أوراق عمل 6 Look





تم تحميل هذا الملف من موقع مناهج مملكة البحرين	
موقع المناهج ⇦ مناهج مملكة البحرين ⇦ الصف السادس ⇦ لغة انجليزية ⇦ الفصل الأول ⇦ أوراق عمل ⇦ الملف	
تاريخ إضافة الملف على موقع المناهج: 2026-11-23 21:16:38	
ملفات ا كتب للمعلم ا كتب للطالب ا اختبارات الكترونية ا اختبارات ا حلول ا عروض بوربوينت ا أوراق عمل منهج انجليزي ا ملخصات وتقارير ا مذكرات وبنوك ا الامتحان النهائي ا للمدرس	المزيد من مادة لغة انجليزية:
إعداد: Naseralla Maryam	

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

المزيد من الملفات بحسب الصف السادس والمادة لغة انجليزية في الفصل الأول	
1	أوراق عمل 6 Look
2	جديد منهج – My Booklet
3	حل مراجعة اختبار 2 – الضمائر غير المحددة والمفردات
4	نماذج لفقرة الكتابة عن الحيوانات المهددة بالانقراض
5	حل نموذج مراجعة اختبار الثاني

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

KINGDOM OF BAHRAIN
Ministry of Education
H.H Sheikha Moza bint Hamad Al -Khalifa Comprehensive Girls School

مملكة البحرين
وزارة التربية والتعليم
مدرسة سمو الشيخة موزة بنت حمد آل خليفة الشاملة للبنات

SHOWCASE SCHOOL 2025-2026

Grade 6 – Look 6

Activity Booklet



First Semester
2026-2027

Name: _____

Class: _____

Collected By:
Ms.Maryam Naseralla

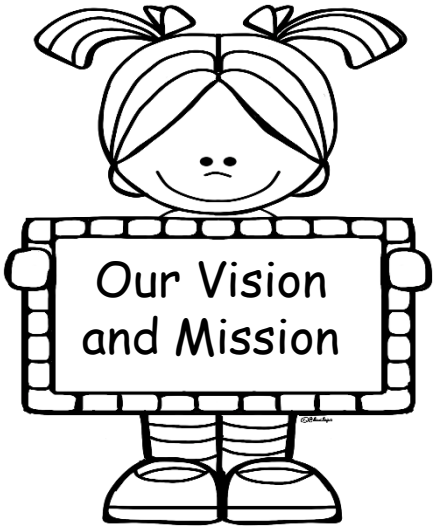
School Principal:
Ms.Maryam Ahmed AlNoaimi

Vice Principal:
Ms.Laila Budhahi

Coordinator of English :
Ms.Ameena AlBurshaid

Our Vision:

To set up , To build , To grow



Our Mission:

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





Student-Teacher Agreement

1. We sit properly. 

2. We respect each other. 

3. We raise our hands. 

4. We listen to each other. 

5. We speak English only. 

6. We try our best. 

My name is _____ and I promise to follow the rules and work towards achieving the goals.

Booklet Evaluation Sheet

Date	Evaluation Criteria			Total	Teacher's Notes	Parent's Signature	Parent's Notes
	Organizational Procedures 4	Learning Improvement 4	Initiatives 4	12			
__ / __					_____ _____		_____ _____
__ / __					_____ _____		_____ _____
__ / __					_____ _____		_____ _____

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

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ALL ABOUT ME

My name is...

My picture

My age

I am

- SMART

My birthday

My favourite color is _____ , because _____.

My favourite food is _____, because _____

When I grow I want to be _____ because_____

INTRODUCTION

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

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

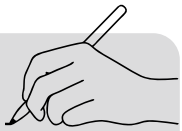
- Follow up with student's homework.
- Follow up with the weekly newsletter.
- Follow up with student's assessment.
- Prepare well for tests.
- Contact the teacher.



Best of luck for all students

STUDENT - TEACHER AGREEMENT

IMPORTANT INSTRUCTIONS



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

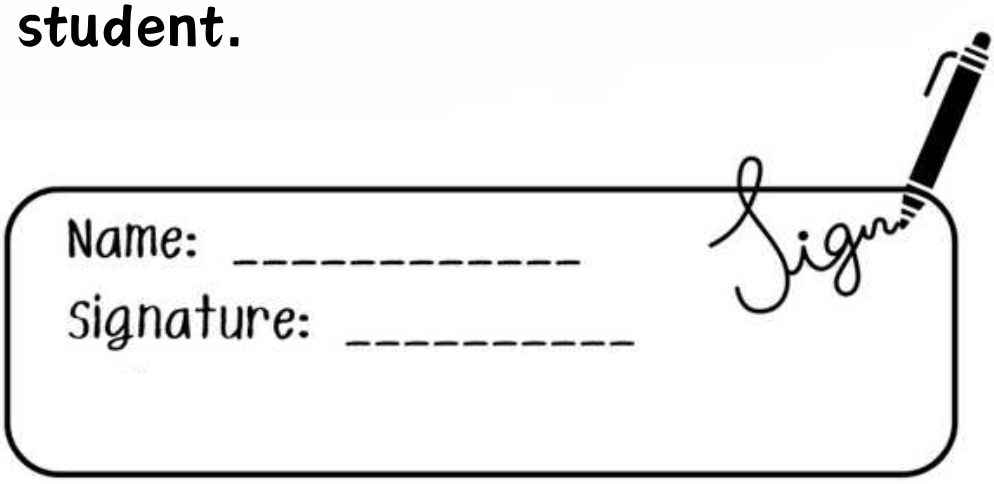
I promise to follow all the instructions and have a beautiful booklet.



CLASSROOM RULES

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

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



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STUDENTS' ACADEMIC PROGRESS

Test Grades	
Test 1 _____ 20	**Teacher's Feedback:** Pay attention to: Listening ☐ Reading ☐ Writing ☐ **Parent's signature and comments:**
Test 2 _____ 20	**Teacher's Feedback:** Pay attention to: Listening ☐ Reading ☐ Writing ☐ **Parent's signature and comments:**
Test 3 _____ 20	**Teacher's Feedback:** Pay attention to: Listening ☐ Reading ☐ Writing ☐ **Parent's signature and comments:**

TICKETS COLLECTION



Collect more than 10 tickets and win a reward !

SDG'S

Sustainable Development Goals



GOAL 1:
END POVERTY IN ALL ITS FORMS EVERYWHERE



GOAL 2:
END HUNGER, ACHIEVE FOOD SECURITY AND IMPROVED NUTRITION AND PROMOTE SUSTAINABLE AGRICULTURE



GOAL 3:
ENSURE HEALTHY LIVES AND PROMOTE WELL-BEING FOR ALL AT ALL AGES



GOAL 4:
ENSURE INCLUSIVE AND QUALITY EDUCATION FOR ALL AND PROMOTE LIFELONG LEARNING



GOAL 5:
ACHIEVE GENDER EQUALITY AND EMPOWER ALL WOMEN AND GIRLS



GOAL 6:
ENSURE ACCESS TO WATER AND SANITATION FOR ALL



GOAL 7:
ENSURE ACCESS TO AFFORDABLE, RELIABLE, SUSTAINABLE AND MODERN ENERGY FOR ALL



GOAL 8:
PROMOTE INCLUSIVE AND SUSTAINABLE ECONOMIC GROWTH, EMPLOYMENT AND DECENT WORK FOR ALL



GOAL 9:
BUILD RESILIENT INFRASTRUCTURE, PROMOTE SUSTAINABLE INDUSTRIALIZATION AND FOSTER INNOVATION



GOAL 10:
REDUCE INEQUALITY WITHIN AND AMONG COUNTRIES



GOAL 11:
MAKE CITIES INCLUSIVE, SAFE, RESILIENT AND SUSTAINABLE



GOAL 12:
ENSURE SUSTAINABLE CONSUMPTION AND PRODUCTION PATTERNS



GOAL 13:
TAKE URGENT ACTION TO COMBAT CLIMATE CHANGE AND ITS IMPACTS



GOAL 14:
CONSERVE AND SUSTAINABLY USE THE OCEANS, SEAS AND MARINE RESOURCES



GOAL 15:
SUSTAINABLY MANAGE FORESTS, COMBAT DESERTIFICATION, HALT AND REVERSE LAND DEGRADATION, HALT BIODIVERSITY LOSS



GOAL 16:
PROMOTE JUST, PEACEFUL AND INCLUSIVE SOCIETIES

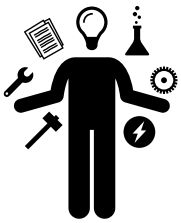


GOAL 17:
REVITALIZE THE GLOBAL PARTNERSHIP FOR SUSTAINABLE DEVELOPMENT



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21ST CENTURY SKILLS





Critical Thinking and Problem Solving



Collaboration and Communication



Creativity and Innovation



Information Literacy



Digital Literacy



Global and Cultural Awareness



Adaptability and Resilience



Emotional Intelligence

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موقع المناهج البحرينية

LITTLE RESEARCHER  UNIT 1

Look up pictures of different morning routines from around the world

LITTLE RESEARCHER  UNIT 2

Find images of endangered animals and their habitats.

LITTLE RESEARCHER  UNIT 3

Search for pictures of people working in various outdoor jobs.

LITTLE RESEARCHER  UNIT 4

Look up images of technological advancements over the years.

LITTLE RESEARCHER  UNIT 5

Find pictures of different modes of transportation used around the world.

LITTLE RESEARCHER  UNIT 6

Search for images of festivals celebrated in different cultures.



A GOOD START

UNIT 1



UNIT 1 : A GOOD START



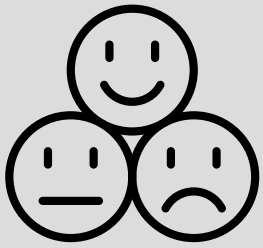
Hello. My name is Harry. I'm here to help you through this unit!
This unit theme is about how to make a good start.
Together we will learn about:

- New words related to good start
- Use be going to + will.
- Read about the science bus and bioblitzes
- Use present continuous to talk about future
- Identify the value "Be friendly"
- Write a biography.
- Watch a video about different schools around the world

FUN FACT

Did you know that the earliest known alarm clock was invented by the ancient Greeks and used water to measure time?

How do you feel about the unit?



SELF LEARNING STATION



Contact on Teams for any questions
_____@moe.bh

Check the EduNet for extra materials

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



Copy the words neatly on the four lines.

arrive at school at time

be more friendly

do my tennis practice

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

Comments:

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



Copy the words neatly on the four lines.

go to bed early

help tidy the classroom

join a club

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

Comments:

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

Copy the words neatly on the four lines.

study harder

take exercise

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

Comments:

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

1- Look at each picture and write the correct word

arrive at school time , be more friendly, do my tennis practice, go to bed early, help tidy the classroom, join a club, study harder, take exercise

1 _____

2 _____

3 _____

4 _____

5 _____

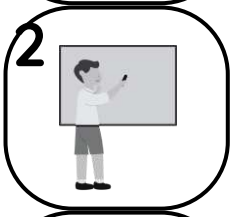
6 _____

7 _____

8 _____





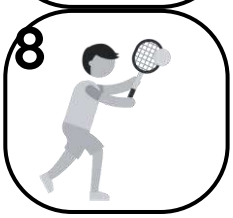












2- Why is it important to have positive routines?

_____

_____

_____

_____

_____

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

Comments:

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

1- Read the sentences and fill in the blanks.

help tidy the classroom , take exercise , study harder, be friendly

1. I always _____to improve my grades.
2. You should _____ if you want to make friends.
3. He likes to _____ after dinner.
4. We need to _____ before the teacher arrives.

2- Write 3 sentences using the new words.

a._____

b._____

c._____

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

Imagine your daily routine. Describe what you do everyday.

_____

_____

_____

_____

_____

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

Comments:

Unit 1 Lesson 2 : Grammar (be going to and will)

going to

- We use (be going to) to talk about intentions and things we've decided already to do.

Subject	verb to be		base verb	Sentence Completion
I	am	going to	clean	the classroom.
He She It	is			
They We You	are			

Examples:

1. She is going to help me with my homework.
2. They are going to write a short story.

will

- We use (will) to make offers of help or talk about things we've just decided to do.

Subject		base verb	Sentence Completion
I He She It They We You	will	clean	the classroom.

Examples:

1. She will help me with my homework.
2. They will write a short story.

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





1- Fill in the blanks with the correct answer. ★

1. I _____ travel around the world when I'm older.
2. It _____ rain tomorrow.
3. They are _____ come to the party.
4. She is _____ finish her homework
5. I am _____ cook dinner tonight.

2- Write sentences using (will/won't/going to) ★★

a._____

b._____

c._____

3- Write a short paragraph using will, won't, going to. ★★★

Write about your future plans :

_____

_____

_____

_____



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

Comments:

Activity Objective: To read a paragraph for specific information

1- Fill in the blanks with the correct answer



discover -equipment – materials

1. Small schools need help because they don't have enough _____.
2. The Science Bus helps children _____ new things.
3. Teachers use easy-to-find _____ for experiments.

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

1. The Science Bus started in 2012.	T	F
2. Bioblitz events only happen in Chile.	T	F
3. Children sometimes have science lessons outside the bus.	T	F

3- Answer the following questions:

a. Why is the Science Bus important for small schools?_____

b. Who takes part in a Bioblitz?_____

4- Imagine you are joining a Bioblitz.

What do you want to discover and why?



-- _____

_____

_____

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

Comments:

present continuous for future

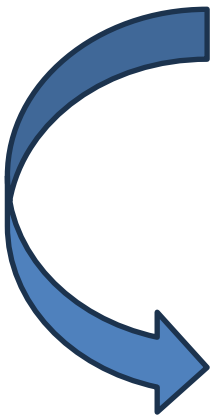
- We sometimes use the present continuous to talk about future plans or events

Affirmative Sentences

Subject	verb to be	verb + **ing**	Sentence Completion
I	am	eating	a salad for lunch
You We They	**are**		
He She it	is		

Example: We are reading a book next class.

Scan this qr code to watch a video



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

1- Read the sentences and write the correct answer

1. I _____ _____(meet) Sarah at four o'clock.
2. We _____ ____(go) to the mall on Saturday.
3. Tom _____ (have) lunch with Holly tomorrow.
4. They _____ (catch) the bus at half past nine.
5. She _____ (study) after school tomorrow.

2- Write three sentences using the present continuous to describe future plans

a._____

b._____

c._____

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

Describe your plans for the weekend

_____

_____

_____

_____

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

Comments:

Unit 1 Lesson 6 : Writing

KEY

Date: / /

Activity Objective :To write using the aimed structure.

Write a short biography. Include time expressions. In your biography talk about:

1-The name of the person.

2-When were they born?

3-Where were they born?

4-Why are they special?

5-What other information you know about them?

6-What are their goals?



(35- 40 words) =★ (40-50words) =★★ (60-75words) =★★★





_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____



Writing Self Assessment

I started the sentences with a capital letter.	I used finger spaces between words	I used a full stop (.) at the end of the sentences.	I checked my grammar and spelling
☺ ☹	☺ ☹	☺ ☹	☺ ☹

Assessment:

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

Praising:

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

Support:

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

Comments:

Listening :

KEY

Mindful Ear

TICKET

5

Listen carefully and choose the best answer :
The audio will be available during sessions :

1. Where will they go if it rains tomorrow?


A


B


C

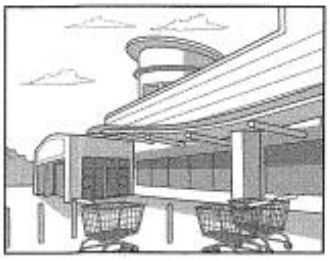
2. Why didn't the woman buy the book?

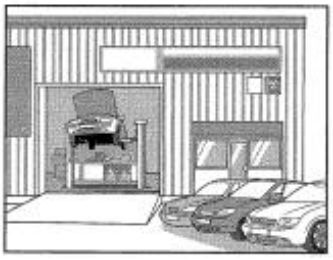

A

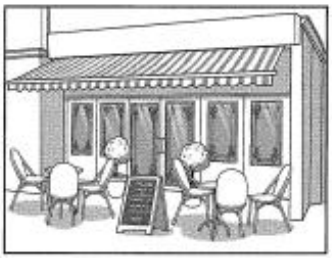

B


C

3. Where does the man work now?


A

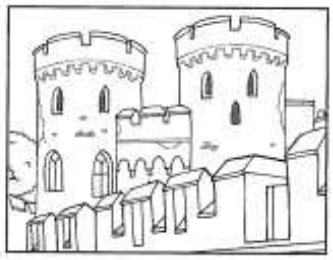

B


C

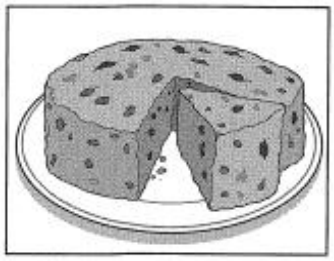
4. Where does the man want to go?

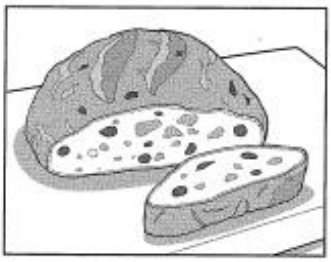

A

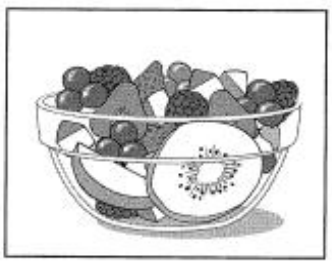

B


C

5. What's the man making?


A


B


C

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KEY

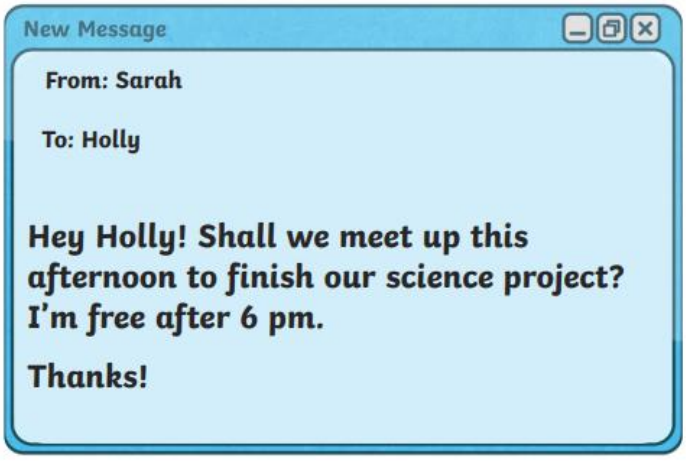
Reading :

READ and grow

TICKET

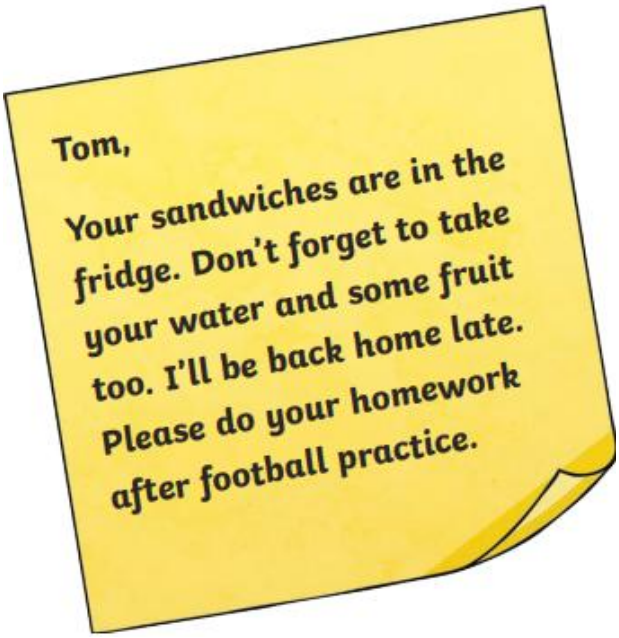
3

➢ Read carefully and choose the correct answer.



1.

a. Holly needs to finish her science homework this afternoon.
b. Sarah wants to meet Holly after 6 pm.
c. Holly needs Sarah to help find her project.



2.

a. Tom needs to make his sandwiches.
b. There isn't any fruit for Tom to take.
c. Tom needs to do his homework when he finishes football.



3.

a. You can't play ball games.
b. You should put your rubbish in the bins.
c. Dogs are not allowed in the park.

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Writing :

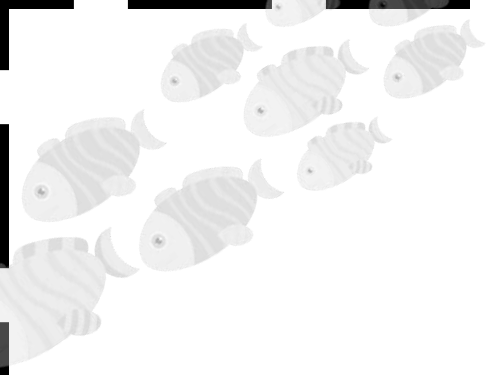
- Look at the pictures and write a story. Make sure to
- write more than 35 words.

6



I'm proud of my writing!

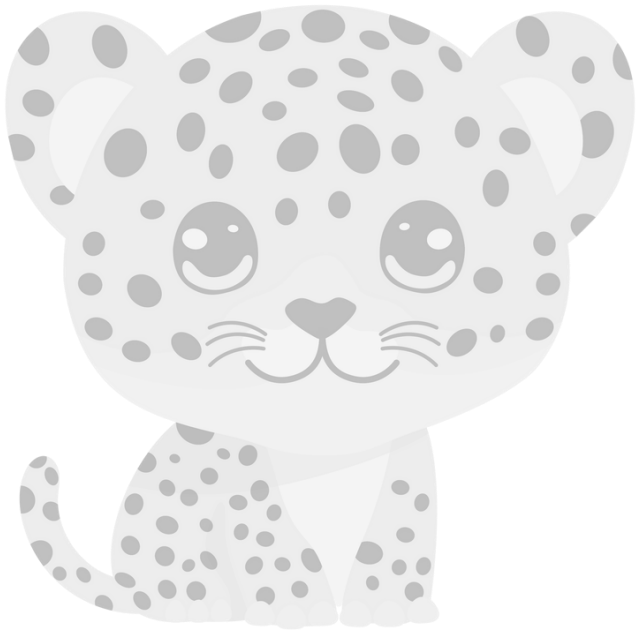
- ☐ I used capital letters and punctuation correctly.
- ☐ My story has a beginning, middle, and end.
- ☐ I wrote 35 words or more.
- ☐ I checked my grammar and spelling.
- ☐ My sentences make sense.

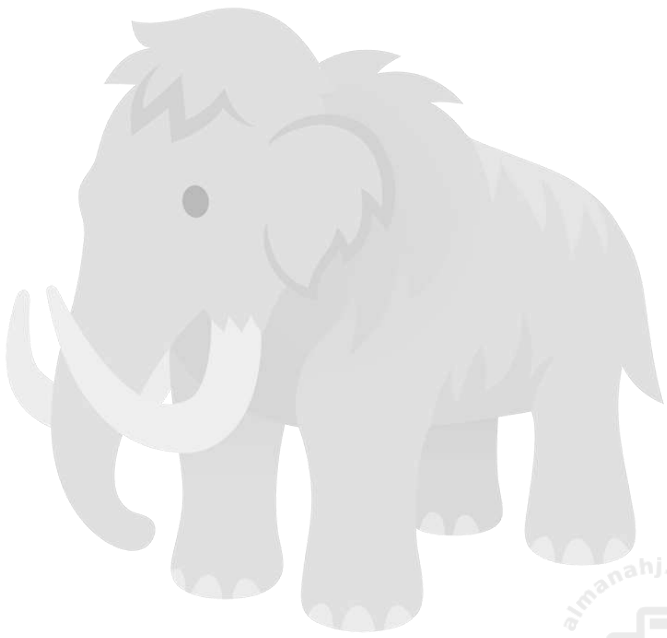




AMAZING ANIMALS

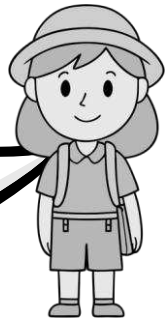
UNIT 2





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UNIT 2 : AMAZING ANIMALS



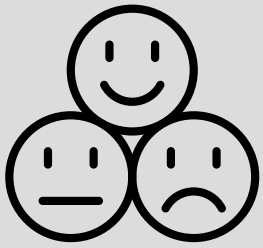
Hello. My name is Explora. I'm here to help you through this unit!
This unit theme is about animals and environment
Together we will learn about:

- New words related to animals and environment
- Use the first conditional
- Read about animals tails
- Use the second conditional
- Identify the value 'care for the environment'
- Write a report about an extinct animal
- Watch a video about national animals of different countries .

FUN FACT

The heart of a shrimp is located in its head!

How do you feel about the unit?



SELF LEARNING STATION





Contact on Teams for any questions
_____@moe.bh

Check the EduNet for extra materials

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

Copy the words neatly on the four lines.

artist creatures ocean

protect damage extinct

environment disappear

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

Comments:

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

1- Look at each picture and write the correct word

artist , creatures, ocean, protect, damage, environment, disappear, extinct

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____



2- Why is it important to protect endangered animals?

_____

_____

_____

_____

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

Comments:

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

1- Read the sentences and fill in the blanks.

artist, ocean, environment, creatures, ocean, extinct

1. The _____ is home to many sea _____.
2. We must _____ the _____ from pollution.
3. Some animals are at risk of becoming _____.
4. An _____ painted a beautiful mural of the ocean.

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 environmentalist. Describe your work.

_____

_____

_____

_____

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

Comments:

First Conditional

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

	If clause		main clause		
	subject	base verb	subject	will/wont	base verb
If	I she he it you we they	win	I she he it you we they	will won't	celebrate

Examples:

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

Practice: Fill in the table with your own sentence

	If clause		main clause		
	subject	base verb	subject	will/wont	base verb
If					

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

1- Match the clauses to form a sentence.

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

2- Write three sentences using first conditional.

a._____

b._____

c._____

3- Write a short paragraph using first conditional

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

_____

_____

_____

_____

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

Comments:

Activity Objective: To read a paragraph for specific information



1- Fill in the blanks with the correct answer



insects – balance -swim



1. Squirrels use their tails to _____ when they jump.
2. Donkeys use their tails to brush away _____.
3. Fish use their tails to _____ quickly through water.

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



1. Cheetahs use their tails to help them run fast. **T** **F**
2. Snakes use their tails to fly. **T** **F**
3. Horses and donkeys use their tails like hands. **T** **F**

3- Answer the following questions:



a. What do cats and squirrels use their tails for?

_____

b. Why are tails important for cheetahs?_____

~~4-~~ ~~I~~magine you are an animal with a special tail.

What kind of tail would you have and how would you use it?

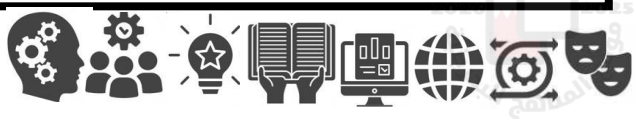
_____

_____

_____

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

Comments:



Second Conditional

- we use the second conditional to talk about things that are not real or things that probably will not happen.

If clause			main clause		
	subject	past simple	subject	would/wouldn't	present simple
If	I she he it you we they	liked animals	I she he it you we they	would wouldn't	have a cat.

Examples:

1. "If I had a pet dragon, I would fly to school every day."
2. "If I were a superhero, I would save all the animals in the world."

Practice: Fill in the table with your own sentence

If clause			main clause		
	subject	past simple	subject	would/wouldn't	present simple
If					

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





1- Match the clauses to form a sentence.



1-If I had a million dollars	• I would fly everywhere
2-If I was a bird	• I would travel the world.
3-If she had a good voice	• They would win
4-If they ran fast	• she would sing all day

2- Write three sentences using the second conditional.



a._____

b._____

c._____

3- Write a short paragraph using the second conditional

Write about what would you do if you had different super powers



_____

_____

_____

_____



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

Comments:

Activity Objective :To write using the aimed structure.

Find out about an endangered or an extinct animal. Write a report about it
Talk about the following:

1-Introduction: Why are you writing this report?
2-Main paragraph 1 : Why is this animal important?
3-Main paragraph 2: Why is this animal in danger?
4-Conclusion: How can we help?

(Don't forget to add headings and add suggestions in the conclusion).

(35- 40 words)★ (40-50words)★★ (60-75words)★★★

Writing Self Assessment

I started the sentences with a capital letter.	I used finger spaces between words	I used a full stop (.) at the end of the sentences.	I checked my grammar and spelling
☺ ☹	☺ ☹	☺ ☹	☺ ☹

Assessment:

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

Praising:

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

Support:

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

Comments:

Listening :

Listen carefully and choose the best answer :
The audio will be available during sessions :

5

➢ You will hear Sally talking to a friend about her holiday.
What activity did she do on each day?
For question 1 – 5, write a letter A-H next to each day.
You will hear the conversation twice.



Example

0. Sunday C

Days

1. Monday ☐
2. Tuesday ☐
3. Wednesday ☐
4. Thursday ☐
5. Friday ☐

A. Bicycle ride
B. Flying
C. Football
D. Golf
E. Horse-riding
F. Sailing
G. Swimming
H. Tennis

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Reading :

➢ **Read carefully and choose the correct answer.**

4

1)

Dear hotel guests,
We do not have staff at the front desk from midnight to 6 am. If you need help during that time, please contact the manager on his mobile at 555-1113.
Thank you!

a. No one can help hotel guests at night.
b. Guests can call the manager's mobile at night.
c. The manager stays at the hotel during the night.

2)

PARK RULES

• no littering | • no glass bottles
• no overnight camping
• you must pick up after pets

Please keep our park beautiful!

a. You mustn't leave rubbish at the park.
b. You can stay at the park all night.
c. You must not bring pets to the park.

3)

LIFE FITNESS GYM

– Our personal trainers will help you reach your fitness goals.
– Join with a friend and get a 10% discount off every month for a year!

Join today and receive a ***free gym bag!***

a. New gym members don't pay for the first month.
b. If two people join at the same time, they can save money on their gym membership.
c. You can get 10% off a gym bag if you join the gym.

4)

WATCH

The Secret Singer

A new reality show on Channel 15 at 9 pm Wednesday nights
See if you can solve the mystery: who is the famous singer behind the mask?
Find out at the end of the season.

a. An episode of *The Secret Singer* is on every Wednesday night.
b. *The Secret Singer* is a new film.
c. Someone will take off their mask on this week's show.

Writing :

Objective: To write a short story of at least 35 words based on the given pictures.

Instructions:

Look at the three pictures.

Write the story shown in the pictures.

Write 35 words or more.

6



I'm proud of my writing!

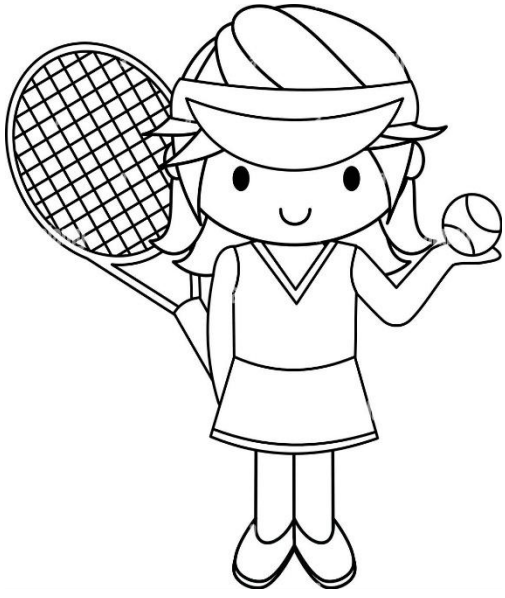
- ☐ I used capital letters and punctuation correctly.
- ☐ My story has a beginning, middle, and end.
- ☐ I wrote 35 words or more.
- ☐ I checked my grammar and spelling.
- ☐ My sentences make sense.



WORKING OUTDOORS

UNIT 3







UNIT 3: WORKING OUTSIDE

Hello. My name is Mulhm. I'm here to help you through this unit!
This unit theme is about outdoor jobs will learn about:

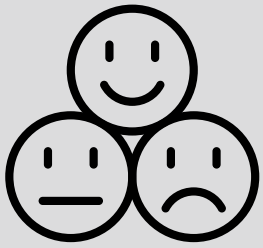


- New words related to outdoor jobs
- Use indefinite pronouns
- Read about unusual jobs
- Use question tags
- Identify the value 'stay safe'
- Write a description of a job
- Watch a video about a national geographic wildlife biologist

FUN FACT

The world's largest tree, a giant sequoia named General Sherman, is located in California and is over 2,000 years old

How do you feel about the unit?



SELF LEARNING STATION



Contact on Teams for any questions
_____@moe.bh

Check the EduNet for extra materials

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

Copy the words neatly on the four lines.

gardener lifeguard

marine biologist mechanic

mountain guide painter

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

Comments:

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



Copy the words neatly on the four lines.

photojournalist tennis coach

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

Comments:

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

1- Look at each picture and write the correct word

gardener, lifeguard, marine biologist, mechanic, mountain guide, painter, photojournalist, tennis coach

1 _____

2 _____

3 _____

4 _____

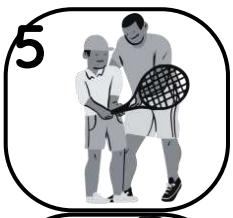
5 _____

6 _____

7 _____

8 _____





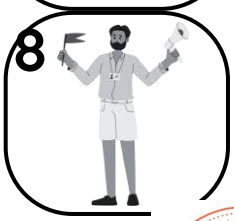












2- Choose an outdoor job and talk about it.

_____

_____

_____

_____

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

Comments:

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

1- Read the sentences and fill in the blanks.

tennis coach, mechanic, lifeguard, marine biologist

1. The _____ fixes cars in the garage.
2. A _____ studies life in the ocean.
3. The _____ taught me how to play.
4. During summer, the _____ keeps swimmers safe.

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 choosing a new career. Describe your choice.

_____

_____

_____

_____

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

Comments:

Indefinite Pronouns

We use indefinite pronouns to talk about people, things or places we don't name.

Someone (We don't know who.)

"Someone took my cookie!"

Something (We don't know what it was.)

"I heard something funny."

Anyone (It could be any person.)

"Can anyone help me with this puzzle?"

Anything (Not a specific thing.)

"I don't want anything for lunch."

No one (There isn't a single person there.)

"No one is on the swings."

Read the following paragraph and circle the indefinite pronouns

In the park, someone was playing a guitar, and everyone stopped to listen. No one wanted to leave because the music was so beautiful. Anyone could join in and dance if they wanted. Meanwhile, something magical seemed to fill the air. As the sun began to set, everyone agreed it was a perfect day, and they didn't want to miss anything.

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

1- Read the sentences and fill in the blanks using indefinite pronouns.

1. She's looking at _____ under the microscope.
2. _____ is in the pool. It's very cold!
3. Is there _____ in the science laboratory?
4. I don't know _____ about Iceland.
5. _____ likes ice cream on a hot day.

2- Write three sentences using indefinite pronouns

a. _____

b. _____

c. _____

3- Write a short paragraph using indefinite pronouns

write about a day at the beach

_____

_____

_____

_____

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

Comments:

Unit 3 Lesson 3 : Reading Date: / /

Activity Objective: To read a paragraph for specific information

1- Fill in the blanks with the correct answer

mural – keeper – fashion

1. A rhino _____ looks after animals
2. A _____ is a large painting on an outside wall.
3. Cool hunters look for new _____ and styles.

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

1. Rhino keepers work indoors. T F
2. Mural painters make people feel happy with their art. T F
3. Cool hunters take photos of new trends. T F

3- Answer the following questions:

a. What do rhino keepers do to help animals? _____

b. What do cool hunters look for?

_____

4. Imagine you could choose one of the jobs from the text. Which job would you choose and why?

_____

_____

_____

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

Comments:

Question Tags

Question tags are small questions we add to the end of a sentence. They help us:

- Check if something is true: "You're coming to the party, aren't you?"
- Ask for agreement: "It's a nice day, isn't it?"
- Keep a conversation going: "You like cats, don't you?"

How Do They Work?

1. Positive Sentence, Negative Tag:
   - If the sentence is positive, the tag is negative.
   - Example: "You like chocolate, don't you?"
2. Negative Sentence, Positive Tag:
   - If the sentence is negative, the tag is positive.
   - Example: "You don't have homework, do you?"
3. Using Verbs:
   - If the sentence uses a special verb like "is," "have," or "can," use that verb in the tag.
   - Example: "She can sing, can't she?"
4. Other Verbs:
   - Use "do" or "does" for most other verbs.
   - Example: "They like pizza, don't they?"

Why Use Them?

- They make conversations more friendly and engaging.
- They help you make sure you understand what someone is saying.

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



1- Read the sentences and fill in the blanks.





1. It is a nice day, _____?
2. You are not a painter, _____?
3. He has got an interesting job, _____?
4. She likes fashion and clothes, _____?
5. We have maths next, _____?

2- Write three questions using question tags.



a._____

b._____

c._____

3- Write a short paragraph using question tags.



Write about a conversations between you and your friend

__ _____

_____

_____ .

__ _____



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

Comments:

Unit 3 Lesson 6 : Writing

KEY

Date: / /

Activity Objective :To write using the aimed structure.

TICKET

Write a description of a job.

Talk about the following:

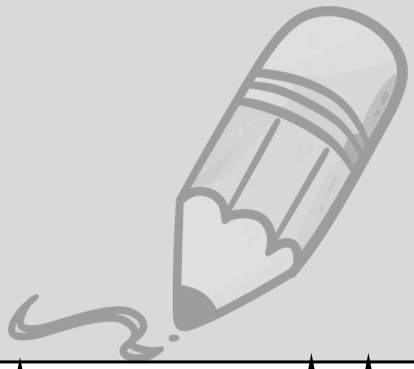
1-What is the job?

2-Where do they work?

3-What do they do (3 tasks)?

4-What do they need to do their job?

5-How can someone work in this job?



(35- 40 words) = ★ (40-50words) = ★★ (60-75words) = ★★★

THE GOLDEN PEN

Writing Self Assessment

I started the sentences with a capital letter.	I used finger spaces between words	I used a full stop (.) at the end of the sentences.	I checked my grammar and spelling
☺ ☹	☺ ☹	☺ ☹	☺ ☹

Assessment:

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

Praising:

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

Support:

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

Comments:

Listening :







Listen carefully and choose the best answer :
The audio will be available during sessions :

➢ **You will hear Tara talking to her friend, Robin, on the phone about joining a health club. Listen and choose the correct answer.**

5

1. **Tara wants to join the health club because**
   a. It's close to her house
   b. She wants to become thinner
   c. Robin is at the club
2. **To join the club, you must**
   a. Show a student card
   b. Know a member
   c. Have a note from a doctor
3. **The cost of joining the club is**
   a. £20 a week
   b. £40 a month
   c. £200 a year
4. **The health club is**
   a. Next to a swimming pool
   b. Far from a post office
   c. Close to a playground
5. **They agree to meet the next day at**
   a. The health club
   b. Tara's house
   c. The place where Tara works

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Reading :

KEY

TICKET

7

Instructions

Read the text about **Fatima Al-Fihri**. Choose the best word (**A, B or C**) for each space. Number (0) is done for you.

Biography: Fatima Al-Fihri



Fatima Al-Fihri was a woman who **(0)** _____ in the 9th century. She was born in a city called Kairouan, in present-day Tunisia. Later, her family **(1)** _____ to Morocco, where she spent most of her life. Fatima came from a wealthy family. When her father **(2)** _____, she received a large amount of money. Instead of using it only for herself, she decided to do something special for **(3)** _____ community.

She **(4)** _____ the world's first university in the city of Fez. The university was built near **(5)** _____ mosque. It became a place where people could study science, math, religion, and languages. Many students from different countries **(6)** _____ there. Fatima Al-Fihri is remembered today as one of the first women to support education. She **(7)** _____ how important learning is for everyone.

0	**A.** lived	**B.** lives	**C.** living
1	**A.** move	**B.** moved	**C.** moving
2	**A.** died	**B.** dies	**C.** dead
3	**A.** hers	**B.** their	**C.** her
4	**A.** building	**B.** build	**C.** built
5	**A.** a	**B.** the	**C.** an
6	**A.** studied	**B.** studies	**C.** study
7	**A.** know	**B.** knew	**C.** knowing

READ and grow

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Objective: To write an email correctly of at least 25 words.



Writing – Email





Instructions: You want to help your friend to do well in school. Write an email to give him\her advice on how to be a good student. In your email, you should include the following:

6

- What study habits to follow.
- What food or drink to take before studying.
- How to manage time and rest.
- Fun activities to relax.



Write 25 or more words.

Dear _____,

_____

_____

_____

_____

_____

_____

_____

_____

Yours _____

I'm proud of my writing!

- ☐ I used capital letters and punctuation correctly.
- ☐ I wrote about the four required points.
- ☐ I wrote 25 words or more.
- ☐ I checked my grammar and spelling.
- ☐ My sentences make sense.



LET'S GET TECHNICAL

UNIT 4





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

Copy the words neatly on the four lines.



program chat connect

improve save delete

do research repair

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

Comments:

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

1- Look at each picture and write the correct word

program, chat, connect , delete, do research, improve, repair, save

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____



How can we use AI in learning as students?

_____

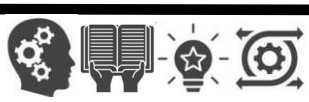
_____

_____

_____

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

Comments:



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



1- Read the sentences and fill in the blanks.

do research, save, repair, delete, chat



1. I need to _____ this document before closing it.
2. She loves to _____ with friends online.
3. We must _____ the computer to fix it.
4. He will _____ the old files from the system.
5. To write a good essay, you need to _____.

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 working on a computer project. Describe your tasks.

_____

_____

_____

_____

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

Comments:

Unit 4 Lesson 2 : Grammar
(passive : present simple and past simple)

We use the passive voice when:

- We want to emphasis the action rather than who does it.
- we don't know who does the action
- its obvious who does the action

Present simple passive

Subject	verb to be	past participle	Sentence Completion
I	am	seen	on T.V
You We They	**are**		
He She it	is		

Example :

- Phones are used all around the world

Past simple passive

Subject	verb to be	past participle	Sentence Completion
I	was	seen	on T.V
You We They	**were**		
He She it	was		

Example :

- My laptop was repaired on Sunday.

We use (by) ifwe want to say who or what does the action



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



1-Read the sentences and fill in the blanks :

1. Books _____ (write) by authors. (past)
2. My laptop _____ (not use) right now. (present)
3. Robots _____ (use) to help people. (present)
4. Cars _____ (repair) in the garage. (past)

2- Write sentences using the passive (present/past simple):

a._____

b._____

c._____

3- Write a short paragraph using the passive (present/past simple):

Describe a day in a busy city,

_____

_____

_____

_____

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

Comments:

Activity Objective: To read a paragraph for specific information



1- Fill in the blanks with the correct answer





engineers – protect – turned on

1. Camera traps are designed by photo _____.
2. When an animal moves near the camera, it is _____.
3. Good photos of wild animals can help people want to _____ them.

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



1. Camera traps are always visible to animals. T F
2. Some cameras are fixed onto animals to film their movement. T F
3. Remote-controlled cars are sometimes used to carry cameras. T F



3- Answer the following questions:

a. What is the purpose of using camera traps in wildlife photography?_____

_____

b. Why does Steve Winter think good photos are important?_____

_____

4. Imagine you have a camera trap.

What animal would you like to photograph?

_____

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

Comments:

Unit 4 Lesson 4 : Grammar (passive : present continuous)

We use the passive with the present continuous to talk about things that are happening now

Affirmative

Subject	verb to be		past participle	Sentence Completion
I	am	**being**	seen	on T.V
You We They	**are**			
He She it	is			

Example :

- Phones are used all around the world

Negative

Subject	verb to be			past participle	Sentence Completion
I	am	**not**	**being**	seen	on T.V
You We They	**are**				
He She it	is				

Example :

- Phones are used all around the world

is + not = isn't / are + not = aren't

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



1-Read the sentences and choose the correct answer




1. The classroom _____ (clean) right now.
2. The books _____ (organize) on the shelves.
3. A new lesson _____ (teach) by the teacher.
4. The homework _____ (check) by Miss Latifa.
5. The windows _____ (wash) by the staff.

2- Write sentences using the passive present continuous



a._____

b._____

c._____



3- Write a short paragraph using the passive present continuous

Talk about what is being done in the school.



_____

_____

_____

_____

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

Comments:

Activity Objective :To write using the aimed structure.

TICKET

Write a story about how technology made your day better or worse.
In your story talk about the following:

1-When and where did it start?

2-What happened (use time words for sequence of events)

3-How did it made your day better or worse?



(35- 40 words) = ★ (40-50words) = ★★ (65-85words) = ★★★



THE GOLDEN PEN

Writing Self Assessment

I started the sentences with a capital letter.	I used finger spaces between words	I used a full stop (.) at the end of the sentences.	I checked my grammar and spelling
☺ ☹	☺ ☹	☺ ☹	☺ ☹

Assessment:

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

Praising:

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

Support:

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

Comments:

Listening :

Listen carefully and choose the best answer :
The audio will be available during sessions :

5

- You will hear Robert talking to his friend, Laura, about a trip to Dublin. Listen and choose the correct answer.



1. Who has already decided to go with Robert?
   a. Family members
   b. Colleagues
   c. Tennis partners

2. They'll stay in _____.
   a. A university
   b. A guest house
   c. A hotel

3. Laura must remember to take
   a. A map
   b. A camera
   c. A coat

4. Why does Laura like Dublin?
   a. The people are friendly
   b. The buildings are interesting
   c. The shops are beautiful

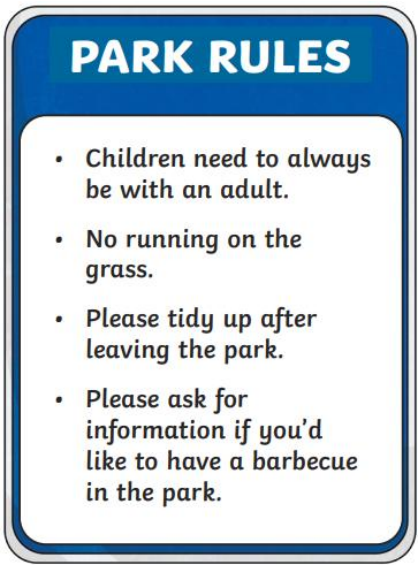
5. Robert's excited about the trip to Dublin because
   a. He can't wait to go to the music festival
   b. He loves the food there
   c. He wants to go to a new art exhibition

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Reading :

➢ **Read carefully and choose the correct answer.**

3



1.

a. It's a park only for children and families.
b. Dogs can't run in the park.
c. People must take their rubbish to the bin.



2.

a. After the concert people will enjoy free food and drinks.
b. Tickets for children are cheaper than tickets for adults.
c. You can buy your ticket online from 12 pm to 7 pm.



3.

a. Lily has to call Peter to confirm the meeting.
b. Peter wants Lily to help him with the shopping.
c. Peter and Kate are planning to eat in the city.

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Writing :

Objective: To write an email correctly of at least 25 words.

Writing - Email



6

Instructions: You want to throw a surprise party for your teacher. Write an email to your friend to invite him\her to help you prepare for the surprise. In your email, you should include the following:

- Ask your friend to help you decorate the classroom.
- Say what time you will meet
- Suggest an idea for a present.
- Tell your friend to keep the party a secret.

Write 25 or more words.

Dear _____,

_____

_____

_____

_____

_____

_____

_____

_____

_____

I'm proud of my writing!

- ☐ I used capital letters and punctuation correctly.
- ☐ I wrote about the four required points.
- ☐ I wrote 25 words or more.
- ☐ I checked my grammar and spelling.
- ☐ My sentences make sense.

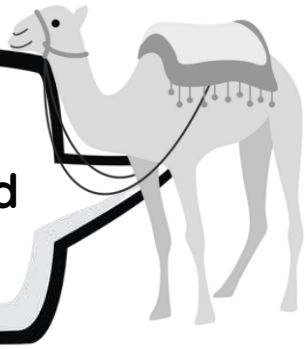
GOING PLACES

UNIT 5



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موقع المناهج البحرينية

UNIT 5: GOING PLACES



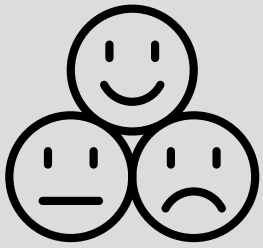
Hello. My name is Rahal. I'm here to help you through this unit!
This unit theme is about transport and journeys
Together we will learn about:

- New words related to journeys
- Use the present perfect passive
- Read about longest bridges and tunnels
- Use questions in passive
- Identify the value 'Take exercise'
- Write a fact file about a country
- Watch a video about a joureny

FUN FACT

The longest train journey in the world is the Trans-Siberian Railway, which spans over 9,000 kilometres across Russia.

How do you feel about the unit?



SELF LEARNING STATION





Contact on Teams for any questions
_____@moe.bh

Check the EduNet for extra materials

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

Copy the words neatly on the four lines.

cross	suitcase	survive
hurry	set off	reach
destination	view	

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:

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

1- Look at each picture and write the correct word

cross , suitcase, survive, hurry , set off , reach, destination, view

1 _____

2 _____

3 _____

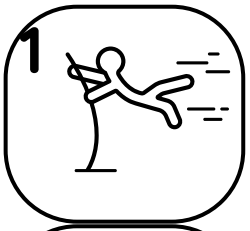
4 _____

5 _____

6 _____

7 _____

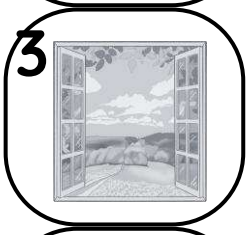
8 _____





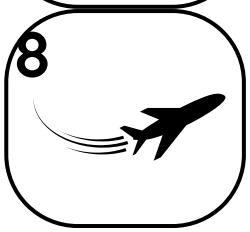












2- Why is it important to travel?

_____

_____

_____

_____

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

Comments:

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

1- Read the sentences and fill in the blanks.

hurry, suitcase, reach, cross, destination

1. We need to _____ the street carefully.
2. She packed her _____ for the trip.
3. After a long journey, we finally _____ our _____.
4. We need to _____ if we want to catch the train.

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 going on a trip. Describe your preparation and journey.

_____

_____

_____.

_____.

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

Comments:

Unit 5 Lesson 2 : Grammar (passive : present perfect)

We can use the present perfect with the passive

Affirmative

Subject	have has	been	past participle	Sentence Completion
I	have	been	seen	on T.V
You We They				
He She it	has			

Example :

- Phones are used all around the world

Negative

Subject	have has	not	been	past participle	Sentence Completion
I	have	not	been	seen	on T.V
You We They					
He She it	has				

Example :

- Phones are used all around the world

has + not = hasn't / have + not = haven't

List of irregular verbs

Base form	Past Simple	Past Participle
be	was/were	been
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
have	had	had
hear	heard	heard
hit	hit	hit
hold	held	held

List of irregular verbs



Base form	Past Simple	Past Participle
know	knew	known
learn	learnt/learned	learnt/learned
leave	left	left
mean	meant	meant
meet	met	met
put	put	put
read	read	read
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
show	showed	shown
shut	shut	shut
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
understand	understood	understood
win	won	won
write	wrote	written

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

1- Read the sentences and fill in the blanks.

1. All the books _____ (return) to the library.
2. The windows _____ (clean) by the janitor.
3. The test papers _____ (correct) by the teacher.

2- Write sentences using the passive present perfect

a._____

b._____

c._____

3- Write a short paragraph using the passive present perfect

Talk about what has been prepared for an event in your school

_____

_____

_____

_____

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

Comments:

Activity Objective: To read a paragraph for specific information

1- Fill in the blanks with the correct answer



Switzerland – minutes – steel



1. The bridge is made of _____.
2. It takes ten _____ to cross the bridge.
3. The bridge is located in _____.

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

1. The Charles Kuonen Suspension Bridge is more than 400 meters long. T F
2. The bridge is very wide and easy to walk on. T F
3. The bridge gives amazing views of mountains. T F

3- Answer the following questions:

a. How long and how wide is the Charles Kuonen Suspension Bridge?_____

b. Why do you need to be brave to walk on the bridge?_____

4. Imagine you are walking across the bridge.

How would you feel and what would you see?

_____

_____

_____

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

Comments:

present simple

Question word	verb to be	subject	past participle
Where	is	the tunnel	built?

past simple

Question word	was/were	subject	past participle
How	was	the bridge	damaged?

present continuous

Question word	is/are	subject	being	past participle
Where	are	the cars	being	transported?

present perfect

Question word	has/have	subject	been	past participle
Why	has	the tunnel	been	built?

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





1- Read the sentences and fill in the blanks.



1-Present Simple Passive

_____ the homework _____ (check) every day?

2-Past Simple Passive

_____ the classroom _____ (clean) yesterday?

3-Present Continuous Passive

_____ the books _____ (organize) right now?

4-Present Perfect Passive

_____ the test papers _____ (correct) yet?

2- Write questions using the passive.



a._____

b._____

c._____

3- Write a short paragraph using the passive.

Write a conversation between you and your friend



_____

_____

_____

_____

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

Comments:

Activity Objective :To write using the aimed structure.

TICKET

Write a factfile about your country or another country. Use figures and Measurements. In your fact file talk about:

- **Facts about this country like:**

1. **size**
2. important cities
3. nature
4. attractions
5. population

(35- 40 words) = ★ (40-50words) = ★★ (65-85words) = ★★★



THE GOLDEN PEN

Writing Self Assessment

I started the sentences with a capital letter.	I used finger spaces between words	I used a full stop (.) at the end of the sentences.	I checked my grammar and spelling
☺ ☹	☺ ☹	☺ ☹	☺ ☹

Assessment:

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

Praising:

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

Support:

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

Comments:





Listening :

Listen carefully and choose the best answer :
The audio will be available during sessions :

5

➢ Listen carefully and write the correct answer in the gap.
Write one word or a number or a date or a time.

You will hear an English teacher leaving a message about some extra lessons at home.

English lessons

Teacher's name: Susannah Reed

Day for lessons: (1) _____

Time lessons start: (2) _____

Name of book: English (3) _____

Date lessons start: (4) _____

Teacher's phone number: (5) _____

Reading :

➢ Read carefully and choose the correct answer.

8

1. I need to find the _____ to open this locked drawer.

a. address b. passport c. key

2. Children often _____ cartoons on Saturday mornings.

a. draw b. watch c. play

3. I am taking a French language _____ at the community college.

a. subject b. school c. course

4. I love the _____ of flavours in this dish.

a. variety b. change c. difference

5. They have a large dining _____ where the whole family eats dinner together.

a. furniture b. table c. sofa

6. That's a _____ idea for our project.

a. fast b. great c. pretty

7. It started raining suddenly, and she quickly opened her _____

a. handbag b. umbrella c. wallet

8. The information you need to read is displayed on the computer _____

a. keyboard b. TV c. monitor

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Writing :



Instructions:

Look at the three pictures.

Write the story shown in the pictures.

Write 35 words or more.

6



I'm proud of my writing!

- ☐ I used capital letters and punctuation correctly.
- ☐ My story has a beginning, middle, and end.
- ☐ I wrote 35 words or more.
- ☐ I checked my grammar and spelling.
- ☐ My sentences make sense.

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FANTASTIC FESTIVALS

UNIT 6



UNIT 6: FANTASTIC FESTIVALS



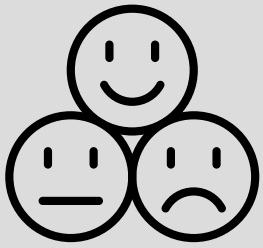
Hello. My name is Laila. I'm here to help you through this unit!
This unit theme is about festivals! we will learn about:

- New words related to periods of time
- Use present perfect continuous with since and for
- Read about festivals around the world
- Use present perfect continuous to explain a situation
- Identify the value ' Learn about other cultures'
- Write an advert to an event
- Watch a video about festivals around the world

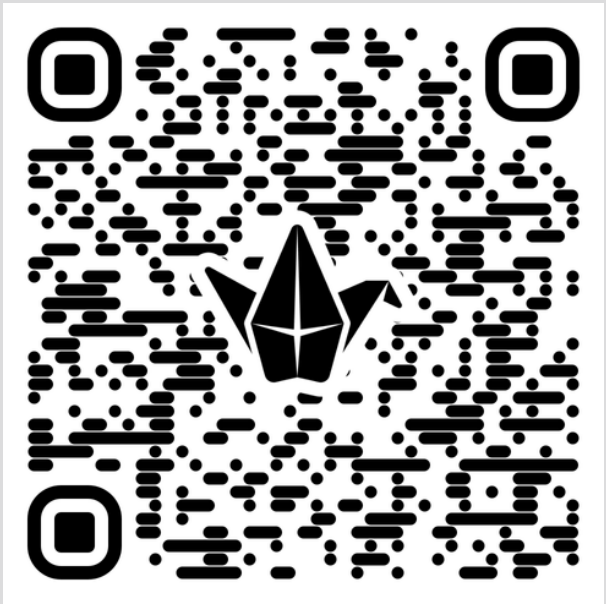
FUN FACT

The Rio Carnival in Brazil is considered the world's largest carnival, with over two million people attending each day.

How do you feel about the unit?



SELF LEARNING STATION





Contact on Teams for any questions
_____@moe.bh

Check the EduNet for extra materials

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

Copy the words neatly on the four lines.



seconds	minutes	hours
month	spring	summer
autumn	winter	century

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

Comments:

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

Copy the words neatly on the four lines.



midnight

midday

p.m

a.m

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

Comments:

Unit 6 Lesson 1 : Words Date: / /

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

1- Look at each picture and write the correct word

month, spring, summer, autumn, winter, midnight, midday

1 _____

2 _____

3 _____

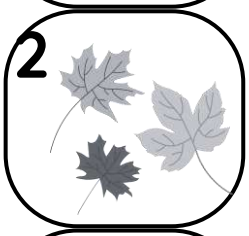
4 _____

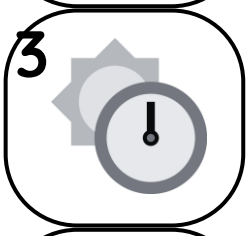
5 _____

6 _____

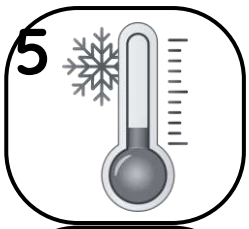
7 _____















2- Describe your favourite time of the day

_____

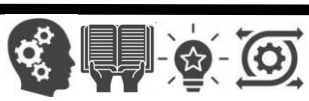
_____

_____

_____

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

Comments:



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

1- Read the sentences and fill in the blanks.





winter , spring, minutes, hour

1. It takes just a few _____ to walk to the park.
2. _____ is my favourite season because of the flowers.
3. There are 60 minutes in an _____.
4. In Bahrain, it rains a lot in _____.

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



a._____

b._____

c._____

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

Imagine you are describing your favourite time of year.
Explain why.



_____

_____

_____

_____

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

Comments:

Unit 6 Lesson 2 : Grammar (Present perfect continuous with for and since)

We use the present perfect continuous to talk about something that started in the past and is still happening.
For: is for a length of time e.g. five minutes, three hours, centuries.
Since: is for a point in time, e.g. five p.m, midday, Tuesday,

Subject	**has / have**		**present participle (verb+ing)**	sentence completion
I You We They	have	**been**	eating	junk food for hours junk food since Midnight
He She it	has			

Examples:

1. I have been writing a poem for one hour.

2.Ali has been reading a story since last week.

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





1- Read the sentences and fill in the blanks.

1. She _____ (study) English _____two years.
2. They _____ (play) football _____ lunchtime.
3. I _____ (read) this book _____ yesterday.

2- Write sentences using present perfect continuous with for and since.

a._____

b._____

c._____

3- Write a short paragraph using present perfect continuous

Write about something you or your classmates have been doing.

_____

_____

_____

_____

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

Comments:

Activity Objective: To read a paragraph for specific information

1- Fill in the blanks with the correct answer

mixture – seafood – skin

1. Mistura celebrates a _____ of food and drink from Peru.
2. You can try tropical fruit and _____ from the ocean.
3. The mud in Boryeong is good for your _____.

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

1. Mistura is the biggest food festival in South America. T F
2. The Boryeong Mud Festival started in 2008. T F
3. People can wrestle in mud pits at the Boryeong Mud Festival. T F

3- Answer the following questions:

a. What kinds of food can you try at Mistura?_____

b. Why do people go to the Boryeong Mud Festival?_____

4. Imagine you could visit one of these festivals.

Which one would you choose and what would you do there?

_____

_____

_____

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

Comments:

Unit 6 Lesson 4 : Grammar (Present perfect continuous to explain a situation)

We sometimes use the present perfect continuous to explain a situation

Subject	has / have		present participle (verb+ing)	sentence completion
I You We They	have	**been**	eating	all day so now I'm not hungry
He She it	has			

Examples:

1. I have been walking all day, I'm so tired.
2. He has been sleeping because he's tired

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





1- Read the sentences and fill in the blanks.

1. I'm tired because I _____(study) all morning.
2. Hands are dirty because she _____ (paint) the fence.
3. He's out of breath because he _____ (run) around the playground.

2- Write sentences using present perfect continuous to explain a situation.

a._____

b._____

c._____

3- Write a short paragraph using present perfect continuous to explain a situation.

Write about why someone is tired.

_____

_____

_____

_____

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

Comments:

Activity Objective :To write using the aimed structure.

Write an advert to persuade people to come to a real or imaginary event:

In your advert talk about:

1-What the event is
2-When it's happening
3-Where it's happening
4-What things can you do there
5-How to pay or where to get tickets

(35- 40 words) = ★ (40-50words) = ★★ (65-85words) = ★★★

Writing Self Assessment

I started the sentences with a capital letter.	I used finger spaces between words	I used a full stop (.) at the end of the sentences.	I checked my grammar and spelling
☺ ☹	☺ ☹	☺ ☹	☺ ☹

Assessment:

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

Praising:

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

Support:

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

Comments:

Listening :

Listen carefully and choose the best answer :
The audio will be available during sessions :

5

➢ Listen carefully and write the correct answer in the gap. Write one word or a number or a date or a time.

You will hear a teacher telling students about a school camping trip.

School Camping Trip

Cost of trip:	£39.00
Give money to:	(1) Mrs _____
Day of return:	(2) _____
Time to arrive at school:	(3) _____ a.m.
Travel by:	(4) _____
Bring:	(5) _____

Reading :

➢ **Read and choose the correct answer.**

5

Meeting the fire fighters

My name (0) _____ Rachel Wild. Last week, my class visited a fire station. We met Jim, (1) _____ works at the fire station. Jim showed us around and told us about his job.

Every morning, Jim checks (2) _____ the things in the fire engine to make sure (3) _____ is missing. There is also a tall, empty building at the station where he can (4) _____ climbing through windows.

Jim also let us sit in the fire engine and try on the special clothes he (5) _____.

0		A	is	B	are	C	am
1		A	what	B	who	C	that
2		A	other	B	many	C	all
3		A	nothing	B	anything	C	something
4		A	practice	B	practiced	C	practicing
5		A	wears	B	wearing	C	wear

Writing :

Objective: To write a short story of at least 35 words based on the given pictures.

Instructions:

Look at the three pictures.

Write the story shown in the pictures.

Write 35 words or more.

6



I'm proud of my writing!

- ☐ I used capital letters and punctuation correctly.
- ☐ My story has a beginning, middle, and end.
- ☐ I wrote 35 words or more.
- ☐ I checked my grammar and spelling.
- ☐ My sentences make sense.

END OF BOOKLET



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