

كتيب تدريبي شامل في اللغة الإنجليزية



تم تحميل هذا الملف من موقع مناهج مملكة البحرين

موقع المناهج ← مناهج مملكة البحرين ← الصف التاسع ← لغة انجليزية ← الفصل الأول ← ملفات متنوعة ← الملف

تاريخ إضافة الملف على موقع المناهج: 2026-01-03 15:36:12

ملفات اكتب للمعلم اكتب 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 للمدرس

المزيد من مادة
لغة انجليزية:

التواصل الاجتماعي بحسب الصف التاسع



صفحة مناهج مملكة
البحرين على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

المزيد من الملفات بحسب الصف التاسع والمادة لغة انجليزية في الفصل الأول

نموذج الإجابة لامتحان الشهادة الإعدادية العامة و الدينية

1

فقرات اللغة الإنجليزية المختصرة للصف الثالث الإعدادي

2

فقرات اللغة الإنجليزية المختصرة

3

مراجعة الاختبار الثاني في اللغة الانجليزية

4

كتيب اللغة الإنجليزية

5



Kingdom of Bahrain
Ministry of Education
Zainab Intermediate Girls School



ENGLISH BOOKLET

Impact 3 - First Semester



I can I hope I achieve

2026

2025

Name: _____

Class: _____

Teacher: _____



Prepared by:
Teacher Afaf Khamis
Teacher Rehab Elabshihy



School Principal
Layla Abduraheem

V.P.
Rajaa Dawood

Senior Teacher
Khulood Al Durazi

ALL ABOUT ME




My name is _____

I am _____ years old.

I am from _____

I am in Grade _____

My birthday is _____

 My Self Portrait!

My top 5 favorite activities are:

1. _____

2. _____

3. _____

4. _____

5. _____

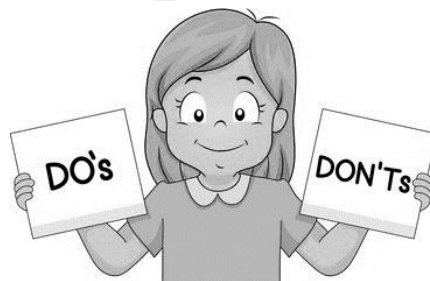
My favorite food is:

My favorite subject is:

My wish for this year is: _____

Our Classroom rules

- Respect teacher & others.
- Listen and be quite.
- No eating or drinking.
- Raise your hand to speak.
- Speak English only.
- Bring your materials.
- Do your assignments.
- Do your best.



I agree and will apply these rules.

Student's signature: _____

Portfolio checklist



بطاقة التغذية الراجعة تاريخ المتابعة:			
الإجراءات التنظيمية ٤\.....	تحسين التعلم (الأسئلة الصفية) ٤\.....	المبادرات ٤\.....	المجموع ١٢\.....
وصف أداء الواجب	<input type="checkbox"/> شاملة ومنظمة تفودك للتميز	<input type="checkbox"/> جزئية ضاعفي جهودك	<input type="checkbox"/> لم تتجزى المطلوب
توضيح الأثر	<input type="checkbox"/> تقدم ملحوظ	<input type="checkbox"/> تحتاج لبذل المزيد	<input type="checkbox"/> تراجع في الأداء
اتقان الأداء	<input type="checkbox"/> تام	<input type="checkbox"/> جزئي	<input type="checkbox"/> ضعيف
التعزيز	<input type="checkbox"/> اهنتك عزيزتي على هذا المستوى الرائع في الأداء، فخوره بإنجازك <input type="checkbox"/> جهودك واضحة، ثابري لتصلي إلى التفوق والتميز في الأداء <input type="checkbox"/> سعيدة بمحاولاتك وأثق أنها ستكون أفضل في المرة القادمة		
التطوير	<input type="checkbox"/> كراستك متميزة، معلمتك فخوره بك <input type="checkbox"/> أكملتي الناقص من حل الأنشطة ص المتابعة (١) بتاريخ المتابعة (٢) بتاريخ <input type="checkbox"/> عدم التأخير في تسليم الكراسة		
توقيع وملاحظات ولي الأمر			

بطاقة التغذية الراجعة تاريخ المتابعة:			
الإجراءات التنظيمية ٤\.....	تحسين التعلم (الأسئلة الصفية) ٤\.....	المبادرات ٤\.....	المجموع ١٢\.....
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توضيح الأثر	<input type="checkbox"/> تقدم ملحوظ	<input type="checkbox"/> تحتاج لبذل المزيد	<input type="checkbox"/> تراجع في الأداء
اتقان الأداء	<input type="checkbox"/> تام	<input type="checkbox"/> جزئي	<input type="checkbox"/> ضعيف
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توقيع وملاحظات ولي الأمر			

تمت متابعة ملف الطالبة من قبل لجنة الأعمال الكتابية

المعلمة المسؤولة عن المتابعة: _____

تاريخ المتابعة: _____ التوقيع: _____



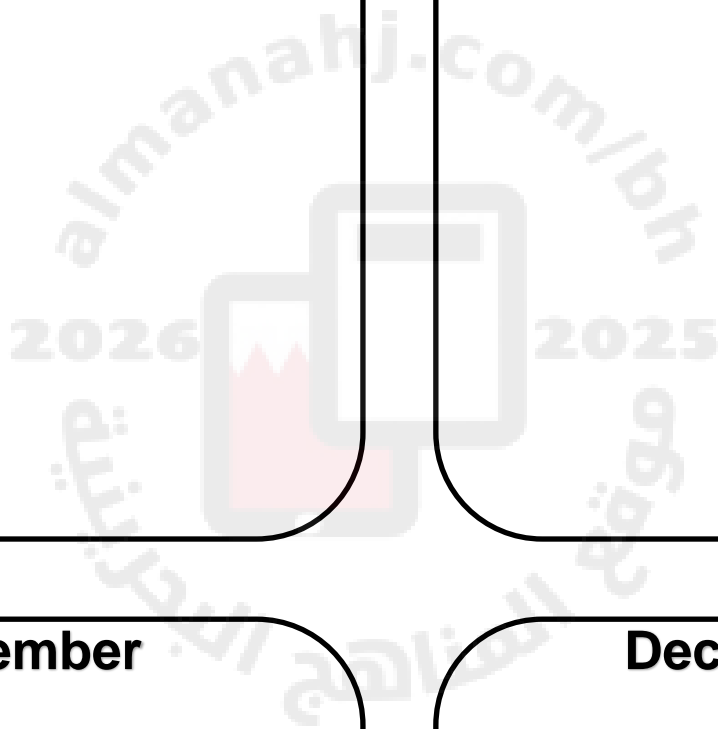
STICKER CHART

September

October

November

December

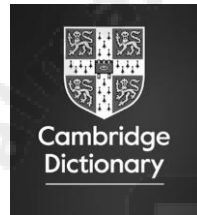




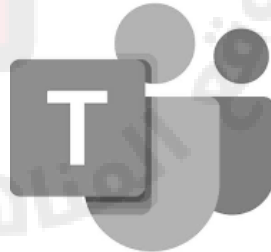
Helpful Sites



Scan me!



Scan me!



You will find all lessons and answers of the exercises of this booklet on Teams and Edu Net



A decorative rectangular border surrounds the central text. It features various educational icons: a rolled-up diploma at the top left, a star at the top center, a speech bubble at the top right, a graduation cap on the left side, a test tube on the right side, a beaker at the bottom left, a star at the bottom center, and another rolled-up diploma at the bottom right. There are also several small circles and a chemical formula CO_2 on the right side.

Starters

- word search
- spot the mistakes
- crossword
- cloze test
- writing

BACK TO SCHOOL WORD SEARCH



BACKPACK

BOOKS

BUS

CHALKBOARD

CLASS

CRAYONS

DESK

FRIENDS

GLUE

HOMEWORK

LUNCHBOX

MARKER

SCHOOL

TEACHER

UNIFORM

SUPPLIES

NOTEBOOK

PENCIL

RECESS

RULER

Date :

Date :

Spot the mistakes

Example: The ball is in the floor. ✗

- The ball is on the floor. ✓

1) There is three pencils on the desk.

2) I like to eats pizza.

3) Tom were late for class today.

4) Does you like this red dress?

5) Can you pass me a salt, please?

6) It has been snowing from Monday.

7) Where you are going?

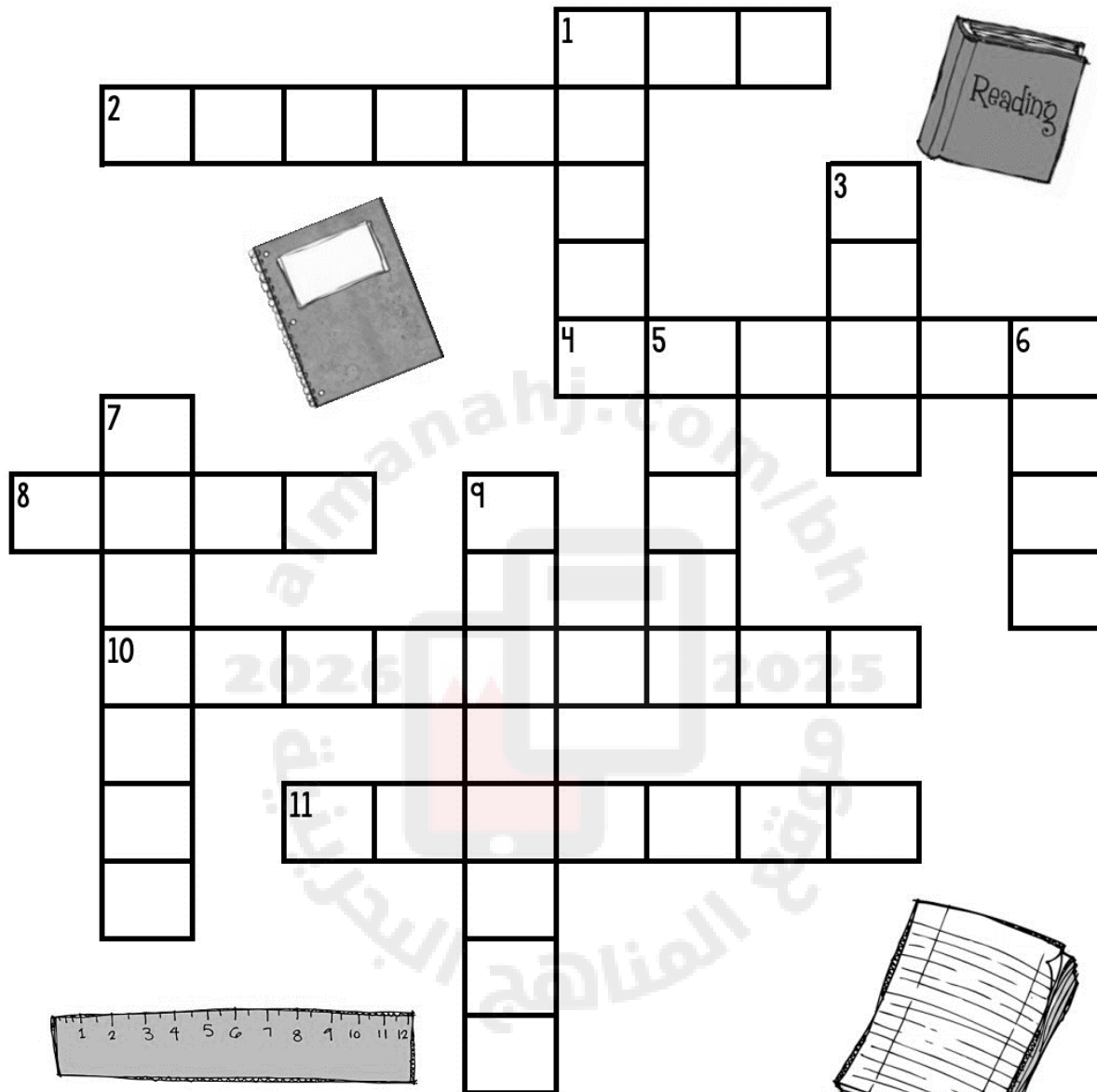
8) I can to swim very well.

9) Henry don't drink coffee.

10) The cat drink milk yesterday.

BACK TO SCHOOL CROSSWORD PUZZLE

Date :



DOWN

1. USE THIS TO FIND A COUNTRY
3. ALSO KNOWN AS A QUIZ
5. USE THIS TO MEASURE OBJECTS
6. WHAT YOU DO WITH BOOKS
7. THE PERSON WHO INSTRUCTS YOU
9. WHAT YOU WRITE IN

ACROSS

1. WHERE YOU GO TO EXERCISE
2. WHAT YOU WRITE WITH
4. USE THIS TO CORRECT MISTAKES
8. WHERE YOU SIT
10. WHERE YOU EAT LUNCH
11. WHERE BOOKS LIVE

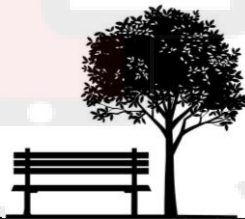
Date :

A day at the park

Last Saturday, Emma and her family decided to visit the park. The weather _____ (1) beautiful and sunny, perfect for a day outdoors. Emma packed a picnic basket _____ (2) sandwiches, fruit, and a big bottle of water.

When they arrived, Emma and her little brother ran _____ (3) the playground. They played on the swings and slid down the _____ (4). After that, their parents joined them for a game of soccer _____ (5) the grass. Everyone laughed and had a great time.

At lunchtime, they sat under a large tree and enjoyed their meal. Emma's mom said, "This is _____ (6)! I love spending time with the family." After eating, Emma noticed a group of ducks by the pond. She grabbed some _____ (7) from the basket to feed them. Before they left, Emma's dad took a photo of everyone together. It was a day to _____ (8), and Emma hoped they could do it again soon.



1	a- is	b- was	c- were
2	a- of	b- off	c- in
3	a- at	b- on	c- to
4	a- slide	b- ladder	c- bench
5	a- at	b- on	c- in
6	a- delightful	b- boring	c- awful
7	a- bread	b- fruit	c- juice
8	a- forget	b- remember	c- regret

Date :

Write a paragraph describing what did you do during Summer Holiday.



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2026 2025

مكتبة الفلاح



My writing checklist

<input type="checkbox"/>	I mentioned all the ideas in the guide line.	<input type="checkbox"/>	I used correct punctuation marks.
<input type="checkbox"/>	I used correct spelling.	<input type="checkbox"/>	I used correct capitalization.
<input type="checkbox"/>	I used correct tenses.	<input type="checkbox"/>	I used space between words.



Unit 1

Who Am I?

Unit 1 – Lesson 1 (Vocabulary)

7

Date :

1- Match the words with their correct definition by writing the letters in the boxes.

Letter	New word	Meaning	7	SELF ASSESSMENT
	1- ambitious	A- who someone is.		
	2- determined	B- desire to achieve a particular goal.		
	3- energetic	C- the whole collective of individual emotions and behaviours that make one person different from others.		
	4- enthusiastic	D- having high levels of energy or showing energy: being active.		
	5- identity	E- strong minded or set on getting something done.		
	6- optimistic	F- having or showing a lot of excitement and interest about something.		
	7- personality	G- expecting everything to turn out for the best.		

2- Read and circle the right word.

4

- I had a car accident and the police officer asked for my **identity / personality**.
- Hakeem is **ambitious / energetic**, he works hard to become a doctor.
- My brother has a fun **personality / identity**, he always makes me smile.
- She is **energetic / optimistic** about her chances of winning a gold medal.
- Ameena is a **energetic / determined** girl, she didn't give up and won the science competition.



Challenge Question:

What's the opposite of optimistic? Use it in a sentence.

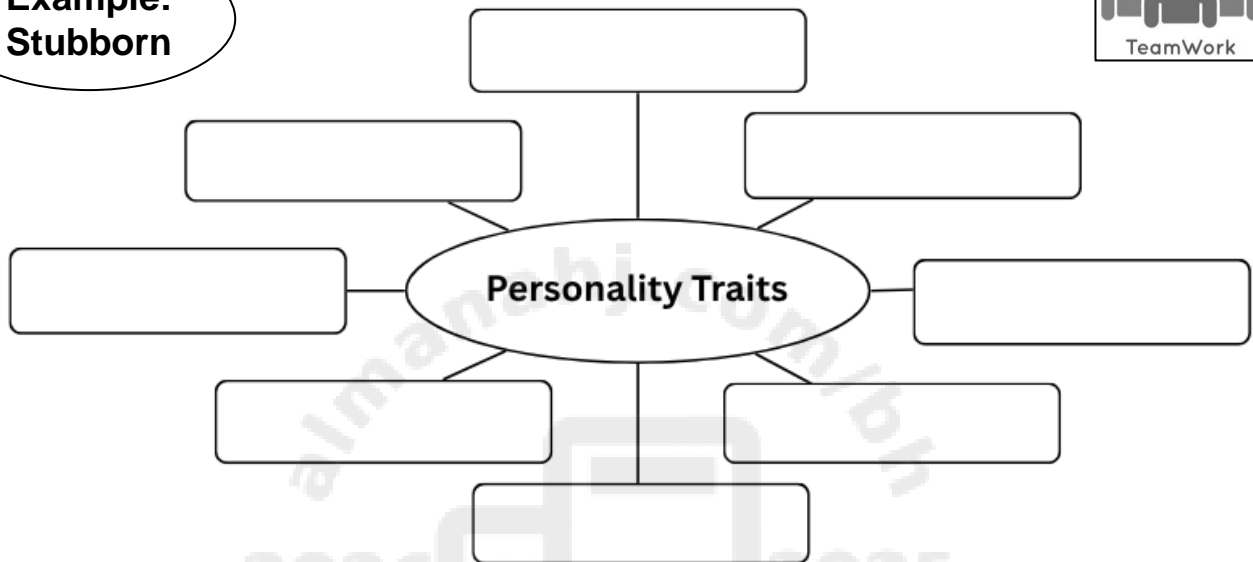


Date :

3- Read the text in the SB, pages 12 & 13. Fill in the mind map below with adjectives that describe personality traits.



Example:
Stubborn



4- Answer the following exercises in the WB.

Exe. 1

Page 2 in the WB
(Unscramble the words)



Exe. 2

Page 2 in the WB
(Fill in the gaps)



Exe. 4

Page 3 in the WB
(Write sentences)



Initiative questions

9

Choose one to answer:



1- Write the letters of your classmate's name down.
Write a word that describes your classmate for each letter. Use positive words!

2- Write a short paragraph about someone you know (a family member, a friend, or even a famous person). Be sure to include adjectives that describe their personality traits, just like the ones we have studied.

Your answer



- Write with a neat and organized hand writing.
- Check your spelling and grammar to have a free mistakes initiative.
- Include pictures or drawings to make it more interesting.

Question tags: are short questions at the end of a statement.

Usage: We use it to confirm information, opinion or idea.

Structure

Statement + auxiliary/helping verb + subject (pronoun)

- If the statement is positive, the tag is negative.
- If the statement is negative, the tag is positive.

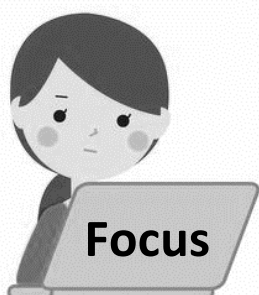
Examples:

Positive statement → Negative tag

- She is kind, **isn't she?**
- You can swim, **can't you?**
- They have finished, **haven't they?**

Negative statement → Positive tag

- He isn't here, **is he?**
- You don't like coffee, **do you?**
- They can't drive, **can they?**



If the main verb is "to be", we use it in the tag:

- These flowers **are** beautiful, **aren't they?**

If there is no auxiliary, we use **do/does/did** in the tag:

- She **plays** the piano, **doesn't she?**

With "I am" the tag is usually "aren't I":

- I'm your friend, **aren't I?**

Date :

1- Complete the sentences to form a question tag. The underlined words will help you answer correctly.

1. He isn't very well, he?
2. You are paying attention, you?
3. They are doctors, they?
4. It's cold, it?
5. She likes honey, she?
6. They don't study English, they?
7. He didn't go to school today, he?

7



Exe. 1

Page 4 in the WB
(Circle the correct tag)



Exe. 3

Page 5 in the WB
(fill in the gaps and add question tags)



2- Use the prompts to write question tags.

Example:

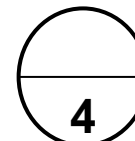
- You / be / very / bossy
- You are very bossy, aren't you.

1. Linda/be/friendly

2. Your mum / make / the best apple pie

3. They / not like / Italian food

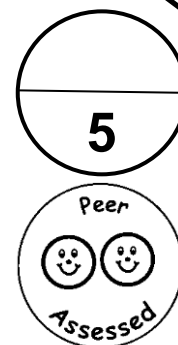
4. You / live / near the sea



Date :

1- Complete the table by matching the correct words to the suitable meaning. Write the numbers only.

1- bossy	3- ignore	5- selfish
2- spoilt	4- perfectionist	



No.	Meaning
	To not pay attention to someone or something on purpose.
	Someone who tells others what to do in a rude or forceful way.
	Someone who only thinks about themselves and not others.
	Someone who wants everything to be perfect and is not happy with mistakes.
	A child who gets everything they want and behaves badly because of it.

2- Fill in the gaps with the correct word. Use the words in ex.1.

Emily can be quite **(1)** _____ when playing games, always telling others what to do. Her little brother is **(2)** _____, getting everything he asks for. Sometimes, she tries to **(3)** _____ him when he's being annoying. At school, Emily is a **(4)** _____ always making sure everything is perfect. But her friends think she can be a bit **(5)** _____ when she doesn't share.



3- Write sentences using the words in ex.1.

Date :

4- **Before reading:** Read the adjectives below and circle three that you think describe the personality of the oldest child.

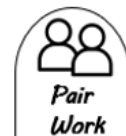
flexible - perfectionist - easygoing - spoilt - bossy - selfish - confident
secretive - determined - organized - responsible - dutiful

5- **While reading:** Categorize the adjectives mentioned in the reading text in the SB. P.19 to the suitable person.



The oldest child	The middle child	The youngest child	The only child

6- **After reading:** Answer the following questions:



a- Mark the following statements with (T) for true and (F) for false.



- The text says that birth order has no influence on personality.
- Middle children are more influenced by their friends than their family.
- The oldest child is described as confident and organized.
- Youngest children often enjoy being the center of attention.
- Only children usually avoid spending time with adults.

b- Answer the following WH questions:

- How are oldest children different from youngest children in personality?

- Why do youngest children sometimes cause jealousy among their siblings?

I can I hope I achieve

a- Write a short paragraph describing yourself based on your birth order. Include traits from the text and your own personal examples.

b- Imagine a family with three children: an oldest, a middle, and a youngest. Write a short story showing how their personalities (based on the text) affect how they solve a problem together.



My writing checklist			
	I mentioned all the ideas in the guide line.		I used correct punctuation marks.
	I used correct spelling.		I used correct capitalization.
	I used correct tenses.		I used space between words.

We use **it** to talk about the **weather** and to express **time, dates** and **distance**.

We also use it to introduce a sentence that expresses **an opinion** or to provide **emphasis**.

Examples:

1. Weather

It's sunny today.

It's raining outside. Take your umbrella.

It was very cold yesterday.

2. Time

It's two o'clock. Time for lunch!

It's too late to call her now.

It was midnight when we arrived.

3. Dates

It's Monday today.

It's the 6th of June. It's my birthday!

It was Eid night when my sister was born.

4. Distance

It's not far from here to the park.

It's about two kilometers to the station.

It was a long way to the village.

5. Expressing Opinions / Emphasis

It's great that she won.

It's surprising how fast he runs.

It's important to study every day.

It's a shame that they couldn't come.



Self- learning

Date :

1– Write the use of it in the following sentences.

(time/date – weather – opinion/emphasis - distance)

1. It's cold and windy today. (.....)
2. It's important to eat healthy food. (.....)
3. It's the 5th of June. (.....)
4. It's 15 minutes to the park from here. (.....)
5. It's annoying when people talk loudly. (.....)



2- Answer the following exercises in the WB.

Exe. 1

Page 8 in the WB
(Listen and number)



Exe. 2

Page 8 in the WB
(Complete the sentences)



Exe. 3

Page 9 in the WB
(Read the text and answer)



Based on lesson 5 in unit 1, answer the following question:

- Do some students regularly miss school in your region? Why is this a problem? What might be a solution?

Your answer

Reasons

Solutions

CRITICAL THINKING

PROBLEM SOLVING

I can I hope I achieve

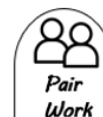
problem thinking solution



- Write with a neat and organized hand writing.
- Check your spelling and grammar to have a free mistakes initiative.
- Include pictures or drawings to make it more interesting.

Date :

1- Categorize the following words/phrases to the correct cloud.



both – a like –but – also – unlike –even though – however – while – similar – although – the same – too – as well as – different – in common – on the other hand – in contrast



Compare



Contrast

2- Re-order the following parts of a comparison and contrasting essay.



4

Despite our differences, I love my sister and I enjoy spending time with her. We would do anything for each other.

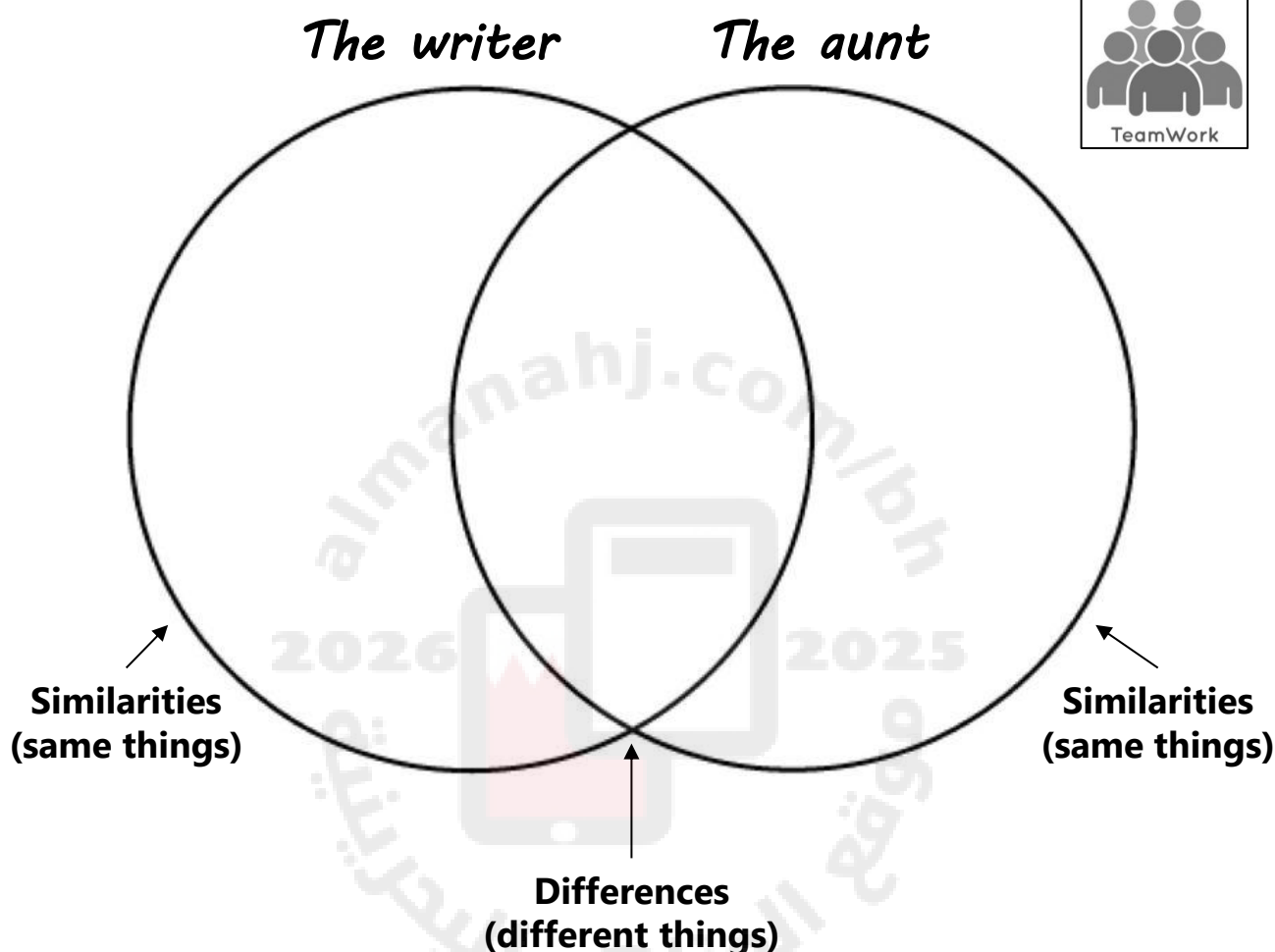
I am very close to my sister since we both share a room. We are the same in many ways. We both are very neat and organized, we like to keep our room clean and tidy. We are also have a very stubborn nature. That's why we always argue! Moreover, we share similar hobbies and interests. For example, I like reading comics and watching anime. She does, too

My family consists of five members: my mom, my dad, my sister, my brother, and me. We share a strong and unbreakable bond. My sister and I have many things in common, but we also have many differences.

However, we also have our differences. When it comes to socializing, I tend to be outgoing and talkative with people while my sister is more introverted and shy. In addition, I like to revise my lessons everyday after school. On the other hand, my sister studies only the night before the exam! As for sports, I enjoy playing mind sports like chess and checkers while my sister likes active sports such as basketball and gymnastics.

Date :

- 3- Read the essay you have in the SB p. 23. Use the Venn Diagram below to categorize the similarities and differences between the writer and her aunt.



- 4- Use the information you wrote in the Venn Diagram and write sentences describing how similar and different the writer and her aunt. You **MUST** use compare and contrast words and phrases in your writing.



Compare (same things)	Contrast (different things)

Date :

3- Write an essay to compare and contrast your personality with that of a family member or friend. Follow the steps below



- **Introduction:** Introduce the topic then mention the person you are comparing and contrasting with.
- **Main body 1:** Mention similar personality traits and activities you share.
- **Main body 2:** Mention different personality traits and activities you don't share.
- **Conclusion:** Your feelings

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مملكة البحرين

My writing checklist

<input type="checkbox"/>	I mentioned all the ideas in the guide line.	<input type="checkbox"/>	I used correct punctuation marks.
<input type="checkbox"/>	I used correct spelling.	<input type="checkbox"/>	I used correct capitalization.
<input type="checkbox"/>	I used correct tenses.	<input type="checkbox"/>	I used space between words.

Digital learning

Exercises related to phrasal verbs



Wordwall



Scan me!

Kahoot!



choose
learn
mode

Exercise related to enough, too many, too much



Wordwall



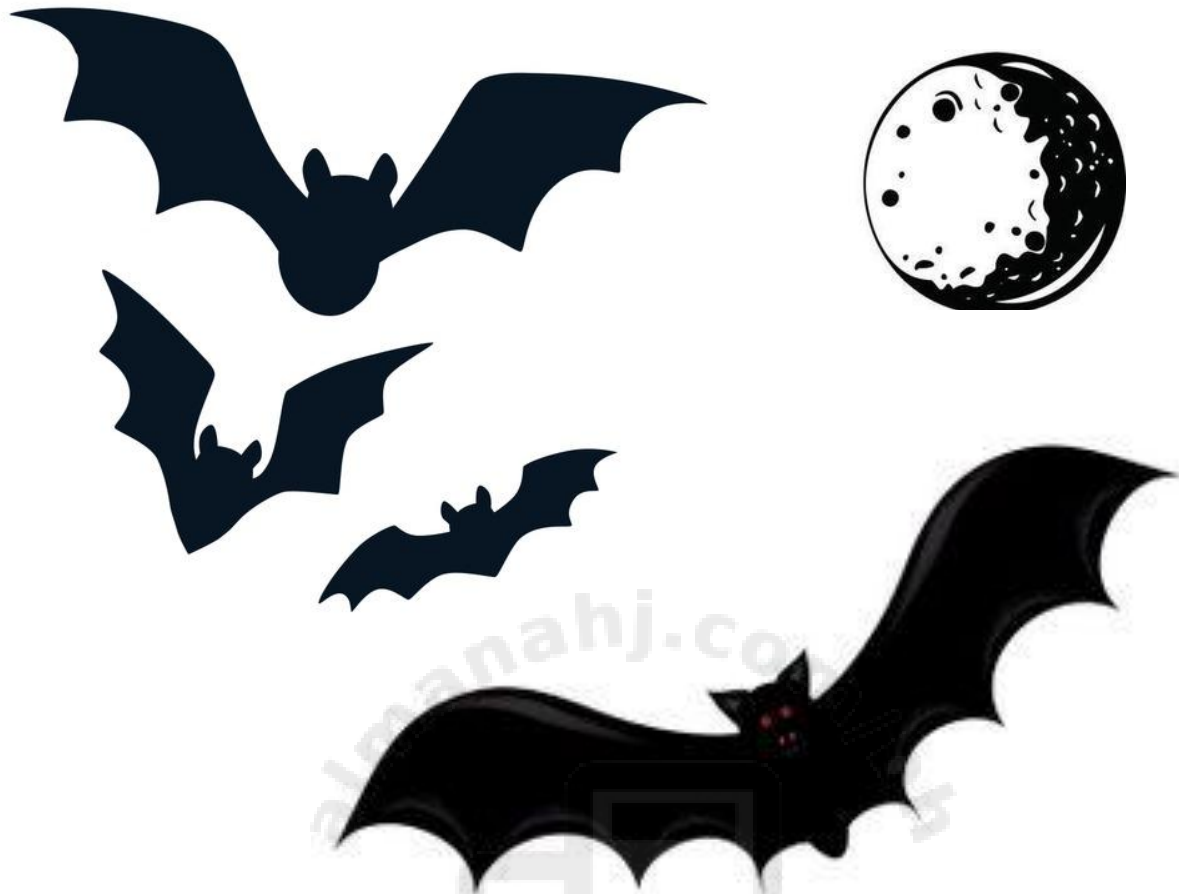
Scan me!



LIVEWORKSHEETS



Self- learning



Unit 2

Misunderstood animals

Date :

1- Read the text in the SB p. 28-29 and discuss the meaning of the bold words as a class.

2- Write the numbers of the words to their correct definitions.

1- aggressive

6- ecosystem

11- germs

2- beneficial

7- poison

12- destroy

3- crucial

8- poisonous

13- sting

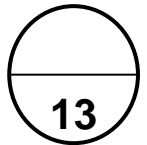
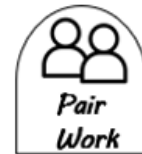
4- decay

9- slimy

5- disgusting

10- filthy

Definitions:



- A. Very dirty. ()
- B. Able to cause harm or death if eaten or touched. ()
- C. Acting in a forceful, sometimes harmful way. ()
- D. Very important. ()
- E. A substance that can harm or kill when introduced to the body. ()
- F. Helpful or producing a good result. ()
- G. Break down or rot due to natural processes. ()
- H. Covered with a thick, slippery substance. ()
- I. To cause something to be completely ruined or removed. ()
- J. Microorganisms that can cause illness. ()
- K. A community of living things and their environment. ()
- L. An action that causes a sharp pain, often from an insect or animal. ()
- M. Extremely unpleasant or revolting. ()

Date :

3- Answer the following exercises in the WB.

Exe. 2

Page 13 in the WB
(Circle the correct word)



Exe. 4

Page 13 in the WB
(Write sentences)



Challenge Question:

The words **poison** and **poisonous** are both in the text.
What is the difference between them?
Write your own sentence for each word to show their meaning.



Difference:

Sentences:

4- Answer the following exercises in the WB.

Exe. 1

Page 12 in the WB
(Play Bingo)



Exe. 3

Page 13 in the WB
(Listen and match)



Date :

5- Choose a misunderstood animal from Bahrain.


Then say why people are afraid of it and give one fact that could help people look at it differently.



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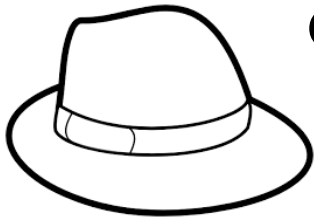
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موقع المناهج التعليمية

A drawing of a pencil with a squiggle below it, indicating a writing area.

BAHRAIN

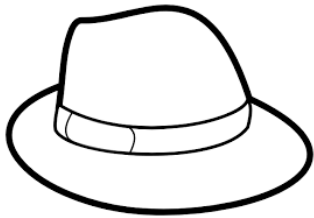
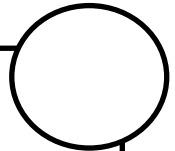




Choose one hat to answer:

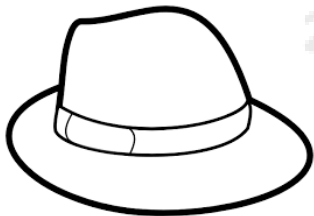
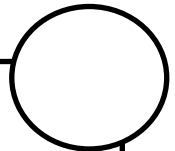
White hat (facts) - Science Link

Choose one of the following animals:
(cockroaches - rats - snakes - spiders - wasps)
and design a word web (mind map) displaying information
regarding that animal (facts, adjective, etc.)



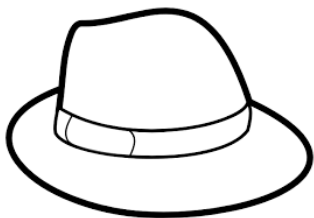
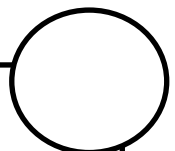
Green hat (creativity)

Design a new look for one misunderstood
animal of your choice. Make it seem less disgusting or unpleasant.
What can you change? Design and write about it shortly.



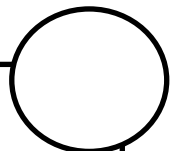
Yellow hat (benefits) - Science Link

Many animals in the reading are part of an ecosystem. Choose
one animal and explain how it helps keep its ecosystem balanced.
What might happen if it disappeared?



Red hat (feelings & believes) Social Studies Link

Some cultures consider certain animals lucky, while others think
they are bad omens. Can you give an example of how societies
view the same animal differently?



- Write with a neat and organized hand writing.
- Check your spelling and grammar to have a free mistakes initiative.
- Include pictures or drawings to make it more interesting.

Date :

Your answer



Modals for Speculating about the Past

We sometimes want to talk about things that might have happened in the past, even if we are not 100% sure. To do this, we use special modal verbs: **could have, might have, may have, must have** + past participle.

They help us show how certain or uncertain we are about a past situation.

Structure

Subject + modal verb (could / might / may / must) + have +
Past Participle

Must have → very sure
May have → possible, fairly sure
Could/might have → possible, but not sure.

Examples:

Very sure (certainty):

- He must have left early.
- She must have had a bad day.

Fairly sure (strong possibility):

- They may have gone to the park.
- She may have been stung by a bee.

Not sure (possibility):

- She could have forgotten her homework.
- He might have missed the bus.



Self-learning

Date :

1– Circle the correct modal verb.



5



- 1) The ground is wet. It (**must** / **may**) have rained last night.
- 2) The speech was really boring. The speaker (**could** / **must**) have made it more fun.
- 3) That man is wearing a uniform. He (**must** / **could**) be a firefighter.
- 4) Your phone is missing? You (**must** / **might**) have left it at school.
- 5) The birds have all flown away. They (**might** / **must**) have seen a cat!

2- Answer the following exercise in the WB.

Exe. 1

Page 14 in the WB
(Read and match)



4

3– Read the scenarios. Then write sentences using (could / might / may / must + have + past participle verb).



- Example: My sister looks very tired this morning.
- She may have slept late last night.



1. My little brother has a cut on his knee and is crying.

2. I thought I heard something under my bed last night.

3. My father is laughing at the television.

4. The lion was sleeping in the shade of a tree.

Date :

1- Match the new words with the correct picture.



4

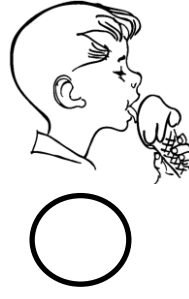
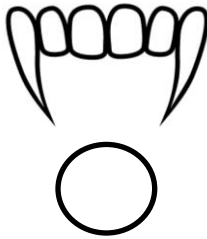


1- lethal

2- suck

3- lick

4- fangs



2- Write the correct word from exe.1 next to its definition.

Word	Definition
	A long, sharp tooth.
	Causing death.
	The act of passing your tongue over something.
	The act of pulling in liquid or air through your mouth.

3- Fill in the gaps with the words from exe. 1.

- The snake's _____ were sharp enough to inject venom into its prey.
- Some animals have a _____ bite that can kill in seconds.
- Cats often _____ their fur to keep themselves clean.
- Mosquitoes use their mouthparts to _____ blood from humans



4- Describe an animal using the new words.

Date :

5- **Before reading:** In groups discuss then write individually what you know and what you want to know about vampire bats.



K-W-L Chart		
Topic: _____		
What I Know	What I Want to Know	What I Learned

6- **While reading:** Decide if the following statements are true (T) or false (F) and correct the false ones.



- 1) All bats eat insects of fruits. (_____)
- 2) Bats are important for pollinating plants. (_____)
- 3) Vampire bats kill the animals they bite. (_____)
- 4) A vampire bat sucks the blood through its fangs. (_____)

7- **After reading:** Go back to exe.5 and complete the chart by writing what you have learned about vampire bats.



Use the information you've learned about vampire bats and write to your absent friend about them in the box below.



- Write with a neat and organized hand writing.
- Check your spelling and grammar to have a free mistakes initiative.
- Include pictures or drawings to make it more interesting.

Infinitives with and without to

The infinitive is the base form of a verb. We can use it **with "to"** (to eat, to play, to learn) or **without "to"** (eat, play, learn).

The form depends on the verb that comes before it.

Structure**Infinitives with "to"**

Verb + to + base verb

Example: I hope to see again.

Infinitives without "to"

Verb + base verb (no "to")

Example: You made her cry.

Special case
The verb "Help":
Can be used with or without to.
- Can you help me (to) do my homework?

Examples:

Infinitive with "to" is used after verbs like:

agree, ask, begin, decide, like, need, plan, want

- She decided to study medicine.
- You need to listen to me.
- My father asked me to help him.

Infinitive without "to" is used after:

Modal verbs (can, will, might, could, etc.)

- I can swim.
- She will bring the cake.

Sense verbs (see, hear, feel)

- I heard her sing.
- She saw him run across the street.
- They felt the ground shake during the earthquake.

The verb Let and Make

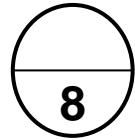
- They let him play football.
- She made me laugh.



Self-learning

Date :

1- Choose the correct answer.



1- I want _____ a new book this weekend.

- a) buy
- b) to buy



2- We saw them _____ football in the park.

- a) play
- b) to play



3- She promised _____ me with my homework.

- a) help
- b) to help

4- The teacher let us _____ early yesterday.

- a) leave
- b) to leave

5- He decided _____ harder for the exam.

- a) study
- b) to study

6- I heard the baby _____ in the other room.

- a) cry
- b) to cry

7- You must _____ your homework before dinner.

- a) Finish
- b) to finish

8- She will _____ a taxi to the airport.

- a) Take
- b) to take

Date :

1- Answer the following exercises in the WB.

Exe. 1

Page 18 in the WB
(Read and circle)



Exe. 2

Page 18 in the WB
(Listen and complete)



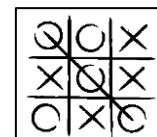
Exe. 3

Page 19 in the WB
(Read and add to or x)



2- Choose three infinitive verbs to make a straight line then use them in writing sentences. Make sure to apply what you have learned... when to use to and when to do not.

love	can	saw
feel	want	forgot
make	let	have



**tic – tac –toe
game**



Date :

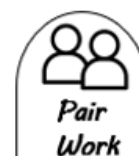
1- Identify the sequence words and color them.



First	Because	Finally	After that	However	For example
At last	On the other hand	Next	To begin with	In addition	Later

2- Read the following process essay and match its paragraphs to the correct headings.

1. Benefits of the misunderstood animal.
2. Introduce the misunderstood animal.
3. Steps to overcome your fear.
4. Suggestions and opinion
5. Reason of fear
6. The decision to change.



	Many people love horse but I fear them dearly because I fell off a horse when I was younger and hurt my back. But I hated feeling scared, so I decided to change.
	First , I read about horses and I learned that they are beneficial for humans. For example, they make you more social because you will spend a lot of time outdoor and you will meet new people. mice and harmful pests. Moreover , riding a horse benefits our health and fitness.
	Next , I went to a horse stable with my uncle, because he loves horses. He helped watch them from a safe distance and feed them. Then , I got encouraged to pat it and brush its hair.
	Finally , after few visits to the stable, I felt confident enough to ride one.
	In my opinion, you should try to get over your fear. It might not be easy but the result at the end is worth it.

Date :

3- Write a process essay about how you overcame your fear of an animal. Follow the steps below



- Intro: animal you fear – reason of fear – the decision to overcome that fear.
- Main body: Steps you took (don't forget to use sequence words)
- Conclusion: Your suggestions and opinion

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موقع المناهج

My writing checklist

<input type="checkbox"/>	I mentioned all the ideas in the guide line.	<input type="checkbox"/>	I used correct punctuation marks.
<input type="checkbox"/>	I used correct spelling.	<input type="checkbox"/>	I used correct capitalization.
<input type="checkbox"/>	I used correct tenses.	<input type="checkbox"/>	I used space between words.

Digital learning

Exercises related to modal verbs for speculating about the past



Wordwall



Scan me!

Kahoot!



choose
learn
mode

Exercise related to infinitives with and without to



Wordwall



Scan me!



Self- learning



Unit 3

Everybody's doing it

Date :

1- Match the words with their correct definition by writing the letters in the boxes.

Letter	New word	Meaning	SELF ASSESSMENT
	1- collective	A- doing something well and with no waste of time, money, or energy.	7
	2- consensus	B- an arrangement or grouping of persons, ships, or airplanes.	
	3- co-ordinated	C- can develop into something or be developed in the future.	
	4- efficient	D- having to do with a number of persons or things considered as one group.	
	5- formation	E- to pass from one region or climate to another, usually on a regular schedule, for feeding or breeding.	
	6- migrate	F- general agreement.	
	7- potential	G- to work or cause to work smoothly together.	

2- Read and circle the right word.

4

- It wasn't a(n) very **efficient / co-ordinated** effort, they lost the debate.
- The ants were marching in **formation / consensus**.
- Birds **collect / migrate** every winter in search of food and warmth.
- The new machine is more **efficient / co-ordinated** than the old one.
- My neighbours made a **collective/ potential** effort to pick up litter.



Challenge Question:



ChatGPT

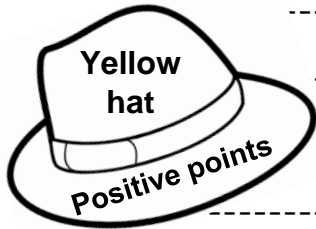
What's the opposite of collective & consensus using AI? Use them both in writing a sentence.

Date :

3- Write a paragraph about animals in Bahrain that live in groups.
Describe them by using the new words learned

BAHRAIN

Citizen-
ship



Handwriting practice area with multiple horizontal lines for writing a paragraph.

4- Answer the following exercises in the WB.



Exe. 1

Page 24 in the WB
(The word search)



Exe. 2

Page 24 in the WB
(Match the words to the definitions)



Exe. 4

Page 25 in the WB
(Complete each sentence with a verb)



What is a phrasal verb?

A phrasal verb is a verb that consists of a **verb** and a **particle**, sometimes, two particles. The particle often changes the meaning of the verb.

Some phrasal verbs can be separated. Others cannot.

Separable phrasal verbs:

The object can go either between the two parts of the phrasal verb or after it.

- They picked the rubbish up.
- They picked up the rubbish.

Note: If the subject is a pronoun, it must always come between the two parts.

- *They picked it up.*

Inseparable phrasal verbs:

The object and object pronoun always go after the two parts of the phrasal verb:

- He flew over the rainforest.
- He flew over it.



Self- learning

Here are the meanings of the most common phrasal verbs in English.

Phrasal verb	Meaning
Break into	Enter or open place, vehicle for the purpose of the theft.
Depend on	Rely on
Deal with	To take action on
Get over	To recover
Get into	Become interested in something
Look for	Try to find someone/something
Take off	Remove



Break into



Look after

Phrasal verb	Meaning
Apply for	Request a job
Hold back	Hesitate to act or speak
Cheer up	Become less miserable
Count on	Rely on
Carry out	Complete a task
Calm down	Relax
Look after	Take care of

Date :

1- Circle the word that completes each sentence.

8

1. You need to look **up / out** the meaning of the words in the dictionary.
2. Calm **on / down** ! It's not that bad.
3. You have to wake **in / up** now. The exam will start in one hour.
4. Take **out / off** that hat. It looks ridiculous.
5. I always try **down / on** shoes before I buy them.
6. Oh! look at that advertisement! Definitely I will apply **to / for** that position.
7. Please write your phone number **down / on** for me.
8. Mariam looked **away / after** her cat.



2- Answer the following exercise in the WB.

Exe. 1

Page 26 in the WB
(Circle the correct word)



Exe. 4

Page 27 in the WB
(Choose a phrasal verb to complete each sentence)



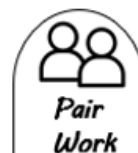
Date :

3- Fill in the gaps with the right phrasal verb from the box below. (National Exam Practice)

6

break into - depend on - get into - get over - look for - eat out

1. I lost my keys and had to -----my house!
2. It took you a long time to -----your cold!
3. I won't -----the details now.
4. I am -----a book by Agatha Christie. Can you help me?
5. Winning often -----luck.
6. Last night, we -----at a restaurant.



4- Write sentences using phrasal verbs from the box below

wait for - talk about - put on - grow up - listen to - hurry up



Initiative question

47

Look up three new phrasal verbs, explain their meaning and use them in sentences.

Your answer



- Write with a neat and organized hand writing.
- Check your spelling and grammar to have a free mistakes initiative.
- Include pictures or drawings to make it more interesting.

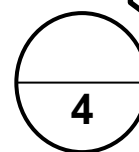


Unit 3 – Lesson 4 (Reading)

48

Date :

1- Complete the table by matching the correct words to the suitable meaning. Write the numbers only.



1- influence 2- intention 3- join 4- stand out



No.	Meaning
	to participate in doing something.
	an aim or plan.
	to be easily noticeable.
	the power to change people's behaviour and attitude either for good or bad.

2- Read the following sentences then circle the right choice.

4

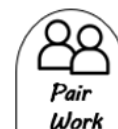
- (1) The media has a powerful **influence / join** on public opinion.
- (2) Everybody likes to **influence / join** this activity.
- (3) He had an **intention / join** on upsetting everyone in the room!
- (4) His height makes him **intention / stand out** in the crowd.



3- Fill in the gaps with the right word from ex.1.

4

- (1) The whole family can the fun at Water World.
- (2) What exactly is the of television on children?
- (3) John had come with the of talking to Alex.
- (4) Her work ethics makes her amongst her teammates.



Date :



4– Write sentences using the new words.

1- influence

2- intention

3- join

4- stand out

Challenge Question:

Your school is planning a charity event to help children in need.

Students are invited to take part in organizing the event. Use **three** words from the **ex.4** and write a short paragraph about how can you help them . You can use more or all the words if you can!

Date :

5– Before-reading: Read the statements below and decide if you agree or disagree with them.

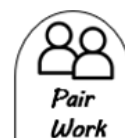
Statement	Yes	No	Maybe
1- There are voluntary and involuntary groups.			
2- Joining a group reflects a person's interests.			
3- Groups can increase confidence and happiness.			
4- All groups are planned before hand.			

6– While-reading: Read the following statements and decide if they are true (T) or false (F).

1	People have a choice to be in any group they want.	
2	Being left-handed is an example of an involuntary group.	
3	Humans want to be part of an in-group, yet they don't like to be seen different.	
4	Doing a group activity to benefit the local community can increase people's confidence and happiness.	
5	Emergent groups stay together for a long time.	

7– After-reading: Read the following sentences and decide which group would you form. (voluntary, involuntary or emergent group)

- A fire has destroyed a neighbour's home. (_____)
- You are passionate about protecting the environment and you feel sad every time you go to a dirty beach. (_____)
- You love reading books and want to meet other people to discuss your insights and opinions. (_____)
- You were born in 2010. (_____)





TeamWork



Individual Work

Enough, too many, too much: Talking about amounts

We use **enough** before uncountable nouns (example: money, music, advice) or plural countable nouns (example: chairs, coins, apples) **to describe the right amount.**

We use **not enough** before uncountable nouns (example: time, water, sugar) or plural countable nouns (tables, bananas, words) **to describe less than the amount needed.**

We use **too many** before plural countable nouns (example: bags, books, oranges) and **too much** before uncountable nouns (example: rubbish, salt, homework) **to describe that there is more of something than needed.**

Examples:

Too = more than what is needed

too much + noun

- The food is very sweet. It has too much sugar.

too many + noun

- The classes has too many students.

Enough = sufficient amount, as much as needed

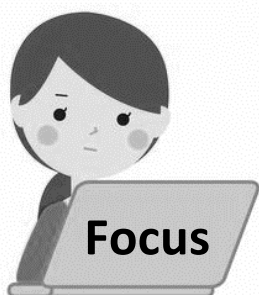
enough + noun

- He has enough money to buy a new car.

Not enough = no sufficient amount, less than needed

not enough + noun

- There aren't enough desks for the students.



Note: We can use too and enough with adjectives as well.

adjective + enough

- He's tall enough to reach the top shelf.



too + adjective

- This tea is too hot.



Date :

1– Circle the correct answer.

1- There aren't **enough** / **too many** teachers. They should hire more!

2- She didn't have **too much** / **too many** time to finish the task.

3- There **were too many** / **enough** people in the hall! I didn't find a chair.

4- The apples in the basket are **too many** / **not enough**. We need to buy more.

5- Stop! **Too many** / **Too much** sugar is bad for your health.



2– Put the correct quantifier from the box below in the following sentence.

too much too many enough

1. I don't earn _____ money to buy that car.

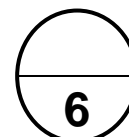
2. I know I talk _____. I should talk less.

3. I ate _____ cakes and felt sick later.

4. I think I've eaten _____. I don't feel very well.

5. There weren't _____ people to play a match, so everybody went home.

6. You've got _____ clothes. You never wear them!



Exe. 1

Page 30 in the WB

(Listen, complete the sentences with enough, not enough, too much or too many and circle the correct word)



Date :

3- Complete the following sentences with enough, too many, too much

1- I have saved _____ money to go to Rome on holiday.

2- I know I talk _____. I should talk less.

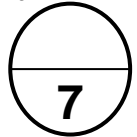
3- Do you have _____ butter to cook?

4- I ate _____ cakes and felt sick later.

5- I think I have eaten _____. I don't feel very well.

6- You have got _____ clothes. You never wear them.

7- There weren't _____ people to play a match, so
everybody went home



4- Write sentences using (too many / too much / enough / not enough).



too much too many
enough

Date :

1– Read the short text below and underline the phrases that introduce examples.

Some pets, such as cats and parrots, like to mimic their owners. In other words, they copy their owners' behaviour. For instance, when I start singing, my parrot starts singing too! In other words, my parrot likes to do the same things that I do.



2- Read the email in SB/p. 57 then fill in the table with the required information.



Introduction	<ul style="list-style-type: none"> What is the subject line? (What is the e-mail talking about?) 	
	<ul style="list-style-type: none"> Opening the e-mail / Greetings 	
Main body	<ul style="list-style-type: none"> Exemplifications 	
	<ul style="list-style-type: none"> Examples of behaviors 	
Conclusion	<ul style="list-style-type: none"> Asking the other person to tell you about his behaviors 	
	<ul style="list-style-type: none"> Closing the e-mail 	

Date :

1– Read the following email then color the information according to the guide given below.

- Subject line = pink
- Sender name = blue
- Receiver name = green
- Words of introducing examples = red
- Description of group activities = yellow



Hi Nadia,

Your last email got my attention! Your school topic about group behavior seems interesting. I'll share my own experience in that during sleepover parties.

They are so much fun because we do everything together as a group. The first thing we usually do is prepare snacks and drinks. The kitchen turns into a battlefield! For example, one makes popcorn, another prepares drinks while the other makes sandwiches. After that, we watch movies together. We sit close, share blankets, and sometimes. It's funny how we always have the same reactions! For instance, we all scream at the same time in scary parts!

Later, we play games and tell funny stories. Nobody wants to sleep early. In other words, we stay awake talking and laughing until late at night. Even though we are tired the next morning, we all feel happy because of the time we shared.

That's what I like about sleepovers: the way everyone works and plays together. Do you have sleepovers with your friends too?

Take care,
Kareema



Date :

3 – Before writing your email to your friend about the behaviour of the thousands of Bahrainis who go camping in Sakhair every year, organize your thoughts first. Use the mind map below to plan your ideas before you start writing.



Opening the email /
Greetings

Phrases to
introduce
examples

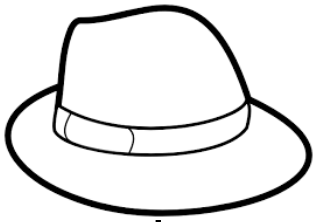
Activities to
do as a group

Closing the
email



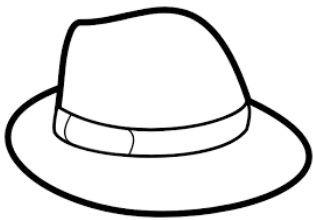
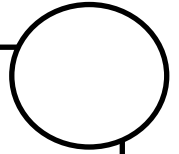
	I mentioned all the ideas in the guide line.		I used correct punctuation marks.
	I used correct spelling.		I used correct capitalization.
	I used correct tenses.		I used space between words.

Choose one hat to answer:



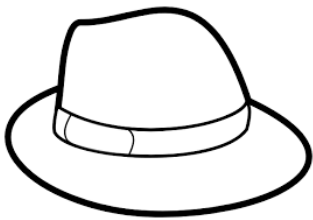
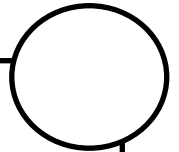
White hat (facts) - Science Link

Make list of animals that live in groups with a leader and another list of animals that live in groups but without a leader.



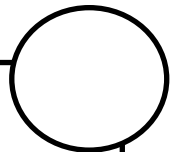
Green hat (creativity)

on lesson 5 from unit 3, create a comic strip with ants as the main characters. Your comic strip should show both individual and group behaviour with ants.



Blue hat (process) - Citizenship value

Choose a group in your community to volunteer, write why did you choose it and list the things you're going to do in that group.



- Write with a neat and organized hand writing.
- Check your spelling and grammar to have a free mistakes initiative.
- Include pictures or drawings to make it more interesting.

Date :

Your answer



Digital learning

Exercises related to phrasal verbs



Wordwall



LIVEWORKSHEETS



Scan me!

Exercise related to enough, too many, too much



Wordwall



LIVEWORKSHEETS



Scan me!



Self- learning



Unit 5

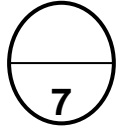
Flying high

Date :

1– Match the words to the following meanings.

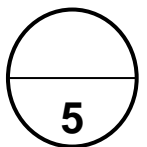
Adaptation – evolve – flap – glide – hollow – soar – wingspan

1. -----: to develop, change, or improve by steps.
2. -----: the distance from the tip of one wing of a bird or plane to the tip of the other.
3. -----: having an empty space on the inside; not solid.
4. -----: to move or beat quickly up and down.
5. -----: a particular change in the body of a living thing that helps the animal or plant to survive under new conditions.
6. -----: to move smoothly and without effort.
7. -----: to fly or glide in a swift, easy way and at a very great height.



2 – Read the sentences and circle the correct answer.

- A. 1- The short feet of the penguins is an **adaptation / evolve**.
- B. Some scientists believe that birds **glided / evolved** from dinosaurs..
- C. The kids **flap / glide** their arms and make jet sounds as if they are flying every time a jet passes by.
- D. The skaters **soared / glided** over the surface of the frozen lake.
- E. The plane **soared / flapped** into the sky..



Date :

Exe. 2

Page 47 in the WB

(Complete the sentences with words from the box. Then decide if the sentences are true or false based on the information on pages 80–81 of your book.)

4– Write sentences using the new words.

Challenge Question:

Read. Which words make sense together? Color all the correct words.

1. flight

a. of a penguin

b. of an eagle

c. of a bee

d. of an aeroplane

2. flap

a. your arms

b. their wings

c. in the wind

d. of geese

3. limited

a. capabilities

b. possibilities

c. factories

d. opportunities

4. soar

a. among the clouds

b. like an eagle

c. in a car

d. on currents of air

Date :

5 – Read. Unscramble the correct word in the list and write it on the line.

rateefus wolohl vevadol leddig ninpswag

- 1- Did you know that birds -----from dinosaurs?
- 2- Which -----of modern birds were found in dinosaur fossils?
- 3- A pterosaur's ----- was longer than that of any bird living today.
- 4- Early bats probably----- before they flew.
- 5- A ----- bone is a lighter bone.

5



6 – List three insects that fly and three that don't. You can use google or AI to research the answer.



Google



Past Perfect: Talking about the first of two actions in the past

We use the **past perfect** to talk about the **first action** that happened before another action in the past. It helps us show which action happened earlier.

Structure

Subject + had + Past Participle



Notes:

Past Perfect

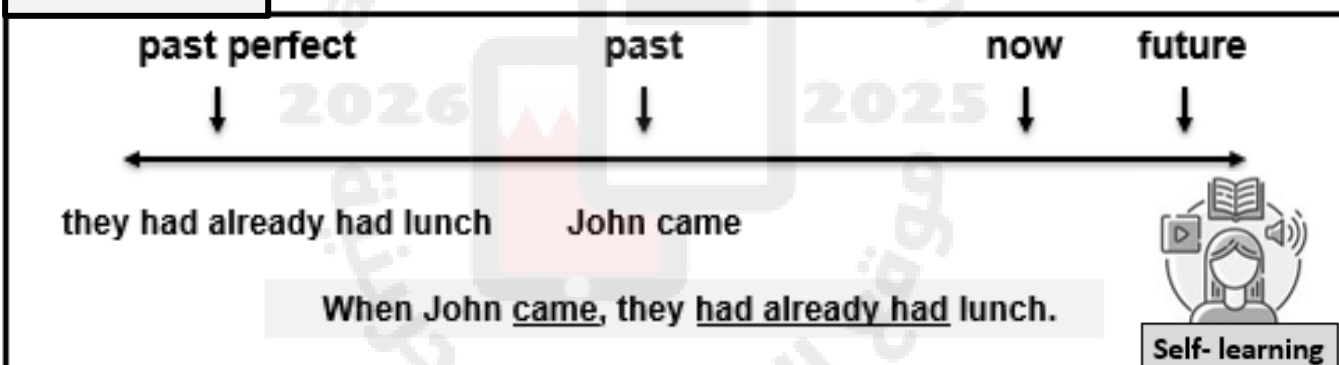
The earlier action.

Simple Past

The later action

Common time expressions :
by the time, before, after,
already, when.

Time table:



Examples:

- She **had finished** her homework before she went out.
- They **had cleaned** the house before the guests arrived.
- By the time we reached the station, the train **had left**.
- After he **had cleaned** his room, he played video games.
- Before Leonardo da Vinci drew his flying machines, the Chinese **had invented** kites.
- After insects **had evolved** wings, they began to glide and fly..
- She started cooking when he **had left** the house.

Date :

1- Circle the correct choice.

5

- 1) After Fred **(spent/had spent)** his holiday in Italy he **(wanted/had wanted)** to learn Italian.
- 2) Jill **(phoned/had phoned)** Dad at work before she **(left/had left)** for her trip.
- 3) Susan **(turned on/had turned)** the radio after she **(washed/had washed)** the dishes.
- 4) When she **(arrived/ had arrived)** the match already **(started/had started)**.
- 5) After the man **(came)** home he **(fed/had fed)** the cat.

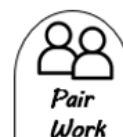


2- Complete the gaps with verbs from the box in the past perfect form

go out / break into / not live / eat / send / see / steal

6

1. When the fire brigade arrived, the fire _____.
2. By the time Jane got home, her younger brother _____ all the pizza.
3. Ann was still there, standing where Paul _____ her earlier.
4. Sam _____ in a capital before he moved to London.
5. Tina was upset that someone _____ her house and _____ her money.
6. Adam realized his mistake only hours after he _____ the money.



Date :

3 – What things you had done before 09:30 yesterday evening. Write five sentences using the past perfect, affirmative or negative.

.....

.....

.....

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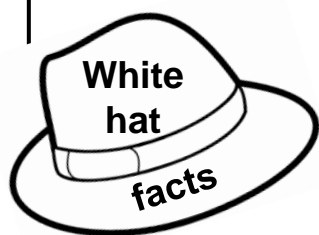
.....

.....

.....

.....

.....



4- Answer the following exercises in the WB.

Exe. 1

Page 48 in the WB
(Complete the sentences)



Exe. 4

Page 49 in the WB
(Complete the text)



Date :



1– Read the sentences, look for the meaning for the underlined words in the dictionary and write them down. (You can use the dictionary in SB P. 188)

- Alex's car is a classic car. It has to have a new engine.
- My car doesn't work. It needs fuel to move.
- We made the journey by land, though flying would have been cheaper.
- The plane's crashed was caused by a pilot error.
- The plane took off an hour late.

1- Engine : _____

2- Fuel : _____

3- Land : _____

4- A pilot : _____

5- Take off : _____

2– Match the words that are synonyms (have the same meaning)

5

1- Engine

A. Earth

2- Fuel

B. Captain

3- Land

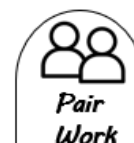
C. Petrol

4- A pilot

D. Leave suddenly

5- Take off

E. Motor



Date :

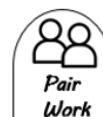
3 - Before reading: In groups discuss then write individually what you know and what you want to know about The Wright Brothers and their flight attempts.



K-W-L Chart		
Topic: _____		
What I Know	What I Want to Know	What I Learned

4 – While reading: Read the text in SB p. 86-87 then put the following events in the right order in which they happened.

- a. The Wright brothers built a wind tunnel to test the wings and tails of their gliders.
- b. They read everything they could about flight.
- c. They flew Flyer III about 39km.(24mi.) before it ran out of fuel.
- d. They designed a 12- horsepower engine to power the Flyer.
- e. They used kites to learn more about how things fly.
- f. They worked for two years to make the Flyer more stable



5 - After reading: Go back to exe.3 and complete the chart by writing what you have learned about The Wright Brothers and their flight attempts.



Past Perfect Simple and Past Perfect Continuous

We use past perfect when two actions happened in the past and you want to say that one of them happened before the other.

There are two types of past perfect:

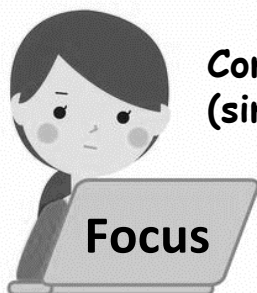
- **Past Perfect Simple:** (You have already learned about it in unit 5 lesson 3)
- **Past Perfect Continuous:** We use it to express that it **CONTINUED** happening in the past before another action in the past too.

Structure

Subject + had + been + Present Participle

Examples:

- I **had been reading** an amazing book.
- She **had been studying** for three hours before the exam started.
- They **had been playing** football when it suddenly began to rain.
- He **had been working** at the company for five years before he got promoted.
- The children **had been running** around the garden all afternoon.
- She was tired because she **had been cleaning** the house all day.



Focus

Common time expressions we use with past perfect continuous (similar to the ones we use with past perfect simple)

by the time, before, after,
already, when

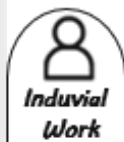


Self-learning

Date :

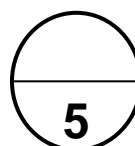
1 - Fill in the blanks Past Perfect Continuous. Complete the sentences using the past perfect continuous form of the verbs in brackets.

1. She _____ (watch) TV for hours before she went to bed.
2. They _____ (building) a sand castle when a strong wave came and destroyed it.
3. I _____ (work) on the project all morning.
4. He _____ (run) for 30 minutes before he felt tired.
5. The kids _____ (watch) cartoons before dinner.



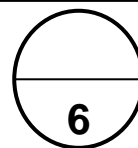
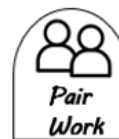
2 - Choose the correct verb form: Past Perfect Simple or Past Perfect Continuous.

- 1) By the time we arrived, they already **(had eaten / had been eating)** dinner.
- 2) He **(had written / had been writing)** five emails before lunch.
- 3) The students **(had talked / had been talking)** before the teacher came.
- 4) I **(had read / had been reading)** a book before watching the movie.
- 5) She was exhausted because she **(had done / had been doing)** the laundry all day.



Date :

3– Fill in the gaps with the correct tense..



- 1- I _____ **(work)** on my essays the night before and I was tired.
- 2- It _____ **(rain)** and the ground was still wet
- 3- When the police arrived, the thief _____ **(run away)**
- 4- They left before I _____ **(speak)** to them.
- 5- I _____ **(watch)** television for hours when suddenly I heard the telephone.
- 6- Our teacher wanted to know if we _____ **(study)** for the exam.

4 – Rewrite the sentences using past perfect continuous.

Example:

She practiced for six hours every day before the swimming competition date.

- She had been practicing for six hours every day before the swimming competition date.



- A. He waited at the bus stop for 20 minutes before the bus arrived.

- B. We walked in the park when it started to rain.

- C. They argued for hours before they reached an agreement.



Individual Work

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موقع المنهج

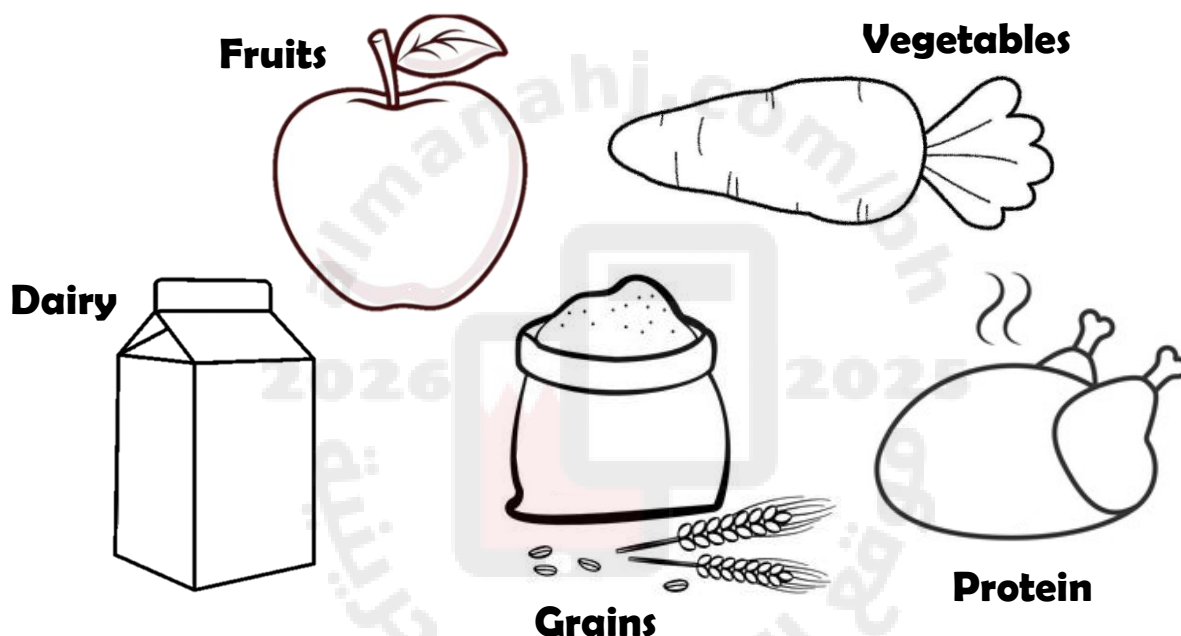


Link to Islamic Studies

Date :

1- How could you group these items in a logical way?

bananas	eggs	peppers	beans
milk	yoghurt	rice	pasta
chicken	beef	tinned tuna	mangoes



What is classification essay?

When we classify, we organize our ideas into categories.

First, we introduce the topic. Then we divide it into categories. Each category gets its own paragraph in the essay. In each paragraph, we describe shared characteristics that make up that category.

A classification essay ends with a conclusion. In the conclusion, we bring the categories back together to talk about the main topic.

Date :

2- Read the essay then identify the correct layout.

Flying Machines

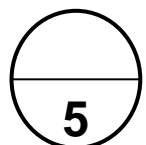
Long before we had aeroplanes, people had been experimenting with different flying machines. We still use some of those flying machines today. Some depend on air for movement, while others use engines.

Hot-air balloons and gliders use air currents for movement. Hot-air balloon pilots steer their aircraft by ascending or descending into air currents that move the balloon. The pilot controls the balloon's movement by heating the air inside the balloon, or by allowing it to cool naturally. A glider also uses air currents to soar and glide. Small planes pull gliders along a runway to help them take off. But once in the air, gliders use the currents, not an engine, to move. Their long wingspan and strong body give riders a safe, smooth flight. Hot-air balloons and gliders are most often used for fun and adventure.

Helicopters first appeared during World War II. A helicopter hasn't got wings, but, like an aeroplane, it's got an engine that makes its blades spin at high speeds. This allows the helicopter to ascend into the sky. Unlike an aeroplane, which has to keep moving, helicopters can stay in one place in the sky for a long time. Today, helicopters are mostly used by medical teams and the military. But you can also take a helicopter ride for fun. Many tourist destinations offer helicopter rides for sightseeing.

So before your next plane ride, remember that planes aren't the only way to fly. Which type of flying machine would you most like to travel in?

	Classify: organize ideas into categories, write a paragraph on each one
	Title
	Introduce : state the topic in a sentence
	Conclude
	Describe



Date :

3- Read the essay again and answer the following questions.



1- What does the writer classify?

2- How many categories are there? What are they?

3- What does the writer do to help you understand the characteristics of helicopters?

4- What details are mentioned in each part?

Flying method	Hot-air balloons / Gliders	Helicopters
Movement		
Uses		

Date :

- 4 - Read the following essay again about the difference between the flights of bats and pigeons then answer the following questions.



Flying birds

The animal kingdom is full of animals that can fly, such as mammals, insects and birds. Bats and pigeons both have wings, but they fly differently.

Bats are the only flying mammals. Their wings are totally different from birds as they consist of flaps of skin stretched between the bones of the fingers and the arms. This helps bats fly and ascend quickly and smoothly.

As for pigeons, their wings are very different from bats. They consist of hollow but hard bones which are covered with feathers all along the arms to help them control their flight. Pigeons' wings are very light and flexible, making their flying easier.

To sum up, even though bats and pigeons both have wings, the two fly differently because of the different features they have.

- 1- What does the writer classify? What are the categories?

- 2- How did the writer describe a bat's wing?

- 3- How do the features of bat wings help them in their flight?

- 4- How did the writer describe a pigeon's wing?

My writing checklist			
	I mentioned all the ideas in the guide line.		I used correct punctuation marks.
	I used correct spelling.		I used correct capitalization.
	I used correct tenses.		I used space between words.

Digital learning

Exercises related to past perfect simple and past perfect continuous



Wordwall



LIVEWORKSHEETS



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Self- learning



**Translate from English to Arabic
And from Arabic to English**

Text will be given by the teacher



TALANTED TRANSLATOR

Date : _____

Date : _____



**Translate from English to Arabic
And from Arabic to English**

Text will be given by the teacher



TALANTED TRANSLATOR

Date : _____

Date : _____

Date :



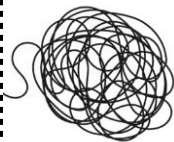
Reading Response

Who was the story about? (main character)



What did the character want?

Where and when did the story take place?



What was the problem in the story?

How the problem was solved?



Date :



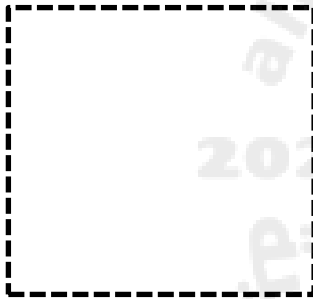
Non-fiction book report



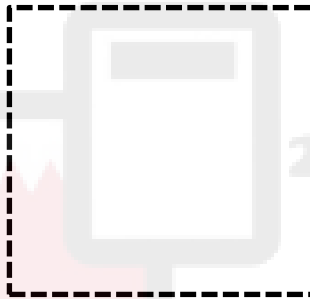
Title: _____

Here are the three facts I learned from the book.
Draw something about the facts in the boxes.

Fact 1



Fact 2



Fact 3



Here is anew vocabulary word I learned from the book.

Word: _____

Definition: _____

Sentence: _____

Date :



MY BOOK REPORT

This book was...

Book Title: _____

Author: _____

- ★ Awesome
- ★ Okay
- ★ Not My Favorite

CHARACTER

My favorite character was

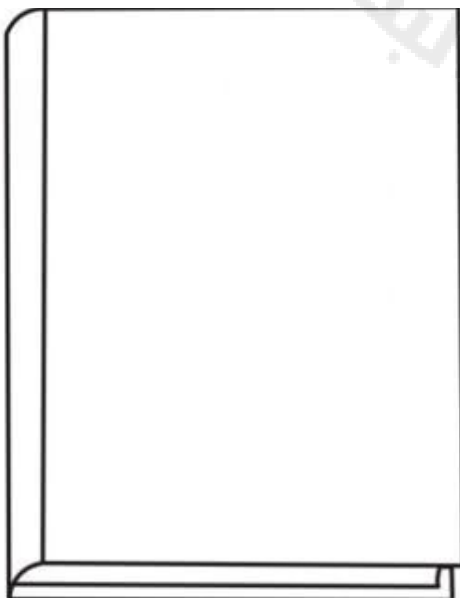
4 words to describe the character

SETTING

Place where the story happens

4 words to describe the setting

Draw your favorite part



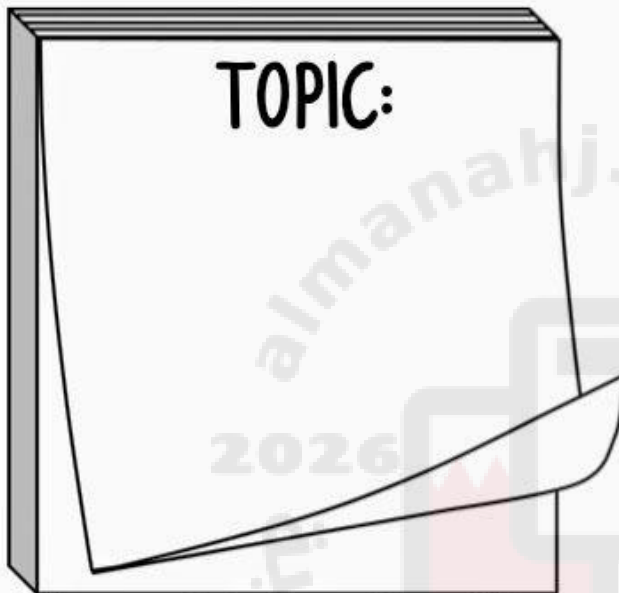
My Favorite Part of the Story Was:

Date :



NON-FICTION

TITLE: _____



AUTHOR: _____

Five Facts I Learned:

1. _____
2. _____
3. _____
4. _____
5. _____

The most interesting thing
I learned:

Questions I still have:

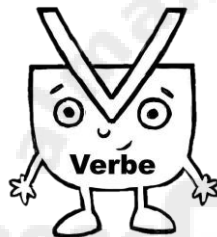
Digital learning



Listening Practice



Scan me!



Grammar Practice



Scan me!



Reading Practice



Scan me!



Self- learning

A - Read and choose the correct answer a, b, or c. (10 x 1 = 10 marks)

The Cannes Film Festival

10

The Cannes Film Festival is the most famous film festival **(0)**... the world. **(1)**... a film is presented there it is immediately famous. The festival is **(2)**... where some of the film industry's most important business takes place and where many actors and directors **(3)**... stars.

The **(4)**... began in 1939 when the French government **(5)**... to have an international festival. They chose Cannes, **(6)**... is in southern France, because it is a sunny and beautiful town. In fact, Cannes was **(7)**... seen as a fashionable place to go.

The festival was put **(8)**... until after the war and finally took place on September 20, 1946. At **(9)**... , the festival was mainly a tourist and a social event. However, as more and more films were **(10)**... it was seen as something much more important. Today, it has become the most important event of the year for the film industry.

0	a) in	b) of	c) at
1	a) Although	b) Whether	c) If
2	a) too	b) also	c) else
3	a) become	b) turn	c) get
4	a) fact	b) idea	c) opinion
5	a) decided	b) said	c) wondered
6	a) whom	b) what	c) which
7	a) yet	b) already	c) ever
8	a) off	b) away	c) on
9	a) least	b) first	c) once
10	a) done	b) tired	c) shown



Self-learning

A - Read the text below and choose the correct word. For each space circle the correct letter a, b, or c. Number (0) is done for you as an example. (10 x 1 = 10 marks)

10

YOUTH AT THE WHEEL

One in six drivers in Britain is aged between 17 and 25. But more drivers in ...(0)... age group are responsible ...(1)... a greater number of accidents than older drivers; in ...(2)... one accident in four is the fault of a young, inexperienced driver.






A team of researchers has ...(3)... two years studying the driving performance, attitudes and behaviour of young people. The report ...(4)... that not all young drivers are dangerous, but a large ...(5)... of males, particularly those aged 17 to 20, do not drive as carefully ...(6)... other age groups. These young drivers are more likely to have ...(7)... accident in their first year of driving ...(8)... when their experience increases. The report also notes that men are more likely to ...(9)... driving rules than women, and that a child or a wife in the car ...(10)... a calming influence on the driving pattern of young men.

- | | | | |
|----|-----------|----------------|-------------|
| 0 | A- some | B- this | C- one |
| 1 | A- to | B- for | C- from |
| 2 | A- order | B- place | C- fact |
| 3 | A- done | B- given | C- spent |
| 4 | A- says | B- tells | C- speaks |
| 5 | A- figure | B- number | C- quantity |
| 6 | A- so | B- like | C- as |
| 7 | A- the | B- an | C- some |
| 8 | A- than | B- until | C- while |
| 9 | A- crash | B- break | C- escape |
| 10 | A- had | B- have | C- has |



Self-learning

B- The teachers below are looking for a holiday to suit their students. Below are 6 different descriptions of holidays (A-F). Choose one holiday for each person (1-5) that best matches their interests. There is an extra one. ($5 \times 2 = 10$ marks)

<div data-bbox="172 577 386 667">1</div>	<div data-bbox="443 492 625 694"></div> <div data-bbox="683 526 1476 712"> <p>Ms Robson's students are studying French and German. She would like to find a holiday which gives them the chance to speak both languages at some point while they're away.</p> </div>
<div data-bbox="172 869 386 958">2</div>	<div data-bbox="443 840 625 1041"></div> <div data-bbox="667 873 1468 1048"> <p>Hilary's students are fourteen years old. Some of them learn French, so she wants to find a holiday course which can offer individual language lessons for those who would like to improve their French.</p> </div>
<div data-bbox="172 1205 386 1294">3</div>	<div data-bbox="443 1153 625 1355"></div> <div data-bbox="662 1216 1465 1344"> <p>Rosie has a small group of students. They all want to sail but unfortunately some of them are unable to swim, although they're keen to learn.</p> </div>
<div data-bbox="172 1541 386 1630">4</div>	<div data-bbox="443 1500 625 1702"></div> <div data-bbox="689 1556 1476 1731"> <p>Mr Pearson's class has just started to learn German but he wants a holiday which mixes studying the language with plenty of free time to explore the foreign country.</p> </div>
<div data-bbox="172 1877 386 1966">5</div>	<div data-bbox="443 1814 625 2016"></div> <div data-bbox="699 1854 1476 2027"> <p>John has a class of eleven-year-olds who are crazy about sport. He'd like a course which organizes a complete programme including all kinds of sport, meals and entertainment.</p> </div>



Holidays

A**Summer Schools in the Czech Republic**

Spend a week in a sports centre 15 minutes south of Prague. Each day's programme is organized by our professional trainers for children aged 10-14. Prices include breakfast, lunch and dinner as well as sightseeing trips.

B**Greek Sailing Holidays**

Arrive by air and then hire one of our new boats with all the latest equipment to sail around the Greek islands. These boats could be enough up to twenty students and two teachers. Trained sailing staff are available but you must be able to swim.

C**Swiss Study Tours**

Using the excellent Swiss railway system we offer an unusual holiday, sport and study programme. Your hotel is a train: eat and sleep on board and spend each day in a different part of Switzerland. Opportunities to speak French, German and Italian.

D**Summer Courses in Finland**

If you love water sports you'll love our one-week sports holiday on the Finnish lakes. There are opportunities to swim, sail and water-ski. Lessons are available if you need them. There is also a chance to learn Finnish at no extra cost! Everyone welcome.

E**Holiday Programmes in Germany**

We offer morning classes in the German language at all levels from beginners upwards. In the afternoon you are free to join our mountain walks or to go shopping in the nearby town. In the evening we organize a full programme of entertainments. All ages welcome.

F**Summer Schools in France**

We offer summer schools for students between the ages of 12 and 16. Live with a French family and choose from a range of different activities including horse-riding, indoor hockey, football, swimming and dry skiing. Private language lessons arranged if requested.

**Self-learning**

C- Read this article carefully and then answer the questions.

All over the world, children in hospital are being treated with a new kind of medicine: laughter. Lucy is 23 and works for Theodora Children's Trust. She is one of many clown doctors who bring a smile to the faces of sick children.

I'm a Theodora clown doctor, I call myself Dr. LooLoo. I spend two days a week in children's hospitals being extremely silly with my friend and colleague Dr. Chequers. We make funny faces, tell jokes, and do magic tricks. As I walk into the wards I blow bubbles, shake hands with the kids, and make up nonsense songs for those children well enough to sing. We take special balloons to make 'balloon animals' and tell funny stories about them. We often meet kids who one week look really sick, then we go back the next week and they're racing about yelling 'Hi there, Dr. LooLoo! Hi Dr. Chequers!'

I'm naturally a very cheerful person. I've always been a clown. In fact my father's a clown and I started working with him when I was eight years old. I knew it was just the job for me and I became a clown doctor because I think it's a great way to cheer up sick, frightened children in hospital. I wear a fancy coat, a yellow shirt, and tights with big stripes. Also, I have a red rubber nose and wear my hair in crazy plaits.

Being a clown in a hospital is very tiring both physically and emotionally. We have to learn not to show our feelings, otherwise we'd be useless. Clown doctors are sensitive but this is not a side most people see. To the children we're happy all the time. I'm still learning to allow myself to feel sad occasionally. There are special kids you get really close to.

At lunchtime we eat in the hospital cafeteria and that's really useful because we meet the nurses and doctors. They tell us about particular kids who they think will benefit from a clown doctor visit. If a child is frightened, perhaps they're being given an injection or some nasty medicine – we can distract them so the nurses can do their job.

About six o'clock Dr. Chequers and I take off our make-up and change our clothes. We're totally exhausted. At weekends we are often asked to participate in events to raise money for Theodora Children's Trust. It's a charity, so we are paid with the money people give. Being a clown doctor makes the worries of everyday life seem small. In all I feel privileged to do this job.



A - Read the sentences carefully and put (T) for the true sentences or (F) for the false sentences. (8 × 1 = 8 marks)

1	Laughter is a kind of medicine.	
2	Dr. Chequers is a real doctor in the hospital.	
3	Lucy sings for the children.	
4	Lucy's father was a clown doctor.	
5	A clown doctor shouldn't control his feelings.	
6	People think clown doctors are sensitive.	
7	Doctors and nurses can advise clown doctors to visit some kids.	
8	By the end of the day Lucy and Dr. Chequers change their clothes to attend some events.	

B - Now answer the following questions. (3 × 2 = 6 marks)

1- What do clown doctors tell stories about?

2- How does Lucy describe her job in a hospital?

3- Where does the money for Lucy's salary come from?

