

## مذكرة اللغة 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 19:44:38

ملفات اكتب للمعلم اكتب للطالب | اختبارات الكترونية | اختبارات حلول اuros بوربوينت | أوراق عمل  
منهج إنجليزي | ملخصات وتقارير | مذكرة 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

مذكرة شاملة رحلة تعلم شاملة وممتعة

1

مراجعة الاختبار الأول

2

مراجعة الوحدتين 11,12

3

مراجعة اللغة الإنجليزية

4

مراجعة الوحدتين 11, 12

5



# Grade 5

## My English

### Booklet

Semester 2

# LOOK 5

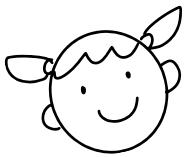
Name:

Class:

Teacher:

Principal: Ms. Haya Al-Noaimi VP: Ms. Kawthar Mohammed S.T. Ms. Noor AlBalooshi

Done by :  
 Teacher : Ghada Jibreel  
 Teacher : Duha Al.Janahi



# All about me



My name is...

My age

My birthday

I am

My favorite color

My favorite food

I really like...

## Our Mission

We strive to provide outstanding educational services by implementing effective teaching and learning strategies, enhanced with 21st-century skills, in collaboration with the local community. In an environment that fosters adaptation to educational advancements and sustainable development goals, we aim to raise conscious generations committed to Islamic and national values, creativity, and excellence.

## Our Vision

We shine in giving, we bright in doing, we challenge the odds, to reach the top

## Our Agreement

It is important that you keep up with your English notebook throughout the semester. The notebook will help you perform better in the class. My expectations for your notebook are given below:

1

**Be attentive:** Listen to and follow the given directions for your notebook!

2

**Be neat and organized:** You can write, draw, cut, stick and color as neat as you can!

3

**Be responsible:** Keep track of your notebook! Try not to lose or damage it.

I have read the expectations for my notebook. I promise to follow these expectations as best as I can!

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

# معايير تقييم كراسة الطالبة

## نضع بين أيديكم آلية توزيع الدرجات لكراسة الطالبة

المجموع الكلي	توفر مبادرات وأعمال الطالبة	تطور أداء الطالبة في الأعمال	ترتيب الدفتر	توفر الأنشطة المطلوبة وأدائها	البنود
<u>12</u>	4	4	2	2	<u>الدرجة</u>

توقيعوليالأمر بالعلم .....

مدیرة المدرسة: أ. هیا محمد النعیمی

فریق التعليم و التعلم و التقویم

### Writing Rules Guide معايير الكتابة

Writer's checklist	تقييم المعلمة	التقييم الذاتي	قائمة مراجعة الكاتبة
I used CAPITAL LETTERS.			استخدام الحرف الكبير في بداية الجملة
I used  finger  spaces.			استخدام المسافات المناسبة بين الكلمات
I used the right punctuation ( . ! ? , )			استخدام علامات الترقيم الصحيحة ( . ، ! ، ? )
I checked my spelling and grammar			التأكد من الاماء والقواعد
I met the word count (WC).			الالتزام بعده الكلمات المطلوب
My work is neat and tidy.			العمل مرتب ومتسلسل

Praise	Description & Support
<input type="checkbox"/> Super Star!	<input type="checkbox"/> You've met our goals.
<input type="checkbox"/> Excellent work	<input type="checkbox"/> Review your mistakes.
<input type="checkbox"/> Good effort	<input type="checkbox"/> Ask the little teacher for help.
<input type="checkbox"/> You can do it!	<input type="checkbox"/> Look at page ( ) in your CB.
<input type="checkbox"/> Try again.	<input type="checkbox"/> Rewrite / Incomplete
Corrected on: ___/___/202___ Follow up: ___/___/202___	

الوصف والتطوير	التعزيز
<input type="checkbox"/> تم تحقيق الاهداف	<input type="checkbox"/> أنت نجمة لامعة
<input type="checkbox"/> الرجاء مراجعة الأخطاء	<input type="checkbox"/> عمل متميز
<input type="checkbox"/> اطلب مساعدة من المعلمة الصغيرة	<input type="checkbox"/> أقدر جهودك
<input type="checkbox"/> الرجاد الرجوع الى صفحة ( ) في الكتاب	<input type="checkbox"/> سعدت في محاولتك
<input type="checkbox"/> إعادة الحل / ناقص	<input type="checkbox"/> حاوي مرة أخرى
تاریخ المتابعة: _____	
تاریخ التصحيح: _____	

# MY FOLLOW UP SHEET

التاريخ	الدرجة	الوصف	التعزيز	التطوير	التدقير	ممتاز	جيد جدا	جيد	يحتاج إلى متابعة
		دفترك متميز وكامل	<input type="checkbox"/>	وأصلني اهتمامك	<input type="checkbox"/>	ارجع إلى الكتاب لتصحيح الأخطاء	<input type="checkbox"/>		لديك أخطاء
		دفترك رائع لكن ناقص	<input type="checkbox"/>	أقدر مجهودك	<input type="checkbox"/>	حافظ على نظافة دفترك	<input type="checkbox"/>		لديك أخطاء
		وأجباتك ناقصة	<input type="checkbox"/>	سعدت بمحاولاتك	<input type="checkbox"/>	التربي بواجباتك	<input type="checkbox"/>		دفترك رائع لكن ناقص
		دفترك متميز وكامل	<input type="checkbox"/>	استمر في تميزك	<input type="checkbox"/>	ليكن اهتمامك بالمادة أكثر	<input type="checkbox"/>		وأجباتك ناقصة

ملاحظات المعلمة :

ملاحظاتولي الأمر :

التاريخ	الدرجة	الوصف	التعزيز	التطوير	التدقير	ممتاز	جيد جدا	جيد	يحتاج إلى متابعة
		دفترك متميز وكامل	<input type="checkbox"/>	وأصلني اهتمامك	<input type="checkbox"/>	ارجع إلى الكتاب لتصحيح الأخطاء	<input type="checkbox"/>		لديك أخطاء
		دفترك رائع لكن ناقص	<input type="checkbox"/>	أقدر مجهودك	<input type="checkbox"/>	حافظ على نظافة دفترك	<input type="checkbox"/>		لديك أخطاء
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		دفترك متميز وكامل	<input type="checkbox"/>	استمر في تميزك	<input type="checkbox"/>	ليكن اهتمامك بالمادة أكثر	<input type="checkbox"/>		وأجباتك ناقصة

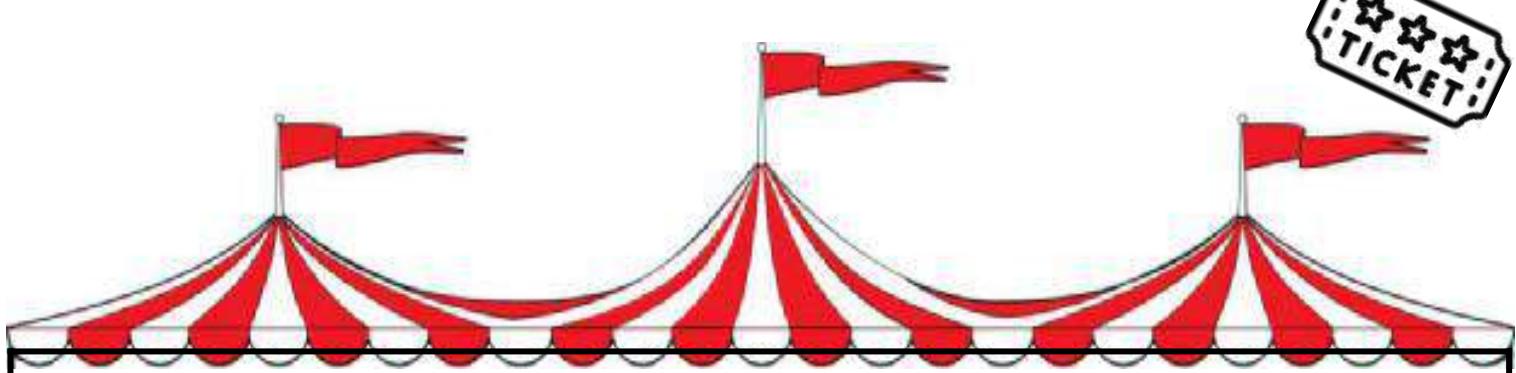
ملاحظات المعلمة :

ملاحظاتولي الأمر :

التاريخ	الدرجة	الوصف	التعزيز	التطوير	التدقير	ممتاز	جيد جدا	جيد	يحتاج إلى متابعة
		دفترك متميز وكامل	<input type="checkbox"/>	وأصلني اهتمامك	<input type="checkbox"/>	ارجع إلى الكتاب لتصحيح الأخطاء	<input type="checkbox"/>		لديك أخطاء
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		دفترك متميز وكامل	<input type="checkbox"/>	استمر في تميزك	<input type="checkbox"/>	ليكن اهتمامك بالمادة أكثر	<input type="checkbox"/>		وأجباتك ناقصة

ملاحظات المعلمة :

ملاحظاتولي الأمر :



## Collect Tickets!

Collect tickets and then receive your prizes.



حل جميع الأنشطة  أسئلة التحدي  مبادرات (تعلم ذاتي، بحوث، أنشطة إضافية)  ترتيب الدفتر والخط

معايير  
التذاكر

# Parent- Teacher WhatsApp Messages

English Teacher

التاريخ: \_\_\_\_\_

الموضوع: \_\_\_\_\_

تعليقولي الأمر: \_\_\_\_\_

توقيعولي الأمر: \_\_\_\_\_

□

English Teacher

التاريخ: \_\_\_\_\_

الموضوع: \_\_\_\_\_

تعليقولي الأمر: \_\_\_\_\_

توقيعولي الأمر: \_\_\_\_\_

□

English Teacher

التاريخ: \_\_\_\_\_

الموضوع: \_\_\_\_\_

تعليقولي الأمر: \_\_\_\_\_

توقيعولي الأمر: \_\_\_\_\_

□

English Teacher

التاريخ: \_\_\_\_\_

الموضوع: \_\_\_\_\_

تعليقولي الأمر: \_\_\_\_\_

توقيعولي الأمر: \_\_\_\_\_

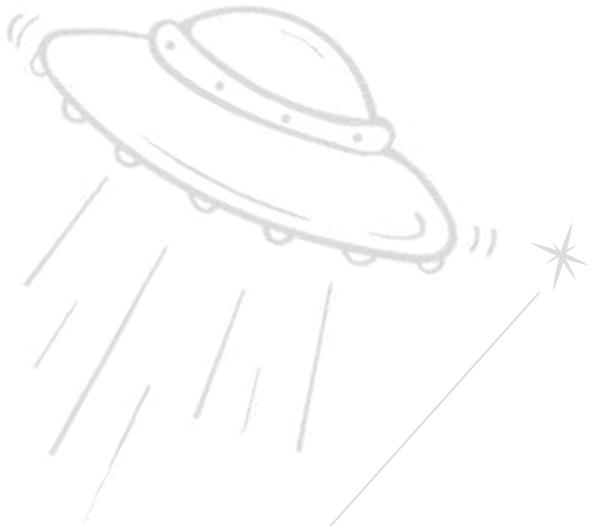
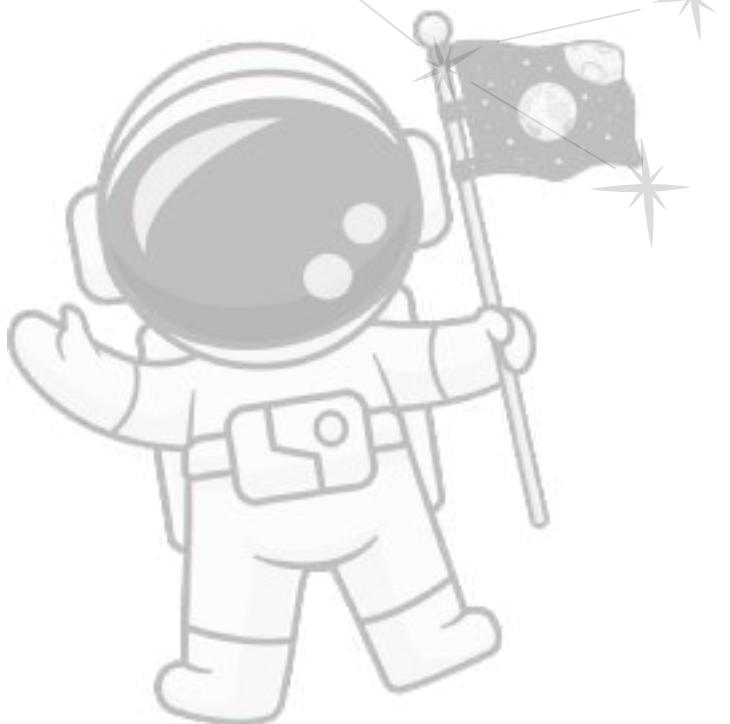
□



UNIT

UNIT

UNIT





# UNIT UNIT

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.

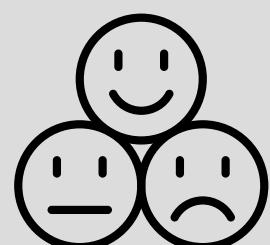


## FUN FACT



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

How do you feel about the unit?



## *i* Self learning station



Unit 7 Vocabulary



Future Will (video)



Future Will (WS)



Unit 7 Song



Present Continuous Future



Present Continuous Future (WS)



Unit 7 Video



Contact on Teams for any questions  
-----@moe.bh



Check the EduNet for extra materials

موهوبات	متفوقات	إثرائي	علاجي	ختامي	لاصفي	تقييمي صفي	تدريسي صفي	نوع النشاط
<input checked="" type="checkbox"/> الكتابة	<input checked="" type="checkbox"/> القراءة	<input checked="" type="checkbox"/> الاستماع	<input type="checkbox"/> التحدث	<input type="checkbox"/> الكفايات:	To write the new words correctly			الأهداف:



Copy the words neatly on the lines.



<b>take off</b>	<b>land</b>	<b>orbit</b>
<b>spacecraft</b>	<b>planet</b>	<b>space</b>
<b>astronaut</b>	<b>solar system</b>	<b>rocket</b>

**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.

**Comments:**

موهوبات	متفوقات	إثرائي	عالجي	ختامي	لاصفي	تقييمي صفي	تدريسي صفي	نوع النشاط
✓ الكتابة	✓ القراءة	✓ الاستماع	□ التحدث	□ الكفايات:	To enhance students' vocabulary recognition	✓		الأهداف:



Look at each picture and write the correct word.

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

1

2

3

4

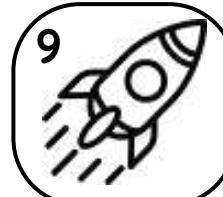
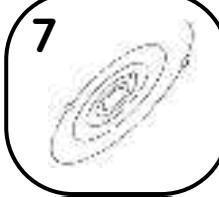
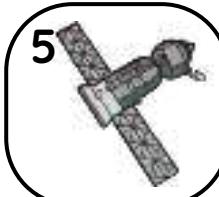
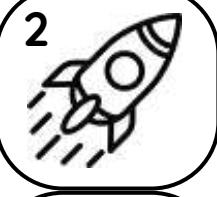
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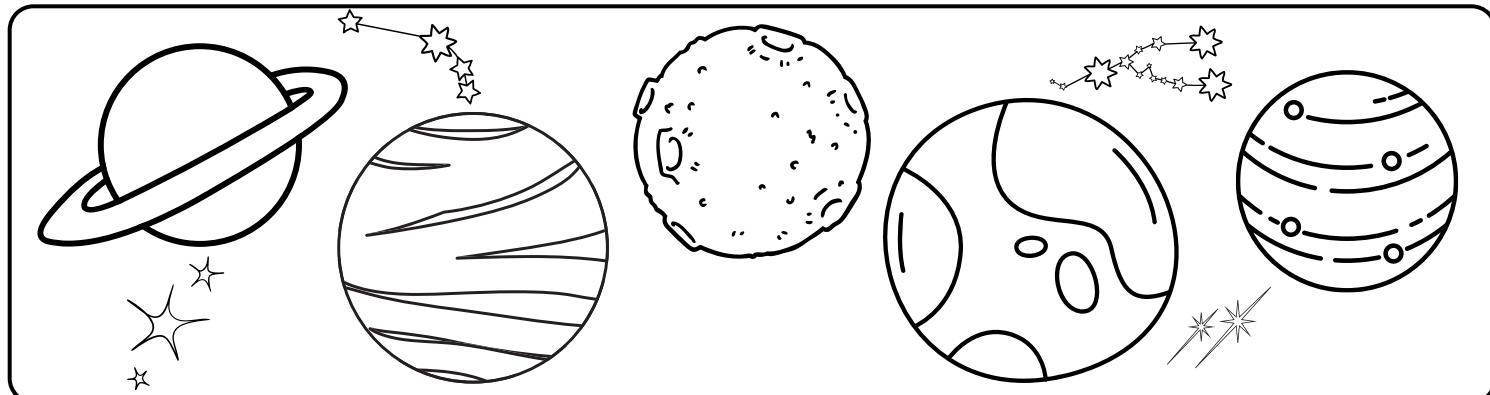
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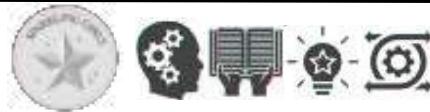
9



Q: Design your own solar system, name and color the planets.



## 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.



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-----

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## 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.

## Comments:



Hello my friends, I am Sara, and I am here today to help you enjoy learning grammar! Join me as we dive into the fun world of ( Future Tense ) grammar rules! It's going to be exciting!

Before we learn the grammar rule of “ will for predictions” we have to learn about some verbs we can use before “will” !

Verbs we often use before putting “ will ” in a sentence:

think

hope

believe

Examples:

- 1- Some scientists believe that people will live on Mars.
- 2- My teacher hopes that we will find new planets in the future.
- 3- I think many people will travel to the moon in the future.

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Negative form of “ will “ ( will not / won’t ): We use ( will not / won’t ) to deny a prediction:

Examples:

- 1- Life on Mars won’t be easy.
- 2- The spacecraft left earth today, but it will not reach Mars until six months later.
- 3- My teacher thinks that astronauts will land on Mars, but they won’t live there.

---

We use “ perhaps “ when we are not 100% sure / certain about a prediction

نستخدم ” ربما ” عندما لا نكون متأكدين 100% من التنبؤ.

Examples:

- 1- Perhaps we will build houses on Mars.
- 1- Perhaps we will build schools on the moon.

## Will for predictions

## سوف للتنبؤات

- We use "will" to talk about things we think will happen in the future.
- نستخدم "سوف" للحديث عن الأشياء التي نعتقد أنها ستحدث في المستقبل.

Subject	will won't	base verb	Sentence Completion
الفاعل		الفعل المصدر	تكميلة الجملة
I			
You	will		
We			
They		watch	tv at the weekend.
He			
She	will not (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 won't	base verb	Sentence Completion
الفاعل		الفعل المصدر	تكميلة الجملة
	will		
	will not (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.

## Comments:

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?  
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**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.

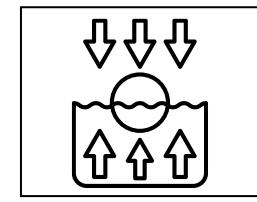
**Support:**

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

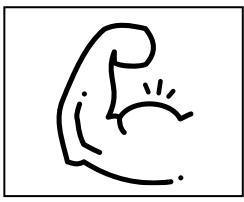
**Comments:**



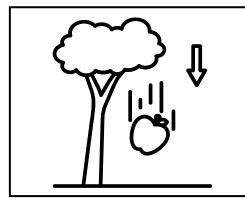
Unit 7	Reading Activity							Date: _____/_____/2026	1
موهوبات	متفوقات	إثريائي	علاجي	ختامي	لاصفي	تقييمي صفي	تدريسي صفي		نوع النشاط
✓	✓				✓				



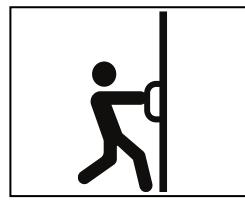
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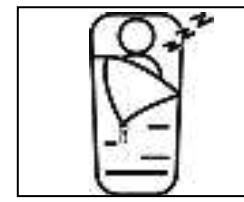
muscle



gravity



pull



sleeping bag

## Let's read and answer the questions:

Q1: Read and choose (T) or (F):

1. The astronauts on the ISS have a schedule for every day. ( T ) / ( F )
2. Nothing floats in space. ( T ) / ( F )
3. Astronauts use their muscles a lot. ( T ) / ( F )
- 4- There is little gravity on the ISS. ( T ) / ( F )

Q2: Answer the following questions:

- 1- For how many hours astronauts have to do exercise?

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- 2- What's inside the unmanned Dragon spacecraft?

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## Life in space

What's life like on the International Space Station (the ISS)? NASA astronaut Scott Kelly tells us.

Scott wakes up early and checks his schedule on his computer. The astronauts on the ISS have a schedule for every day. Today, the unmanned *Dragon* spacecraft is arriving from Earth. It's bringing food, water, new clothes and presents and letters from his friends and family. Scott wears special trousers which have got lots of pockets – that's important because everything **floats** in space! Then he does some exercise. The astronauts have to do about two hours of exercise every day. They don't use their **muscles** much because there is very **little gravity** on the ISS, and so they can float everywhere.

When the *Dragon* spacecraft arrives in the afternoon, Scott's crewmate, Samantha, uses a robot arm to **pull** the spacecraft onto the ISS. It's a long and difficult job.

Finally, after a long day, Scott goes to sleep in his **sleeping bag**. What's he doing tomorrow? He'll find out when he reads his schedule.

**New words:** float muscle  
gravity pull sleeping bag

## Present Continuous for Future

### المضارع المستمر للمستقبل

- We use the present continuous to talk about planned future events.
- نستخدم المضارع المستمر للحديث عن الأحداث المخطط لها في المستقبل.

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

#### Examples:

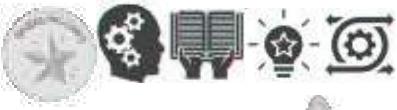
- We are going to the cinema.
- Ameer is doing gymnastics.

Subject	am / are / is	verb + ing	Sentence Completion
الفاعل		ing + الفعل	تكميل الجملة
I	am		
You			
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.

## Comments:



Unit 7	Writing Sentences	Date: _____/_____/2026	1
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موهوبات	متفوقات	إثرائي	عالجي	ختامي	لاصفي	تقييمي صفي	تدريسي صفي	نوع النشاط
✓	✓					✓		
✓ الكتابة	القراءة	الاستماع	التحدث	الكافيات:	To write sentences using the given words			الأهداف:

Look at the pictures and write sentences using the new words learnt.  
Write 8 to 12 words in each sentence.

☆ 1. He \_\_\_\_\_

[WC: \_\_\_\_]

(Use: will)



☆☆ 2. \_\_\_\_\_

[WC: \_\_\_\_]

(Use: won't)



☆☆ 3. \_\_\_\_\_

[WC: \_\_\_\_]

(Use: am going)



☆☆☆ 4. \_\_\_\_\_

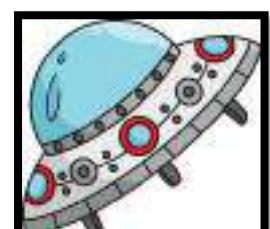
[WC: \_\_\_\_]

(Use: is playing)



5. \_\_\_\_\_

[WC: \_\_\_\_]



Writer's checklist	Self-Assessment	Teacher Assessment
I used CAPITAL LETTERS.		
I used  fingers  spaces.		
I used the right punctuation ( . ! ? , )		
I checked my spelling and grammar		
I met the word count (WC).		
My work is neat and tidy.		

Praise	Description & Support
<input type="checkbox"/> Super Star!	<input type="checkbox"/> You've met our goals.
<input type="checkbox"/> Excellent work	<input type="checkbox"/> Review your mistakes.
<input type="checkbox"/> Good effort	<input type="checkbox"/> Ask the little teacher for help.
<input type="checkbox"/> You can do it!	<input type="checkbox"/> Look at page ( ) in your CB.
<input type="checkbox"/> Try again.	<input type="checkbox"/> Rewrite / Incomplete

Corrected on: \_\_\_\_/\_\_\_\_/202\_\_\_\_ Follow up: \_\_\_\_/\_\_\_\_/202\_\_\_\_



Unit 7	Writing	Date: _____/_____/2026	2					
موهوبات	متفوقات	إثرائي	عالجي	ختامي	لاصفي	تقييمي صفي	تدريبي صفي	نوع النشاط
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>		
✓ الكتابة	✓ القراءة	<input type="checkbox"/> الاستماع	<input type="checkbox"/> التحدث	<input type="checkbox"/> الكفايات:	الكلمات:	To write an email to your penfriend	الأهداف:	

➤ Write a paragraph about the schools in the future. In your writing, include the following:

1. How you will go to school ...
2. How the books will be ...
3. How the teachers will be ...
4. How the homework will be...
5. How the tables and chairs will look like ...
6. How you will play with your friends ...



### **Bronze (30 – 35)**

## **Silver (35 – 40)**

## Gold (40 – 45)

**Diamond** (more than 45)



Writer's checklist	Self-Assessment	Teacher Assessment
I used CAPITAL LETTERS.		
I used finger spaces.		
I used the right punctuation ( . ! ? , )		
I checked my spelling and grammar		
I met the word count (WC).		
My work is neat and tidy.		

Praise	Description & Support
<input type="checkbox"/> Super Star!	<input type="checkbox"/> You've met our goals.
<input type="checkbox"/> Excellent work	<input type="checkbox"/> Review your mistakes.
<input type="checkbox"/> Good effort	<input type="checkbox"/> Ask the little teacher for help.
<input type="checkbox"/> You can do it!	<input type="checkbox"/> Look at page ( ) in your CB.
<input type="checkbox"/> Try again.	<input type="checkbox"/> Rewrite / Incomplete

موهوبات	متفوقات	إثريائي	عالجي	ختامي	لاصفي	تقييمي صفي	تدريبي صفي	نوع النشاط
<input type="checkbox"/> الكتابة	<input checked="" type="checkbox"/> القراءة	<input checked="" type="checkbox"/> الاستماع	<input type="checkbox"/> التحدث	الكافيات:	<input checked="" type="checkbox"/>	To practice the grammar learnt		الأهداف:

1- Complete the sentences with the verbs in brackets. Use the present continuous tense for future.

- I ----- (am/go) to the museum this weekend.
- Ali ----- (visit) his friend tonight.
- My brother ----- (not /come) with us. He will watch a movie at home.
- (she/ cook) tomorrow?

2- Write sentences using *the present continuous tense for future*.

- She / play / basketball/ with her friends this weekend.

a. -----

- I / read/ stories / for the kids / tonight.

b. -----

- They/ watch/ a film about space/ at seven o'clock.

c. -----

3. Imagine you are at Space Camp. What are you doing today? Write sentences using the ideas in the box or your own ideas.

have lunch - meet an astronaut – visit the space museum – take photos – buy models



**Title:**

**Date:**

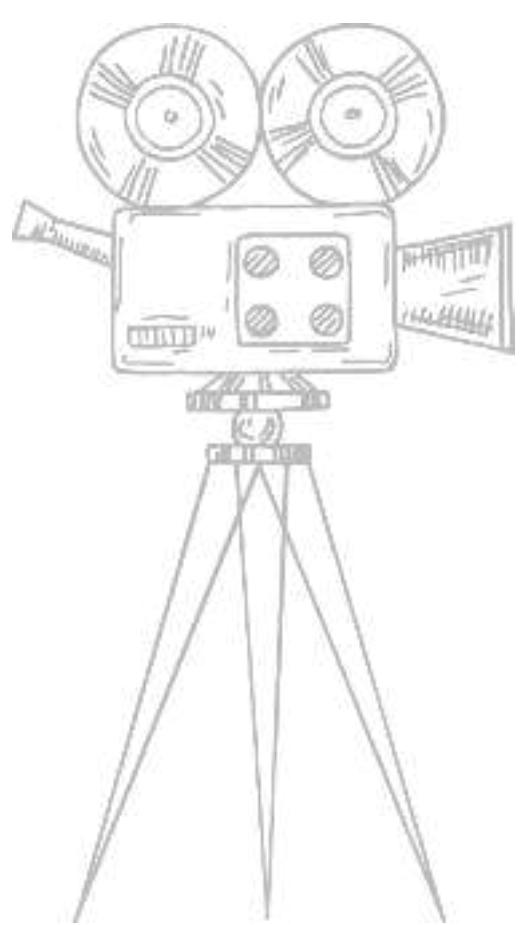
**Title:**

**Date:**

UNIT

UNIT

UNIT



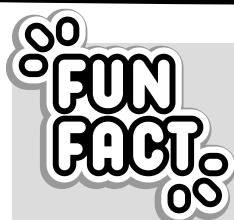
# UNIT UNIT UNIT



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:

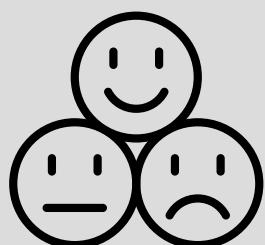


- ★ New words related to shows.
- ★ Use be + going to + verb for future plans.
- ★ Read about circus.
- ★ Use be + going to + verb for future predictions.
- ★ Identify the value 'work together'
- ★ Write an email to a friend.
- ★ Watch a video about performances.



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

How do you feel about the unit?



## Self learning station



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

موهوبات	متفوقات	إثرائي	عالجي	ختامي	لاصفي	تقييمي صفي	تدريسي صفي	نوع النشاط
✓ الكتابة	✓ القراءة	✓ الاستماع	□ التحدث	□ الكفايات:	To write the new words correctly	✓	الأهداف:	



Copy the words neatly on the lines.

audience	stage	act
King / Queen	get married	end
theatre	Fairy tales	traditional

## 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.

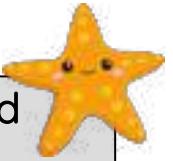
## Support:

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

Comments:

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

3

4

5

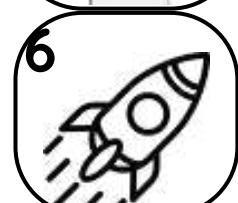
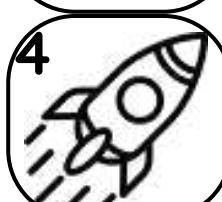
6

7

8

9

10



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



## 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.

## Comments:

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.

**Comments:**

## سوف" للخطط المستقبلية"Be Going To" for Future Plans

- We use "be going to" to talk about future plans.
- نستخدم "سوف" للحديث عن الخطط المستقبلية.

## Sentences

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

**Examples:**

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

## Negatives

Subject	am / are / is	base verb	Sentence Completion
الفاعل		الفعل المصدر	تكميل الجملة
I	am	not going to	
You			
We	are	visit	Kuwait next month.
They			
He			
She	is		
it			

**Examples:**

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

**سوف" للخطط المستقبلية" Be Going To for Future Plans****Questions**

	Subject	base verb	Question Completion
Am / are / is	الفاعل	الفعل المصدر	تكميلة السؤال
Am	I	going to	
Are	you we they	visit	Kuwait next month?
Is	she he it		
Examples:			
1. Am I going to pass the exam? 2. Are you going to do your homework? 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. I am going to play football this afternoon.



2. We are going to visit our grandparents this Friday.



3. He is going to watch TV tonight.





**Now, after learning the grammar rule of  
going to for the future, let's practice  
together!**



**Q1: Fill in the blanks with the correct form ( am / is / are ) and the correct verb:**

- 1- He \_\_\_\_\_ going to \_\_\_\_\_ in the park tomorrow. ( is / are )  
( play / playing )
- 2- We \_\_\_\_\_ going to \_\_\_\_\_ our grandparents next week. ( is / are )  
( visited / visit )
- 3- I \_\_\_\_\_ going to \_\_\_\_\_ TV tonight. ( am / is ) ( watch / watching )
- 4- She \_\_\_\_\_ going to \_\_\_\_\_ pasta for lunch this afternoon. ( is / are )  
( eat / eating )



**Q2: Rearrange the sentences / questions to make a correct one:**

1- ( is / going to / eat / He / for lunch / pasta / afternoon. / this )

2- ( We / going to / are / play / in the park / tomorrow. / football )

3- ( you / Are / study / for your exam / study / going to / tomorrow? )



**Q3: Write sentences / questions using the grammar rule of going to for  
future:**

- 1- \_\_\_\_\_
- 2- \_\_\_\_\_
- 3- \_\_\_\_\_
- 4- \_\_\_\_\_

he / live      she / eat      we / play      you / walk



Description	Praise	Support
<input type="checkbox"/> Missing H.W or done	<input type="checkbox"/> Super!	<input type="checkbox"/> Listen the question carefully
<input type="checkbox"/> You're an expert	<input type="checkbox"/> Excellent! Keep it up	<input type="checkbox"/> Practice more
<input type="checkbox"/> You have mistakes in	<input type="checkbox"/> You're progressing	<input type="checkbox"/> Go back to ...
Homework	<input type="checkbox"/> Thanks for your effort	<input type="checkbox"/> Connect me mistakes
Homework	<input type="checkbox"/> You can do better	<input type="checkbox"/> Ask the teacher or the teacher for help
	<input type="checkbox"/> Try again	



## 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.

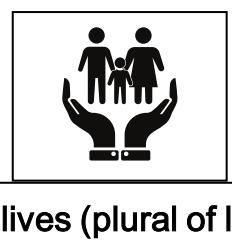
## Comments:



perform



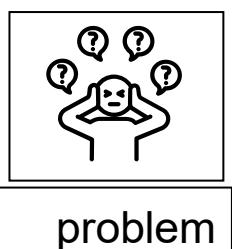
acrobatics



lives (plural of life)



hoop



problem

1- Fill in the blanks with the correct answer



Activity Objective: To read a paragraph for specific information

lives - preform- hoop

1. One young woman is \_\_\_\_\_ ing acrobatics on a hoop high up in the tent.
2. 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?



-----

-----

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# "Be Going To" for Predictions "سوف" للتنبؤات

- We use "be going to" to talk about predictions based on evidence.
- نستخدم "سوف" للحديث عن التنبؤات بناءً على الأدلة.

Sentences

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

Negatives

Subject	am / are / is	base verb
الفاعل		الفعل المصدر
I	am	
You		not
We	are	going to
They		
He		
She	is	
it		
Examples:		
1. We are not going to succeed. 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.

## Comments:



Unit 8	Writing Sentences	Date: ___/___/2026	1
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موهوبات	متفوقات	إثرائي	عالجي	ختامي	لاصفي	تقييمي صفي	تدريسي صفي	نوع النشاط				
✓	✓					✓						
✓ الكتابة	القراءة	الاستماع	التحدث	الكتابات:	To write sentences using the given words							الأهداف:

Look at the pictures and write sentences using the new words learnt.  
Write 7 to 12 words in each sentence.

☆ 1. He \_\_\_\_\_

[WC: \_\_\_ ]

(Use: stage)



☆☆ 2. \_\_\_\_\_

[WC: \_\_\_ ]

(Use: are going)



☆☆ 3. \_\_\_\_\_

[WC: \_\_\_ ]

(Use: isn't going)



☆☆☆ 4. \_\_\_\_\_

[WC: \_\_\_ ]

(Use: going to)



5. \_\_\_\_\_

[WC: \_\_\_ ]



Writer's checklist	Self-Assessment	Teacher Assessment
I used CAPITAL LETTERS.		
I used  fingers  spaces.		
I used the right punctuation ( . ! ? , )		
I checked my spelling and grammar		
I met the word count (WC).		
My work is neat and tidy.		

Praise	Description & Support
<input type="checkbox"/> Super Star!	<input type="checkbox"/> You've met our goals.
<input type="checkbox"/> Excellent work	<input type="checkbox"/> Review your mistakes.
<input type="checkbox"/> Good effort	<input type="checkbox"/> Ask the little teacher for help.
<input type="checkbox"/> You can do it!	<input type="checkbox"/> Look at page ( ) in your CB.
<input type="checkbox"/> Try again.	<input type="checkbox"/> Rewrite / Incomplete

Corrected on: \_\_\_/\_\_\_/202\_\_\_ Follow up: \_\_\_/\_\_\_/202\_\_\_



Unit 8	Writing	Date: _____/_____/2026	2					
موهوبات	متفوقات	إثرائي	علاجي	ختامي	لاصفي	تقييمي صفي	تدريجي صفي	نوع النشاط
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>		
✓ الكتابة	✓ القراءة	□ الاستماع	□ التحدث	□ الكفايات:	To write an email to your penfriend			الأهداف:

➤ Write an email to your friend about your plans for the summer holiday. In your writing, include the following:

1. When you are going to...
2. Where you are going to...
3. Who you are going with ...
4. What you are going to do there...( 3 activities)
5. How you feel....
6. Ask your friend about what she is going to do in the summer holiday.





### **Bronze (30 – 35)**

## **Silver (35 – 40)**

## □ Gold (40 – 45)

Diamond (more than 45)



Writer's checklist	Self-Assessment	Teacher Assessment
I used CAPITAL LETTERS.		
I used finger spaces.		
I used the right punctuation ( . ! ? , )		
I checked my spelling and grammar		
I met the word count (WC).		
My work is neat and tidy.		

Praise	Description & Support
<input type="checkbox"/> Super Star!	<input type="checkbox"/> You've met our goals.
<input type="checkbox"/> Excellent work	<input type="checkbox"/> Review your mistakes.
<input type="checkbox"/> Good effort	<input type="checkbox"/> Ask the little teacher for help.
<input type="checkbox"/> You can do it!	<input type="checkbox"/> Look at page ( ) in your CB.
<input type="checkbox"/> Try again.	<input type="checkbox"/> Rewrite / Incomplete

Unit 8	Practice							Date: _____/_____/2026	
موهوبات	متفوقات	إثرائي	علاجي	ختامي	لاصفي	تقييمي صفي	تدريبي صفي	نوع النشاط	
<input type="checkbox"/> الكتابة	<input checked="" type="checkbox"/> القراءة	<input checked="" type="checkbox"/> الاستماع	<input type="checkbox"/> التحدث	الكفايات:	To practice the grammar learnt			الأهداف:	

### A. Read the sentences and choose the correct answers: A, B or C

1. I think the exam will be very easy.....  
 A. you are going to pass  
 B. you will pass  
 C. you pass
2. Get down off that table.....  
 A. you will going to fall  
 B. you are going to fall  
 C. you is going to fall
3. It's raining and Abdulla is walking without an umbrella .....  
 A. he will get wet  
 B. he is going to get wet  
 C. he are going to get wet

### B. Read the sentences and write predictions using ( be going to).

1. There are dark clouds in the sky.....
2. The team isn't playing well .....
3. I am very hungry .....

### C. Look at the pictures and write sentences.

1. ....



2. ....



**Title:**

**Date:**

**Title:**

**Date:**

UNIT

UNIT





# UNIT UNIT UNIT

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:



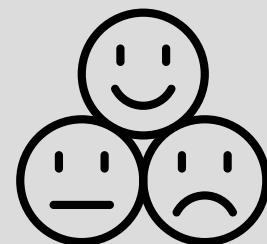
- ★ New words related to exploring outdoor.
- ★ Use first conditional for future.
- ★ Read about science experiment.
- ★ Use first conditional for future questions.
- ★ Identify the value 'be active'
- ★ Write a short report about a trip.
- ★ Watch a video about an explorer.

## 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?



## *i* Self learning station



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



موهوبات	متفوّقات	إثرائي	علاجي	ختامي	لاصفي	تقييمي صفي	تدريجي صفي	نوع النشاط
✓ الكتابة	✓ القراءة	✓ الاستماع	□ التحدث	□ الكفايات:	To write the new words correctly	✓		الأهداف:



Copy the words neatly on the lines.

hill

pond

skis

sledge

snowboard

stay

stone

stream

torch

## 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.

## Comments:

## 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

3

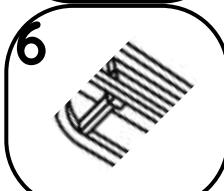
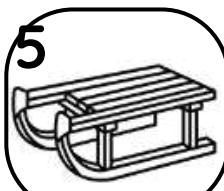
4

5

6

7

8



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



Handwriting practice lines for the question '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.

## Comments:

## 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.

## Comments:

# الشرط الأول - First Conditional

- We use the first conditional to talk about real possibilities in the future.  
• نستخدم الشرط الأول للحديث عن الاحتمالات الحقيقة في المستقبل.

If clause			main clause		
If	subject	verb (present simple)	subject	will/wont	verb (present simple)
	I		I		
	she		she		
	he		he		
	it	win	it		
	you		you		
	we		we	will	
	they		they	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		
If	subject	verb (present simple)	subject	will/wont	verb (present simple)

### 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.

## Comments:

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
2. The top of the glass must be below the water.
3. If you taste the water in the glass, you'll find that there isn't any salt in it.

T F  
T F  
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.

Comments:



# الشرط الأول - الأسئلة

- We use first conditional questions to ask about real possibilities in the future.
- نستخدم أسئلة الشرط الأول لسؤال عن الاحتمالات الحقيقة في المستقبل.

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

### Examples:

- If I call you, will you answer?
- 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 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,
- will she lose weight?
- If she eats healthy,
- will you go to Manama?
- If he takes the medicine,
- will you cook for me?
- If I wanted to eat,
- 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.

## Comments:



Reading Activity							Date: _____/_____/2026	
موهوبات	متفوقات	إثرائي	عالجي	ختامي	لاصفي	تقييمي صفي	تدريسي صفي	نوع النشاط
✓	✓					✓		الأهداف:

الكتابة ✓ القراءة ✓ الاستماع  التحدث  الكفايات: To read about a report of an Animal.

## ➤ Read about Alex birthday party

Alex was excited for his birthday party. He invited all his friends from school. Mom baked a delicious cake with colorful frosting. Dad blew up balloons and hung them around the house.

The party started with games like musical chairs and pin the tail on the donkey. Everyone laughed and cheered. Then it was time to eat cake and ice cream. Alex made a wish before blowing out the candles. His friends sang "Happy Birthday" loudly.

After cake, they opened presents. Alex got a cool new toy and thanked his friends. They played more games until it was time to go home. Alex hugged each of his friends, thanking them for coming. It was the best birthday ever, and he couldn't wait for the next one.

## ➤ Answer the following questions

1-Who was excited for their birthday party?

---

2- What did Alex's mom bake for the party?

---

3- What did Dad do to decorate the house for the party?

---

4- What games did they play at the party?

---



Unit 9	Writing Sentences	Date: _____/_____/2026	1
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موهوبات	متفوقات	إثرائي	عالجي	ختامي	لاصفي	تقييمي صفي	تدريسي صفي	نوع النشاط				
✓	✓					✓						
✓ الكتابة	القراءة	الاستماع	التحدث	الكافيات:	To write sentences using the given words							الأهداف:

Look at the pictures and write sentences using the new words learnt.  
Write 7 to 12 words in each sentence.

☆ 1. He \_\_\_\_\_



[WC: \_\_\_\_]

(Use: torch )

☆☆ 2. \_\_\_\_\_



[WC: \_\_\_\_]

(Use: if )

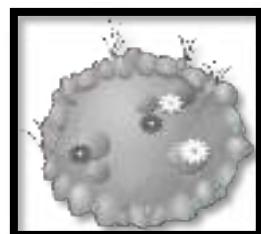
☆☆ 3. \_\_\_\_\_



[WC: \_\_\_\_]

(Use: What if )

☆☆☆ 4. \_\_\_\_\_



[WC: \_\_\_\_]

(Use: pond )



5. \_\_\_\_\_



[WC: \_\_\_\_]

Writer's checklist	Self-Assessment	Teacher Assessment	Praise	Description & Support
I used CAPITAL LETTERS.			<input type="checkbox"/> Super Star!	<input type="checkbox"/> You've met our goals.
I used  finger  spaces.			<input type="checkbox"/> Excellent work	<input type="checkbox"/> Review your mistakes.
I used the right punctuation ( . ! ? , )			<input type="checkbox"/> Good effort	<input type="checkbox"/> Ask the little teacher for help.
I checked my spelling and grammar			<input type="checkbox"/> You can do it!	<input type="checkbox"/> Look at page ( ) in your CB.
I met the word count (WC).			<input type="checkbox"/> Try again.	<input type="checkbox"/> Rewrite / Incomplete
My work is neat and tidy.			Corrected on: ____/____/202____ Follow up: ____/____/202____	



Unit 9	Writing	Date: _____/_____/2026	2
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موهوبات	متفوقات	إثراي	علجي	ختامي	لاصفي	تقييمي صفي	تدريسي صفي	نوع النشاط
✓	✓					✓		
✓ الكتابة	✓ القراءة	□ الاستماع	□ التحدث	□ الكفايات:	To write an email to your penfriend			

Write a short report about a school trip or a place you have visited with your family. In your writing, include the following:

1. When you went...
2. Where you went...
3. Who you went with ...
4. What you did there... ( 3 activities)
5. How it was...
6. How you felt ...



Bronze (30 – 35)

Silver (35 – 40)

Gold (40 – 45)

Diamond (more than 45)



Writer's checklist	Self-Assessment	Teacher Assessment
I used CAPITAL LETTERS.		
I used finger spaces.		
I used the right punctuation ( . ! ? , )		
I checked my spelling and grammar		
I met the word count (WC).		
My work is neat and tidy.		

Praise	Description & Support
<input type="checkbox"/> Super Star!	<input type="checkbox"/> You've met our goals.
<input type="checkbox"/> Excellent work	<input type="checkbox"/> Review your mistakes.
<input type="checkbox"/> Good effort	<input type="checkbox"/> Ask the little teacher for help.
<input type="checkbox"/> You can do it!	<input type="checkbox"/> Look at page ( ) in your CB.
<input type="checkbox"/> Try again.	<input type="checkbox"/> Rewrite / Incomplete
Corrected on: ___/___/202___ Follow up: ___/___/202___	

موهوبات	متفوقات	إثريائي	عالجي	ختامي	لاصفي	تقييمي صفي	تدريبي صفي	نوع النشاط
<input type="checkbox"/> الكتابة	<input checked="" type="checkbox"/> القراءة	<input checked="" type="checkbox"/> الاستماع	<input type="checkbox"/> التحدث	<input type="checkbox"/> الكفايات:	<input checked="" type="checkbox"/>	To practice the grammar learnt		الأهداف:

- Fill in the blanks with the correct form of the verb:

- 1- \_\_\_\_\_ this flower grow if I don't water it? ( Will / Does )
- 2- If the gas \_\_\_\_\_ ( get / gets ) hot, \_\_\_\_\_ ( won't / will ) it rise?
- 3- If it \_\_\_\_\_ ( rains / rain ), \_\_\_\_\_ ( will / won't ) you walk to school?
- 4- \_\_\_\_\_ ( When / What ) will happen to the flower if you don't water it?

- Rearrange the sentences to make a correct one:

1- ( I / If / the bowl / keep / will / outside, / hot? / it / get )

-----

2- ( you / do / Will / if / this experiment / hot / outside? / it is )

-----

3- ( I / eat / if / will / What / I / hungry? / get )

-----

- Write 4 questions using past first conditional questions rule:

1. -----  will / walk / rain

2. -----  will / watch / late

3. -----  will / play / sunny

4. -----  What / eat / hungry

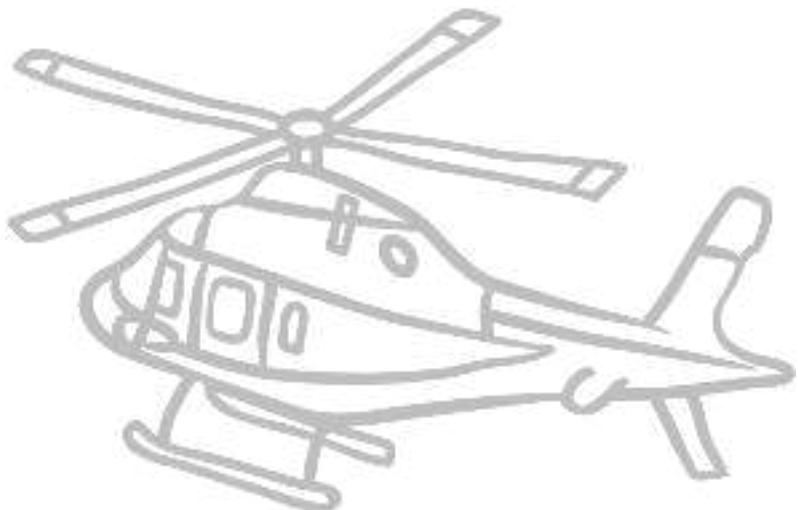
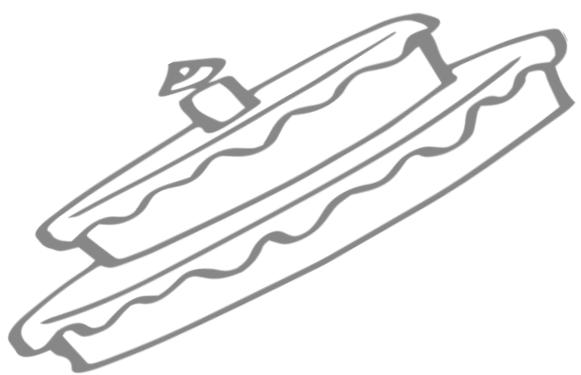


**Title:**

**Date:**

**Title:**

**Date:**



UNIT

UNIT UNIT





# UNIT UNITUNIT

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:



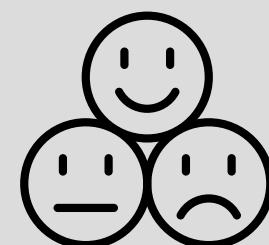
- ★ New words related to safety.
- ★ Use “may, might and could”
- ★ Read about flying doctors.
- ★ Use has to and have to for obligations.
- ★ Identify the value ‘stay safe’
- ★ Write a newspaper story
- ★ Watch a video about emergency service

## FUN FACT

Firefighters have to get dressed in less than two minutes!



How do you feel about the unit?



## Self learning station



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

موهوبات

متفوقات

إثريائي

علاجي

ختامي

لاصفي

تقييمي صفي

تدريسي صفي

نوع النشاط

الكتابة القراءة الاستماع التحدث الكفايات: 

To write the new words correctly

الأهداف:



Copy the words neatly on the lines.

**bandage****compass****break**


---



---



---



---



---



---



---



---



---

**first aid kit****foggy****Cut**


---



---



---



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---



---



---



---



---

**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.

**Comments:**

موهوبات	متفوقات	إفرائي	علاجي	ختامي	لاصفي	تقييمي صفي	تدريبي صفي	نوع النشاط
✓ الكتابة	✓ القراءة	✓ الاستماع	✓ التحدث	✓ الكفايات:	To write the new words correctly	✓		الأهداف:



Copy the words neatly on the lines.

**whistle**

**mountain rescue team**

whistle	mountain rescue team

1. Choose the correct word:

1- I have a \_\_\_\_\_ in my house pharmacy . ( first aid kit / bandage )



2- I put a \_\_\_\_\_ on my finger if I cut it by mistake. ( bandage / plaster )



3- There is a \_\_\_\_\_ in my town now. ( fog / storm )



4- I use a \_\_\_\_\_ when I go camping. ( compass / whistle )



2. Complete the sentence by writing the correct word:

1- This is a \_\_\_\_\_.



2- I can see a \_\_\_\_\_



3- If you fall over, you will \_\_\_\_\_ your leg.



4- I've \_\_\_\_\_ my hand by mistake.



**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.

**Comments:**

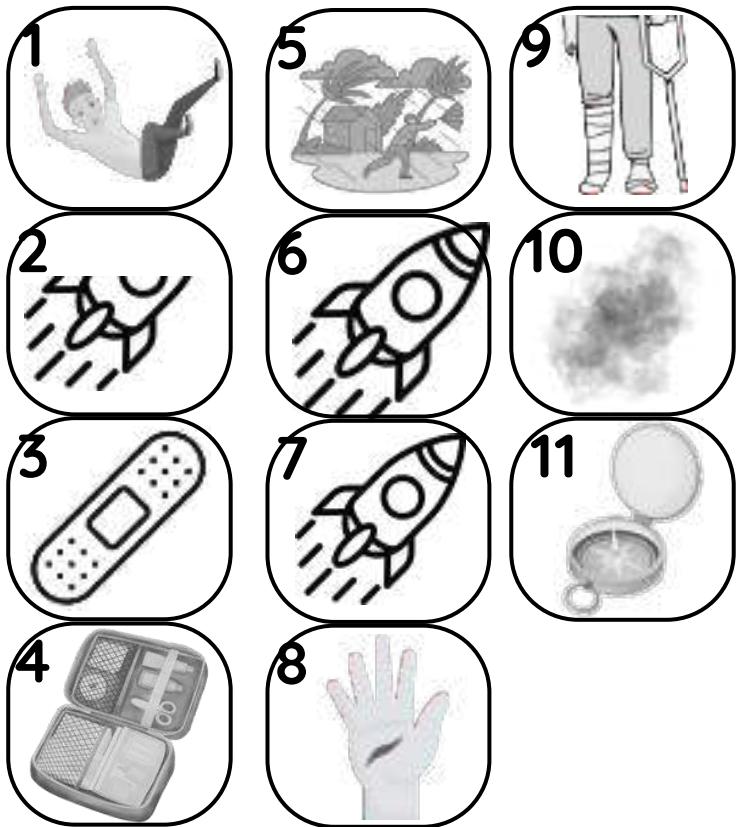
## 1- Look at each picture and write the correct word

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
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11



## 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:

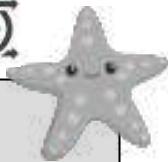
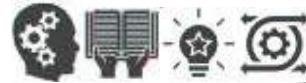
- Thank you for your amazing efforts .
- Keep going; your accuracy is improving
- Thank you for trying.

## Support:

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

Comments:

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.

## Comments:

## May, Might, Could for Possibilities - قد، ربما، يمكن للاحتمالات

- We use "may," "might," and "could" to talk about possibilities in the future.  
نستخدم "قد"، "ربما"، و"يمكن" للحديث عن الاحتمالات في المستقبل.

Subject		base verb	Sentence Completion
الفاعل		الفعل المصدر	تكميلة الجملة
I You We They He She it	Modal verbs (may, might and could)	watch	tv at the weekend.
<b>Examples:</b>			
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
الفاعل		الفعل المصدر	تكميلة الجملة

**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.

**Comments:**

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. T F2. An ambulance took Ola's sister to hospital in Nigeria. T F3. Flying Doctors Nigeria has helped many sick people 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.

Comments:



## . Have to and Don't Have to

### يجب و لا يجب

- "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 ضرورياً.

## Sentences

Subject	have to/ has to	base verb	Sentence Completion
الفاعل		الفعل المصدر	تكميلة الجملة
I You We They	have to		
		eat	healthy food
He She it	has to		

**Examples:**

- She has to finish her project.
- We have to leave early.

## Negatives

Subject	don't have to doesn't have to	base verb	Sentence Completion
الفاعل		الفعل المصدر	تكميلة الجملة
I You We They	don't have to		
		eat	healthy food
He She it	doesn't have to		

**Examples:**

- She doesn't have to sleep early.
- We don't have to eat the cake.

## . Had to and didn't Have to

### يجب و لا يجب

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

Sentences in the past

Subject	base verb	Sentence Completion
الفاعل	الفعل المصدر	تكميلة الجملة
I		
You		
We		
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
الفاعل	الفعل المصدر	تكميلة الجملة
I		
You		
We		
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.

## Comments:



Unit 10	Writing Sentences	Date: ___/___/2026	1
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موهوبات	متفوقات	إثرائي	عالجي	ختامي	لاصفي	تقييمي صفي	تدريسي صفي	نوع النشاط
✓	✓					✓		
الكتابة	✓	القراءة	الاستماع	التحدث	الكافيات:	To write sentences using the given words		الأهداف:

Look at the pictures and write sentences using the new words learnt.  
Write 7 to 12 words in each sentence.

☆ 1. He \_\_\_\_\_



[WC: \_\_\_]

(Use: torch )

☆☆ 2. \_\_\_\_\_



[WC: \_\_\_]

(Use: if )

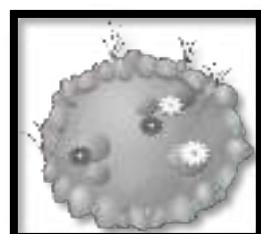
☆☆ 3. \_\_\_\_\_



[WC: \_\_\_]

(Use: What if )

☆☆☆ 4. \_\_\_\_\_



[WC: \_\_\_]

(Use: pond )



5. \_\_\_\_\_



[WC: \_\_\_]

Writer's checklist	Self-Assessment	Teacher Assessment
I used CAPITAL LETTERS.		
I used  finger  spaces.		
I used the right punctuation ( . ! ? , )		
I checked my spelling and grammar		
I met the word count (WC).		
My work is neat and tidy.		

Praise	Description & Support
<input type="checkbox"/> Super Star!	<input type="checkbox"/> You've met our goals.
<input type="checkbox"/> Excellent work	<input type="checkbox"/> Review your mistakes.
<input type="checkbox"/> Good effort	<input type="checkbox"/> Ask the little teacher for help.
<input type="checkbox"/> You can do it!	<input type="checkbox"/> Look at page ( ) in your CB.
<input type="checkbox"/> Try again.	<input type="checkbox"/> Rewrite / Incomplete

Corrected on: \_\_\_/\_\_\_/202\_\_\_ Follow up: \_\_\_/\_\_\_/202\_\_\_



Unit 10

## Writing

Date: \_\_\_\_/\_\_\_\_/2026

2

موهوبات	متفوقات	إثراي	علجي	ختامي	لاصفي	تقييمي صفي	تدريسي صفي	نوع النشاط
✓	✓					✓		
✓ الكتابة	✓ القراءة	□ الاستماع	□ التحدث	□ الكفايات:	To write an email to your penfriend			الأهداف:

Write a short report about a school trip or a place you have visited with your family. In your writing, include the following:

1. When you went...
2. Where you went...
3. Who you went with ...
4. What you did there... ( 3 activities)
5. How it was...
6. How you felt ...

 Bronze (30 – 35) Silver (35 – 40) Gold (40 – 45) Diamond (more than 45)

Writer's checklist	Self-Assessment	Teacher Assessment
I used CAPITAL LETTERS.		
I used finger spaces.		
I used the right punctuation ( . ! ? , )		
I checked my spelling and grammar		
I met the word count (WC).		
My work is neat and tidy.		

Praise	Description & Support
<input type="checkbox"/> Super Star!	<input type="checkbox"/> You've met our goals.
<input type="checkbox"/> Excellent work	<input type="checkbox"/> Review your mistakes.
<input type="checkbox"/> Good effort	<input type="checkbox"/> Ask the little teacher for help.
<input type="checkbox"/> You can do it!	<input type="checkbox"/> Look at page ( ) in your CB.
<input type="checkbox"/> Try again.	<input type="checkbox"/> Rewrite / Incomplete
Corrected on: ____/____/202__ Follow up: ____/____/202__	

موهوبات	متفوقات	إثرائي	عالجي	ختامي	لاصفي	تقييمي صفي	تدريبي صفي	نوع النشاط
<input type="checkbox"/> الكتابة	<input checked="" type="checkbox"/> القراءة	<input checked="" type="checkbox"/> الاستماع	<input type="checkbox"/> التحدث	الكافيات:	To practice the grammar learnt			الأهداف:

- Read the sentences and choose the correct answer A, B or C

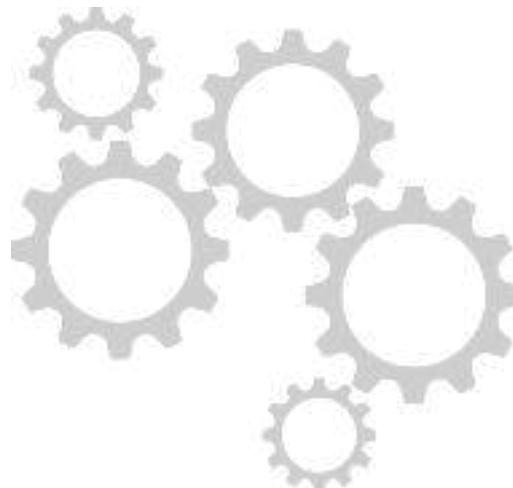
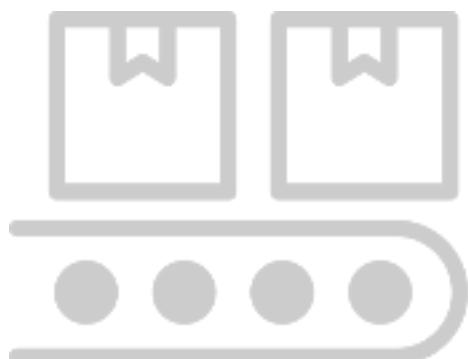


**Title:**

**Date:**

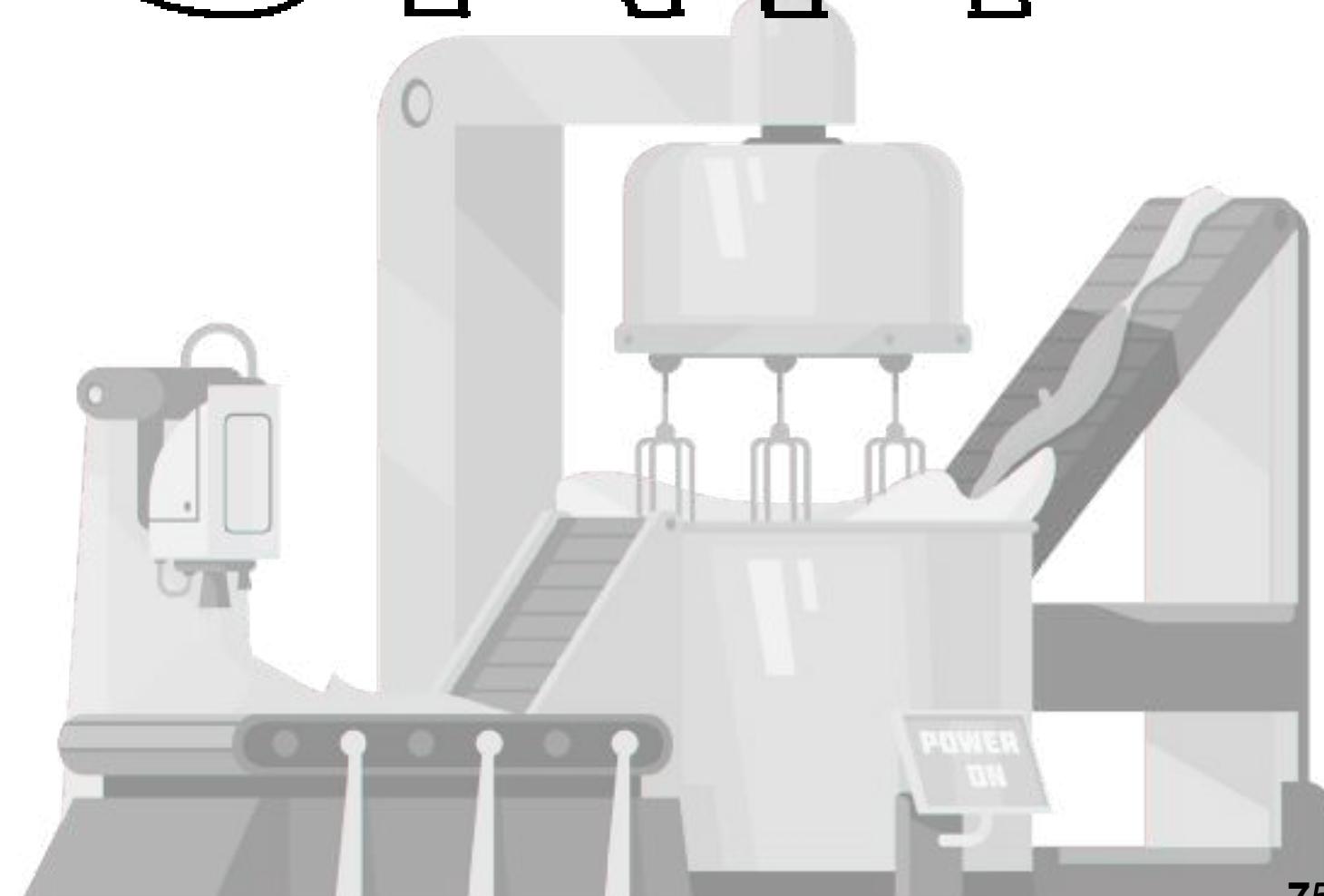
**Title:**

**Date:**



UNIT

U N I T



# UNIT



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:



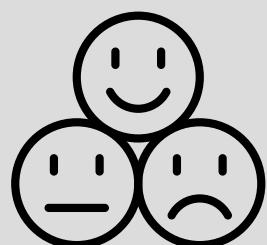
- ★ New words related to material and processes.
- ★ Use present simple passive to describe process.
- ★ Read about how pearls are made.
- ★ Use present simple passive (questions and negatives) to ask about process.
- ★ Identify the value 'think about where things come from'
- ★ Write a descriptive paragraph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



## Self learning station



Unit 11 Vocabulary



PS Passive Voice (Video)



PS Passive Voice (WS)



PS Passive Voice (WS)



Unit 11 Song



Unit 11 Video



Contact on Teams for any questions

-----@moe.bh



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موهوبات

متفوقات

إفرائي

علاجي

ختامي

لاصفي

تقييمي صفي

تدريسي صفي

نوع النشاط

الكتابة القراءة الاستماع التحدث 

الكفايات:

To write the new words correctly

الأهداف:



Copy the words neatly on the lines.

mix

glass jar

cool

look like

wooden spoon

heat/ burn

pour

metal tin

cardboard box

## 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.

## Comments:

## 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.
- 3.
- 4.
- 5.
- 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.

## Comments:

## 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.

## Comments:

## Present Simple Passive

# المبني للمجهول في المضارع البسيط

- The present simple passive is used to focus on the action or the receiver of the action, rather than the doer.
- يُستخدم المبني للمجهول في المضارع البسيط للتركيز على الفعل أو المتلقى للفعل وليس الفاعل.

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

**Examples:**

1. The flowers are watered every day.
2. 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.

**Comments:**

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      F2. Tahitian pearls are only black in color. T      F3. 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.

**Comments:**

## Present Simple Passive: Questions and Negatives

### المبني للمجهول في المضارع البسيط: الأسئلة والنفي

- Use questions to ask about actions in passive form
- Use negatives to say something is not done.
- استخدم الأسئلة للسؤال عن الأفعال في المبني للمجهول. استخدم النفي لقول أن شيئاً ما لم يُفعل.

## Negatives

Subject	am/is/are	past participle	sentence completion
الفاعل		فعل التصريف الثالث	تكميلة 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
	الفاعل	فعل التصريف الثالث	تكميلة السؤال
Am	I	presented	in the class?
Are	you we they		
Is	she he 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.

## Comments:



Unit 11	Writing Sentences	Date: ___/___/2026	1
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موهوبات	متفوقات	إثرائي	عالجي	ختامي	لاصفي	تقييمي صفي	تدريسي صفي	نوع النشاط
✓	✓					✓		
✓ الكتابة	✓ القراءة	□ الاستماع	□ التحدث	□ الكفاليات:	To write sentences using the given words			الأهداف:

Look at the pictures and write sentences using the new words learnt.  
Write 7 to 12 words in each sentence.

☆ 1. He \_\_\_\_\_



[WC: \_\_\_]

(Use: bake )

☆☆ 2. \_\_\_\_\_



[WC: \_\_\_]

(Use: wash )

☆☆ 3. \_\_\_\_\_



[WC: \_\_\_]

(Use: present simple passive)

☆☆☆ 4. \_\_\_\_\_



[WC: \_\_\_]

(Use: present simple passive)

5. \_\_\_\_\_



[WC: \_\_\_]

Writer's checklist	Self-Assessment	Teacher Assessment
I used CAPITAL LETTERS.		
I used  finger  spaces.		
I used the right punctuation ( . ! ? , )		
I checked my spelling and grammar		
I met the word count (WC).		
My work is neat and tidy.		

Praise	Description & Support
<input type="checkbox"/> Super Star!	<input type="checkbox"/> You've met our goals.
<input type="checkbox"/> Excellent work	<input type="checkbox"/> Review your mistakes.
<input type="checkbox"/> Good effort	<input type="checkbox"/> Ask the little teacher for help.
<input type="checkbox"/> You can do it!	<input type="checkbox"/> Look at page ( ) in your CB.
<input type="checkbox"/> Try again.	<input type="checkbox"/> Rewrite / Incomplete

Corrected on: \_\_\_/\_\_\_/202\_\_\_ Follow up: \_\_\_/\_\_\_/202\_\_\_

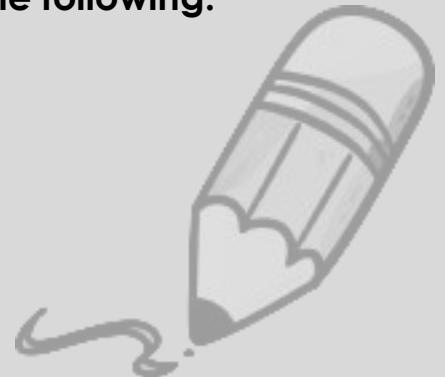


Unit 11	Writing	Date: _____/_____/2026	2
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موهوبات	متفوقات	إثراي	علجي	ختامي	لاصفي	تقييمي صفي	تدريسي صفي	نوع النشاط
✓	✓					✓		
✓ الكتابة	✓ القراءة	□ الاستماع	□ التحدث	□ الكفايات:	To write an email to your penfriend			

**Write a descriptive paragraph about your favourite possession (thing that you have) Ex: toy, devise, clothes. In your writing, include the following:**

- What is it...**
- Where you keep it...**
- What it looks like ...**
- What you do with it...**
- Why it is special...**



Bronze (30 – 35)

Silver (35 – 40)

Gold (40 – 45)

Diamond (more than 45)



Writer's checklist	Self-Assessment	Teacher Assessment
I used CAPITAL LETTERS.		
I used finger spaces.		
I used the right punctuation ( . ! ? , )		
I checked my spelling and grammar		
I met the word count (WC).		
My work is neat and tidy.		

Praise	Description & Support
<input type="checkbox"/> Super Star!	<input type="checkbox"/> You've met our goals.
<input type="checkbox"/> Excellent work	<input type="checkbox"/> Review your mistakes.
<input type="checkbox"/> Good effort	<input type="checkbox"/> Ask the little teacher for help.
<input type="checkbox"/> You can do it!	<input type="checkbox"/> Look at page ( ) in your CB.
<input type="checkbox"/> Try again.	<input type="checkbox"/> Rewrite / Incomplete
Corrected on: ____/____/202__ Follow up: ____/____/202__	

موهوبات	متفوقات	إثرائي	عالجي	ختامي	لاصفي	تقييمي صفي	تدريبي صفي	نوع النشاط
<input type="checkbox"/> الكتابة	<input checked="" type="checkbox"/> القراءة	<input checked="" type="checkbox"/> الاستماع	<input type="checkbox"/> التحدث	الكافيات:	<input checked="" type="checkbox"/>	To practice the grammar learnt		الأهداف:

- Read the sentences and put ( ✓ ) if it's correct or ( ✗ ) if it's wrong.

1. He lost his keys. (      )

-----

2. slept on the couch. (      )

-----

3. The chef cooked(      ).

-----

4. The kids (      )

-----

5. I ate lunch yesterday .(      )

-----

6. The boy draws (      )

-----

7. I bought a (      )

-----

8. He to the mall. (      )

-----



**Title:**

**Date:**

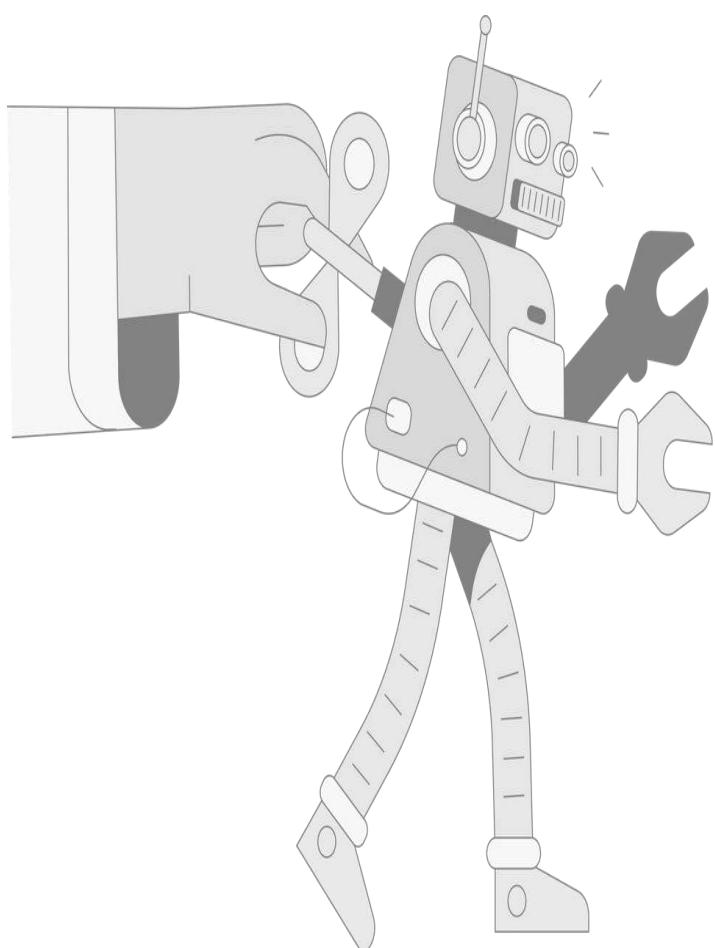
**Title:**

**Date:**



UNIT

U N I T





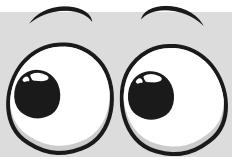
# UNIT

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:



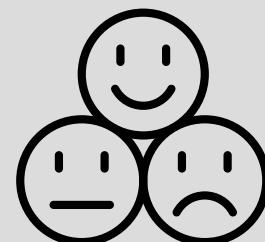
- ★ New words related to navigation.
- ★ Use Past simple passive to focus on actions in the past
- ★ Read about history and geography.
- ★ Use Past simple passive to ask about actions in the past
- ★ Identify the value 'be curious'
- ★ Write an article.
- ★ Watch a video about discoveries and inventions

## 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?



## Self learning station



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



موهوبات	متفوّقات	إفرائي	علاجي	ختامي	لاصفي	تقييمي صفي	تدريسي صفي	نوع النشاط
✓ الكتابة	✓ القراءة	✓ الاستماع	□ التحدث	□ الكفايات:	To write the new words correctly	✓		الأهداف:

Copy the words neatly on the lines.

sailors

invented

East

magnet

invention

West

needle

navigation

North/ South

## Assessment:

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

## Praising:

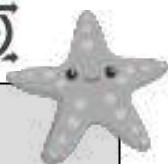
- Thank you for your amazing efforts .
- Keep going your handwriting is improving.
- Thank you for trying.

## Support:

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

## Comments:

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.



Three horizontal dashed lines for writing a paragraph.

**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.

**Comments:**

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

### المبني للمجهول في الماضي البسيط

- The past simple passive emphasizes actions or events in the past, focusing on the action or receiver rather than the doer.
- يركز المبني للمجهول في الماضي البسيط على الأفعال أو الأحداث التي حدثت في الماضي، مع التركيز على الفعل أو المتلقي بدلاً من الفاعل.

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

#### 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.



-----

-----

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-----

**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.

**Comments:**

## Past Simple Passive Questions

### أسئلة المبني للمجهول في الماضي البسيط

- Use questions in the past simple passive to inquire about past actions or events.
- استخدم الأسئلة في الماضي البسيط للمبني للمجهول للاستفسار عن الأفعال أو الأحداث الماضية.

am/is/are	subject	past participle	Question completion
	الفاعل	فعل التصريف الثالث	تكميلة السؤال
Was	I	presented	in the class?
Were	you we they		
Was	she he it	seen	on T.V?

**Examples:**

1. Were the windows cleaned by the staff?
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.

#### Comments:



Unit 12

## Writing Sentences

Date: \_\_\_/\_\_\_/2026

1

موهوبات	متفوقات	إثرائي	عالجي	ختامي	لاصفي	تقييمي صفي	تدريسي صفي	نوع النشاط
✓	✓					✓		
✓ الكتابة	✓ القراءة	□ الاستماع	□ التحدث	□ الكفاليات:	To write sentences using the given words			الأهداف:

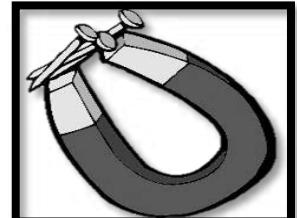
Look at the pictures and write sentences using the new words learnt.  
Write 7 to 12 words in each sentence.

☆ 1.

\_\_\_\_\_

[WC: \_\_\_]

(Use: magnet )



☆☆ 2.

\_\_\_\_\_

[WC: \_\_\_]

(Use:sailor)



☆☆ 3.

\_\_\_\_\_

[WC: \_\_\_]

(Use: past simple passive)



☆☆☆ 4.

\_\_\_\_\_

[WC: \_\_\_]

(Use: past simple passive)



5.

[WC: \_\_\_]



Writer's checklist	Self-Assessment	Teacher Assessment
I used CAPITAL LETTERS.		
I used  finger  spaces.		
I used the right punctuation ( . ! ? , )		
I checked my spelling and grammar		
I met the word count (WC).		
My work is neat and tidy.		

Praise	Description & Support
<input type="checkbox"/> Super Star!	<input type="checkbox"/> You've met our goals.
<input type="checkbox"/> Excellent work	<input type="checkbox"/> Review your mistakes.
<input type="checkbox"/> Good effort	<input type="checkbox"/> Ask the little teacher for help.
<input type="checkbox"/> You can do it!	<input type="checkbox"/> Look at page ( ) in your CB.
<input type="checkbox"/> Try again.	<input type="checkbox"/> Rewrite / Incomplete

Corrected on: \_\_\_/\_\_\_/202\_\_\_ Follow up: \_\_\_/\_\_\_/202\_\_\_



Unit 12

Writing

Date: \_\_\_\_/\_\_\_\_/2026

2

موهوبات	متفوقات	إثرائي	علجي	ختامي	لاصفي	تقييمي صفي	تدريسي صفي	نوع النشاط
✓	✓					✓		
✓ الكتابة	✓ القراءة	□ الاستماع	□ التحدث	□ الكفايات:	To write an email to your penfriend			

**Write a short article about an invention that you find interesting In your writing, include the following:**

1. Who the invention invented by...
2. When it was invented...
3. What it was used for...
4. Why it was important...( 3 reasons).



Bronze (30 – 35)

Silver (35 – 40)

Gold (40 – 45)

Diamond (more than 45)



Writer's checklist	Self-Assessment	Teacher Assessment
I used CAPITAL LETTERS.		
I used finger spaces.		
I used the right punctuation ( . ! ? , )		
I checked my spelling and grammar		
I met the word count (WC).		
My work is neat and tidy.		

Praise	Description & Support
<input type="checkbox"/> Super Star!	<input type="checkbox"/> You've met our goals.
<input type="checkbox"/> Excellent work	<input type="checkbox"/> Review your mistakes.
<input type="checkbox"/> Good effort	<input type="checkbox"/> Ask the little teacher for help.
<input type="checkbox"/> You can do it!	<input type="checkbox"/> Look at page ( ) in your CB.
<input type="checkbox"/> Try again.	<input type="checkbox"/> Rewrite / Incomplete
Corrected on: ____/____/202____ Follow up: ____/____/202____	

موهوبات	متفوقات	إثرائي	عالجي	ختامي	لاصفي	تقييمي صفي	تدريبي صفي	نوع النشاط
<input type="checkbox"/> الكتابة	<input checked="" type="checkbox"/> القراءة	<input checked="" type="checkbox"/> الاستماع	<input type="checkbox"/> التحدث	الكافيات:	<input checked="" type="checkbox"/>	To practice the grammar learnt		الأهداف:

- Circle the subject in each sentence .

1. Noor cooked pizza for dinner.
2. He plays football in the school.
3. They run quickly in the park.
4. She studied hard for the test.
5. Abdulla does his homework.

- Underline the verb in each sentence .

1. I watched a movie.
2. He plays the guitar.
3. We visited the museum.
4. They baked a cake.
5. The dog caught the ball.

- Look at the pictures and fill in the blanks with the correct verb.

1- Hanan..... a book.



2- He ..... in the beach.



3- They ..... to the cinema.



موهوبات	متفوقات	إثرائي	عالجي	ختامي	لاصفي	تقييمي صفي	تدريبي صفي	نوع النشاط
<input type="checkbox"/> الكتابة	<input checked="" type="checkbox"/> القراءة	<input checked="" type="checkbox"/> الاستماع	<input type="checkbox"/> التحدث	<input type="checkbox"/> الكفايات:	<input checked="" type="checkbox"/>	To practice the grammar learnt		الأهداف:

Look at the pictures and write sentences using the new words learnt.  
Write 7 to 12 words in each sentence.

1. \_\_\_\_\_

[WC: \_\_\_\_]

(Use: has to )



2. \_\_\_\_\_

[WC: \_\_\_\_]

(Use: will )



3. \_\_\_\_\_

[WC: \_\_\_\_]

(Use: have to )



4. \_\_\_\_\_

[WC: \_\_\_\_]

(Use: might )



5. \_\_\_\_\_

[WC: \_\_\_\_]

(Use: watering)



**Title:**

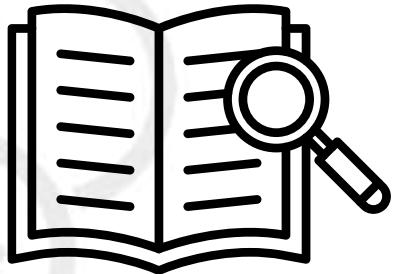
**Date:**

**Title:**

**Date:**

# English language programs



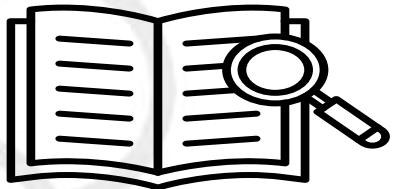


# Grade 5

# dictionary

My smart student, Search the meaning of the new words that you have learned daily. Let's learn new words every day!





# Grade 5 dictionary

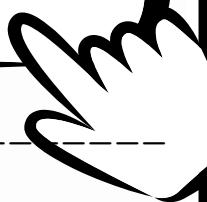
My smart student, Search the meaning of the new words that you have learned daily. Let's learn new words every day!



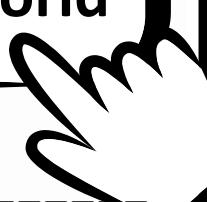
106



Why is Earth the only planet known to have life?



Name the most famous circuses in the world



# Little Researcher

# Unit 9



Name list of the most important camping Equipment.



# Little Researcher

# Unit 10



What do you think flying doctors is ? When do people need to use flying doctors?





# The Reading Ladder

Reading ladder							Date: _____ / _____ / _____	
موهوبات	متفوقات	إثرائي	علاجي	ختامي	لاصفي	تقييمي صفي	تدريسي صفي	نوع النشاط
✓	✓					✓		
✓ الكتابة	✓ القراءة	✓ الاستماع	□ التحدث	□ الكفاليات:	To extract information from a text.			الأهداف:

**Read the text and answer the questions:**

### Keen On Collecting

**A- John :** I started collecting stamps when I was a teenager, and now I have over 10,000 stamps in my collection. Stamp collecting can be a good way to earn money if you wait long enough. Some of the stamps I collected a long time ago are now worth a lot! My son thinks my stamp collection is quite interesting, so I gave him a few of my stamps and now he's starting his own collection. It's a fun way for us to spend time together.

**B- Karl :** I've always loved music. My parents sent me to piano lessons when I was just 8 years old and I've enjoyed playing music ever since. But I didn't start collecting musical instruments until a few years ago, after I finished university. I was at a charity shop and I saw a really beautiful guitar. I don't play the guitar, but I decided to buy it anyway. Now, I have over 100 different musical instruments in my collection. I won't get any more, though, because there's no more room in my flat!

**C -Tony:** Most people collect things they can keep in boxes like stamps or sports cards, but my collection is a bit unusual – it's always out for everyone to see and it's alive! I started collecting plants when I moved out of my parents' home to go to university and now I have around 70 different types! I used to keep them in pots in my flat, but now I have a house with a large garden, so I can keep all of my plants outside.

**Peer Evaluation: Listen to your friend read and put a (✓) based on their reading.**

CRITERIA	★★★	★★	★
Clear Voice 			
Good Speed 			
No mistakes 			
I stop if I see (., ?, !) 			

21st century skill: Digital literacy & Self- Learning

Share your recording to the text with your teacher on teams and get ticket



## Reading ladder

Date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_



مهوبات	متفوقات	إثرائي	عالجي	ختامي	لاصفي	تقييمي صفي	تدريسي صفي	نوع النشاط
✓ الكتابة	✓ القراءة	✓ الاستماع	☐ التحدث	☐ الكفايات:	☐	✓	☐	

To extract information from a text.

الأهداف:

A. Read carefully and choose the correct answer.

	Question	John	Karl	Tony
1	Who collects living things?	A	B	C
2	Who started his collection when he was a university student?	A	B	C
3	Whose collection has the most things in it?	A	B	C
4	Who has stopped adding to his collection?	A	B	C
5	Who changed where he keeps his collection?	A	B	C
6	Who can earn some money from his collection?	A	B	C
7	Who collects the same thing as a family member?	A	B	C

Reading ladder							Date: _____ / _____ / _____	
موهوبات	متفوقات	إثرائي	علاجي	ختامي	لاصفي	تقييمي صفي	تدريسي صفي	نوع النشاط
✓	✓					✓		

الكتابة

## Read the text and answer the questions:

### About my family

Dear Marta,

I'm going to tell you about my family. I live with my sister, mum, and dad. We live in London, although I grew up in Lancaster, a beautiful city in the North of England. My dad's name is Pierre. He's from France, and he speaks English and French. When he was young, my mother went to France on a student exchange, and they met there. A few years later, my dad moved to England and married my mum. He works as a French teacher. He's very tall – much taller than my mum – and athletic. He's got short blonde hair and blue eyes. My mum's name is Anna. She's English. She's quite short, and she's got long curly brown hair and brown eyes. She works at a chemist's next to our home. She can speak French too!

My sister Julia is 18 years old, and she's got the same color of hair and eyes as my father. She loves playing the piano and dancing. She's very talented, and she would like to be a professional musician. I've got short blonde hair like my dad, but brown eyes like my mum. We all love playing board games together on Friday evenings, and we always order pizza. Our favourite game is Monopoly. Oh, I almost forgot.... We've also got a pet cat, Snowball. She's all white and has got a lot of fur. She likes sleeping on me. Write back soon. Please tell me about your family, too.

Love, Jonathan

**Peer Evaluation: Listen to your friend read and put a (✓) based on their reading.**

CRITERIA	★★★	★★	★
Clear Voice 			
Good Speed 			
No mistakes 			
I stop if I see (., ?, !) 			

21st century skill: Digital literacy & Self- Learning

Share your recording to the text with your teacher on teams and get ticket



## Reading ladder

Date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_



موهوبات	متفوقات	إثرائي	علاجي	ختامي	لاصفي	تقييمي صفي	تدريسي صفي	نوع النشاط
✓ الكتابة	✓ القراءة	✓ الاستماع	☐ التحدث	☐ الكفايات:		✓		
					To extract information from a text.			الأهداف:

A. Read carefully and choose the correct answer.

	Question	True	False
1	Jonathan was born in London.	T	F
2	His parents both speak more than one language.	T	F
3	Jonathan's mother is a lot shorter than his father.	T	F
4	Jonathan's mother works far from home.	T	F
5	Jonathan's sister's got blue eyes.	T	F
6	Jonathan's hair is the same colour as his mother's.	T	F

B. Read the text again ,then answer the following questions:

1. What do they always eat on Friday evenings?

---



---

2. Who likes to sleep on Jonathan?

---



---

موهوبات	متفوقات	إثرائي	عالجي	ختامي	لاصفي	تقييمي صفي	تدريسي صفي	نوع النشاط
✓ الكتابة	✓ القراءة	✓ الاستماع	☐ التحدث	☐ الكفايات:	To extract information from a text.			الأهداف:

## ➤ Read and choose the correct answer.

### A dream job

Imagine learning how to ride a motorcycle, then driving across the USA to visit the cities, towns and countryside of this beautiful (0) \_\_\_\_\_. Imagine talking to the people you meet while you travel and telling them about your brand-new motorcycle. Now, imagine getting (1) \_\_\_\_\_ to do all of this!

For eight (2) \_\_\_\_\_ people, this dream came true in 2018.

Harley-Davidson hired them to tell people about their motorcycles all over the USA. First, they learned how to ride their motorcycles at Harley-Davidson's Riding Academy, then they (3) \_\_\_\_\_ the summer travelling and telling people about them.

The interesting thing about the job is that Harley-Davidson didn't (4) \_\_\_\_\_ people who were already motorcycle fans. They wanted people who were good at using social media, storytelling and photography. And also, of course, they needed to have a love of (5) \_\_\_\_\_.

0	A	field	B	land	C	ground
1	A	paid	B	earned	C	bought
2	A	bright	B	lucky	C	glad
3	A	spent	B	passed	C	paid
4	A	choose	B	decide	C	make
5	A	journey	B	experience	C	adventure



موهوبات	متفوقات	إثرائي	عالجي	ختامي	لاصفي	تقييمي صفي	تدريسي صفي	نوع النشاط
✓	✓					✓		
الكتابية ✓	القراءة ✓	الاستماع	التحدث	الكافيات:	To extract information from a text.			الأهداف:

## ➤ Read and choose the correct answer.

Have a great holiday!

Millions of Irish people travel to foreign countries on holiday each year. Many people go on (0) \_\_\_\_\_ holidays with travel companies (1) \_\_\_\_\_ they can arrange everything for you. The company books your train, plane or bus tickets and (2) \_\_\_\_\_ you a hotel or a flat. In summer, many people go to places where the weather is (3) \_\_\_\_\_ than in Ireland. They go to the beach to swim and sunbathe.

Skiing holidays are popular in winter. Many people travel to countries like Austria, France, Switzerland, Sweden, and Canada, where (4) \_\_\_\_\_ usually go skiing and snowboarding. Many people go on more adventurous holidays, like wildlife safaris in Africa. Irish people also spend their holidays in Ireland. They (5) \_\_\_\_\_ to the seaside to swim and sunbathe or go hiking in the country.

0		A	pocket	B	packet	C	package
1		A	because	B	but	C	or
2		A	found	B	finds	C	find
3		A	warmest	B	warm	C	warmer
4		A	they	B	them	C	their
5		A	went	B	go	C	goes

Reading ladder							Date: _____ / _____ / _____	
موهوبات	متفوقات	إثرائي	علاجي	ختامي	لاصفي	تقييمي صفي	تدريسي صفي	نوع النشاط
✓	✓					✓		

الكتابة

## Read the text and answer the questions:

### Our free-time activities

A- Leo: I've been a member of the school cooking club since I was ten. I'm best known as a brilliant cake maker. last year, I made 100 cupcakes for my cousin's 18th birthday party, and everyone said they were delicious. Cooking is only expensive if you buy unusual food, like Chinese vegetables that you can't find in a supermarket. I did this and made a special dinner for my dad when he was 50. B -Deepak :When I was younger, I became interested in photography when my uncle let me take photos on his big digital camera. I've got my own camera now – I saved my pocket money for a year to buy it and it's fantastic. I love taking photos of people playing sport – it's really difficult to catch them at the right moment so I take several photos. The maths teacher has asked me to take the photos at the school fashion show, which will be fun.

C -Adam :My aunt works for a fashion magazine and wears really cool clothes. She helps me with my hobby that is making clothes for me and my sisters. I love mixing different materials. That's why I want to study fashion world from my aunt. I also won a competition to help get the clothes ready when a famous American photographer came to take photos of models wearing winter clothes. It was a really interesting day, and I could earn some money

**Peer Evaluation: Listen to your friend read and put a (✓) based on their reading.**

CRITERIA	★★★	★★	★
Clear Voice 			
Good Speed 			
No mistakes 			
I stop if I see (., ?, !) 			

21st century skill: Digital literacy & Self- Learning

Share your recording to the text with your teacher on teams and get ticket

## Reading ladder

Date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_



مهوبات	متفوقات	إثرائي	عالجي	ختامي	لاصفي	تقييمي صفي	تدريسي صفي	نوع النشاط
✓	✓					✓		
الكتابة	القراءة	الاستماع	التحدث	الكفايات:	To extract information from a text.			الأهداف:

A. Read carefully and choose the correct answer.

	Question	True	False
1	Leo made 100 cupcakes for his cousin's birthday party.	T	F
2	Leo used Chinese vegetables to cook dinner for his dad.	T	F
3	Deepak finds it easy to take photos for people while they are playing sport.	T	F
4	Adam got some help with his hobby from a family member.	T	F
5	Adam won a competition by taking photos of models wearing winter clothes.	T	F

B. Read the text again ,then answer the following questions:

1. How old was Leo's father when Leo cooked the special dinner for him?

---

---

2. Who asked Deepak to take photos at the school fashion show?

---

---

## Reading ladder

Date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_



مهوبات	متفوقات	إثرائي	عالجي	ختامي	لاصفي	تقييمي صفي	تدريسي صفي	نوع النشاط
✓	✓					✓		
الكتابة	القراءة	الاستماع	التحدث	الكفايات:	To extract information from a text.			الأهداف:

## Practice KEY (A2) Reading and Writing

### Reading Part 1

Questions 1-6 - For each question, choose the correct answer.

1. What does the note mean?

- A. Joe will get the tickets at the ticket office on Saturday.
- B. Joe can book tickets for the play on Saturday.
- C. Joe can get the tickets before the play on Saturday.

Joe, I phoned the ticket office and booked tickets for the play on Saturday. Could you get them on your way home from work tonight?

2. What does the notice mean?

- A. Staff mustn't go into the building without their cards.
- B. Staff don't need their cards when they are in the building.
- C. Staff need to have their cards in some places in the building.

Staff must have their identity cards with them at all times in the building.

3. What does the notice mean?

- A. The time of the dance class has changed.
- B. The place of the dance class has changed.
- C. The day of the dance class has changed.

Wednesday's dance class will take place in Studio 5 this week, not 2.

4. What does the person need to do?

- A. put the food in the oven after 40 minutes
- B. choose what food from the fridge to eat for dinner
- C. cook the evening meal in the oven.

I'll be late home today. Please prepare dinner. The chicken and potatoes are in the fridge. They must go in the oven for 40 minutes.

5. What does the notice mean?

- A. People can't leave their food in the fridge for a long time.
- B. People can keep food in the fridge for more than a week.
- C. People must write what is in their food boxes.

Subject: Office kitchen  
Please label all food boxes in the fridge with your name.  
Don't leave anything in the fridge for more than a week.

6. What does the notice mean?

- A. You must wait for 15 minutes to get an appointment.
- B. You shouldn't wait for more than 15 minutes.
- C. You should ask the staff for a 15-minute appointment.

Is your appointment more than 15 minutes late?  
Please inform staff at the desk

Reading Part 2 - Questions 7-13

For each question, choose the correct answer.



Reading Ladder								Date: _____/_____/2026	
موهوبات	متفوقات	إثرائي	عالجي	ختامي	لاصفي	تقييمي صفي	تدريسي صفي	نوع النشاط	
✓	✓					✓			
✓ الكتابة	✓ القراءة	✓ الاستماع	□ التحدث	□ الكفايات:	To read about a report of an Animal.			الأهداف:	

### Read the paragraph carefully:

I found an old letter in the attic, written by my great-grandmother. The paper was yellow and fragile. She shared her dreams and the love she had for her family. Reading her words made me feel connected to her life long ago. I could imagine her voice, filled with **warmth** and hope. This letter was special, it showed me how strong our family is and reminded me to **appreciate** our history. It was like a little message from the past, teaching me to cherish the stories of those who came before us.

### A. Read again and write (T) for true or (F) for false.

- The letter was found in the basement. ( )
- The letter was written by the narrator's great-grandmother. ( )
- The letter shared dreams and family love. ( )
- The letter was about a trip taken by the narrator. ( )

### B. Read and answer the following questions:

- Write a suitable title to the text above.

.....

- Where did she find the letter?

.....

### C. Use the dictionary to look up the meanings to the words bellow and write it down.

- (warmth)

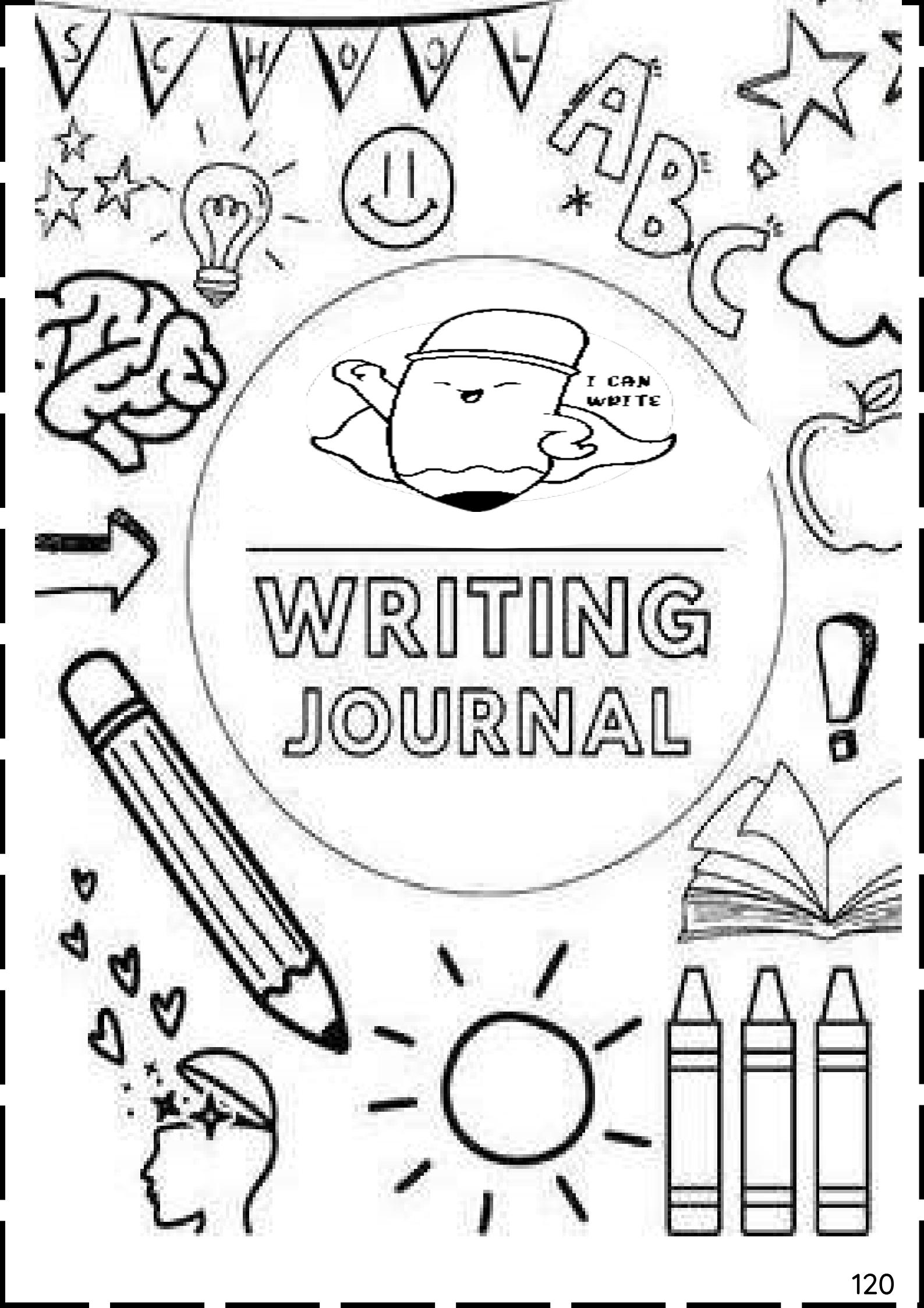
The meaning: \_\_\_\_\_

.....

- (appreciate)

The meaning: \_\_\_\_\_

.....



# WRITING JOURNAL

## Journal writing

Date:

\_\_\_\_/\_\_\_\_/\_\_\_\_

موهوبات	متفوقات	إثرائي	علاجي	ختامي	لاصفي	تقييمي صفي	تدريسي صفي	نوع النشاط
✓ الكتابة	✓ القراءة	✓ الاستماع	□ التحدث	□ الكتابات:			To write an email	

➤ You are on a beach holiday and have decided to write an email to your English friend, Emma. Write an email to her.

In your email:

- Say where you are
- Tell Emma what you do every day there
- Say what your plans are for tomorrow.

**Write 25 words or more**



Dear Emma,



Writer's checklist	Self-Assessment	Teacher Assessment	Praise	Description & Support
I used CAPITAL LETTERS.			<input type="checkbox"/> Super Star!	<input type="checkbox"/> You've met our goals.
I used  finger  spaces.			<input type="checkbox"/> Excellent work	<input type="checkbox"/> Review your mistakes.
I used the right punctuation ( . ! ? , )			<input type="checkbox"/> Good effort	<input type="checkbox"/> Ask the little teacher for help.
I checked my spelling and grammar			<input type="checkbox"/> You can do it!	<input type="checkbox"/> Look at page ( ) in your CB.
I met the word count (WC).			<input type="checkbox"/> Try again.	<input type="checkbox"/> Rewrite / Incomplete
My work is neat and tidy.			Corrected on: ____/____/202____ Follow up: ____/____/202____	

Journal writing	Date: ____ / ____ / _____							
موهوبات	متفوقات	إثرائي	علاجي	ختامي	لاصفي	تقييمي صفي	تدريسي صفي	نوع النشاط
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						اف:
<input checked="" type="checkbox"/> الكتابة	<input type="checkbox"/> القراءة	<input type="checkbox"/> الاستماع	<input type="checkbox"/> التحدث	الكلفيات:			To write an email	

➤ You visited the Green Health Club and asked the coach about Healthy Lifestyle because you want to keep fit. Write an email to your friend telling her/him about what advice the coach gave you. Write 50 words. In your email, include:

- When you visited the Green Health Club online
- What you should eat or drink
- What you shouldn't eat or drink
- What type of exercise you should do • How many hours you should sleep
- What Hobbies to try and things to learn
- How you felt
- What you learned from the coach or the Green Health club

Dear Emma,



Writer's checklist	Self-Assessment	Teacher Assessment	Praise	Description & Support
I used CAPITAL LETTERS.			<input type="checkbox"/> Super Star!	<input type="checkbox"/> You've met our goals.
I used  finger spaces.			<input type="checkbox"/> Excellent work	<input type="checkbox"/> Review your mistakes.
I used the right punctuation ( .!?, )			<input type="checkbox"/> Good effort	<input type="checkbox"/> Ask the little teacher for help.
I checked my spelling and grammar			<input type="checkbox"/> You can do it!	<input type="checkbox"/> Look at page ( ) in your CB.
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My work is neat and tidy.			Corrected on: ___/___/202__ Follow up: ___/___/202__	
				122



موهوبات	متفوقات	إثرائي	عالجي	ختامي	لاصفي	تقييمي صفي	تدريسي صفي	نوع النشاط
✓	✓	✓						
✓ الكتابة	القراءة	الاستماع	التحدث	الكافيات:		To write a story		الأهداف:

**Look at the pictures and write a story. Make sure to write 50 words.**



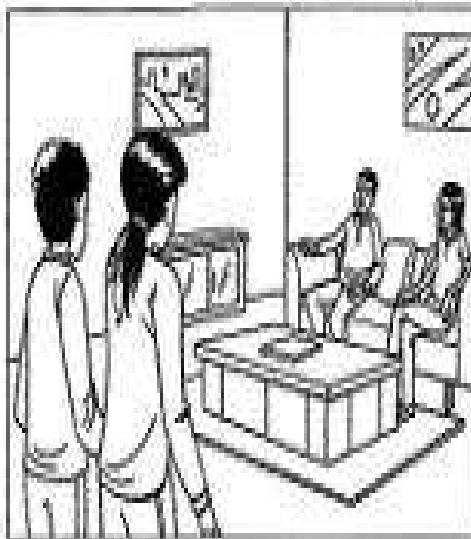
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<input type="checkbox"/> You can do it!	<input type="checkbox"/> Look at page (      ) in your CB.
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موهوبات	متفوقات	إثرائي	عالجي	ختامي	لاصفي	تقييمي صفي	تدريسي صفي	نوع النشاط
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# Journal writing

Date:



موهوبات	متفوقات	إثرائي	علاجي	ختامي	لاصفي	تقييمي صفي	تدريسي صفي	نوع النشاط
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Corrected on: ___/___/___/202___ Follow up: ___/___/___/202___	



موهوبات	متفوقات	إثرائي	عالجي	ختامي	لاصفي	تقييمي صفي	تدريسي صفي	نوع النشاط
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