?





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

1- Fill in the blanks with the correct answer.

1. I have _____seen a post office.
2. She _____ never sent a letter.
3. They _____ used a stamp.
4. Have you _____ received a post card?

2- Look at the table and write using present perfect.

Activities			
	play piano	go to the cinema	visit a musuem
Amna	Yes	Never	Yes
Jassim	Yes	Yes	Yes
Sara	Never	Never	Yes



Ex. Amna has never gone to the cinema.

1. _____
2. _____

3- Write a short paragraph using present perfect.

Write about things you have never done.

_____

_____

_____

_____

Assessment:	Praising:	Support:
◯ Excellent: You used the rules correctly. ◯ Good: you have some mistakes ◯ Incomplete : Solution - Correct the mistakes	◯ Thank you for your amazing efforts . ◯ Keep going; your sentences are improving. ◯ Thank you for trying.	◯ Review your answers. ◯ Re-do the mistakes. ◯ Reach out to the little teacher.

Comments:

Unit 1 Lesson 3 : Reading Date: / /

Activity Objective: To read a paragraph for specific information

1- Fill in the blanks with the correct answer

objects - newspaper - bury

1. People write letters and put _____ in a box.
2. They _____ the box under the ground.
3. The _____ Pam Hatchfield opened was from 1795.

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

1. Time capsules have objects from the future. **T** **F**
2. Pam Hatchfield opened a time capsule in 2015. **T** **F**
3. The time capsule in Osaka was opened in 1970. **T** **F**

3- Answer the following questions:

a. What does a time capsule contain?

_____

b. Who wrote a letter in the Japanese time capsule?

_____

4- Imagine you are making a time capsule.

What do you want to put in it?

_____

_____

_____

Assessment:	Praising:	Support:
◯ ☐ Excellent: You understood the reading . ◯ Good: You have a few mistakes ◯ Incomplete : Solution - Correct the mistakes	◯ Thank you for your amazing efforts . ◯ Keep going; your answers shows improvement ◯ Thank you for trying.	◯ Review your answers. ◯ Re-do the mistakes. ◯ Reach out to the little teacher.

Comments:

Extra Worksheet Date:

Present Perfect (for/since)

"For" is used with a period of time, and "since" is used with a specific point in time.

يتم استخدام "For" للإشارة إلى فترة زمنية، ويتم استخدام "since" للإشارة إلى نقطة زمنية محددة.

Subject	has / have	Past Participial Verb	object	for/since
الفاعل		فعل التصريف الثالث	المفعول به	لمدة\ منذ
I You We They	have have not (haven't)	eaten	junk food	for 15 years. since 2021
He She it	has has not (hasn't)			

Examples:

1. I have lived in Kuwait for 2 months.
2. She hasn't drunk soft drinks since 2022.

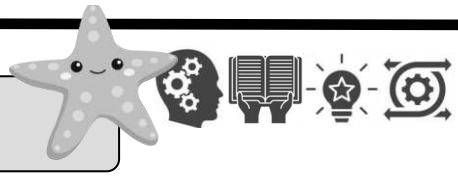
Important Notes:

- **Since**: Look for specific dates, days, or events (e.g., "since Monday," "since last year," "since we met").
- **For**: Look for time periods (e.g., "for two hours," "for several years," "for a long time").

Read the paragraph and circle for or since.

The town has done better with recycling since the new program started. People have helped a lot for the past few years, making the town cleaner. The town has added more recycling bins since 2020, and there have been workshops for three years to teach people about recycling.

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موقع المناهج البحرينية



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

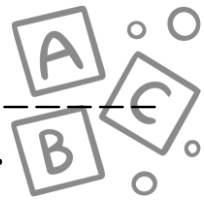
1- Read the sentences and write the correct answer ★

1. I have lived here _____5 months.
2. They have seen Minecraft _____ 2018.
3. She has gone to UAE _____ February.
4. He has ridden his bike _____30 minutes.

2- Answer the following questions about your self. Use since or for. ★★

a. How long you have been learning English.

_____



b. A place you have not visited since a specific time.

_____

c. An activity you have been doing for a certain period.

_____

3- Write a short paragraph using since and for. ★★★

Write about things you have done in your life.

_____

_____

_____

_____

Assessment:	Praising:	Support:
◯ Excellent: You used the rules correctly. ◯ Good: you have some mistakes ◯ Incomplete : Solution - Correct the mistakes	◯ Thank you for your amazing efforts . ◯ Keep going; your sentences are improving. ◯ Thank you for trying.	◯ Review your answers. ◯ Re-do the mistakes. ◯ Reach out to the little teacher.

Comments:

Unit 1 Lesson 6 : Writing

Date: / /

Activity Objective :To write using the aimed structure.

Write an email to your new pen-friend.

In your email talk about:

1. **Your name, where do you live.**
2. **Family :** How many members? who are they?
3. **School :** How long have you been in your school? Describe your school.
4. **Free time :** What do you do in your free time?
5. **Ask for a reply:** What do you want to know about your friend?

(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.

Comments:

Extra Worksheet Date:

Key Practice

For each question, write the correct answer.

Write **one** word for each gap.



From: Louise

To: Rodger

✉ New message

I hope you're having a good (0) **time** on holiday. I'm here in Spain for a week 1) _____ my aunt and uncle because they have a house here. Yesterday, I 2) _____ in the swimming pool for a few hours and made a new friend - her name 3) _____ Esther!

Tomorrow we're going to go 4) _____ a museum because the weather isn't going to be very nice. My aunt says it's going to 5) _____ cold! I hope it isn't.

I can't wait to see 6) _____ after the holidays.

Speak soon,

Louise

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LIFE ON THE ROAD

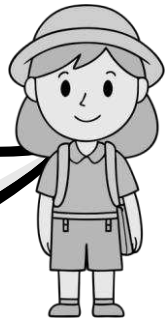
UNIT 2



UNIT 2 : LIFE ON THE ROAD



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

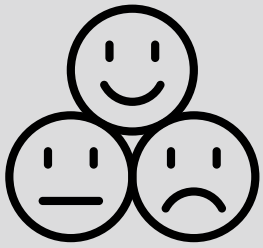


- New words related to things at home.
- Use present perfect and past simple.
- Read about travelling around the world.
- Use present perfect with already, yet and just.
- Identify the value 'Respect other cultures'
- Write an email to a friend.
- Watch a video about performances.

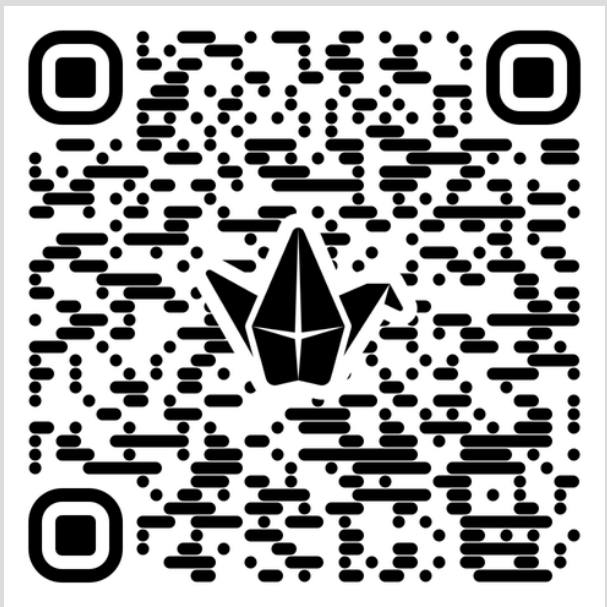
FUN FACT

The Concorde airplane once flew around the world in just 46 hours!

How do you feel about the unit?



SELF LEARNING STATION

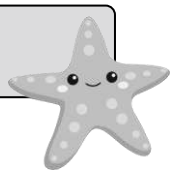




Contact on Teams for any questions
980308461@moe.bh

Check the EduNet for extra materials

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



Copy the words neatly on the four lines.

carpet cooker cushion

shelf pot fire

fridge electricity

Assessment:	Praising:	Support:
◯ Excellent: you copied words neatly and correctly ◯ Good ; you have some mistakes. ◯ Incomplete : Solution - Correct the mistakes - ensure neat handwriting.	◯ Thank you for your amazing efforts . ◯ Keep going your handwriting is improving. ◯ Thank you for trying.	◯ Write on the lines. ◯ Re-do the mistakes. ◯ Reach out to the little teacher.

Comments:

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

1- Look at each picture and write the correct word

carpet - cooker - cushion - electricity - fire - fridge - pot - shelf

1 _____

2 _____

3 _____

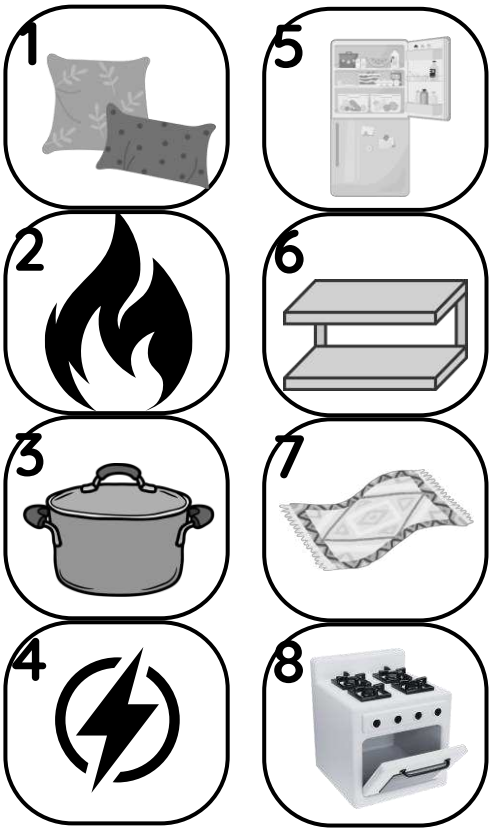
4 _____

5 _____

6 _____

7 _____

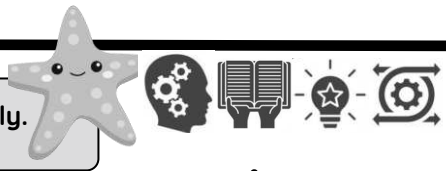
8 _____



Create a room design. You can draw or stick pictures.

Assessment:	Praising:	Support:
◯ Excellent: you labelled the words accurately ◯ Good: you have some mistakes in labelling. ◯ Incomplete : Solution - Correct the mistakes	◯ Thank you for your amazing efforts . ◯ Keep going; your accuracy is improving ◯ Thank you for trying.	◯ Review the matching. ◯ Re-do the mistakes. ◯ Reach out to the little teacher.

Comments:



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

1- Read the sentences and fill in the blanks.

carpet - cooker - cushion - fridge

1. The _____ keeps our food cold and fresh.
2. We sit on the sofa with a soft _____.
3. The _____ in the living room is very colourful.
4. Mom is making dinner on 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 describing your living room.

_____

_____

_____

_____

Assessment:	Praising:	Support:
◯ Excellent: you used the new words correctly. ◯ Good: you have some mistakes ◯ Incomplete : Solution - Correct the mistakes	◯ Thank you for your amazing efforts . ◯ Keep going; your sentences are improving. ◯ Thank you for trying.	◯ Review your answers. ◯ Re-do the mistakes. ◯ Reach out to the little teacher.

Comments:

Extra Worksheet Date:

Present Perfect VS Past Simple

We use present perfect to talk about general experiences.

نستخدم المضارع التام للتحدث عن التجارب العامة

Subject	has / have	Past Participial Verb	Sentence Completion
الفاعل		فعل التصريف الثالث	تكملة الجملة
I You We They	have have not (haven't)	gone	to the post office.
He She it	has has not (hasn't)		

Examples:

1. She has cleaned her room.
2. They haven't watched the football game.

We use the past simple to talk about a completed action in the past.

نستخدم الماضي البسيط للتحدث عن حدث منتهي في الماضي

Subject	Past Verb	Sentence Completion
الفاعل	الفعل الماضي	تكملة الجملة
I You We They	ate	an apple yesterday.
He She it		

Examples:

1. I watched a movies last night.
2. I saw a cow at the zoo last week.

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

1- Fill in the blanks with the correct answer.

1. They have _____ (eat) some pasta.
2. I have _____(see) this movie before.
3. She _____(go) to the park with her friends.
4. We _____ (eat) our breakfast this morning.

2 -Rearrange the words to form correct sentences.

- have / They / dinner / eaten.

_____

- saw / movie / I / the / yesterday.

_____

- has / travelled / She / to / Spain.

_____

3- Write sentences using present perfect or past simple

sing 

swim 

buy 

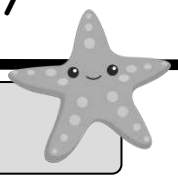
a._____

b._____

c._____

Assessment:	Praising:	Support:
◯ Excellent: You used the rules correctly. ◯ Good: you have some mistakes ◯ Incomplete : Solution - Correct the mistakes	◯ Thank you for your amazing efforts . ◯ Keep going; your sentences are improving. ◯ Thank you for trying.	◯ Review your answers. ◯ Re-do the mistakes. ◯ Reach out to the little teacher.

Comments:



Activity Objective: To read a paragraph for specific information

1- Fill in the blanks with the correct answer



left, languages, geography.

1. The Zapp family _____ their home in Argentina..
2. The children learn different _____.
3. Every day is a _____ lesson for the Zapp family.

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



1. The Zapp family has visited more than eighty countries **T** **F**
2. The children go to school in every country they visit. **T** **F**
3. The family planned to travel for only six months. **T** **F**

3- Answer the following questions:



a. What do the children call their unique way of learning?

_____

b. What is the best thing about their life according to Pampa?

_____

4- If you were traveling around the world, what would you take with you?

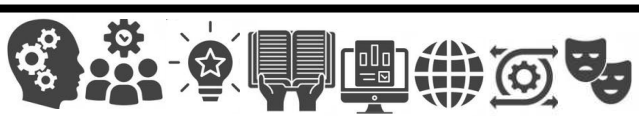
_____

_____

_____

Assessment:	Praising:	Support:
◯ ☐ Excellent: You understood the reading . ◯ Good: You have a few mistakes ◯ Incomplete : Solution - Correct the mistakes	◯ Thank you for your amazing efforts . ◯ Keep going; your answers shows improvement ◯ Thank you for trying.	◯ Review your answers. ◯ Re-do the mistakes. ◯ Reach out to the little teacher.

Comments:



Extra Worksheet Date:

Present Perfect (already, just and yet)

already and just

Subject	has / have	already just	Past Participial Verb	object
الفاعل			فعل التصريف الثالث	المفعول به
I You We They	have		eaten	junk food
He She it	has			

Examples:

1. "She has already finished her homework."

2."She has just finished her homework."

yet (negative sentence)

Subject	hasn't/ haven't	Past Participial Verb	object	yet.
الفاعل		فعل التصريف الثالث	المفعول به	
I You We They	haven't	eaten	junk food	
He She it	hasn't			

Examples:

1. They haven't watched the movie yet.
2. He hasn't gone to the school yet.

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Present Perfect (already, just and yet)

yet (questions)

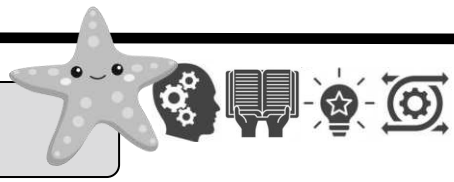
Has Have	Subject	Past Participial Verb	Question completion	yet?
	الفاعل	فعل التصريف الثالث	تكملة السؤال	
Have	I You We They	eaten	sea food	
Has	He She it			

Examples:

1. Has he written his homework yet?
2. Have you seen the movie yet?

- **Already:** Used for actions completed sooner than expected.
- **Just:** Used for actions that happened a short time ago.
- **Yet:** Used in negative sentences and questions to talk about actions expected to happen.

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

1- Read the sentences and fill in the blanks.

1. He has _____ eaten lunch.
2. Has she called you _____?
3. I have _____ arrived 5 minutes ago.
4. They haven't finished the project _____.

2 -Rearrange the words to form correct sentences.

- has / He / left / just / house / the.

_____

- just / I / have / my / dinner / eaten.

_____

- yet / We / not / have / started.

_____

3- Write sentences using the following words using the present perfect tense.

yet, just , already

a._____

b._____

c._____

Assessment:	Praising:	Support:
◯ Excellent: You used the rules correctly. ◯ Good: you have some mistakes ◯ Incomplete : Solution - Correct the mistakes	◯ Thank you for your amazing efforts . ◯ Keep going; your sentences are improving. ◯ Thank you for trying.	◯ Review your answers. ◯ Re-do the mistakes. ◯ Reach out to the little teacher.

Comments:

Extra Worksheet Date:

Activity Objective :To write using the aimed structure.

Write a biography of your hero. You can choose a famous person, a friend or a family member.

Talk about the following:

1-What is their name ?

2- Where and when were they born.

3-Why did you choose them?

4-What did they do in their life?

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

_____

_____

_____

_____

_____

_____

_____

_____

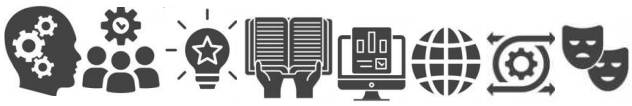
_____

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_____

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_____



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:

Extra Worksheet Date:

Key Practice

Q: Match the statements to the correct job.

a	Dentist
b	Vet
c	Secretary
d	Author
e	Mechanic
f	Builder

	This person writes books, but not everyone knows their face.
	If your pet is sick, you take it to this person for help.
	This person works in an office, answering calls and organizing meetings.
	People visit this person when they have a problem with their teeth.
	This person fixes cars but does not build houses.
	If you need a new house, this is the person who helps construct it.



CHALLENGES

UNIT 3



UNIT 3: CHALLENGES



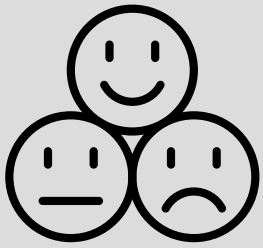
Hello. My name is Faris. I'm here to help you through this unit!
This unit theme is about competitions and sports.
Together we will learn about:

- New words related to competitions and sports
- Use past continuous.
- Read about chess.
- Use past simple and past continuous.
- Identify the value 'Work hard'
- Write a story.
- Watch a video about nomads.

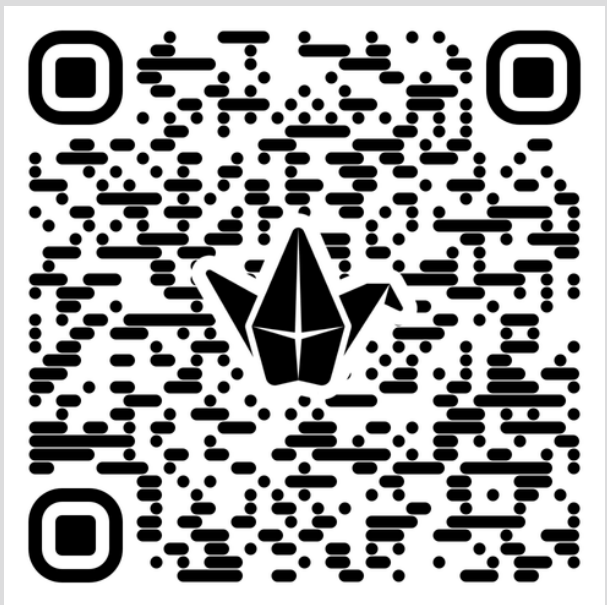
FUN FACT

The America's Cup is the oldest sports competition in the world and it started in 1851.

How do you feel about the unit?



SELF LEARNING STATION

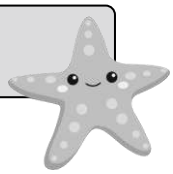




Contact on Teams for any questions
980308461@moe.bh

Check the EduNet for extra materials

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



Copy the words neatly on the four lines.

race	stadium	rider
winner	competition	prize
win	take part	

Assessment:	Praising:	Support:
◯ Excellent: you copied words neatly and correctly ◯ Good ; you have some mistakes. ◯ Incomplete : Solution - Correct the mistakes - ensure neat handwriting.	◯ Thank you for your amazing efforts . ◯ Keep going your handwriting is improving. ◯ Thank you for trying.	◯ Write on the lines. ◯ Re-do the mistakes. ◯ Reach out to the little teacher.

Comments:

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

1- Look at each picture and write the correct word

race - rider - stadium - winner - competition - prize - win - take part

1 _____

2 _____

3 _____

4 _____

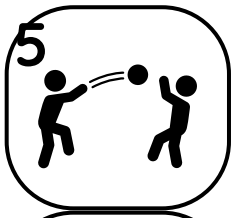
5 _____

6 _____

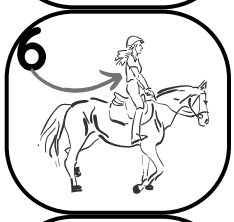
7 _____

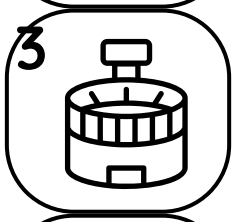
8 _____

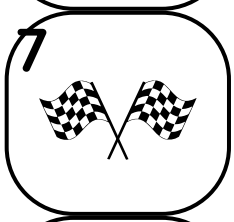




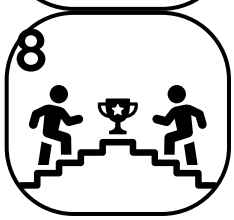












What does Islam say about honest competing ?

_____

_____

_____

_____

_____

Assessment:	Praising:	Support:
◯ Excellent: you labelled the words accurately ◯ Good: you have some mistakes in labelling. ◯ Incomplete : Solution - Correct the mistakes	◯ Thank you for your amazing efforts . ◯ Keep going; your accuracy is improving ◯ Thank you for trying.	◯ Review the matching. ◯ Re-do the mistakes. ◯ Reach out to the little teacher.

Comments:



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

1- Read the sentences and fill in the blanks.

winner - race - rider - stadium - prize

1. The _____ won a medal for first place.
2. Many people watched the competition in the _____.
3. The bicycle _____ was very exciting.
4. The winner received a big _____.
5. After months of hard work, she was finally declared the _____ of the competition.

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 at a sports event. Write about what you did and what happened there.

_____

_____

_____

_____

Assessment:	Praising:	Support:
◯ Excellent: you used the new words correctly. ◯ Good: you have some mistakes ◯ Incomplete : Solution - Correct the mistakes	◯ Thank you for your amazing efforts . ◯ Keep going; your sentences are improving. ◯ Thank you for trying.	◯ Review your answers. ◯ Re-do the mistakes. ◯ Reach out to the little teacher.

Comments:

Extra Worksheet Date:

Past Continuous

Describes an action that was **ongoing** in the past.
لِوصف حدث كان مستمراً في الماضي

Sentences

Subject الفاعل	was / were	verb + ing الفعل + ing	Sentence Completion تكملة الجملة
You We They	were weren't	eating	a banana yesterday.
He She it I	was wasn't		

Examples:
1. I was doing my homework yesterday at 3 o'clock.
2. They were riding a horse on the race.

Questions

Was / Were	Subject الفاعل	Verb + ing الفعل + ing	Question completion تكملة السؤال
Were	You We They	eating	a banana yesterday?
Was	I He She it		

Examples:
1. Was she listening to the teacher?
2. Were they making pizza?



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

1- Read the sentences and fill in the blanks.

1. She _____ _____(run) in the race.
2. They _____ (watch) the competition.
3. He _____(not/take part) in the event.
4. _____ you _____(cheer) for the winner?

2- Write sentences using the following verbs using the <u>past continuous tense.</u>

a._____

b._____

c._____



jump



walk



draw

3- Write a short paragraph using past continuous.

_____

_____

_____

_____

Assessment:	Praising:	Support:
◯ Excellent: You used the rules correctly. ◯ Good: you have some mistakes ◯ Incomplete : Solution - Correct the mistakes	◯ Thank you for your amazing efforts . ◯ Keep going; your sentences are improving. ◯ Thank you for trying.	◯ Review your answers. ◯ Re-do the mistakes. ◯ Reach out to the little teacher.

Comments:

Extra Worksheet Date:

Activity Objective: To read a paragraph for specific information

1- Fill in the blanks with the correct answer

pieces, board, blind.

1. Judit and Sofia were playing _____ chess.
2. Susan found a chess _____ in a cupboard at home.
3. The girls called out their instructions, and their father moved the _____.

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

1. The girls were playing against their father in 1985 T F
2. The children's mother taught them how to play chess. T F
3. Susan is better at chess than Judit. T F

3- Answer the following questions:

a. At what age did Judit win her first international competition?

_____

b. What were the girls doing when they weren't playing chess?

_____

4- What are the benefits of playing chess?

_____

_____

_____

Assessment:	Praising:	Support:
◯ ☐ Excellent: You understood the reading . ◯ Good: You have a few mistakes ◯ Incomplete : Solution - Correct the mistakes	◯ Thank you for your amazing efforts . ◯ Keep going; your answers shows improvement ◯ Thank you for trying.	◯ Review your answers. ◯ Re-do the mistakes. ◯ Reach out to the little teacher.

Comments:

Extra Worksheet Date:

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موقع المناهج الدولية

Past Continuous and Past Simple

- **Past Simple**: Describes a completed action in the past.
  يصف حدث منتهي في الماضي
- **Past Continuous with Interruption:** Describes an ongoing action interrupted by a past simple action.
  يصف حدثين في الماضي ، حدث مستمر تمت مقاطعته بحدث ماضي

Past Continuous: Subject + was/were + verb + -ing

Past Simple: Subject + past tense verb

Connector: Use "when" to connect the two actions.

Example Sentences:

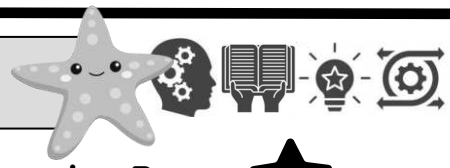
- I was watching TV **when** the doorbell rang.
- She was cooking dinner **when** the phone rang.
- They were walking in the park **when** it started to rain.
- We were having lunch **when** the power went out.
- .He was writing an email **when** his computer crashed.

1. Fill in the blanks with the correct answer.

1. I _____ (listen) to music, when my mom _____ (call) me for dinner.
2. They _____ (play) soccer, when it suddenly _____ (start) to rain.
3. She _____ (read) a book, when the lights ?_____ (go) out.
4. We _____ (drive) home when we _____ (see) the accident.

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



1- Read, circle the Past Continuous and underline the Past Simple

Yesterday, while I was walking to the park, I saw a beautiful bird. It was singing sweetly when a loud noise startled it. The bird flew away, and I continued my walk. As I was approaching the park, I noticed that the sun was setting.

2 -Rearrange the words to form correct sentences.

a. was / running/ He / when / it / started / to / rain.

_____

b. cheering / The / crowd / was / when / the / team / scored.

_____

c. sitting / We / were / down / when / the / movie / started.

_____

3- Write a short paragraph using past simple and past continuous.

Describe a time when you were enjoying an activity and it was suddenly interrupted.

_____

_____

_____

_____

Assessment:	Praising:	Support:
◯ Excellent: You used the rules correctly. ◯ Good: you have some mistakes ◯ Incomplete : Solution - Correct the mistakes	◯ Thank you for your amazing efforts . ◯ Keep going; your sentences are improving. ◯ Thank you for trying.	◯ Review your answers. ◯ Re-do the mistakes. ◯ Reach out to the little teacher.

Comments:

Extra Worksheet Date:

Unit 3 Lesson 6 : Writing

Date: / /

Activity Objective :To write using the aimed structure.

Look at the pictures and write a story.
You can use the words below.

climb - enter a competition - football
high - jump - prize - trampoline



(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.

Comments:

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Extra Worksheet Date:

Key Practice

Look at the three pictures.

Write the story shown in the pictures.

Write 35 words or more.







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.

Comments:



WHAT'S ON YOUR PLATE?

UNIT 4



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UNIT 4: WHAT'S ON YOUR PLATE?





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

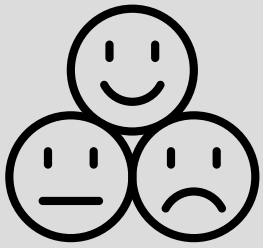


- New words related to food.
- Use articles (a/an/the)
- Read about a restaurant
- Use relative pronouns.
- Identify the value 'stay safe'
- Write a newspaper story
- Watch a video about emergency service

FUN FACT

The biggest pizza ever made was as big as a house and weighed as much as an elephant!

How do you feel about the unit?



SELF LEARNING STATION





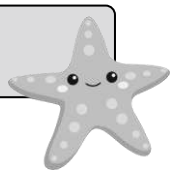


Contact on Teams for any questions
980308461@moe.bh



Check the EduNet for extra materials

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



Copy the words neatly on the four lines.

biscuit butter flour

honey pepper salt

sugar yoghurt

Assessment:	Praising:	Support:
◯ Excellent: you copied words neatly and correctly ◯ Good ; you have some mistakes. ◯ Incomplete : Solution - Correct the mistakes - ensure neat handwriting.	◯ Thank you for your amazing efforts . ◯ Keep going your handwriting is improving. ◯ Thank you for trying.	◯ Write on the lines. ◯ Re-do the mistakes. ◯ Reach out to the little teacher.

Comments:

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

1- Look at each picture and write the correct word

biscuit - butter - flour - honey - pepper - salt - sugar - yoghurt

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____



Is sugar good for our health? Why?



_____

_____

_____

_____

Assessment:	Praising:	Support:
◯ Excellent: you labelled the words accurately ◯ Good: you have some mistakes in labelling. ◯ Incomplete : Solution - Correct the mistakes	◯ Thank you for your amazing efforts . ◯ Keep going; your accuracy is improving ◯ Thank you for trying.	◯ Review the matching. ◯ Re-do the mistakes. ◯ Reach out to the little teacher.

Comments:



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

1- Read the sentences and fill in the blanks.

biscuit, sugar, flour, butter, pepper

1. I spread some _____ on my toast for breakfast.
2. She added _____ to the tea to make it sweet.
3. We need _____ to bake the bread.
4. She ate a _____ with her afternoon tea.
5. He sprinkled some _____ on the pasta to give it an extra kick of flavor.

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 preparing a meal. What will you prepare? How will you prepare it?

_____

_____

_____

_____

Assessment:	Praising:	Support:
◯ Excellent: you used the new words correctly. ◯ Good: you have some mistakes ◯ Incomplete : Solution - Correct the mistakes	◯ Thank you for your amazing efforts . ◯ Keep going; your sentences are improving. ◯ Thank you for trying.	◯ Review your answers. ◯ Re-do the mistakes. ◯ Reach out to the little teacher.

Comments:

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Extra Worksheet Date:

Articles (a, an and the)

A and An (Indefinite Articles):

- **A** is used before words that start with a consonant sound.

Example: "a biscuit,"

- **An** is used before words that start with a vowel sound.

Example: "an egg," "an apple"

The (Definite Article):

- Used for specific items known to both the speaker and listener.

Example: "the honey on the shelf"

Circle the articles in the following paragraph.

There once was a small village at the foot of the mountain. In the village, there lived an old man who had a cat and a dog. Every morning, the man would walk to the river with a fishing rod. He hoped to catch a fish for breakfast. One day, he saw an unusual bird sitting in a tree. The bird had bright colours and a long tail. It was unlike any bird he had ever seen before.



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

1-Read the sentences and choose the correct answer

1. She has _____ cat and _____ dog.
2. We saw _____ owl in _____ tree.
3. I need _____ umbrella because it's raining.
4. Please pass me _____sugar.

2 -Rearrange the words to form correct sentences.

a. an / is / apple / It.

_____

b. the / We / visited / museum.

_____

c. a / He / dog / has.

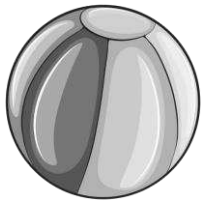
_____

3- Write sentences using the following words

orange 



car



ball

a._____

b._____

c._____

Assessment:	Praising:	Support:
◯ Excellent: You used the rules correctly. ◯ Good: you have some mistakes ◯ Incomplete : Solution - Correct the mistakes	◯ Thank you for your amazing efforts . ◯ Keep going; your sentences are improving. ◯ Thank you for trying.	◯ Review your answers. ◯ Re-do the mistakes. ◯ Reach out to the little teacher.

Comments:

Extra Worksheet Date:

Activity Objective: To read a paragraph for specific information

1- Fill in the blanks with the correct answer

knife, delicious, prepare

1. Children learn how to _____ and cook food.
2. They can make _____ milkshakes.
3. I need a _____ to cut the cake.

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

1. The Kinderkookkafé opened in 1981.	T	F
2. The children do not wash up after meals.	T	F
3. The restaurant only serves food from the Netherlands.	T	F

3- Answer the following questions:

a. What age group of children can cook at the Kinderkookkafé?

_____

b. How do children choose what to cook at the restaurant?

_____

4- Imagine opening a restaurant with a new idea, what would it be?

_____

_____

_____

Assessment:	Praising:	Support:
◯ ☐ Excellent: You understood the reading . ◯ Good: You have a few mistakes ◯ Incomplete : Solution - Correct the mistakes	◯ Thank you for your amazing efforts . ◯ Keep going; your answers shows improvement ◯ Thank you for trying.	◯ Review your answers. ◯ Re-do the mistakes. ◯ Reach out to the little teacher.

Comments:

Extra Worksheet Date:

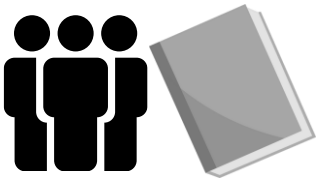
Relative Pronouns

Relative pronouns are words used to connect clauses or phrases to a noun or pronoun. They help provide additional information about the noun without starting a new sentence, making writing more cohesive and detailed.

تُستخدم ضمائر الوصل لربط الجمل أو العبارات باسم أو ضمير. إنها تساعد على توفير معلومات إضافية حول الاسم دون بدء جملة جديدة، مما يجعل الكتابة أكثر ترابطًا وتفصيلاً.



which



that



who



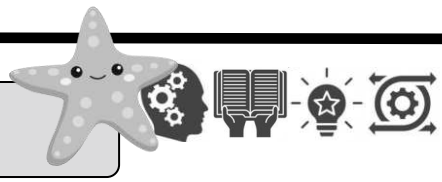
where

Which: Refers to things.
Example: "The book which I read was interesting."
That: Refers to people or things.
Example: "The car that he drives is fast."
Who: Refers to people.
Example: "The boy who won the race is my friend."
Where: Refers to places.
Example: "This is the park where we play."

Circle the relative pronouns following paragraph.

In the garden, there is a beautiful rose bush that blooms every spring. The gardener, who takes care of the plants, waters them every morning. He uses special tools which help him keep the garden tidy. The bench, where he sits to rest, is under a large oak tree. The birds, whose songs fill the air, often visit this peaceful spot.

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

1- Fill in the blanks with the correct relative pronoun

where - which - that - who

1. The cake _____ she made was delicious.
2. The teacher _____ taught us is kind.
3. This is the house _____ I live.
4. The cat _____ is sleeping is cute.

2- Re-write the sentences using relative pronouns.

b. I want the car. It is red.

_____

c. Amina is my teacher. She teaches me math.

_____

d. This is the playground. It is big.

_____

3- Write a short paragraph using relative pronouns.

_____

_____

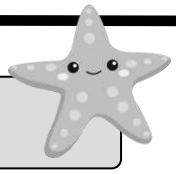
_____

_____

Assessment:	Praising:	Support:
◯ Excellent: You used the rules correctly. ◯ Good: you have some mistakes ◯ Incomplete : Solution - Correct the mistakes	◯ Thank you for your amazing efforts . ◯ Keep going; your sentences are improving. ◯ Thank you for trying.	◯ Review your answers. ◯ Re-do the mistakes. ◯ Reach out to the little teacher.

Comments:

Extra Worksheet Date:



Activity Objective :To write using the aimed structure.

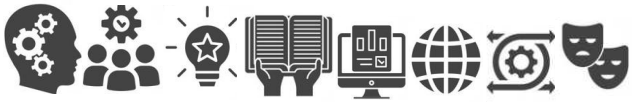
Write a review about a restaurant or a café you have visited.

Talk about :

- When did you go? and with who?
- What's the name of the restaurant or café?
- How did it look like?
- What did you like? didn't like?
- Do you recommend it ?



(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.

Comments:

Extra Worksheet Date:

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Key Practice

For each question, choose the correct answer.

You will hear Diana talking to her friend Kevin about her last winter trip.

1 Diana went to Germany for...

A three days.

B five days.

C a week.

2 She and her parents went to visit...

A Diana's aunt.

B her mum's aunt.

C her dad's aunt.

3 They had to take a lot of public transport because.

A they were tired.

B the weather wasn't good.

C they don't like the snow.

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Key Practice

For each question, choose the correct answer.

You will hear Diana talking to her friend Kevin about her last winter trip.

4 Diana's favourite part of the trip was...

A the food.

B the museums.

C the cold weather.

5 Diana's family want to go to Germany...

A next month.

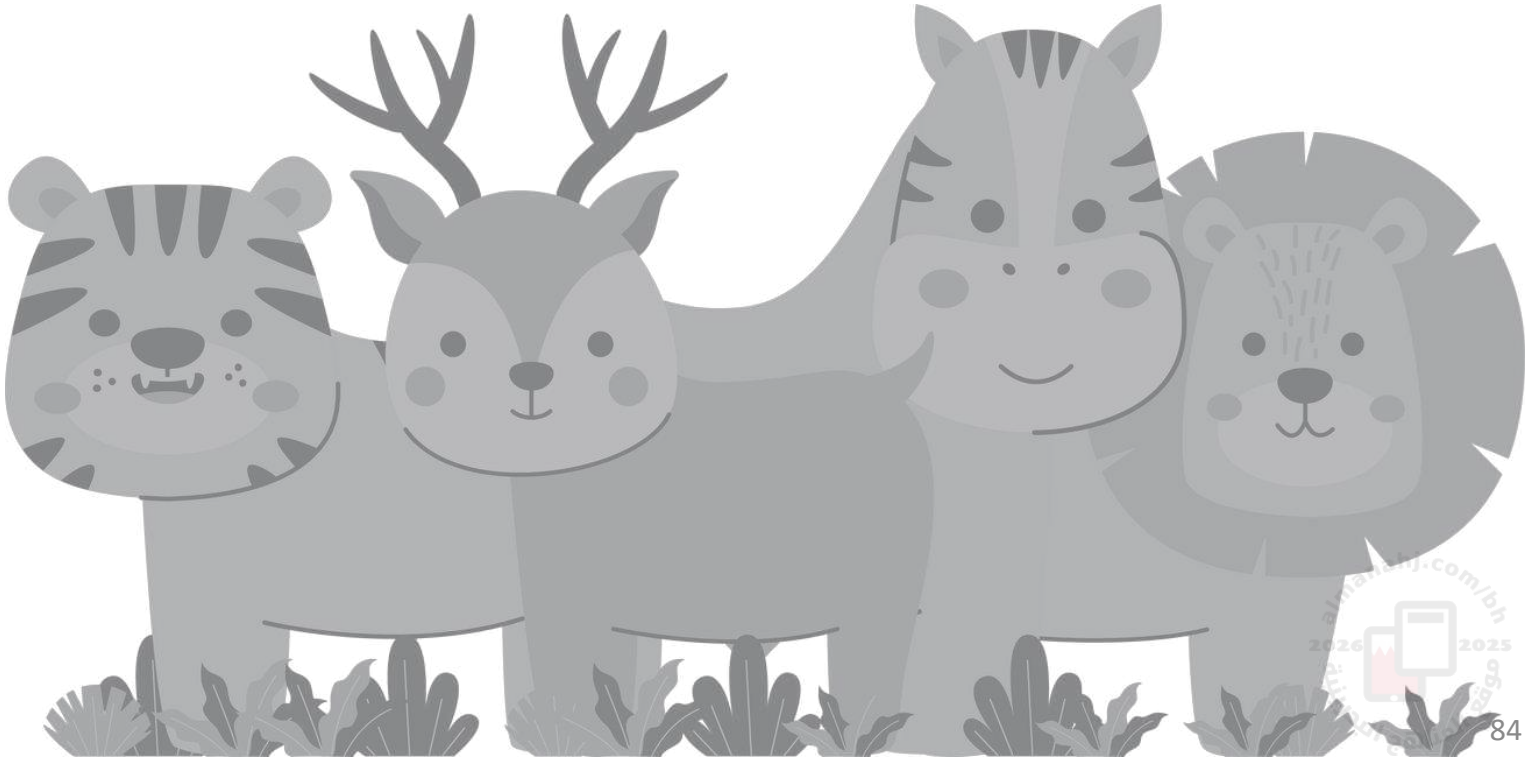
B in two years.

C next year.

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THE ANIMAL KINGDOM

UNIT 5



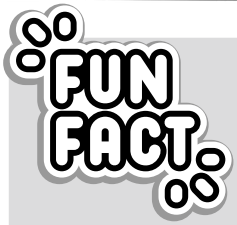
UNIT 5: THE ANIMAL KINGDOM



Hello. My name is Saqer. I'm here to help you through this unit!
This unit theme is about animals and food chains.
Together we will learn about:

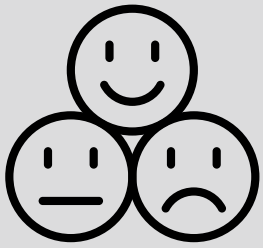


- New words related to animals
- Use comparative and superlative (not) as+adjective+as
- Read about yaks.
- Use too and enough
- Identify the value 'Understand Nature'
- Write an animal report
- Watch giraffes

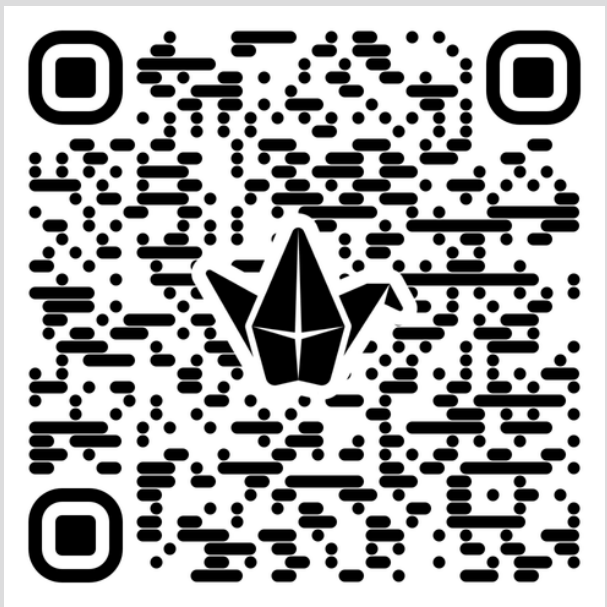


Octopuses have three hearts and blue blood!

How do you feel about the unit?



SELF LEARNING STATION





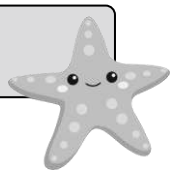


Contact on Teams for any questions
980308461@moe.bh



Check the EduNet for extra materials

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



Copy the words neatly on the four lines.

tortoise butterfly plant

beetle mouse snake

eagle wing

Assessment:	Praising:	Support:
◯ Excellent: you copied words neatly and correctly ◯ Good ; you have some mistakes. ◯ Incomplete : Solution - Correct the mistakes - ensure neat handwriting.	◯ Thank you for your amazing efforts . ◯ Keep going your handwriting is improving. ◯ Thank you for trying.	◯ Write on the lines. ◯ Re-do the mistakes. ◯ Reach out to the little teacher.

Comments:

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

1- Look at each picture and write the correct word

tortoise - plant - beetle - mouse - butterfly - snake - eagle - wing

1 _____

2 _____

3 _____

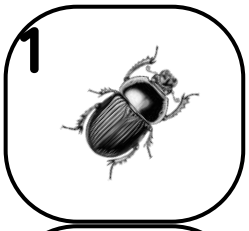
4 _____

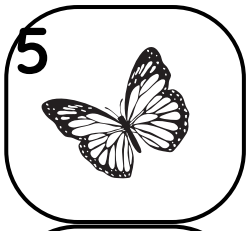
5 _____

6 _____

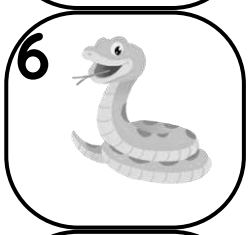
7 _____

8 _____





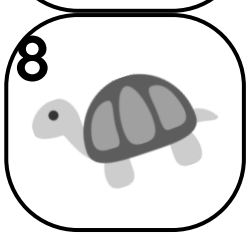












What does Islam say about treating animals?

_____

_____

_____

_____

Assessment:	Praising:	Support:
◯ Excellent: you labelled the words accurately ◯ Good: you have some mistakes in labelling. ◯ Incomplete : Solution - Correct the mistakes	◯ Thank you for your amazing efforts . ◯ Keep going; your accuracy is improving ◯ Thank you for trying.	◯ Review the matching. ◯ Re-do the mistakes. ◯ Reach out to the little teacher.

Comments:

Unit 5 Lesson 1 : Words Date: / /



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

1- Read the sentences and fill in the blanks.

butterfly, mouse , tortoise, plant, wings

1. She watered the _____ every morning.
2. The bird spread its _____ and took flight.
3. The _____ slowly moved across the garden.
4. The cat caught the _____.
5. As she walked through the garden, a colorful _____ landed gently on her hand.

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 exploring a forest.

_____

_____

_____

_____

Assessment:	Praising:	Support:
◯ Excellent: you used the new words correctly. ◯ Good: you have some mistakes ◯ Incomplete : Solution - Correct the mistakes	◯ Thank you for your amazing efforts . ◯ Keep going; your sentences are improving. ◯ Thank you for trying.	◯ Review your answers. ◯ Re-do the mistakes. ◯ Reach out to the little teacher.

Comments:

Extra Worksheet Date:

Comparative

We use comparative to compare between two things.
نستخدم المقارنة للمقارنة بين شيئين

short adjective

Subject الفاعل	am/is/are	short adjective صفة المقارنة		sentence completion تكملة الجملة
I	am	short**er** tall**er** bigg**er**	**than**	my brother
You We They	are			
she he it	is			

Examples:

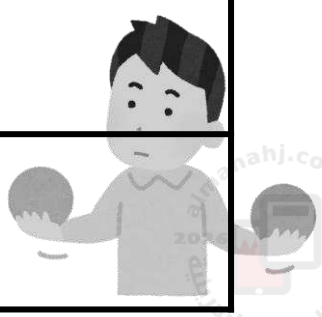
1. **My brother is taller than me.**
2. I'm shorter then my sister.

long adjective

Subject الفاعل	am/is/are		long adjective صفة المقارنة		sentence completion تكملة الجملة
I	am	**more**	**beautiful** **amazing** **comfortable**	**than**	my brother. my sister.
You We They	are				
she he it	is				

Examples:

1. **This movie is more interesting than the last one.**
2. **The bed is more comfortable than the seat.**



Superlative

To compare more than two things and show the extreme quality.

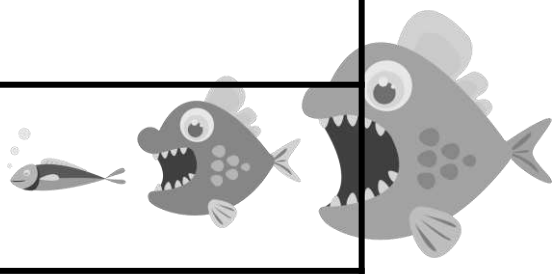
نستخدم المفاضلة للمقارنة بين أكثر من شيئين و توضيح الافضل

short adjective

Subject الفاعل	am/is/are		short adjective (superlative) صفة قصيرة (التفضيل)
I	am	**the**	smart**est.**
You We They	are		
she he it	is		

Examples:

1. **My brother is the tallest.**
2. **My shirt is the largest.**



long adjective

Subject الفاعل	am/is/are		long adjective (superlative) صفة طويلة (التفضيل)
I	am	**the most**	comfortable.
You We They	are		
she he it	is		

Examples:

1. This sofa is **the most comfortable.**
2. **The dolphin is the most intelligent animal.**

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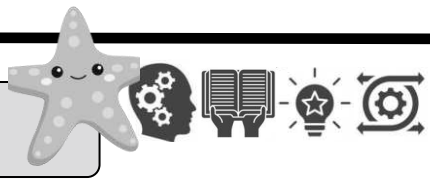
Comparison using (as_____as) (not as _____as)

- **"As ___ as": Used to show equality.**
  - **Example: "The tortoise is as slow as the snail."**
- **"Not as ___ as": Used to show inequality.**
  - **Example: "The butterfly is not as heavy as the beetle."**

Fill in the blanks with "as" or "not as."

1. The red car is _____ fast _____ the blue car.
2. This puzzle is _____ difficult _____ the one we solved yesterday.
3. My coffee is _____ hot _____ yours.
4. The new movie was _____ exciting _____ we expected.
5. The dog is _____ friendly _____ the cat.
6. Her backpack is _____ heavy _____ mine.
7. The weather today is _____ cold _____ it was yesterday.
8. This cake is _____ sweet _____ the last one you made.
9. The classroom is _____ quiet _____ the library.
10. His story was _____ interesting _____ I thought it would be.

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

1- Read the sentences and fill in the blanks.

1. The eagle is _____ (fast) than the tortoise.
2. The snake is _____ as dangerous as the mouse.
3. The plant is _____ (big) than the beetle.
4. The butterfly is _____ colourful than the beetle.

2 -Rearrange the words to form correct sentences.

a. is / the / student / she / smartest / the / in / class /

_____

b. is / not / as / The / snake / slow / as / the / tortoise.

_____

c. as / The / mouse / small / is / beetle / the / as.

_____

3- Write a short paragraph using comparison.

Compare between two animals

_____

_____

_____

_____

Assessment:	Praising:	Support:
◯ Excellent: You used the rules correctly. ◯ Good: you have some mistakes ◯ Incomplete : Solution - Correct the mistakes	◯ Thank you for your amazing efforts . ◯ Keep going; your sentences are improving. ◯ Thank you for trying.	◯ Review your answers. ◯ Re-do the mistakes. ◯ Reach out to the little teacher.

Comments:

Extra Worksheet Date:

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Activity Objective: To read a paragraph for specific information

1- Fill in the blanks with the correct answer

furry, adapted, view

1. The _____ from "the roof of the world" is amazing.
2. Yaks look like very big, _____ cows.
3. Yaks are _____ _____ to live in their harsh environment.

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

1. Yaks have long, thin legs to help them walk on rocks. **T** **F**
2. The sunlight at "the roof of the world" is very weak **T** **F**
3. Yaks prefer warmer temperatures **T** **F**

3- Answer the following questions:

a. Why is it called "the roof of the world"?

_____

b. What helps yaks stay warm during the cold months?

_____

4- Choose an animal that lives in an extreme environment. Describe how it is adapted to survive there.

_____

_____

_____

Assessment:	Praising:	Support:
◯ ☐ Excellent: You understood the reading . ◯ Good: You have a few mistakes ◯ Incomplete : Solution - Correct the mistakes	◯ Thank you for your amazing efforts . ◯ Keep going; your answers shows improvement ◯ Thank you for trying.	◯ Review your answers. ◯ Re-do the mistakes. ◯ Reach out to the little teacher.

Comments:

Extra Worksheet Date:

Comparison using too and enough

- **Too: Indicates more than necessary.**
- أكثر: تشير إلى ما هو أكثر من اللازم.

Example: "The snake is too long to fit in the box."

- **Enough: Indicates sufficient amount.**

يكفي: يشير إلى كمية كافية.

Example: "The eagle's wings are strong enough to fly high."

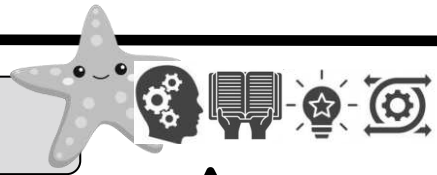
- **Fill in the blanks with "too" or "enough."**

1. The box is _____ heavy for me to lift by myself.
2. The room is not warm _____ to take off my jacket.
3. That pizza is _____ hot to eat right now.
4. She is tall _____ to reach the top shelf.
5. The soup is _____ salty for my taste.
6. This dress is not long _____ for the party.
7. The music is _____ loud; can you turn it down?
8. He didn't run fast _____ to win the race.
9. The book is _____ boring for me to finish.
10. The table is strong _____ to hold all the dishes.

Note: too comes before the adjective. Enough comes after the adjective.

ملاحظة: تأتي كلمة "too" قبل الصفة. بينما تأتي كلمة "enough" بعد الصفة.

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

1- Read the sentences and fill in the blanks.

1. The tortoise is _____ slow to win the race.
2. The eagle is strong _____ to hunt.
3. The snake is _____ long for the cage.
4. The butterfly is beautiful _____ to admire.
5. The mouse is _____ small to reach the shelf.

2 -Rearrange the words to form correct sentences.

a. is / too / The / pizza / hot / eat / to.

_____

b. car / enough / fast / is / The / win / race / the / to.

_____

c. cake / enough / sweet / is / The / enjoy / to.

_____

3- Write a short paragraph using comparison (too and enough)

Describe an item that you bought.

_____

_____

_____

_____

Assessment:	Praising:	Support:
◯ Excellent: You used the rules correctly. ◯ Good: you have some mistakes ◯ Incomplete : Solution - Correct the mistakes	◯ Thank you for your amazing efforts . ◯ Keep going; your sentences are improving. ◯ Thank you for trying.	◯ Review your answers. ◯ Re-do the mistakes. ◯ Reach out to the little teacher.

Comments:

Extra Worksheet Date:

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Unit 5 Lesson 6 : Writing

Date: / /

Activity Objective :To write using the aimed structure.

Write a report about an animal, talk about:

1- General information.
2- Habitat and diet.
3- Size and speed.
4- Interesting facts.

(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.

Comments:

Extra Worksheet Date:

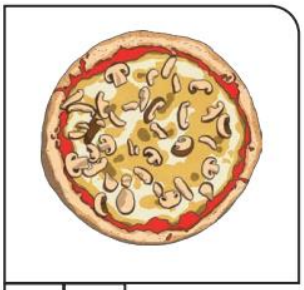


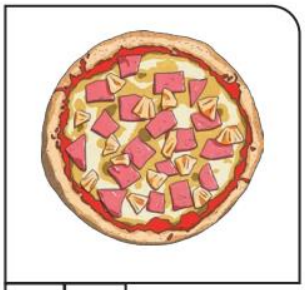
Key Practice

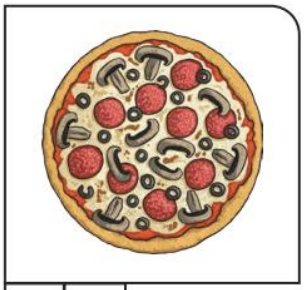
Listening | **Part 1** | **5 Questions**

For each question, choose the correct answer.

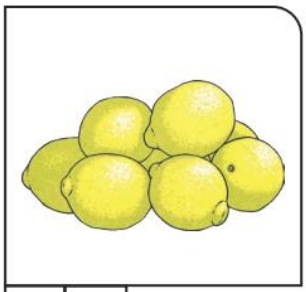
1 What is Ethan going to eat tonight?


A ☐


B ☐


C ☐

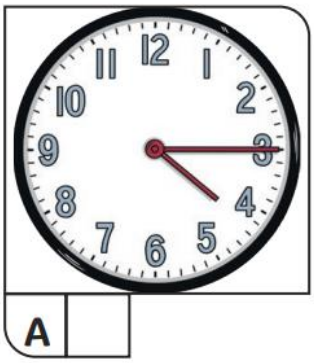
2 Which ingredient does Nick need to buy?

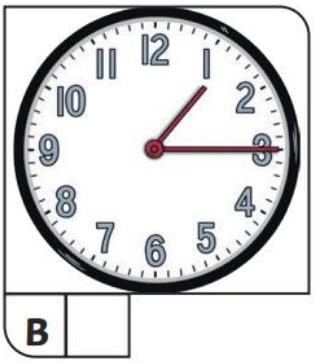

A ☐

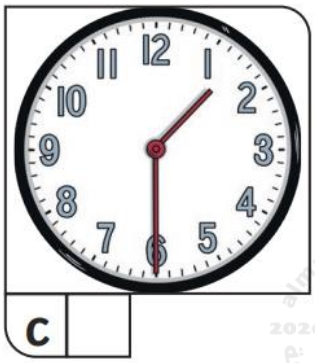

B ☐


C ☐

3 What time does Martha's family have lunch?


A ☐

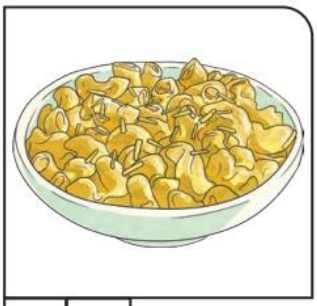

B ☐


C ☐

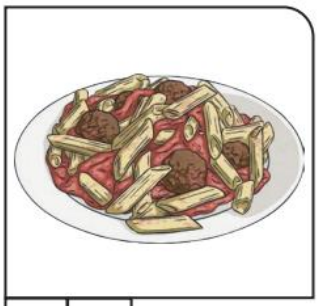
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Key Practice

4 What did Kira order at the restaurant?



A ☐



B ☐



C ☐

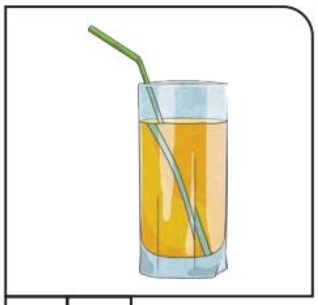
5 What is Joseph's favourite drink?



A ☐



B ☐



C ☐





HELPING THE ENVIRONMENT

UNIT 6





UNIT 6: HELPING THE ENVIRONMENT

Hello. My name is Amena. I'm here to help you through this unit!
This unit theme is about helping the environment! we will learn about:

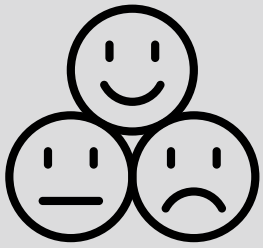


- New words related to recycling
- Use (used to) for past habits
- Read about a forest.
- Use (used to) negatives and questions.
- Identify the value ' Help the environment'
- Write an article.
- Watch a video about helping the environment.

FUN FACT

Recycling one soda can saves enough energy to watch TV for three hours!

How do you feel about the unit?



SELF LEARNING STATION

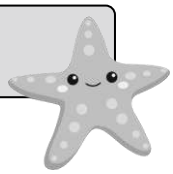




Contact on Teams for any questions
980308461@moe.bh

Check the EduNet for extra materials

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



Copy the words neatly on the four lines.

bin recycle collect

plastic recycle

turn on turn off

Assessment:	Praising:	Support:
◯ Excellent: you copied words neatly and correctly ◯ Good ; you have some mistakes. ◯ Incomplete : Solution - Correct the mistakes - ensure neat handwriting.	◯ Thank you for your amazing efforts . ◯ Keep going your handwriting is improving. ◯ Thank you for trying.	◯ Write on the lines. ◯ Re-do the mistakes. ◯ Reach out to the little teacher.

Comments:

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

1- Look at each picture and write the correct word

plastic-throw away - collect - bin - recycle - turn on - turn off

1 _____

2 _____

3 _____

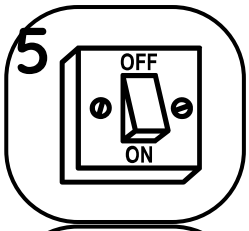
4 _____

5 _____

6 _____

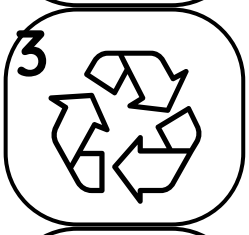
7 _____

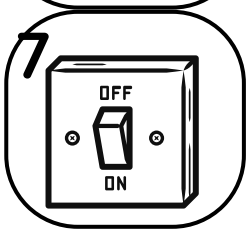














What does Islam say about cleanliness?

_____

_____

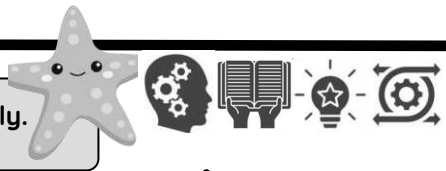
_____

_____

Assessment:	Praising:	Support:
◯ Excellent: you labelled the words accurately ◯ Good: you have some mistakes in labelling. ◯ Incomplete : Solution - Correct the mistakes	◯ Thank you for your amazing efforts . ◯ Keep going; your accuracy is improving ◯ Thank you for trying.	◯ Review the matching. ◯ Re-do the mistakes. ◯ Reach out to the little teacher.

Comments:

Unit 6 Lesson 1 : Words Date: / /



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

1- Read the sentences and fill in the blanks.

turn on, bin, collect, turn off , recycle

1. Please _____ the lights when you leave the room.
2. We should _____ our old bottles.
3. Remember to _____ your notebooks before class.
4. Can you please _____ the AC.
5. He hid the keys in the _____ behind the shed.

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

How can you help the environment?

_____

_____

_____

_____

Assessment:	Praising:	Support:
◯ Excellent: you used the new words correctly. ◯ Good: you have some mistakes ◯ Incomplete : Solution - Correct the mistakes	◯ Thank you for your amazing efforts . ◯ Keep going; your sentences are improving. ◯ Thank you for trying.	◯ Review your answers. ◯ Re-do the mistakes. ◯ Reach out to the little teacher.

Comments:

Extra Worksheet Date:

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used to

talk about habits in the past, that are not happening anymore
للتحدث عن العادات في الماضي، التي لم تعد تحدث بعد الآن

sentences

Subject الفاعل	used to	verb الفعل	Sentence Completion تكملة الجملة
You We They He She it I	used to	walk	to school.

Examples:

1. "I used to play soccer every weekend."
2. I used to watch cartoon on TV.



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

1- Read the sentences and fill in the blanks.

1. I _____ (swim) in the beach.
2. We _____ (live) in a big city.
3. She _____ (play) the piano.
4. It _____ (snow) in the winter.

2 -Rearrange the words to form correct sentences.

a. "used / to / ride / bike / I / my / school / to."

_____

b. "used / to / we / in / a / live / small / town."

_____

c. "used / to / enjoy / reading / he / books."

_____

3- Write a short paragraph using (used to)

Write about your childhood habits.

_____

_____

_____

_____

Assessment:	Praising:	Support:
◯ Excellent: You used the rules correctly. ◯ Good: you have some mistakes ◯ Incomplete : Solution - Correct the mistakes	◯ Thank you for your amazing efforts . ◯ Keep going; your sentences are improving. ◯ Thank you for trying.	◯ Review your answers. ◯ Re-do the mistakes. ◯ Reach out to the little teacher.

Comments:

used to - negatives and questions

Negative

Subject الفاعل	didn't use to	verb الفعل	Sentence Completion تكملة الجملة
You We They He She it I	didn't use to	walk	to school.

Examples:

1. She didn't use to drink soft drinks.
2. I didn't use to like spinach.

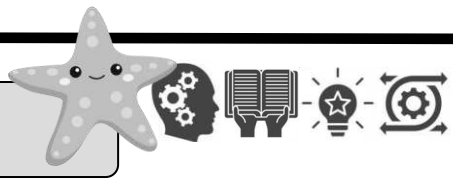
questions

Did	Subject الفاعل	use to	Verb الفعل	Question completion تكملة السؤال
	You We They		play	tennis on weekends?
	I He She it			

Examples:

1. "Did you use to play an instrument?"
2. Did she use to go to the gym?

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

1- Read the sentences and fill in the blanks.

1. _____you _____ (play) soccer ?
2. She ___ _____ _(not/watch) TV every night.
3. We _____ (not/eat) out very often.
4. _____ he _____ (ride) a bike to school?

2 -Rearrange the words to form correct sentences.

a. " they / use / to / didn't / drive / a car/"

_____

b. "used / he / not / to / eat / vegetables."

_____

c. "used / she / to / live / did / here ?"

_____

3- Write a short paragraph using (used to "negative and questions')

Write about things you didn't do as a child, and ask questions about what others did.

__ _____

_____

_____

__ _____

Assessment:	Praising:	Support:
◯ Excellent: You used the rules correctly. ◯ Good: you have some mistakes ◯ Incomplete : Solution - Correct the mistakes	◯ Thank you for your amazing efforts . ◯ Keep going; your sentences are improving. ◯ Thank you for trying.	◯ Review your answers. ◯ Re-do the mistakes. ◯ Reach out to the little teacher.

Comments:

Extra Worksheet Date:

Unit 6Lesson 6 : Writing Date: / /

Activity Objective :To write using the aimed structure.

Write an article:

- **Beginning :**
- **middle :**
- **Ending :**

(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.

Comments:

Extra Worksheet Date:

Key Practice



Cinema

You want to go to the cinema with your English friend, Holly.

Write an email to Holly.

In your email:

- Ask Holly to go to the cinema with you on Sunday.
- Say what type of film you want to watch.
- Say what time you will go to the cinema.

Write 25 words or more.

Write the email in the space below.

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.

Comments:

EXTRA

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Title: **Date:**

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Title: **Date:**

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Title: **Date:**

END OF BOOKLET

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