

كتيب تدريسي key استعداداً للاختبارات



تم تحميل هذا الملف من موقع مناهج مملكة البحرين

موقع المناهج ← مناهج مملكة البحرين ← الصف السادس ← لغة انجليزية ← الفصل الأول ← اختبارات ← الملف

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ملفات اكتب للمعلم اكتب للطالب | اختبارات الكترونية | اختبارات | حلول | عروض بوربوينت | أوراق عمل
منهج انجليزي | ملخصات وتقارير | مذكرات وبنوك | الامتحان النهائي | للمدرس

المزيد من مادة
لغة انجليزية:

التواصل الاجتماعي بحسب الصف السادس



صفحة مناهج مملكة
البحرين على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

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

مراجعة الاختبار الثالث لغة إنجليزية صف سادس

1

المراجعة الشاملة في اللغة الإنجليزية خاصة بالاختبار الثالث

2

مراجعة الاختبار الثالث لغة إنجليزية

3

مراجعة الاختبار الثالث في اللغة الإنجليزية

4

اللقاء التعريفي ب اختبار Key

5

كتيب تدريسي key استعداداً للاختبارات



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

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ملفات اكتب للمعلم اكتب للطالب | اختبارات الكترونية | اختبارات | حلول | عروض بوربوينت | أوراق عمل
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المزيد من مادة
لغة انجليزية:

التواصل الاجتماعي بحسب الصف السادس



صفحة مناهج مملكة
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اللغة الانجليزية

اللغة العربية

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المواد على تلغرام

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

مراجعة اللغة الإنجليزية أوراق عمل من دون الإجابات

1

مراجعة اللغة الإنجليزية أوراق عمل مع الإجابات

2

مراجعة الاختبار الثاني في اللغة الإنجليزية

3

مراجعة الاختبار الثاني لغة إنجليزية الصف السادس المنهاج الجديد

4

مذكرة مراجعة الاختبار الثاني

5

KEY Quest

Practice Booklet

grade **6**



Name: _____

Class: 6 / _____

School: _____

INDEX

KEY QUEST BOOKLET PRACTICE



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OUR SHARED JOURNEY

FROM TEACHERS TO TEACHERS

This booklet is the result of collaboration, dedication, and passion for teaching English. A group of English teachers from across Bahrain came together with one shared goal; to create a comprehensive and engaging resource that supports Grade 6 students in preparing for the KEY Exam.

Every page reflects teamwork and the desire to make learning meaningful and enjoyable for our students. We combined our classroom experience, ideas, and best practices to design activities that build confidence and language skills.

Together, we believe that teaching is not just a profession, but a shared journey of growth, learning, and love for language.

We dedicate this work to all English teachers in the Kingdom of Bahrain for their continuous efforts, inspiration, and commitment to their students' success.

*With gratitude and respect,
Your Fellow English Teachers in Bahrain,*

Meaad Ali Nowrooz
Ghurnata Primary Girls' School

Fatima Ali Taqi Alsetri
Sanabis Primary Girls' School

Batool Ali Alshabani
Hajar Primary Girls' School

Ghadeer Ali AlMadeh
Balqees Primary Girls' School

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Alandalus Primary Girls' School

Asma Adel Busharar
Shaikha Moza Bint Hamad AlKhalifa
Intermediate Girls' School

TEACHER'S GUIDE



About the Booklet

- This booklet helps students get ready for the KEY exam.
- It includes Reading, Writing, and Listening activities.
- The activities are differentiated – that means teachers can choose what fits their students best.
- There are also Grammar Highlights and an A2 Key Vocabulary List to support learning.

How to Use the Booklet

1. **Lock – Support Activities (Pre-task)**

- These activities are before-reading or warm-up activities.
- They help students remember what they already know.
- Use them with students who need extra help.

2. **Key – Main Activities (Core task)**

- These are the main tasks that look like the real A2 KEY exam.
- They help students practice the main exam skills (reading, writing, listening).

3. **Treasure – Enrichment Activities (Post-task)**

- These are extra and fun activities to go beyond the exam.
- They help students use English in creative and interesting ways.
- Use them with fast or advanced learners.

Tips for Teachers



- Teachers are not required to complete all the activities.
- You may choose the task or skill that best fits your lesson objectives and students' needs. Lock for support, Key for main practice, or Treasure for enrichment.
- The booklet supports differentiated instruction, allowing every learner to progress at their own pace.



Additional Support

This booklet also contains:

- **Grammar Highlights:** short grammar notes that reinforce key language points.
- **A2 Key Vocabulary List:** a ready reference to build students' vocabulary and exam confidence.



STUDENT'S AGREEMENT



1. I do my best to complete all tasks and exercises.



2. I follow writing conventions and maintain neat, legible handwriting.



3. I keep the booklet tidy and well-organized.



4. I achieve to collect all KEY treasures' stickers.



5. I write dates on every page.



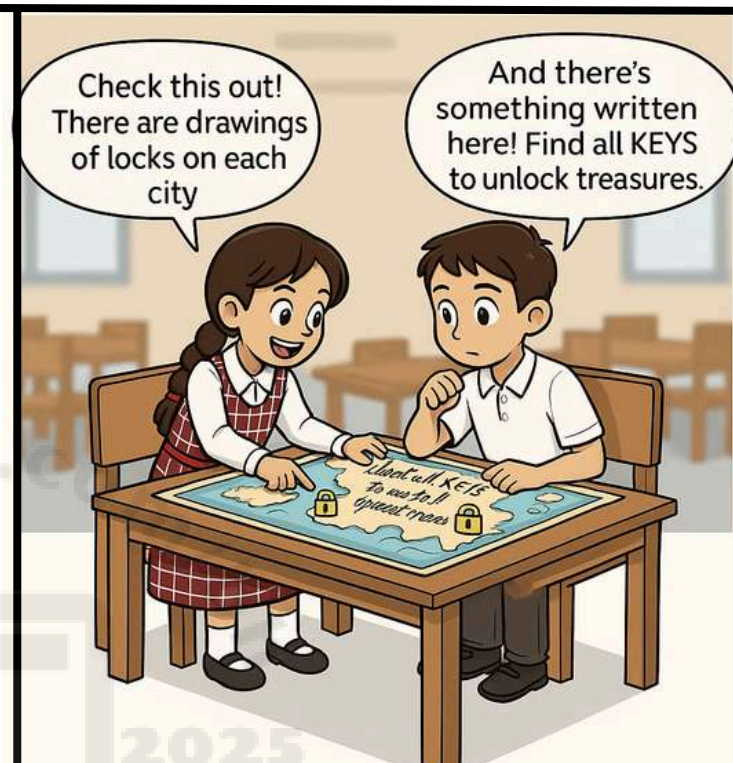
6. I study regularly to make good progress.

Student's Signature: _____

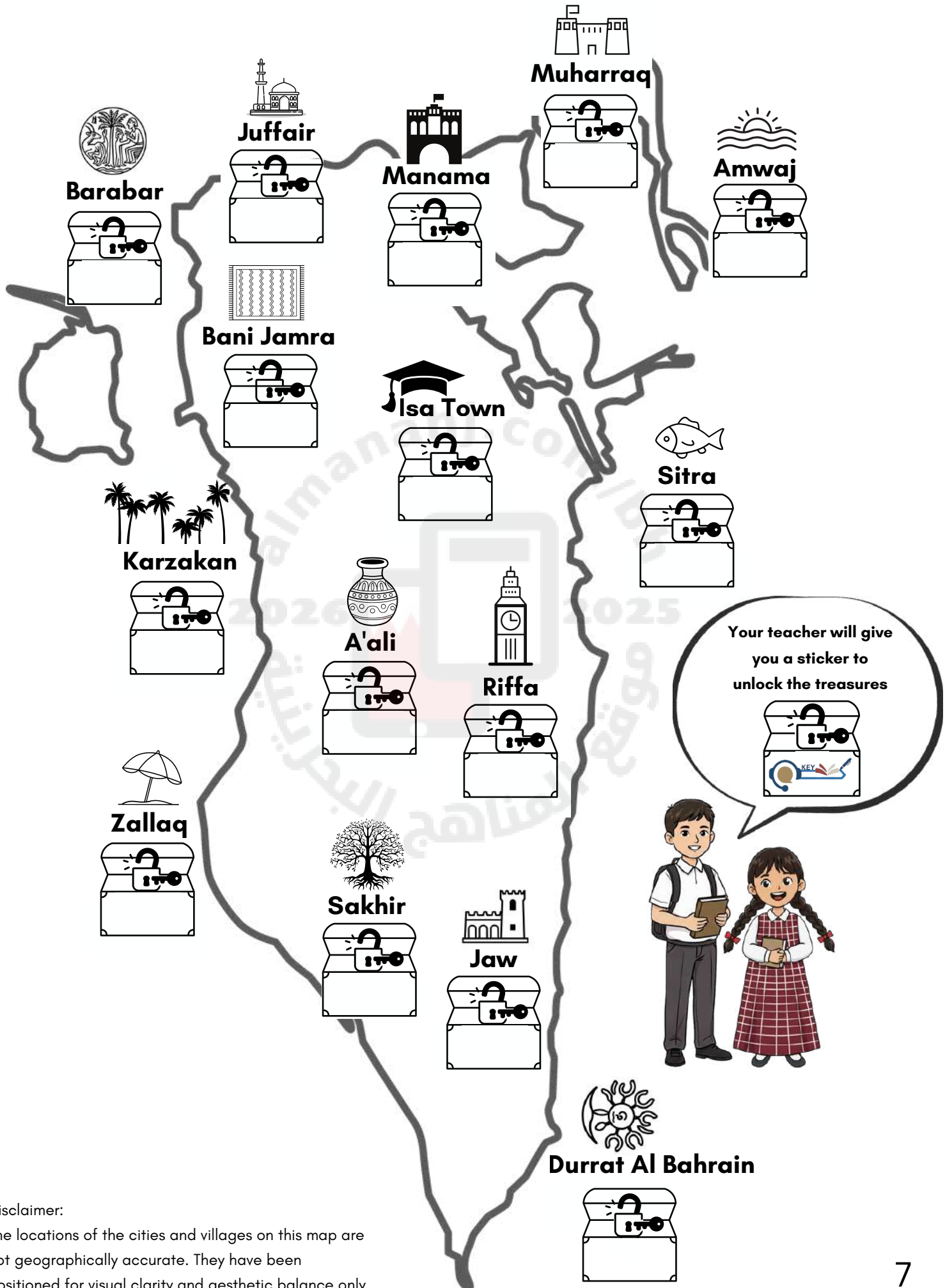


OUR STORY

Who knew cleaning the classroom would uncover a secret from the past? It all began right after English class, when a strange old map appeared in the cupboard.



To unlock the treasure of each city or village, you must complete all the practice levels for that place.
After finishing every level successfully, your teacher will give you a sticker for that location.



Disclaimer:

The locations of the cities and villages on this map are not geographically accurate. They have been positioned for visual clarity and aesthetic balance only.



Reading



Objective: To prepare students for reading by activating prior knowledge, building interest, and setting a purpose.



BEFORE READING



Instructions: Before reading, look at the text and think about the answers.

1. What kind of text is this?

- ☐ Story ☐ Biography ☐ Poem

2. Who is the text about? _____

3. What information does a biography usually tell us?

- ☐ Feelings ☐ Facts about life ☐ Weather



READ AND TAKE NOTES

Instructions: Read the passage below. Take notes in the space provided.

In the city of Kairouan, in Tunisia, a girl named Fatima was born around the year 800. When Fatima was young, her family moved to Fez, Morocco. Her father taught her to love learning, and she learned a lot about Islamic law.

After her father and husband passed away, Fatima had a lot of money. She wanted to use it to help others.

Fatima decided to build a mosque that would also be a school.

In the year 859, Fatima started building the Al-Qarawiyyin Mosque. It was a place where people could pray and learn many subjects, like religion, math, and science. Students came from everywhere to learn at Al-Qarawiyyin.

The University of Al-Qarawiyyin is still open today. Fatima al-Fihri's love for learning changed the world and continues to inspire people.

- Read the text.
- Identify words within the specified groups.

places
red

numbers/dates
pink

pronouns
yellow

new words
brown

nouns
orange

past verbs
green

PAIR WORK

In pairs, write a creative title for the biography



Refer to page (70 / 73 to 75) – Past Simple Tense + Time Markers

Objective: To recognize basic grammar patterns.



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 |



QUICK TIPS



Refer to page (70 / 73 to 75.) – Past Simple Tense + Time Markers

1. Read before and after the blank.
2. Cross out what doesn't fit.
3. Look for time markers (yesterday = past, now = present).



Objective: To extract specific information from a short biography.



Instructions: Read the text carefully. Then answer the questions.

Choose the best answer (**A, B, or C**).

1. What subjects could students study at the University of Al-Qarawiyyin?

- A. Science, math, religion, and languages
- B. Art, music, and history
- C. Only math and reading

2. Where did Fatima build the world's first university?

- A. In Kairouan
- B. In Fez
- C. In Cairo

3. What did Fatima do with the money she inherited after her father passed away?

- A. She built a university for her community
- B. She travelled to other countries
- C. She gave it all to her sister

Instructions: Write your own answer in a complete sentence.

4. Where was Fatima Al-Fihri born?

.....

5. Why do people remember Fatima Al-Fihri today?

.....



REFLECTION



Refer to page (70 / 73 to 75) - Past Simple Tense
+ Time Markers

Which verb forms did you notice were used in the text

- ☐ past ☐ present ☐ future

Why?

Objective: To prepare students for reading by activating prior knowledge, building interest, and setting a purpose.



BEFORE READING



Instructions: Read the signs below. Tick (✓) what each sign tells us:

sign / notice	✓ what to do	⊘ what not to do	① information
Closed for lunch – back at 2 p.m.	☐	☐	☐
Show your student card at the entrance.	☐	☐	☐
Please keep off the grass.	☐	☐	☐

PAIR WORK



Look in your class – what signs can you see? **Example: “Keep the door closed.”**

1. _____
2. _____



READ AND UNDERSTAND

Instructions: Read the notice, choose A, B, or C. Write where you can see it.

Notice / Message	What does it mean?	Where might you see it?
“Please keep off the grass”	A. You can sit on the grass. B. You must not walk on the grass. C. You should water the grass.	_____
“Show your student card at the entrance.”	A. Only students can enter. B. You can buy a card here. C. Students can go out anytime.	_____
“No food or drinks in the lab.”	A. Eating is not allowed. B. You can buy food in the lab. C. Only teachers can eat there.	_____



Objective: To recognize important information, short messages, and everyday notices.



Instructions: For each question, choose the correct answer.

1



This sign means:

- A. You can enter without a helmet
- B. You must wear a helmet to enter
- C. Helmets are sold here

2



This sign means:

- A. You can walk on the yellow line while waiting
- B. You have to wait 10 minutes for the next bus
- C. The bus is late

3



This sign means:

- A. You can feed the animals
- B. Feeding the animals is not allowed
- C. Only children can feed the animals



4

Ali's Fish Shop



Open from 9 a.m. to 5 p.m. Monday to Friday.
Closed on weekends.
Thank you for visiting.

This sign means:

- A. The shop is open all day
- B. The shop is open between 9 a.m. and 5 p.m
- C. The shop is close at 9 a.m

5

Keep your bag with you at all times.
Unattended bags may be removed for security reasons.



This sign means:

- A. You can leave your bag anywhere
- B. You must carry your bag with you
- C. Bags are free here

6



Quiet, please – Exam in progress. Talking or making noise is not allowed until the exam is finished.

This sign means:

- A. You can talk loudly
- B. You must be quiet
- C. You can take a break



Refer to page (97) – Modals of Obligation & Prohibition (must / must not / can / can't).

REFLECTION

Choose the clue that helped you understand the notice best.

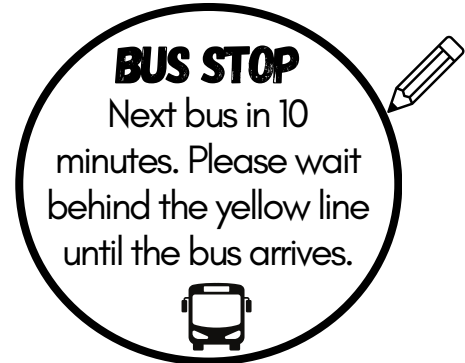
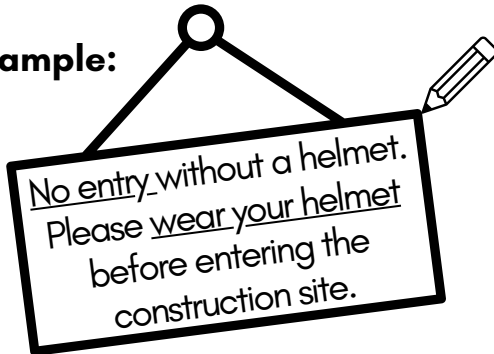
- ☐ I underlined the key words.
- ☐ I read the notice carefully.
- ☐ I thought about the meaning.
- ☐ I used my vocabulary knowledge.

Objective: To read signs, notes, and messages for main idea and specific details.

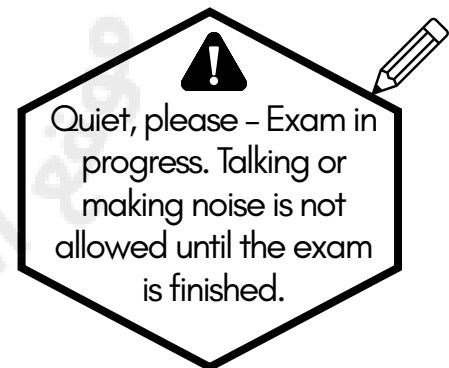
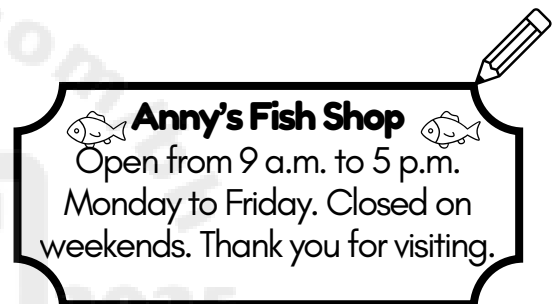


Instructions: Underline the words that tell you **rules**, **times**, or **instructions**.

Example:



Underline: "No entry" / "wear your helmet"



Instructions: Decide if these statements are (True) or (False) according to the notice.

statements	True	False
1. You can enter the construction site without a helmet.	☐	☐
2. The bus comes exactly every 10 minutes.	☐	☐
3. Animals can get sick if you feed them.	☐	☐
4. The shop is open on Saturdays.	☐	☐
5. You should keep your bag with you.	☐	☐
6. Talking is allowed during the exam.	☐	☐

Objective: To prepare students for reading by identifying key details.



BEFORE READING

Instructions: look at the title "**How I Became a Diving Instructor**". Make predictions.

1. The text is probably about...

- ☐ People who like diving ☐ A diving competition ☐ How people became diving teachers

2. The people in the text might be from...

- ☐ Europe ☐ The Gulf countries ☐ America

3. Write one word you already know that is connected to the sea: _____

PAIR WORK



Do you think diving is easy or difficult? ☐ easy ☐ difficult

Why? _____

READ AND UNDERSTAND



Instructions: Read the text carefully. Find the word in the text that matches the hint.

Texts	Hints / Words in the text
"My favorite part of the job is teaching people how to protect the sea."	Write a word that means " to keep safe " _____
"Later, I went to university to study tourism and hospitality."	Write a word that means " work with travelers " _____
"After finishing school, I studied marine biology at university because I wanted to understand more about sea animals."	Write a word that means " study of animals " _____
"I returned to the diving center to take a professional instructor course."	Write a word that means " teaching training " _____



Objective: To read for specific details.



Instructions: Read the three short texts carefully.

How I Became a Diving Instructor

Sara



I grew up near the sea in Bahrain, and I always loved spending time there with my family. When I was 18, I joined a diving club because I wanted to learn more about the underwater world. At first, I was a little scared to dive deep, especially when I could not see well. After some years of practice, I became one of the best students. Later, I took a course to become a diving instructor. Now I teach beginners and tourists, and I love seeing their happy faces when they dive for the first time!

Hamad



I first tried diving on holiday in Oman when I was 15. The sea was calm and full of colorful fish, and I immediately liked it. After finishing school, I studied marine biology at university because I wanted to understand more about sea animals. Later, I worked at a diving center. I like teaching people how to keep the sea clean. I also organize trips where students collect plastic from the sea floor.

Laila



When I was 16, my parents sent me and my brother to a summer diving course in Qatar. At first, I was not very interested, but after a few lessons, I found I was quite good at it. After school, I studied tourism and hospitality at university because I wanted to work with travelers. A few years later, I returned to the diving center to take a professional instructor course. Now I teach locals and visitors. I love seeing how excited they are when they explore the sea for the first time.



Instructions: For each question choose the correct answer.

1. Who first tried diving during a holiday?

A. Sara

B. Hamad

C. Laila

2. Who became one of the best students at their diving club?

A. Sara

B. Hamad

C. Laila

3. Who organizes trips to collect plastic from the sea?

A. Sara

B. Hamad

C. Laila

4. Who was not very interested in diving at first?

A. Sara

B. Hamad

C. Laila

5. Who studied tourism and hospitality at university?

A. Sara

B. Hamad

C. Laila

6. Who loves seeing beginners happy when they dive for the first time?

A. Sara

B. Hamad

C. Laila

7. Who teaches people about keeping the sea clean?

A. Sara

B. Hamad

C. Laila



Refer to page (72 to 75) – Past Continuous + Past Simple

REFLECTION

Which person's story did you like the most?

☐ Sara

☐ Hamad

☐ Laila

Why? _____

Objective: To read for specific details.



 **Instructions:** Read the sentences. Match the person with the correct action and feeling. Write the correct letter in the table.

- | | |
|---|--|
| A. Teach beginners and tourists | D. Organize trips to collect plastic from the sea |
| B. Loves seeing happy faces | E. Cares to protect the sea |
| C. Excited to see people explore the sea | F. Take a professional instructor course |

Person	Actions / Verbs	Feeling / Adjectives
Sarah		
Hamad		
Laila		

 **Instructions:** Choose the correct meaning (A, B, or C).

1. In the text, the word "scared" means:

- A. very happy
- B. afraid
- C. tired

2. The phrase "underwater world" means:

- A. the sea and everything that lives in it
- B. a world on land
- C. a swimming pool

3. The word "practice" in the sentence "After some years of practice, I became one of the best students." means:

- A. playing games
- B. studying at school
- C. doing something many times to get better

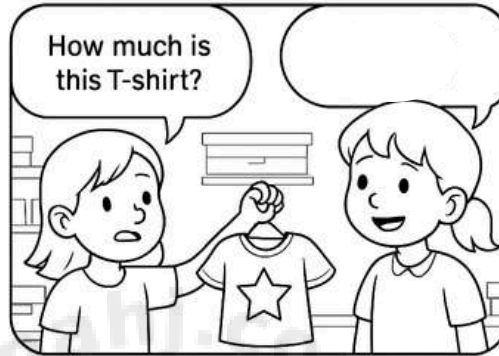
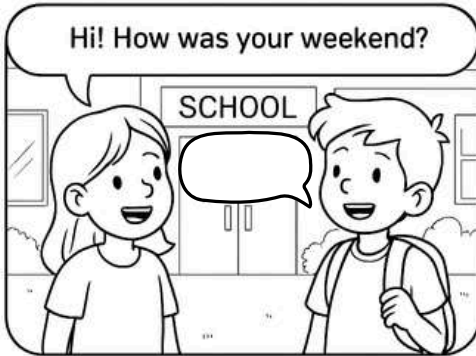
Objective: To complete short dialogues with correct everyday expressions.



BEFORE READING



Instructions: Read the dialogues and fill in the empty speech bubbles with the correct answers from the box.



Sure, no problem.

It's five BD

It was great!

I'd like orange juice please.

READ & UNDERSTAND



Instructions: Match each question or sentence in Column (A) with the correct reply in Column (B). **Number (0) is done for you.**

0. Where do you live ?

☒ D

A. Sure, what should I do?

1. Would you like to watch a movie tonight?

☐

B. I'm visiting my grandparents.

2. What are you doing this weekend?

☐

C. Yes, that sounds great!

3. Can you help me with this project?

☐

D. In Manama.

4. I'm so hungry!

☐

E. See you then!

5. See you tomorrow at school!

☐

F. Let's order some food.



Objective: To complete short dialogues with correct everyday expressions.



Instructions: Complete the five conversations.

For questions 1-5, choose the correct answer (A, B, or C). Number (0) is done for you.

0. Can I help you?

- ☒ A. Yes, I'd like an ice-cream, please.
- B. I'm fine, thank you.
- C. It's very nice.

1. What time does your English class start?

- A. It starts at half past eight.
- B. I study English.
- C. It's on my desk.

2. Would you like to join our school club?

- A. No, I don't play football.
- B. Yes, that sounds fun!
- C. I'm doing my homework.

3. How much are these pencils?

- A. They're one dinar fifty.
- B. I write with them.
- C. I need two.

4. What would you like to eat?

- A. I'm eating now.
- B. Yes, I do.
- C. A cheese sandwich, please.

5. I'm going to the library after lunch.

- A. Good idea! I'll come with you.
- B. I'm eating in the canteen.
- C. It's a nice place.



THINK

What is the difference between **how much** and **how many**?



Refer to page (71) – Present Simple Tense & Wh-Questions

Objective: To complete short dialogues with correct everyday expressions.



Instructions: Read the dialogue and fill in the blanks with the correct questions and answers from the box.



Refer to page (71) – Present Simple Tense & Wh-Questions

- What time does your English class start?
- Can I help you?
- It starts at eight o'clock.
- Yes, I'd like a sandwich, please.
- Yes, that sounds fun!
- Would you like to join our school club?

Yousif: Good morning, Sara! How are you today?

Mona: I'm great, thanks! _____

Yousif: _____ I'm really hungry this morning.

Mona: Oh, I know! The canteen has some delicious food today.

By the way, _____

Yousif: _____ I don't want to be late again.

Mona: Good idea! You're always on time. Hey, there's a new activity starting this week.

Yousif: _____ I love trying new things with my friends.



Instructions: Read each short dialogue carefully and write the correct reply in the empty speech bubble. Use everyday expressions.

How about going to the mall this afternoon?

I can't come to the party, sorry.







Objective: To prepare students for reading by activating prior knowledge, building interest, and setting a purpose.



BEFORE READING



Instructions: Read the questions and tick (✓) the correct answer.

1. The text is called "A New Café in Manama." What is it about?

- ☐ A restaurant in another country
- ☐ A new café in Bahrain
- ☐ Cooking at home

2. Why do people like to go to cafés?

- ☐ To play football ☐ To relax and meet friends ☐ To buy clothes

PAIR WORK



What traditional Bahraini foods or drinks do you like to have in cafés?

1. _____
2. _____

READ AND UNDERSTAND



Instructions: Read the phrase, circle the correct meaning, and write a place, food, or activity you knew or did.

Phrase from the text	What does it mean?	A place, food, or activity you knew/did
"near Bab Al Bahrain"	A. Next to a famous place B. Far from the city C. Inside a school	_____
"modern and comfortable"	A. Old and small B. New and nice to sit in C. Expensive only	_____
"traditional dishes"	A. Local food B. Imported food C. Fast food	_____



Objective: To read for specific details.



Instructions: Read the text carefully.

A New Café in Manama

Last month, a new café called Pearl Garden opened in the center of Manama. It is near Bab Al Bahrain, so it's easy for people to find. The café is modern and comfortable, with a large glass front where visitors can see the busy street. Inside, there are soft chairs, wooden tables, and pictures of Bahrain's old pearl divers on the walls.

The owner, Fatima Ahmed, opened the café because she wanted to offer a place where young people and families could relax and enjoy Bahraini and international food. On the menu, you can find traditional dishes like balaleet and khubz, as well as sandwiches, cakes, and fresh juices. The most popular drink is the karak tea, which is served hot and sweet.

In the evenings, many people come to the café to meet friends or celebrate birthdays. On weekends, there is often live oud music, which makes the place even more special. Fatima says she wants Pearl Garden to be "a place where everyone feels welcome and proud of Bahraini culture."



Objective: To understand the text, learn key vocabulary, and organize information.



Instructions: Read and answer the questions.

1. What is the food or drink mentioned in the text?

- A. Pizza and burgers
- B. Karak tea, balaleet, sandwiches, or cakes
- C. Only drinks, no food

2. "Everyone feels welcome" means:

- A. People must pay a lot to enter
- B. Only friends can enter
- C. Everyone is invited and can enjoy the café



Would you like to visit Pearl Garden?

☐ Yes

☐ No

Why? _____



Instructions: Complete the table with information from the text.

Category	Details from the text
Location	_____
Popular food/drink	_____
Things people do in the evenings/weekends	_____
Decorations inside	_____
Music/Instruments	_____





Instructions: For each question, choose the correct answer.



Refer to pages (82-85) - Prepositions of Time & Place (in / on / at) - & pages (71 / 73-75) - Past & Present Simple

1. Where is Pearl Garden located, and why is this a good place for a café?

- A. It is near Bab Al Bahrain, so many people can visit easily.
- B. It is outside the city, so it is very quiet.
- C. It is in a small village far from Manama.

2. What kind of decoration can people see inside the café?

- A. Pictures of famous football players from Bahrain.
- B. Photos of Bahrain's pearl divers and traditional life.
- C. Drawings of animals and nature from other countries.

3. What types of food and drinks does the café serve?

- A. Only international food like pizza and burgers.
- B. Only Bahraini food and no drinks.
- C. Both Bahraini and international food and drinks.

4. Why do many people visit Pearl Garden in the evening?

- A. Because they want to study quietly after school.
- B. Because they can meet friends or enjoy live oud music.
- C. Because they can play sports there.

5. What does Fatima want to achieve through her café?

- A. She wants to make people love fast food.
- B. She wants to share and celebrate Bahraini culture with others.
- C. She wants to open many cafés around the world.



REFLECTION

What do you think is the best thing about Pearl Garden?

- ☐ You can see the busy street from inside.
- ☐ You can enjoy food, drinks, and music.
- ☐ It is far from the city center.



Writing



Objective: To prepare students for writing by identifying the main parts of an email.



Practice - Email Writing:



Instructions: Write each part in the correct order to complete the email.

- **Follow this order:** a) What study habits to follow? b) What food and drinks to take before studying? c) How to manage time and rest? d) Fun activities to relax.

Yours, Mariam

I'm writing this email to help you study better.

Hi! How are you?

Finally, take rest or listen to music to relax.

You should also eat fruits and drink water before studying.

Dear Sara,

To start with, you should study a little every day.

Adding to that, sleep early and take short breaks.

To: saraali@gmail.com

Subject: How to be a good student

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



Writing an email



Instructions: Look at the email question on page (30). Answer the questions below to help you plan your email.

Greeting Greet your friend (e.g: Hi \ Hello\ I hope you are doing fine)	
Introduction Why did you write this email? (Reason)	
Body Write about these points: • What study habits to follow. • What food and drinks to take before studying. • How to manage time and rest. • Fun activities to relax. You can use these words: You should \ You shouldn't \ Don't forget to \ It's important to \ Try to	
Ending End the email politely	

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:

- 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.



Objective: To demonstrate students understanding of a correctly formatted informal email by identifying and correcting structural, spelling, and punctuation errors in a sample text.

Email Detective: Spot the Mistakes



Instructions: Read the email carefully and rewrite with the necessary corrections.

New message

To

Zain

Subject

Tips for doing well at school!

Dear ali,

I hope you are doing fine. To do well at schoool, study every day and reivew your notes. eat healthy food and drink water before studyingSleep early, plan your time and try fun activities like readiing or Walking on friday.

Send

+

+





Objective: To plan and organize ideas before writing a complete email.

Planning a surprise (Pre- writing an email)



Instructions: Look at the email question on page (33). Complete the mind map below to help you plan your email.

1- Greeting:

.....
.....
.....

2- Introduction:

Why did you write this email?
(Reason)
.....
.....

3- Body:

Include the required
points:

1- Ask your friend to
help you decorate the
classroom.
.....
.....
.....

2- Say what time you
will meet.
.....
.....
.....

4- Ending:

.....
.....
.....
.....



4- Tell your friend to
keep the party a secret.
.....
.....
.....

3- Suggest an idea for a
present.
.....
.....
.....

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



Writing – Email



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.

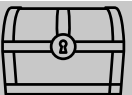
Write 25 or more words.

Dear

2026 2025

I'm proud of my writing!	
☐ I used capital letters and punctuation correctly.	☐ I wrote 25 words or more.
☐ I wrote about the four required points.	☐ I checked my grammar and spelling.
	☐ My sentences make sense.

Write and send an actual email to your teacher asking if he\ she enjoyed the surprise party, write about what you liked best about the party and what would you change.



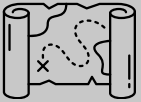
(For teacher use: check the box if Email is received ☐

☐



Writing 3

Objective: To prepare students for writing by activating prior knowledge, building interest, and setting a purpose.



BEFORE WRITING YOUR STORY

What do you need to write in your story?

• Story elements needed:

Time Markers 	Characters 	Place (in the ...)	weather (It was ...)	feelings
Once upon a time,	my mum / dad	museum	hot and sunny	excited
yesterday,	my family	supermarket	cold	sorry / bad
last <u>summer</u> ,	my friend	stadium	snowy	scared
last <u>Sunday</u> ,	my teacher	park	cool	tired / sick
in 2020,	sister / brother	<u>at</u> home/ school	rainy	bored
One day,	<u>Names:</u> Sara Ali / Rashid	<u>Manama</u> <u>Riffa</u>	windy	happy sad

• Grammar and tense used:

Grammar	tense	Example
Past simple	V + ed (irregular verbs)	- My dad and I <u>went</u> to the supermarket. - I <u>was</u> in the jungle and <u>saw</u> a bear! I <u>was</u> scared.
Past continuous	was + verb(ing) were	- I <u>was playing</u> with Hasan when the phone <u>rang</u>. - We <u>were taking</u> photos in the museum.

Refer to pages (72/73) - verbs list)

• Linking Words:

First of all, → Then, → Next, → Also, → Finally,

We use them to connect events. See example:

First of all, I ...did... my homework.....

Then, I ...watched... a film on TV.

Next, I ...played... football with my brother Hadi.....

Later, I ...ate... pasta for lunch.....

At the end, I ...went... to bed at 9 o'clock....



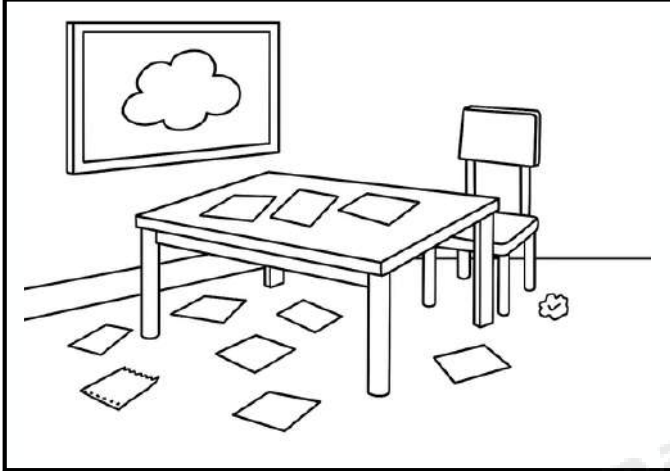
Can you think of other
"linking words"?



Objective: To describe the pictures in complete sentences.



Instructions: Look carefully at each picture. Read the questions and write your answers in full sentences.



- What do you see on the floor?
- Why is the classroom messy?



- What is the girl doing?
- How do you think she feels?



- What is the teacher doing?
- Why is she happy?



LET'S THINK

If you were the teacher, what would you say to the girl?





Writing 3

Date: / /

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

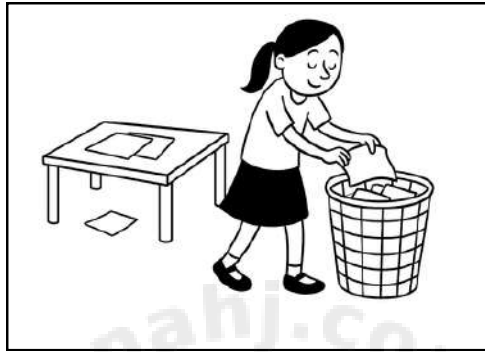
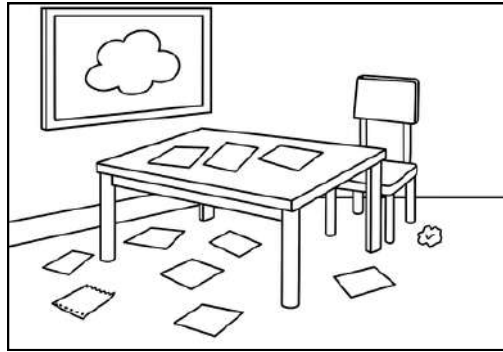


Instructions:

Look at the three pictures.

Write the story shown in the pictures.

Write 35 words or more.



2026

2025

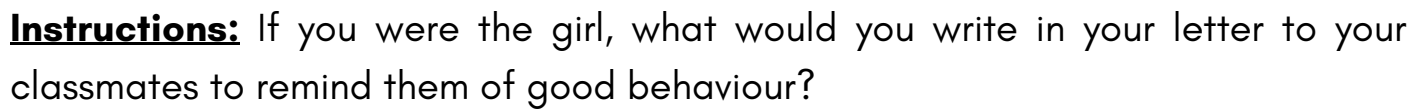
I'm proud of my writing!

- ☐ 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.



Date: / /



I hope you are all doing well. I am writing this letter to remind you about something important.

Your friend,

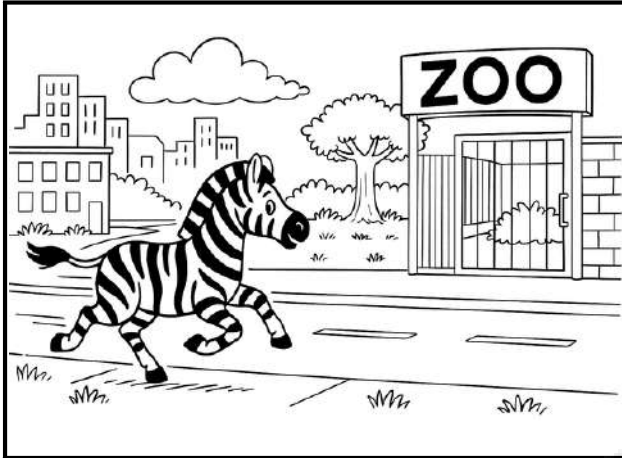




Objective: To describe the pictures in complete sentences.



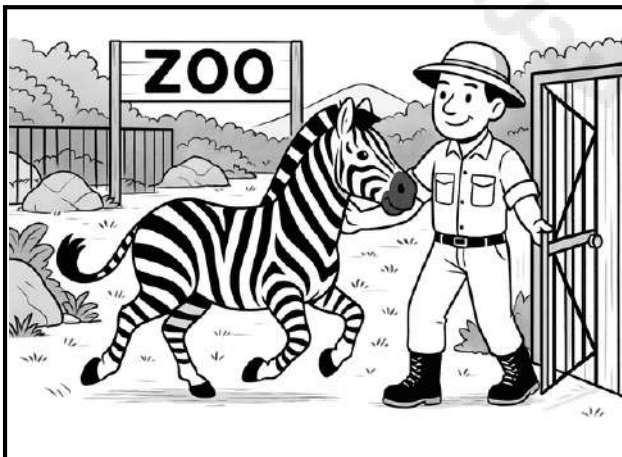
Instructions: Look carefully at each picture. Read the questions and write your answers in full sentences.



- Where is the zebra?
- What do you think happened at the zoo?



- What is the zebra doing?
- How do the people feel when they see the zebra?



- What is the zookeeper doing?
- Why do you think the zebra is going back to the zoo?



LET'S THINK

What do you think the man is saying on the phone?





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

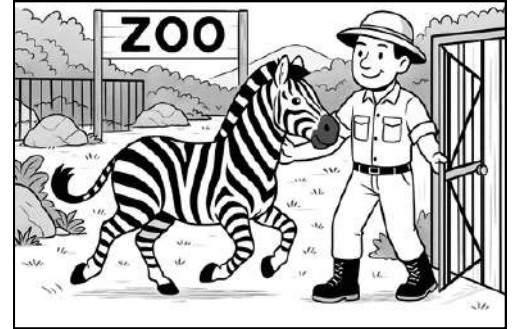
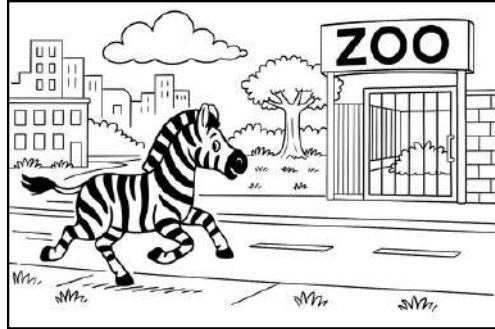


Instructions:

Look at the three pictures.

Write the story shown in the pictures.

Write 35 words or more.



I'm proud of my writing!

- ☐ I used capital letters and punctuation correctly.
- ☐ My story has a beginning, middle, and end.

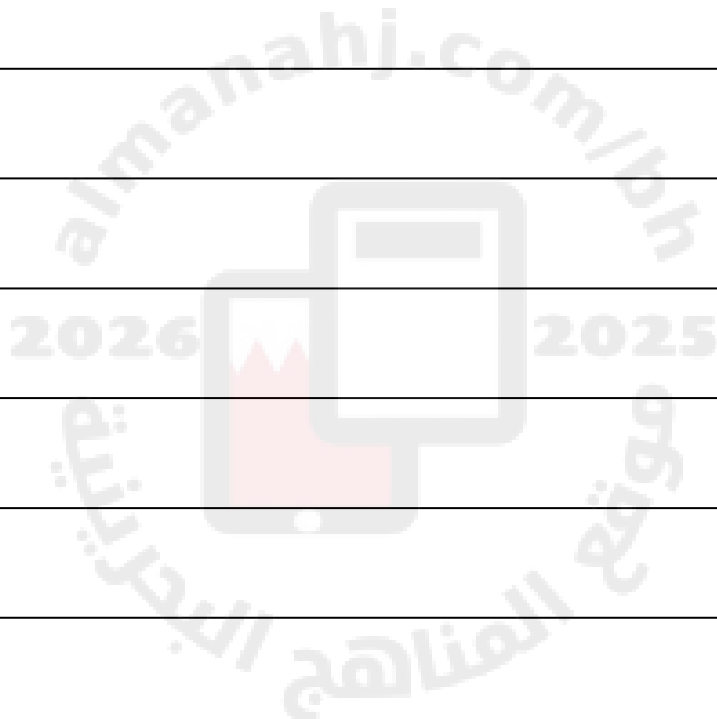
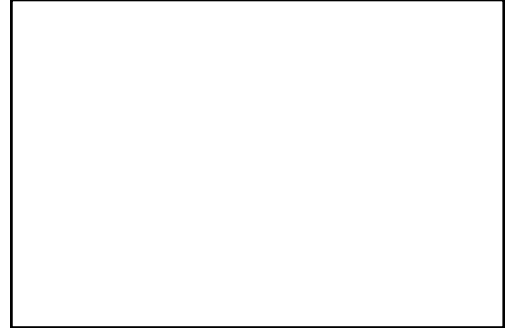
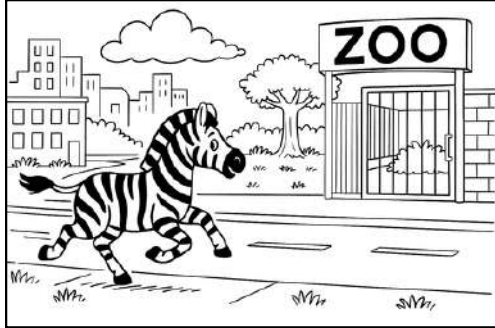
- ☐ I wrote 35 words or more.
- ☐ I checked my grammar and spelling.
- ☐ My sentences make sense.



Objective: To rewrite the story with a new ending using your own ideas.



Instructions: Look at the story again. Change picture 3 and draw a new ending. Then rewrite your story using your new picture.



REFLECTION

Why did you choose to change the ending this way?

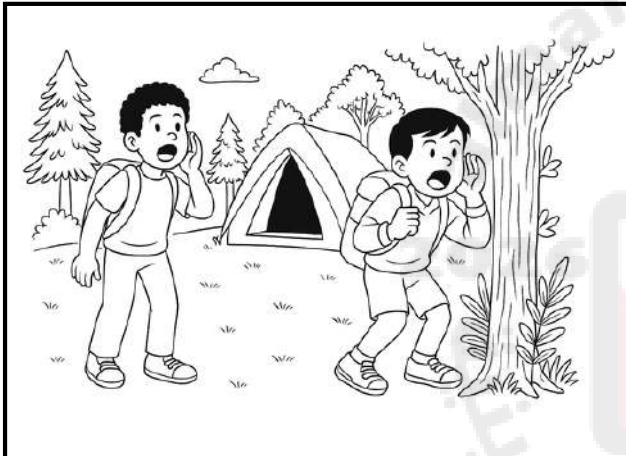
Objective: To describe the pictures in complete sentences.



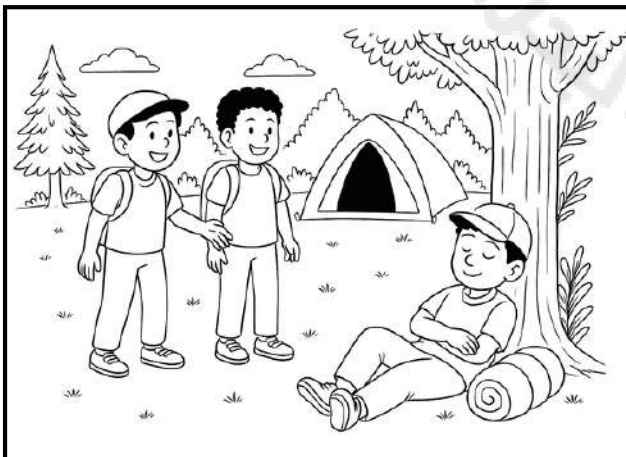
Instructions: Look carefully at each picture. Read the questions and write your answers in full sentences.



- Where are the boys?
- What are they doing?



- What happened?
- How do you think they feel?



- Where did the boys find their friend?
- How do both boys feel at the end of the story?



LET'S THINK

What would you do if your friend got lost on a trip?

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.

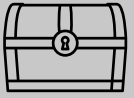


I'm proud of my writing!

- ☐ 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.

Objective: To write a short diary entry about what happened after the camping trip.



Instructions: Help one of the boys complete his diary entry about what happened the next day when they returned to school and told everyone what happened.

Tuesday, October 21

Dear Diary,

Today we went back to school after the camping trip, and everyone wanted to hear our story about what happened.





Listening





Objective: To use a clear, two-stage process to find and confirm all the answers for the gap-fill questions.



PLAN FOR THE LISTENING

Instructions:

The listening audio will be played twice.

Listen 1:

The 'Get the Gist' Listen

(**Focus:** Finding the Answers)



Track the Order

Follow the conversation from start to finish.



Listen for Triggers

Listen for the key words you predicted



Ignore Distractors

Immediately ignore any information meant for the other person



Draft Your Answers

As soon as you hear a predicted answer, quickly write a draft of the word or time next to the question.

Listen 2:

The 'Confirm and Polish' Listen

(**Focus:** Checking the Details)



Check Grammar & Type

For each gap, listen specifically to the sentence or phrase containing your drafted answer.



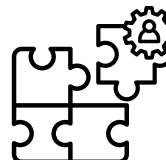
Verify the Word Limit

Count the words in your final answer.



Confirm Spelling and Time

Use the second time for playing the audio to check the spelling of your drafted answers and ensure they are correct



Check All Gaps

If you missed an answer on the first listen, use the sequence to focus your search on that exact spot in the audio.



Objective: To practice analyzing the structure of the questions to predict the required content type (time, food, transport, activity).



PRE-LISTENING PRACTICE

Instructions:

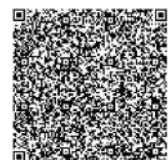
- Read each question carefully.
- In the second column, choose the **type of information** needed to fill the blank in the actual listening (e.g., Time, Food, Action/Activity, Transport, Number, etc.).
- In the third column, write down **one or two** possible answers you might hear (your guessing)."

Question (The Gap)	Type of Answer Needed (e.g., Time, Food)	Possible Answer (e.g., 7:00, cereal)
1. The time that Ben wakes up: _____	- Time - Food - Action/Activity	
2. Ben eats _____ for breakfast	- Transport - Food - Number	
3. Ben goes to school by _____.	- Action/Activity - Number - Transport	
4. After school, Amy _____.	- Food - Action/Activity - Transport	
5. What time does Ben's family have dinner? _____	- Time - Food - Transport	



Refer to pages (82 to 88).

Scan the code to find the listening audio





Objective: To listen for details and write the correct answer.



DURING LISTENING



Instructions:

For each question, write the correct answer in the gap. Write one word or a number or a date or a time.

You will hear a conversation between Ben and Amy talking about their daily routine.

Daily routine activities for Ben and Amy

1. The time that Ben wakes up: _____
2. Ben eats _____ for breakfast.
3. Ben _____ to school.
4. After school, Amy does her homework, watches a _____
5. Ben's family have dinner at _____



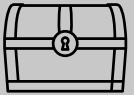
Refer to page (121) - Listening 1 Script

Scan the code to find the listening audio





Objective: To use previous knowledge gained from the listening in order to create a new "perfect" daily routine.



POST LISTENING

PAIR WORK



Instructions:

Work with your partner. You have to create new daily routine for your friend **Ahmed** who wants to adopt the best or most interesting parts of Ben's and Amy's routines.

Part 1:

Ahmed's Choices:

Look at the answers and distractors from the listening. Choose which routine detail Ahmed will adopt for each part of the day:

Routine Segment	Option A (Ben's Routine)	Option B (Amy's Routine)	Ahmed's Choice (A or B)
Wake-up Time	6:30 (Early)	7:15 (Later)	(A / B)
Morning Activity	Go for a run (Exercise)	Take a shower (Get ready)	(A / B)
Breakfast	Eggs and toast (Cooked meal)	A banana (Quick snack)	(A / B)
Transport	Walk with a friend	Take the bus	(A / B)
After-School Activity	Play video games	Do homework	(A / B)



Objective: To use previous knowledge gained from the listening in order to create a new "perfect" daily routine.



POST LISTENING



Part 2:

Complete Ahmed's Day:

Complete the short paragraph with the answer you chose **from part 1 activity**.

Remember to use the correct **simple present tense** verbs (e.g., Ahmed goes, Ahmed has) and prepositions (e.g., at, by).



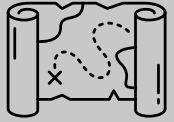
Refer to page (21)

Ahmed's Perfect Day

Ahmed wakes up at _____ (time) and immediately
_____ (morning activity). For breakfast, Ahmed always
_____ (food) because it's the best. To get to school, Ahmed
_____ (transport). After school, Ahmed is very busy!
Ahmed _____ (after-school activity). Finally, Ahmed's family has
dinner at _____ (dinner time) every night.



Objective: To activate prior knowledge, introduce key vocabulary, and encourage students to predict the listening content.



PLAN FOR THE LISTENING

1

Before listening - PLAN



Read the questions first and study the pictures carefully.



Underline KEYWORDS in each question.



Predict the vocabulary words.



2

While listening - FOCUS



First Listening- Get the main idea

- Don't panic.
- Get the general meaning.
- Ignore filler words like, anyway, I mean, oh



Second Listening - Check for details

- Check initial answers.
- Catch what missed before.

3

After listening - CHECK



Re-read All Your Answers

- Use Logic - If unsure, choose the most reasonable answer

Objective: To activate prior knowledge, introduce key vocabulary, and encourage students to predict the listening content.



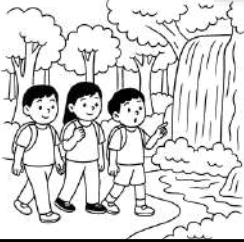
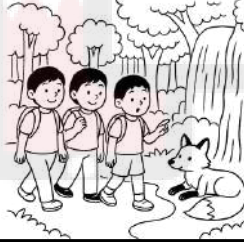
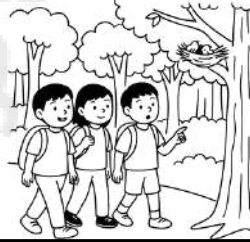
PRE-LISTENING PRACTICE



Instructions: Look and Describe.

Look at the pictures for each question. Circle the words that describe what you see.

		
Book / Ball / Food / Boy / Hospital		

		
Trees / Eating / Fox / Desert / Nest		

		
Fire / Plants / Woman / Gardener / Farmer		

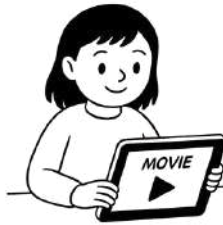
Scan the code to find the listening audio

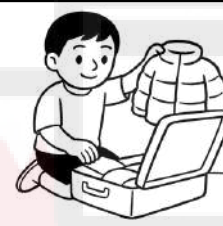


Objective: To activate prior knowledge, introduce key vocabulary, and encourage students to predict the listening content.



PRE-LISTENING PRACTICE

		
Watching / Gaming / Sleeping / Sitting / Writing		

		
Backpack / Swimsuit / Packing / Jeans / Socks		

		
Flag / Cooking / Show / Balloons / Celebration		

Objective: To listen and choose the correct answer.



DURING LISTENING

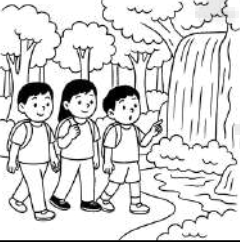
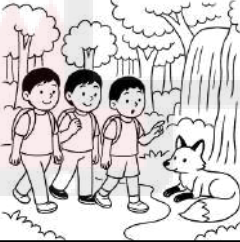
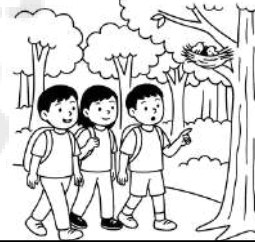
Instructions:

For each question, choose the correct answer (A, B or C).
number (0) is done for you.

0. What is Mia doing at school?

		
A	B	C

1. What are the children looking at in the forest?

		
A	B	C

2. What is Adam's job?

		
A	B	C

Scan the code to find the listening audio

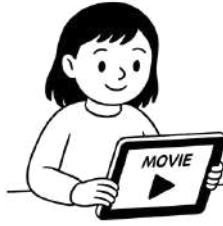


Objective: To listen and choose the correct answer.



DURING LISTENING

3. What is Lily using her tablet for?

		
A	B	C

4. What is Jake packing in his suitcase?

		
A	B	C

5. What are the children preparing for?

		
A	B	C



Refer to page (122) - Listening 2 Script



Objective: To recognize the activities described in the audio in short sentences (simulated audio).



POST LISTENING PRACTICE



Instructions:

Go back to you answers - in during listening - and match them to the sentences.
Write the letter (A, B, or C) that matches the correct sentence you heard.

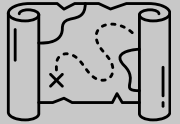
Question	Sentence heard (Write A, B or C)	Answer
0. Mia	(A) reading a book. (B) playing football. (C) eating lunch.	
1. Children	(A) looking at the waterfall. (B) looking at the fox. (C) looking at the bird's nest.	
2. Adam	(A) gardner. (B) farmer. (C) biologist.	
3. Lily	(A) play a game. (B) do homework. (C) watch a movie.	
4. Jake	(A) packing his swimsuit. (B) packing his coat. (C) packing his uniform.	
5. Children	(A) prepare for the school play. (B) prepare for the birthday party. (C) prepare for the national day.	



Listening 3

Date: / /

Objective: To understand details, actions, jobs, and daily activities in short dialogues.



PLAN FOR THE LISTENING



Analyse and Predict

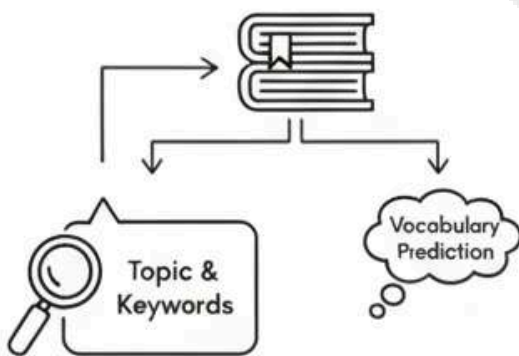
- Read Questions and Options
- Identify Topic
- Find Keywords
- Predict Vocabulary



Watch for Distractors

- Example:
 - Omar played football FIRST, then he read his book.
 - CORRECT = Reading (now)

ANALYSE & PREDICT



Effective
Listening

WATCH FOR DISTRACTORS

FIRST: Football
.....
THEN: Reading

Focus on NOW = Reading

STAY CALM



Objective: To understand details, actions, jobs, and daily activities in short dialogues.



PRE-LISTENING PRACTICE



Part 1: Think and Predict

Instructions:

Before you listen, make a list of the words you might hear, look at the pictures and predict the answers:



Jobs	School & Subjects	Travel & Supplies	Outdoor Activities
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Objective: To listen and choose the correct answer.



DURING LISTENING

 **Instructions:** For each question, choose the correct answer (A, B or C).
 number (0) is done for you.

0- What class does Omar enjoy in the morning?

- A. Art
- ☒ B. Science
- C. Math

1- What did Omar do after school?

- A. Played football
- B. Helped in the garden
- C. Went shopping

2- What is Sara's uncle's job?

- A. Police officer
- B. Firefighter
- C. Teacher

3- What does Omar use his tablet for?

- A. Playing games
- B. Drawing pictures
- C. Doing homework

4- What has Omar already packed for the trip?

- A. His clothes and passport
- B. His snacks and books
- C. His camera and passport

5- What will Omar do for the school festival?

- A. Sing a song
- B. Cook food
- C. Help with decorations



Scan the code to find
the listening audio

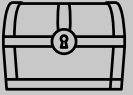


Listening 3

Date: / /

Objectives:

- To recall answers of multiple-choice questions from memory.
- To write answers in a complete sentence correctly.



POST LISTENING

Instructions:

Read each question carefully and answer in complete sentences.

Question	Answer the questions in complete sentences
0. What class does Omar enjoy in the morning?	Omar enjoys the
1. What did Omar do after school?	
2. What is Sara's uncle's job?	
3. What does Omar use his tablet for?	
4. What has Omar already packed for the trip?	
5. What will Omar do for the school festival?	

In one sentence, summarize the main topic of the conversation:





Objective: To listen and choose the correct answer.

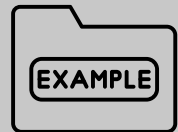
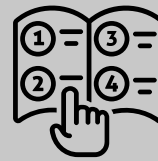


PLAN FOR THE LISTENING

1

Analyze & Predict

- Read Instructions and Identify Pairs
- Predict Vocabulary and Associations
- Use the Example (If provided)



2

Pre-Match & Simplify

- Anticipate synonyms/topics
- Cross out answers that don't make sense.



Food = Snacks, Drinks, Pizza

Yousif will bring the music. → B. Music Speaker

3

MATCH while Listening

- Listen for Names and Items.
- Don't panic if you miss one. Keep going.



Objective: To listen and choose the correct answer.



PRE-LISTENING PRACTICE



Instructions:

Read the paragraph carefully. Then, identify who is bringing each item and explain the reason for their choice.

The students were setting up for the school party. Youssef told Fatima he will bring the speakers set so they could play songs and make the party fun. Fatima said she bought colorful streamers and banners to make the hall look colorful and exciting. When Youssef asked about Laila, Fatima explained that she will bring the juice and water to keep everyone refreshed. Ahmed is responsible for bringing the furniture to put all the food and games on. Sara was the one who will make the treats like cakes and cookies, so everyone would have something delicious to eat. Finally, Omar is in charge of the air balloons, which will add color and a festive feel to the party area. They are all set and ready for a great festival!

What will each person bring to the school festival?

Person	What will they bring?	Why?
1. Youssef	_____	_____
2. Laila	_____	_____
3. Ahmed	_____	_____
4. Sara	_____	_____
5. Omar	_____	_____

Objective: To listen and choose the correct answer.



PRE-LISTENING PRACTICE

What will each person bring to the school festival?

2. Vocabulary Practice



Instructions:

Match the word with the meaning. Write the letter A-H next to each meaning.

Word	Match	Meaning
A. Balloons	----	Used to make the room bright
B. Music speaker	----	Small food like chips or cookies
C. Decorations	----	Used to put things on
D. Drinks	----	Things that make a room look nice
E. Posters	----	Juice, soda, or water
F. Snacks	----	Used to play songs
G. Lights	----	Used for decoration and filled with air
H. Tables	----	Pictures or papers for the wall

3. Listening Predictions

You will hear sentences like:

"Ahmed wanted to bring snacks, but he'll bring drinks instead."



When you hear this kind of sentence, the correct answer is the final plan → drinks



Before you listen, underline or highlight the words that might appear in the listening:

(bring - will - going to - instead - help - prepare - school festival)

Objective: To listen and choose the correct answer.



DURING LISTENING



Instructions:

You will hear a conversation between Fatima and her friend Youssef. They are talking about what each person will bring to help prepare for the school festival. Listen carefully and choose the correct item each person will bring.

Example 0- Fatima

People

Items

1- Youssef

A. Balloons

2- Laila

B. Music speaker

C. Decorations

3- Ahmed

D. Drinks

E. Posters

4- Sara

F. Snacks

G. Lights

5- Omar

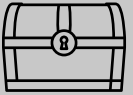
H. Tables

Scan the code to find the listening audio



Refer to page (124) - Listening 4 Script

Objective: To recall and correctly map the specific items to the people.



POST LISTENING

Instructions:

Use the items from the list (**A-H: Balloons, Music speaker, Decorations, Drinks, Posters, Snacks, Lights, Tables**) to complete the sentences below. Each item is **used only once**.

1. To celebrate, we bought ten bright, colorful _____ to hang in the classroom.
2. We need to set up two long _____ so people have somewhere to put their food and sit down.
3. The class decided to bring different kinds of sweet and savory _____ like chips and cookies.
4. Omar's job is to make large _____ with pictures and text to advertise the festival around the school.
5. Since the party will continue after sunset, we must install some extra _____ to see clearly.
6. Laila's loves music and will bring _____, which we need to play songs and create a fun atmosphere.
7. Fatima's job is to bring the general _____ like streamers and banners.
8. It's a hot day, so we must have lots of cold _____ like juice and water.



Instructions:

Imagine it is 30 minutes before the festival starts. List the three most important items/tasks that must be ready first, and briefly explain why for each.

Priority task/item	Why is it the most important?
1-	
2-	
3-	

Objective: To prepare for the listening activity by activating prior knowledge and predicting information.



PRE-LISTENING PRACTICE



Instructions:

Section 1: Predict the Topic and Context

- Look at the title in page 64: What do you think the listening text is about?

- Think about class trips: Who provides information (speaker)?

☐ A teacher ☐ A student ☐ A park ranger

- Think about the audience: Who is the speaker talking to?

☐ Parents ☐ Students ☐ Other teachers

- Why is the speaker giving this information?



Section 2: Vocabulary Check

Instructions: Match the words with their definitions/synonyms.

These words are likely to be used in the listening text.

Word / Phrase	Answer	Definition / Synonym
1. Depart	_____	A. Things that you must bring with you.
2. Fee / Cost	_____	B. The way you get from one place to another.
3. Transport	_____	C. The amount of money you need to pay.
4. Essential items	_____	D. To leave; to set off.

Objective: To listen and choose the correct answer.



DURING LISTENING



Instructions:

You will hear a teacher giving students information about a class trip. Listen carefully and fill in the gaps with one word, a number, a date, or a time.

Example 0- 12th

Class Trip to Green Valley Nature Park

- 0- Date of the trip: 12th October
- 1- Time of leaving: _____ A.M.
- 2- Bring: _____ and a water bottle
- 3- Cost per student: _____ dinars
- 4- Students will travel by: _____
- 5- To join the trip, students must return the: _____



Scan the code to find the listening audio



Refer to page (125) - Listening 5 Script

Objective: To identify True or False statements based on the listening text correctly.



POST LISTENING



Instructions:

1- Read the statements about the trip. Choose True (T) or False (F) based on the details you heard. If the statement is False, briefly correct it.

Statement	T	F	Correction
1. The students are traveling to a historical museum.			
2. Students can come without their water bottles since drinks will be provided.			
3. The trip costs money, which must be paid by each student.			
4. Students must wear comfortable sneakers.			
5. To go on the trip, students must return a parental consent form.			



Instructions:

2- Write down your opinion based on what have you heard in the listening audio. Do you think this trip will help students in school? Which school subject will it be more linked to?





Grammar Highlights





The role a word plays in a sentence.

NOUN

- ✓ A noun is a person, place, thing, idea, or concept.

Examples: country, doctor, happiness, vehicle, cat, history, sister, music, chocolate, avalanche, pride

The girl felt immense pride after receiving a high grade on her test.

PRONOUN

- ✓ Pronouns replace a noun to avoid repetition.

Examples: she, he, they, them, it, us, we, our, themselves, ourselves, mine, their, you

Eleanor loves ice cream. Her favorite flavor is cookie dough.

VERB

- ✓ Verbs represent internal and external actions or states of being.

Examples: dance, sing, sleep, crouch, tip toe, is, scream, cook, am, were, had, being, can, would

The waiter was startled by the dishes crashing to the floor.

ADVERB

- ✓ Adverbs modify a verb, adjective, or another adverb.

Examples: always, very, quickly, proudly, neatly, accordingly, lately, sometimes

He rarely left the library without at least two new books.

ADJECTIVE

- ✓ Adjectives describe or modify nouns or pronouns

Examples: creative, polite, gentle, nice, absurd, odd, friendly, bittersweet

Although the math test was challenging, he was happy with his grade.

PREPOSITION

- ✓ Prepositions show a relationship between words

Examples: on, inside, before, under, beneath, above, against, below, within

Tomorrow, she will ride her bike down the street and through the park in a race.

INTERJECTION

- ✓ Interjections express a strong emotion, feeling, or exclamation

Examples: wow, ouch, whoa, hey, um, ahem, yikes, oh my gosh

"Whoa! Did you see that lightning?" he exclaimed.

CONJUNCTION

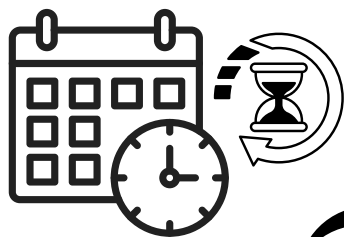
- ✓ Conjunctions join words, phrases, and clauses to show a connection

Examples: for, and, nor, but, or, yet, so, whether, neither, because

Not only is the weather humid, but it is also rainy and foggy.



Time Markers



Common expressions that used to talk about a specific time/ duration

These time expressions can help you choose which tense to use.



Scan and practice.
WordWall activities:



SCAN ME



SCAN ME

<u>Present Perfect</u>	<u>Past simple</u>	<u>Present continuous</u>	<u>Future tense</u>	<u>Present simple</u>
have/ has + Verb 3	Verb + ed irregular verbs (V2)	"is / am / are" " isn't / aren't " + Verb(ing)	"will / going to" + Verb	Verb + " ...s/ ...es/ ...ies "
ever never	last year last week last	now right now	next week next year next	always - usually often - sometimes rarely - never
since	in the past	at the moment	tomorrow	all the time
for	yesterday	currently	soon	every day
yet	2 days ago	today	the day after tomorrow	every week
before	in 1919	tonight	in 2090	at o'clock

Examples:

1. Sarah _____ working on her project **a week ago**.
(A) started (B) was starting (C) starts

2. Batool **has** never _____ sushi **before**.
(A) earing (B) eaten (C) eat





Present Simple Tense

Present simple: it's used to talk about facts, and something happens frequently. The verb always precedes by pronouns.

If it precedes by (**He / She / It**), we add **s / es / ies** to the verb.

- Every day, he wakes up at 7 o'clock.
- She always watches TV in the evening.

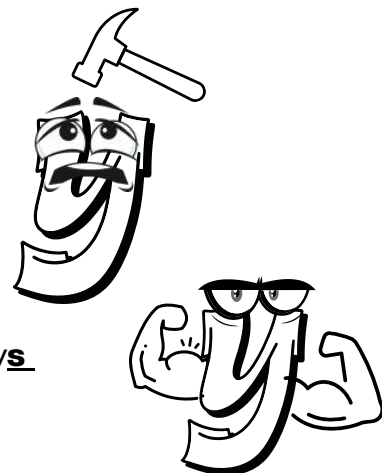
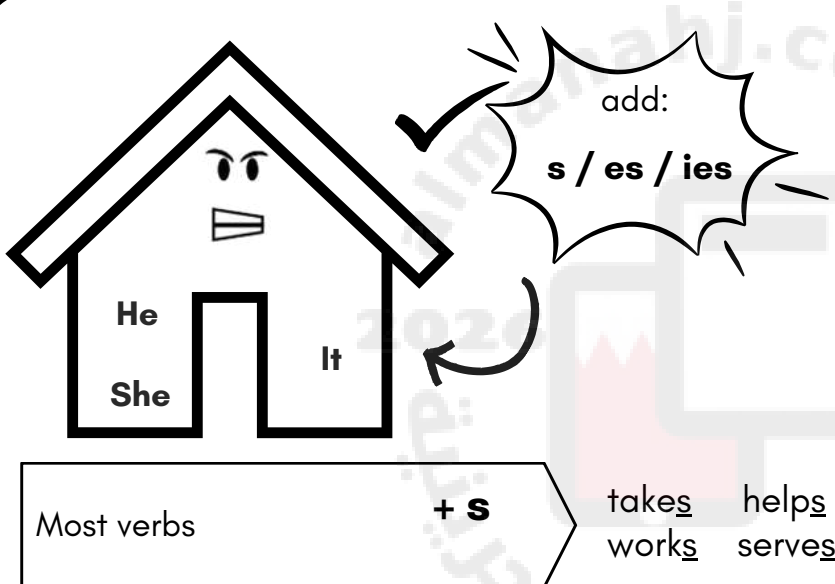
If it precedes by (**I / they / you / we**), the verb doesn't change.

- Every day, I wake up at 7 o'clock.
- you always take a shower in the morning.

Scan and Practice
WordWall activity



SCAN ME





Present & Past Continuous Tense

If the verb is preceded by verbs to be:

(**am / am not / is / are / isn't / aren't**) - (**was / wasn't / were / weren't**)

which used in **present continuous & past continuous**, we add (ing) to the verbs.

examples:

- I **am going** to the zoo.
- Hassan **isn't playing** the piano now.
- They **are taking** photos.
- I **was playing** football.



Scan and practice.

WordWall activity:



SCAN ME

• Present Continuous:

Affirmative & Negative form

Writing sentences:



I	am	am not
She - He - It	is	isn't
We - You - They	are	aren't

Subject (1)	Verb to be (2)	Verb + ing (3)	Extra words (4)	Time markers (5) 	(6)
I	✓ am ✗ am not	cooking reading sleeping	dinner a book in my bed	<u>now</u> <u>right now</u> <u>at the moment</u> <u>currently</u> <u>today</u>	• • • • •
She He It	✓ is ✗ isn't	going taking playing	to school photos football		
They We You	✓ are ✗ aren't	travelling swimming	to Oman in the sea		

• Past Continuous:

Affirmative & Negative form



She - He - It - I	was	wasn't
We - You - They	were	weren't



Past Time Marker

Refer to page (70)



Past Simple Tense

It's used when the time refers to the past, using past time markers such as:

(**yesterday - 2 years ago - last night - last week - in 2020**)

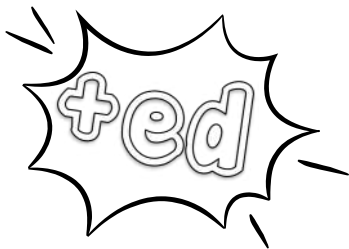
We add (ed) to the regular verbs. Examples:

- Yesterday, I **played** football with my friends.
- I **travelled** to Qatar with my friends in 2023.
- Irregular verbs change into another form (V2). Examples:
- Last week, I **went** to the zoo.
- They **took** photos and **ate** ice-cream in Eid.



Refer to pages (74/75)

Past simple: regular verbs



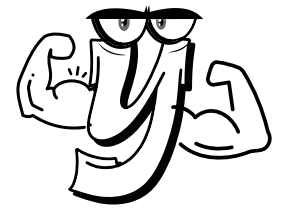
look+ ed
looked

live +ed
lived

study+ ed
studied

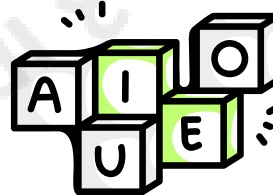


play+ ed
played



If the last letter in regular verbs is preceded by a vowel, double the last letter!

stop+ed
stopped



Past Simple Tense - Practice



Instructions: Write the verbs in their past tense.

Verb	past simple	verb	past simple	verb	past simple
play	play <u>ed</u>	close		attend	
travel		cook		visit	
cry		watch		connect	



Irregular Verbs list

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



Irregular Verbs list

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
hurt	hurt	hurt
keep	kept	kept



Irregular Verbs lists



Instructions: Convert the verbs into their past simple and past participle forms.

List (1).		Date: / /
Base form	Past Simple	Past Participle
have/ has		
be (is/are)		
eat		
go		
see		
win		
read		
Score: / 14		☹️☹️☹️😊😊

List (2).		Date: / /
Base form	Past Simple	Past Participle
tell		
say		
run		
wear		
take		
make		
hide		
Score: / 14		☹️☹️☹️😊😊

List (3).		Date: / /
Base form	Past Simple	Past Participle
come		
buy		
catch		
bring		
cost		
hit		
hurt		
Score: / 14		☹️☹️☹️😊😊

List (4).		Date: / /
Base form	Past Simple	Past Participle
begin		
break		
fall		
find		
do		
give		
get		
Score: / 14		☹️☹️☹️😊😊

Your teacher's opinion:

Description & Praise	Support
() Super! You're on target! () Good but correct your mistakes. () Thanks for your efforts but complete the missing things! () You can do better. Try again.	() Write the date. () Follow the writing rules. () Improve your handwriting. () Practice more. () Refer to the book and summaries. () You need your parent's follow-up.



Irregular Verbs list



Instructions: Convert the verbs into their past simple and past participle forms.

List (5). Date: / /		
Base form	Past Simple	Past Participle
stand		
sit		
win		
think		
cut		
put		
read		
Score: / 14 😞 😞 😐 😐 😊		

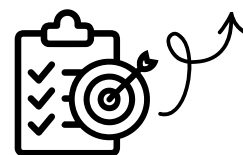
Lists (6). Date: / /		
Base form	Past Simple	Past Participle
drink		
swim		
ring		
feel		
spend		
sleep		
keep		
Score: / 14 😞 😞 😐 😐 😊		

List (7). Date: / /		
Base form	Past Simple	Past Participle
write		
draw		
fly		
lose		
wake		
throw		
hear		
Score: / 14 😞 😞 😐 😐 😊		

Self-Correction. Date: / /		
Base form	Past Simple	Past Participle
Re-write the verbs you had mistaken in.		

Your teacher's opinion:

Description & Praise	Support
☐ Super! You're on target! ☐ Good but correct your mistakes. ☐ Thanks for your efforts but complete the missing things! ☐ You can do better. Try again.	☐ Write the date. ☐ Follow the writing rules. ☐ Improve your handwriting. ☐ Practice more. ☐ Refer to the book and summaries. ☐ You need your parent's follow-up.





Future Tense

• Future tense:

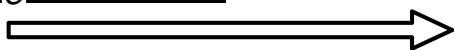
Affirmative & Negative form

- If the verb is preceded by one of the following future tense (modals auxiliaries) such as:
(**will - won't - going to - not going to**)

We use the base form (V1) of the verbs. examples:

- I will **go** to the zoo tomorrow.
- They're not going to **meet** at 4 o'clock.
- Hassan is going to **play** the piano
- I'll **wear** a helmet when I go rock climbing.
- My mum won't **sleep** late tonight.
- The coach won't **attend** for the next two weeks.

Writing sentences:



Subject 1	2	Verb 3	Extra words 4	Time markers 5	6
I	am am not going to	read play	an e-book Minecraft with ...	<u>next week</u> <u>next day.</u>	.
	will / won't				
She He It	is isn't going to	buy have	a laptop a VR headset	<u>later</u> <u>soon</u>	.
	will / won't				
They We You	are aren't going to	use go do	my headphones to the museum research using AI	<u>in 2050</u> <u>tomorrow</u> <u>in the future</u>	.
	will / won't				

Practice:



Scan and practice:

WordWall Activities



SCAN ME



Present Perfect Tense

It's used to refer to something happened in the past, but its effect still continues, or to talk about experience. **if the verb is preceded by (has/ have) and you read one of these words:**

(before / since / for / yet / never / ever)

- Use the past participle; (V3) form of the verbs. Examples:
- I **have** never **seen** a crocodile in my life.
- He **has** **lived** in London for 5 years.

Regular verbs are written with (ed) when used the third form (V3) of verbs.



Writing sentences:

Subject (1)	(2)	Past Participle (V3) (3)	Extra words (4)	Time markers (5)	(6)
She He It I They We You	✓ has ✗ hasn't ✓ have ✗ haven't	gone seen eaten played taken been cut		<u>already</u> <u>before</u> <u>yet</u> <u>since (2022)</u> <u>for (5 years)</u>	• • • • •

Scan and practice:
[WordWall Activities](#)



SCAN ME



SCAN ME

Remember



is used for forming **PP** negative sentences.



Passive Voice

What is the Passive Voice?

The passive voice is used when the focus is on the action or the receiver of the action, not on who did it.

Example: The cake was baked by my mother.

(The focus is on the cake, not my mother.)

Sentence Structure

Subject + Verb to be + Past Participle V.

Tense	Active Voice	Passive Voice
Present Simple	They clean the classroom.	The classroom is cleaned .
Past Simple	They cleaned the classroom.	The classroom was cleaned .
Future Simple	They will clean the classroom.	The classroom will be cleaned .
Present Continuous	They are cleaning the classroom.	The classroom is being cleaned .
Past Continuous	They were cleaning the classroom.	The classroom was being cleaned .
Present Perfect	They have cleaned the classroom.	The classroom has been cleaned .
Past Perfect	They had cleaned the classroom.	The classroom had been cleaned .
Modal (can, must, should, etc.)	They must clean the classroom.	The classroom must be cleaned .

When to Use the Passive Voice

1- When the person who does the action (agent) is unknown or unimportant:

My bike was stolen. (We don't know who did it.)

2- When the action is more important than who does it:

The new bridge was opened yesterday.

3- In formal or scientific writing:

The experiment was performed carefully.

How to Change Active to Passive

1- Move the **object** of the active sentence to the **subject** position.

2- Use the correct **form of "be" + past participle**.

3- Add **"by + agent"** (optional).

Active: The teacher explains the lesson.

Passive: The lesson is explained (by the teacher).



Conditional Sentences

A conditional sentence has two parts:
If-clause (condition) + main clause (result)

1. **First Conditional:** Used for real or possible situations in the **future**.

Sentence Structure

If + Present Simple , **will** + base verb

Examples:

- If it rains, we **will stay** at home.
- If you study, you **will pass** the exam.



Don't use **will** after **if**.

If it **will** rain... →

If it **rains**...



2. **Second Conditional:** Used for imaginary, unreal, or unlikely situations.

Sentence Structure

If + Past Simple , **would** + base verb

Examples:

- If I had 100,000 Bahraini Dinars, I **would buy** a big house.
- If she were here, she **would help** us.

Conditional Sentences - Practice



Instructions: Read and complete. see the example.

1- If you train hard, you**will**.....**win**..... (**win**) the competition.

2- If I failed exams, my parents (be) disappointed.

3- If cars (**are**) cheaper, I would buy many of them.

4. If Amal doesn't (**sleep**) early, she will wake up late tomorrow.

5. If my dad (**travel**) to Bahrain, he will go see the "Tree of Life".



SCAN ME



SCAN ME

Scan and practice:

WordWall Activities





Dates / Months/ Days

Date

You have to add (th) to the dates. Example:



4 May



4th May



4 th four <u>th</u>	6 th six <u>th</u>	13 th thirte <u>nth</u>
11 th eleven <u>th</u>	12 th twelve <u>th</u>	13 th thirte <u>nth</u>
20 th twenti <u>eth</u>	25 th twenty- <u>fif</u> th	30 th thirt <u>eth</u>

For dates, we use the following format: first (1st), second (2nd), and third (3rd).

1 st First <u></u>	2 nd Second <u></u>	3 rd Third <u></u>
21 st twenty- <u>first</u>	22 nd twenty- <u>second</u>	23 rd twenty- <u>third</u>
31 st thirty- <u>first</u>		



2 May
2th May



2nd May

Months

January 1	Febr <u>u</u> ary 2	March 3	April 4	May 5	June 6
July 7	August 8	Sept <u>e</u> mber 9	Oct <u>o</u> ber 10	Nov <u>e</u> mber 11	Dec <u>e</u> mber 12

Note: days and months start with a capital letter!

Days of the week

Sunday	Monday	Tuesday	Wednesday
Thurs <u>d</u> ay	Friday	Satur <u>d</u> ay	

Sun

Mon

Tue

Wed

Thu

Fri

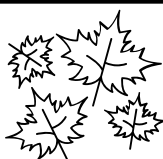
Sat

- Note: These words could help you!

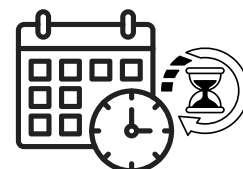


Dates / Months/ Days

Seasons

			
winter	summer	autumn	spring

- Note: These words could help you!



Prepositions: in / on / at

in			
Seasons	Years	Months	Parts of the day
in summer	in 2026	in December	in the morning

on			
Days of the week	Dates	Location	Birthday
on Sunday	on the 5 th May 2026	on the table	on my birthday

at			
Time (clock)	Night 	Some places	Weekend
at 4 o'clock at 7:00 A.M.	at night	at home/ at school	at the weekend



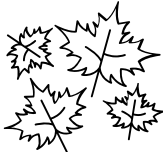


Dates / Months/ Days



Instructions: Look and write.

1. seasons:

			
.....			

2. Days of the week:

✗ may sunday ✓ May Sunday

<u>S</u> unday	.....	.....	.....
.....			

Note: days and months start with a capital letter!

3. Months:

1	2	3	4
5 <u>M</u> ay	6	7	8
9	10 <u>O</u> ctober	11	12

Did you know? Months can be written in short forms!



Search Mission: Look for the short form of each month and write them down.

- | | | | |
|----------|----------|----------|-----------|
| 1. _____ | 4. _____ | 7. _____ | 10. _____ |
| 2. _____ | 5. _____ | 8. _____ | 11. _____ |
| 3. _____ | 6. _____ | 9. _____ | 12. _____ |





Objectives: To identify and use (in/on/at) accurately.

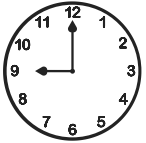


Q1: Read and write (in/ on/ at) in the gaps.

- 1- ...!n..... the future, there will be e-books and tablets in schools.
- 2- You should sleep early! so you can arrive school on time.
- 3- Hasan is going to meet his friends 4 o'clock to study for the Math exam.
- 4- Every year, all Bahrainis celebrate National Day December 16th.
- 5- I'll join a reading club summer this year.



Q2: Write sentences about the pictures using the given words. See the example.



(Use: go to bed)

- 1- Hassan will **go to bed** at nine o'clock tonight.....



(Use: celebrate)

- 2-



(Use: winter)

- 3-



Q3: Spot the mistake and re-write them correctly.

- 1- In the 5 May 2020, I travelled to (qatar.)

..... Qatar

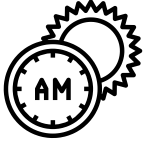
- 2- At 2020, the world suffer from the spread of Covid-19.

.....





Telling Time

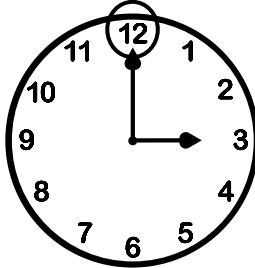


AM: Any time before midday when using 12-hour time.



PM: Any time after midday when using 12-hour time.

o'clock



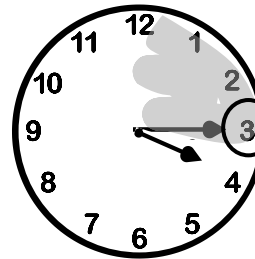
What's the time?

It's three **o'clock**.

It's 3:00

It's 3:00 **A.M.**

quarter past



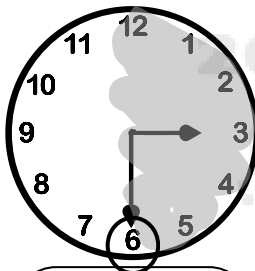
What's the time?

It's **quarter past** 4.

It's 4:15

It's 4:15 **P.M.**

half past



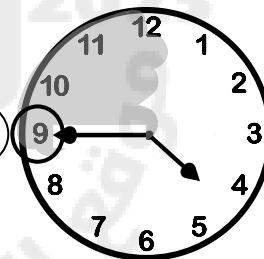
What's the time?

It's **half past** three.

It's 3:30

It's 3:30 **A.M.**

quarter to



What's the time?

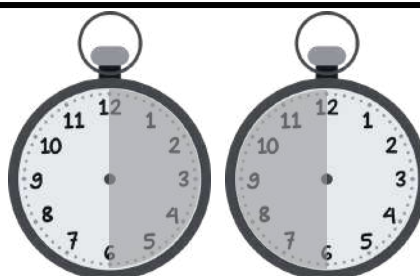
It's **quarter to** 5.

It's 4:45

It's 4:45 **P.M.**

Notice!

When the minute hand is on the right side of the clock, we say it is "..... **past**".



When the minute hand is on the left side of the clock, we say it is "..... **to**".



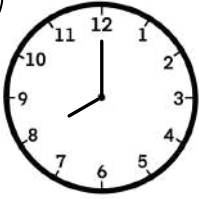
Telling Time - Practice

Date: / /



Instructions: Look at the clocks and circle the correct time. See the example.

0-



A. It's eight o'clock.

B. It's twelve o'clock.

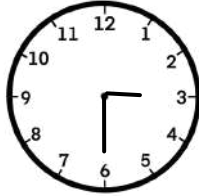
1-



A. It's quarter past two.

B. It's quarter to two.

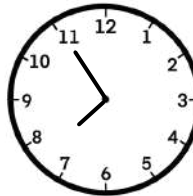
2-



A. It's quarter past six.

B. It's half past three.

3-

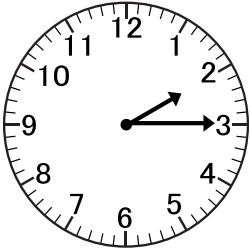


A. It's 7:11 PM.

B. It's 7:55 PM.

Instructions: Look and write the time shown on the analog clocks. See the example.

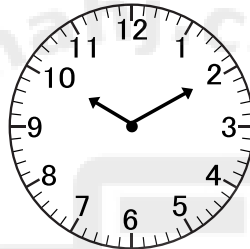
0-



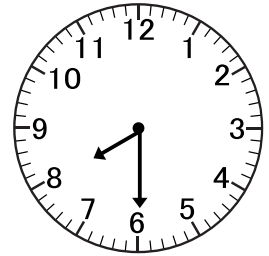
It's 2:15.

It's quarter past two.

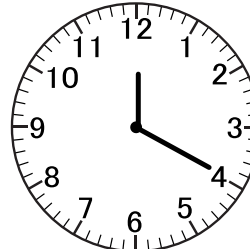
1-



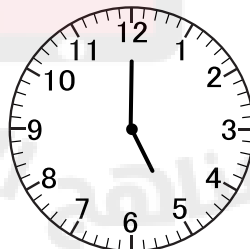
2-



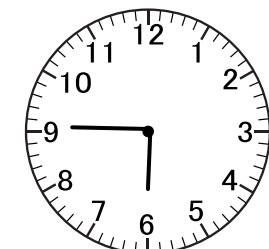
3-



4-



5-



Search Mission:

Which written form is correct to refer to time before or after midday when using 12-hour time?

Write the forms.

.....

.....

a.m.
PM ?? A.M.



Scan and practice.

WordWall activities:



SCAN ME



SCAN ME



Currency

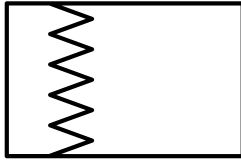


CURRENCY

is the term for money used in a particular country.

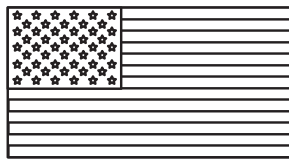
WORLD CURRENCY SIGNS

Bahraini Dinar



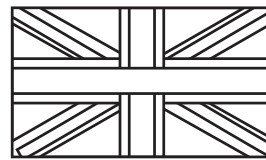
BHD

Dollar



\$

Pound



£

Euro



€

Saudi Riyal



﷼



Currency signs are always written before the cost (number).

I've got 15 Bahraini Dinars.

→ I've got

BHD 15.

Practice



Instructions: Re-write the amount using the currency signs.

five dollars	\$ 5
10 Bahraini dinars	
twenty-one euros	
eleven pounds fifty	
two hundred Saudi riyals	



SCAN ME

Scan and practice.

WordWall activity:



Objectives: To identify the personal pronouns accurately.

Examine the pronouns below. Try to remember them.

SUBJECT PRONOUNS	OBJECT PRONOUNS	POSSESSIVE ADJECTIVES	POSSESSIVE PRONOUNS
I	me	my	mine
You	you	your	yours
He	him	his	his
She	her	her	hers
It	it	its	--
We	us	our	ours
They	them	their	theirs

Practice



Instructions: Choose and write the correct words.

1. Can I take your ruler? I can't find _____. (I/my/mine)
2. What is the name of _____ cat? (you/your/yours)
3. James is wearing _____ glasses today. (he/his)
4. Sally forgot _____ lunch box on the table. (she/her/hers)
5. Is he a friend of _____ ? (you/your/yours)
6. This is Emma. _____ is my best friend. (she/her/hers)
7. Cousins are visiting _____ house tomorrow. (we/our/ours)
8. Henry and Julia changed _____ phones . (they/their/theirs)
9. How can _____ help you? (I/my/mine)
10. My cat likes eating. _____ is fat. (it/its)



Adjectives

OPINION

fantastic - incredible - outstanding - impressive

SIZE

tiny - petite - huge - enormous - diminutive

AGE

young - old - ancient - infant - adolescent

SHAPE

triangular - rectangular - hexagonal - circular

COLOR

crimson - azure - emerald - amber - lavender

ORIGIN

American - French - Italian - Japanese - Mexican

MATERIAL

wooden - metallic - silk - leather - plastic

PURPOSE

educational - recreational - decorative - agricultural



Instructions: write alternative words that convey the same meaning. See the example.



big	huge	enormous
happy		
smart		
beautiful		
difficult		
small		
popular		
amazing		
scary		
sad		



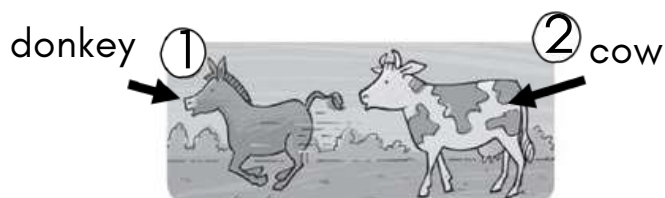
Comparatives & Superlatives

• Comparative and Superlatives:

- **Comparatives:** used to compare between two objects using: (adjective + **er than**).
- **Superlatives:** used to compare between more than two objects using: (**the** + adjective + **est**).



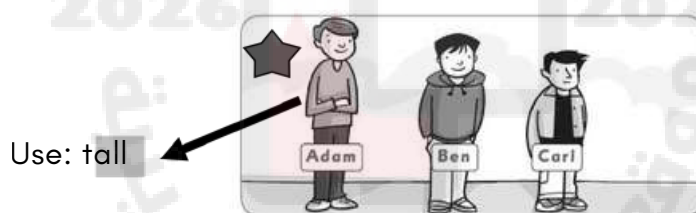
Writing sentences:



Adjective	Comparative
fast	faster than

1	2	3	4	
The 1....	is	er than	the 2.....	

The donkey is faster than the cow.



Adjective	Superlative
tall	tallest

1	2	3	4	
The★.....	is	the	 + est	

Adam is the tallest.

Notice!

Adjectives	comparatives	superlatives
small	smaller than	the smallest
good	better than	The best
bad	worse than	The worst
far	further than	The furthest

Scan and practice.
WordWall activity:



SCAN ME



Comparatives & Superlatives (long adjectives)

• Comparative and Superlatives for long adjectives:

- **Comparatives:** used to compare between two objects using: (**is more** + long adjectives + **than**).
- **Superlatives:** used to compare between more than two objects using: (**is the most** + long adjectives).

①



Bahrain World Trade Center

②



Bahrain Fort

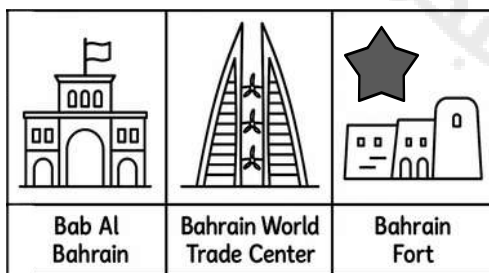
is more than

Comparative:
to compare between 2 objects.

Use: popular

①	②	③	④	⑤	⑥
The ①	is more	Long Adjective	than	the ②	.

...Bahrain Fort... **is more** ...popular **than** ...Bahrain WTC....



is the most

Superlative:
to compare between more than two objects and refer to the most special one.

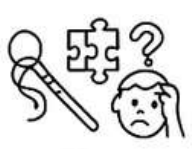
Use: popular

①	②	③	④
The ...★...	is the most	Long Adjective	.

...Bahrain fort... **is the most** ...popular.....



Comparatives & Superlatives (long adjectives)

Long Adjectives	 famous	 popular	 difficult	 dangerous
 expensive	 delicious	 exciting	 boring	 beautiful



Comparatives & Superlatives for "long adjectives".

Instructions: Read and complete the table below:

Long Adjectives	Comparative 1 2	Superlative ★
delicious	1 is more <u>delicious</u> than 2	★ is the most <u>delicious</u> .
popular	is more <u>popular</u> than	is the most <u>popular</u> .
difficult	is more <u>difficult</u> than	is the most <u>difficult</u> .
famous	.....	is the most <u>famous</u> .
beautiful	is more <u>beautiful</u> than	.....
boring	is more <u>boring</u> than	.....
dangerous	.....	is the most <u>dangerous</u> .
exciting	.....	is the most <u>exciting</u> .
expensive	.....	.....

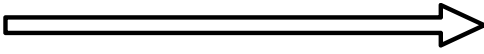


Countable and Uncountable



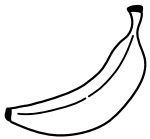
Countable → Thing we can count !

Writing sentences:



1	2	3	4	5
There	is are	items: food / things	Extra word	.

1



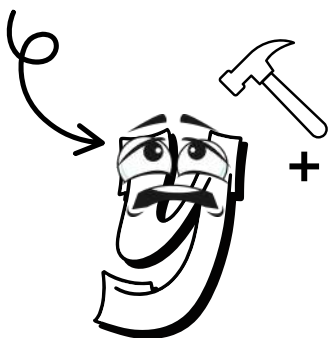
There **is** **a** banana here .

2+



There **are** 3 bananas here .

	1	2	3	4	5
		Verb: be	food	Extra words	.
1 	There	is	<u>a</u> strawberry <u>a</u> chilli <u>a</u> courgette <u>an</u> apple <u>an</u> olive	here in the fridge in my lunchbox in the basket in the bowl	.
2+ 	There	are aren't any	strawberries chillies courgettes apples nuts olives		.



1



a strawberry

2+



strawberries



Countable and Uncountable



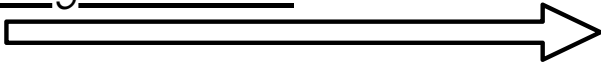
Uncountable → **Thing we can't count !**

⊗ a jam ⊗ jams → ✓ jam



There is **some** jam.

Writing sentences:



1	2 Verb: be	3	4 uncountable items/ food	5 Extra words	6 .
There	is	a little some lots of	water broccoli money hair pasta soup	here in the fridge in my wallet in my lunchbox in the pot in the bowl	.
	isn't	any			

There is some water here .



Scan and practice:

WordWall Activities



SCAN ME



Countable and Uncountable



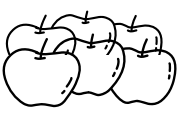
Countable → Thing we can count !

How many ...?

Are there any ..?

How many apples are there?

Are there any apples?

Countable		lots of	There are <u>lots of</u> apples.
		some	There are <u>some</u> apples.
		a few	There are <u>a few</u> apples.
		<u>aren't</u> any	There aren't <u>any</u> apples.



Uncountable → Thing we can't count !

How much ...?

Is there any ..?

How much jam is there?

Is there any jam?

<u>Uncountable</u>		lots of	There is <u>lots of</u> jam.
		some	There is <u>some</u> jam.
		a little	There is <u>a little</u> jam.
		<u>isn't</u> any	There <u>isn't any</u> jam.



Should & Shouldn't



should

things we have to do.



shouldn't

things we are not supposed to do.

If the verb is preceded by one of the following words (modals auxiliaries) such as:

(**should - shouldn't / must - mustn't / have to - has to**)

We use the base form (V1) of the verbs. examples:

- You should **take** exercise every day.
- You should **wear** a helmet when you go rock climbing.
- My friend has to **eat** healthy food to be healthy.

How to write advice using (should and shouldn't)?

1	2	3	4	6
Pronoun		verb	Extra words	.
<u>You</u>		listen to	your teacher	
I	should	eat	healthy food	
She		have	junk food	
He	shouldn't	drink	lots of water / milk	.
We		take	soft drinks / Soda	
They		be	exercise like	
			lazy (adjectives)	

Also, the verb must be in its base form (V1) when preceded by modal auxiliaries such as:
(**can - can't / could - couldn't / will - won't**)

and / or / but

- **and:** to connect affirmative ideas/ sentences.

→ *I like **sushi, noodles, and pasta.***

- **or:** to connect negative ideas/ sentences.

→ *I **can't swim, dive, or do gymnastics.***

- **but:** to connect a negative sentence with an affirmative sentence.

→ *I **can't dive but I can sail a boat.***

Scan and practice.

WordWall activity:



SCAN ME



A2

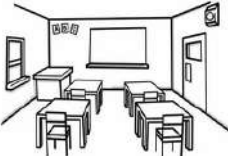
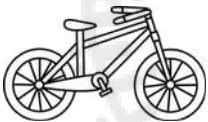
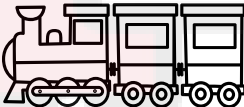
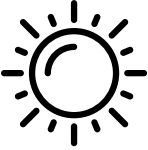
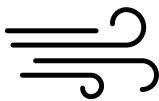
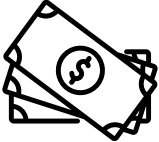
Vocabulary

Practice





English Basics

 zoo	 beach	 airport	 school	 shop
 restaurant	 park	 a house home	 hospital	 cinema
 mosque	 classroom	 friends	 family	 dad
 mum	 sister	 brother	 grandpa	 grandma
 car	 bike	 train	 bus	 airplane
 hot/sunny	 cloudy	 rainy	 snowy/cold	 windy
 money	 games	 clothes	 football	 TV
 animals	 homework	 food	 music	 sick



English Basics

Family	Rooms	Adjectives	Colors	jobs	places
father/ dad	living room	happy	red	teacher	jungle
mother/ mum	kitchen	sad	green	waiter	desert
sister	bedroom	excited	blue	police officer	cave
brother	bathroom	scared	yellow	firefighter	mountains
grandpa	dining room	dangerous	pink	nurse	ocean
grandma	garden	funny	black	doctor	tunnel
aunt	roof	great	brown	couch	island
uncle	upstairs	late	white	player	city
Friends	downstairs	early	orange	pilot	station

Colors	red	green	blue	yellow	orange
pink	purple	white	black	brown	golden

Numbers	1 one	2 two	3 three	4 four	5 five
6 six	7 seven	8 eight	9 nine	10 ten	11 eleven
12 twelve	...teen	13 thirteen	14 fourteen	15 fifteen	16 sixteen
...ty	20 twenty	30 thirty	40 forty	50 fifty	80 eighty
22 twenty-two	81 eighty-one	57 fifty-seven	96 ninety-six	65 sixty-five	74 seventy-four



Numbers Practice



Instructions:

1. Write the following numbers as words.

10 ten

16 _____

30 _____

61 _____

40 _____

57 _____

22 _____

83 _____

9 _____

19 _____

2. Read and circle the correct numbers.

twenty 30 20 40 100

twelve 12 20 2 200

fifty-two 25 50 52 15

Eighty 80 60 90 50

thirty-six 36 10 30 11

Forty 14 30 40 60

Seventy-one 17 70 77 71

nineteen 60 19 90 16

3. Circle the correct words to name the numbers. Then practice writing them:

70 seven seventy seventeen

seventy

11 twelve fourteen eleven

60 sixteen ninety sixry

100 ten one hundred one

4. Read then write it as numbers or words.

nineteen-nineteen

2026

twenty-twenty one

1970



Do you know how to
read years?



A2 Vocabulary List

Appliances, Communication and Technology

List (1)				Date: / /		
Score: /						

Instructions

1. Scan the **QR code** and read the words carefully.
2. When you come back to class, **write as many words** as you can remember.
3. Make sure your **spelling** is correct.



1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Criteria

☆	☆☆	☆☆☆
() Write 5-10 words.	() Write 10-20 words.	() Write as many as you can.



A2 Vocabulary List

Clothes, Accessories and Colours

List (2)					Date: / /	
Score: /						

Instructions

1. Scan the **QR code** and read the words carefully.
2. When you come back to class, **write as many words** as you can remember.
3. Make sure your **spelling** is correct.



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Criteria

☆	☆☆	☆☆☆
() Write 5-10 words.	() Write 10-20 words.	() Write as many as you can.



A2 Vocabulary List

Entertainment and Media

List (3)				Date: / /		

Score: /

Instructions

1. Scan the **QR code** and read the words carefully.
2. When you come back to class, **write as many words** as you can remember.
3. Make sure your **spelling** is correct.



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Criteria

★	★ ★	★ ★ ★
() Write 5-10 words.	() Write 10-20 words.	() Write as many as you can.



A2 Vocabulary List

Family and Friends

List (4)

Date: / /

Score: /

Instructions

1. Scan the **QR code** and read the words carefully.
2. When you come back to class, **write as many words** as you can remember.
3. Make sure your **spelling** is correct.



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Criteria

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() Write 5-10 words.	() Write 10-20 words.	() Write as many as you can.



A2 Vocabulary List

Food and Drinks

List (5)

Date: / /

Score: /

Instructions

1. Scan the **QR code** and read the words carefully.
2. When you come back to class, **write as many words** as you can remember.
3. Make sure your **spelling** is correct.



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Criteria

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() Write 5-10 words.	() Write 10-20 words.	() Write as many as you can.



A2 Vocabulary List

Hobbies and Leisure

List (6)

Date: / /

Score: /

Instructions

1. Scan the **QR code** and read the words carefully.
2. When you come back to class, **write as many words** as you can remember.
3. Make sure your **spelling** is correct.



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Criteria

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() Write 5-10 words.	() Write 10-20 words.	() Write as many as you can.



A2 Vocabulary List

Health, Medicine and Exercise

List (7)

Date: / /

Score: /

Instructions

1. Scan the **QR code** and read the words carefully.
2. When you come back to class, **write as many words** as you can remember.
3. Make sure your **spelling** is correct.



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Criteria

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() Write 5-10 words.	() Write 10-20 words.	() Write as many as you can.



A2 Vocabulary List

House and Home

List (8)				Date: / /		
Score: /						

Instructions

1. Scan the **QR code** and read the words carefully.
2. When you come back to class, **write as many words** as you can remember.
3. Make sure your **spelling** is correct.



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Criteria

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() Write 5-10 words.	() Write 10-20 words.	() Write as many as you can.



A2 Vocabulary List

Personal Feelings, Opinions and Experiences (adjectives)

List (9)

Date: / /

Score: /

Instructions

1. Scan the **QR code** and read the words carefully.
2. When you come back to class, **write as many words** as you can remember.
3. Make sure your **spelling** is correct.



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Criteria

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() Write 5-10 words.	() Write 10-20 words.	() Write as many as you can.



A2 Vocabulary List

Places

List (10)					Date: / /	
Score: /						

Instructions

1. Scan the **QR code** and read the words carefully.
2. When you come back to class, **write as many words** as you can remember.
3. Make sure your **spelling** is correct.



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Criteria

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() Write 5-10 words.	() Write 10-20 words.	() Write as many as you can.



A2 Vocabulary List

Education, Document and Texts

List (11)				Date: / /		
Score: /						

Instructions

1. Scan the **QR code** and read the words carefully.
2. When you come back to class, **write as many words** as you can remember.
3. Make sure your **spelling** is correct.



Criteria

☆	☆ ☆	☆ ☆ ☆
() Write 5-10 words.	() Write 10-20 words.	() Write as many as you can.



A2 Vocabulary List

Shopping and Services

List (12)

Date: / /

Score: /

Instructions

1. Scan the **QR code** and read the words carefully.
2. When you come back to class, **write as many words** as you can remember.
3. Make sure your **spelling** is correct.



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Criteria

☆	☆☆	☆☆☆
() Write 5-10 words.	() Write 10-20 words.	() Write as many as you can.



A2 Vocabulary List

Time and Weather

List (13)

Date: / /

Score: /

Instructions

1. Scan the **QR code** and read the words carefully.
2. When you come back to class, **write as many words** as you can remember.
3. Make sure your **spelling** is correct.



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Criteria

☆	☆☆	☆☆☆
() Write 5-10 words.	() Write 10-20 words.	() Write as many as you can.



A2 Vocabulary List

Travel and Transport

List (14)

Date: / /

Score: /

Instructions

1. Scan the **QR code** and read the words carefully.
2. When you come back to class, **write as many words** as you can remember.
3. Make sure your **spelling** is correct.



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Criteria

☆	☆☆	☆☆☆
() Write 5-10 words.	() Write 10-20 words.	() Write as many as you can.



A2 Vocabulary List

The Natural World

List (16)					Date: / /	
Score: /						

Instructions

1. Scan the **QR code** and read the words carefully.
2. When you come back to class, **write as many words** as you can remember.
3. Make sure your **spelling** is correct.



Criteria

★	★ ★	★ ★ ★
() Write 5-10 words.	() Write 10-20 words.	() Write as many as you can.



A2 Vocabulary List

Measurements and Sports

List (17)

Date: / /

Score: /

Instructions

1. Scan the **QR code** and read the words carefully.
2. When you come back to class, **write as many words** as you can remember.
3. Make sure your **spelling** is correct.



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Criteria

☆	☆☆ ☆	☆☆ ☆
() Write 5-10 words.	() Write 10-20 words.	() Write as many as you can.



Instructions:

- Jot down any new words that you've come across. Then, search for their synonyms.

[illegible]

THE QUEST IS COMPLETE!

Congratulations! You helped unlock and find all the treasures of knowledge and completed the KEY Quest!



DON'T FORGET!

“Knowledge is a treasure,
but practice is the key to it.”
– Thomas Fuller

