

كتيب تدريبات مهارات التحضير



تم تحميل هذا الملف من موقع مناهج مملكة البحرين

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

تاريخ إضافة الملف على موقع المناهج: 2026-10-28 11:14:54

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 السابع



صفحة مناهج مملكة
البحرين على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

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

قائمة المفردات الأساسية للمستوى B1-A2

1

كتيب مراجعة

2

كتيب مراجعة

3

الإعدادي الأول للصف English Developed Notebook Impact

4

Writing Topics - Impact 1

5

تحميل تطبيق المناهج للهواتف الذكية

تطبيق المناهج على Play Google (أندرويد)

تطبيق المناهج على Store App (آبل)



Ministry of Education



وزارة التربية والتعليم

KEY TRIALS

Practice Booklet

grade 7

Name: _____

Class: 7 / _____

School: _____

almanar.com
2020

INDEX

KEY TRIALS PRACTICE BOOKLET



	Section Title	Page	Contents
1	Welcome & Introduction	3 4 5	- About the Trials - How to Use the Booklet - Student's Agreement
2	Instructions & Rules of the Journey	6 7	- Story: Key Trails - Unlocking Doors: How to Collect Stickers!
3	Reading trial	8	Reading (1) Reading (2) Reading (3) Reading (4) Reading (5) Reading (6) Reading (7) Reading (8) Reading (9) Reading (10) Enrichment Activity (1) Enrichment Activity (2)
4	Writing trial	35	Writing (1) Writing (2) Writing (3) Writing (4) Writing (5) Writing (6) Writing (7)
5	Listening trial	52	Listening (1 - 20) Enrichment Activity (1) Enrichment Activity (2)
6	Speaking trial	97	Speaking Guide Speaking (1) Speaking (2) Speaking (3) Speaking (4) Enrichment Activity (1) Enrichment Activity (2) Enrichment Activity (3) Enrichment Activity (4) Enrichment Activity (5)
7	Grammar Highlights	120	- Summaries - Practice Activities - Online games
8	A2/ B1 Vocabulary Practice	141	- A2/ B1 Topic lists - Student practice
9	End of the Journey	167	Story: Trials completion

OUR SHARED JOURNEY

FROM TEACHERS TO TEACHERS

To the teachers who opened doors before they were even knocked.

To those who give knowledge, patience, and belief. This journey is yours as much as it is ours.

This booklet was created with you in mind—designed to support your classrooms, empower your students, and bring learning to life through meaningful challenges. We came together, combining our experiences, ideas, and passion to build something that reflects the dedication you show every day.

Every page carries a purpose. Every activity is a step forward. Every “key” is inspired by the way you unlock potential in your students.

Thank you for being the guiding light behind every success, and the reason this journey truly matters.

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

Meaad Ali Nowrooz
Bilad Al- Qadeem 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

Nariman Husain Qasim
Aminah Bint Wahab Primary Girls' School

Zahra Al-Abood
Alkwarizmi Primary Boys' School

Hasan Ali Almulla
Karzakan Primary Boys' School

Hossam Eldin ElSadek
ALNaim Secondary Boys' School

Zainab Khudhur Hamad
Tubli Primary Girls School

Abeer Ali Mohd Al Ajooz
Sitra 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, allowing teachers to select tasks that best meet their students' needs.
- 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. Door – 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 Door 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/B1 Key Vocabulary List:** a ready reference to build students' vocabulary and exam confidence.
- **IELTS practice** questions to prepare students for higher grade examinations.



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 aim to collect all the KEY door stickers.



5. I write dates on every page.



6. I study regularly to make good progress.

Student's Signature: _____

OUR STORY

They are twins—Hamad and Noora.

Without knowing, they were both on a school field trip to the same place on the same day.
At the Souq, their paths crossed.

One morning at the souq,
something felt wrong.

Why is it so quiet today?

The souq is never
closed!

All the shops are locked!

And look! Every
door has the same
symbol!



The key isn't here!

Then we must go on a journey
to find all the lost keys.

The Keys of the Souq
are lost.
Until they are found,
the Souq shall remain
closed.
Only by completing
the "Trials" you can
unlock the doors of
knowledge.

Trials?

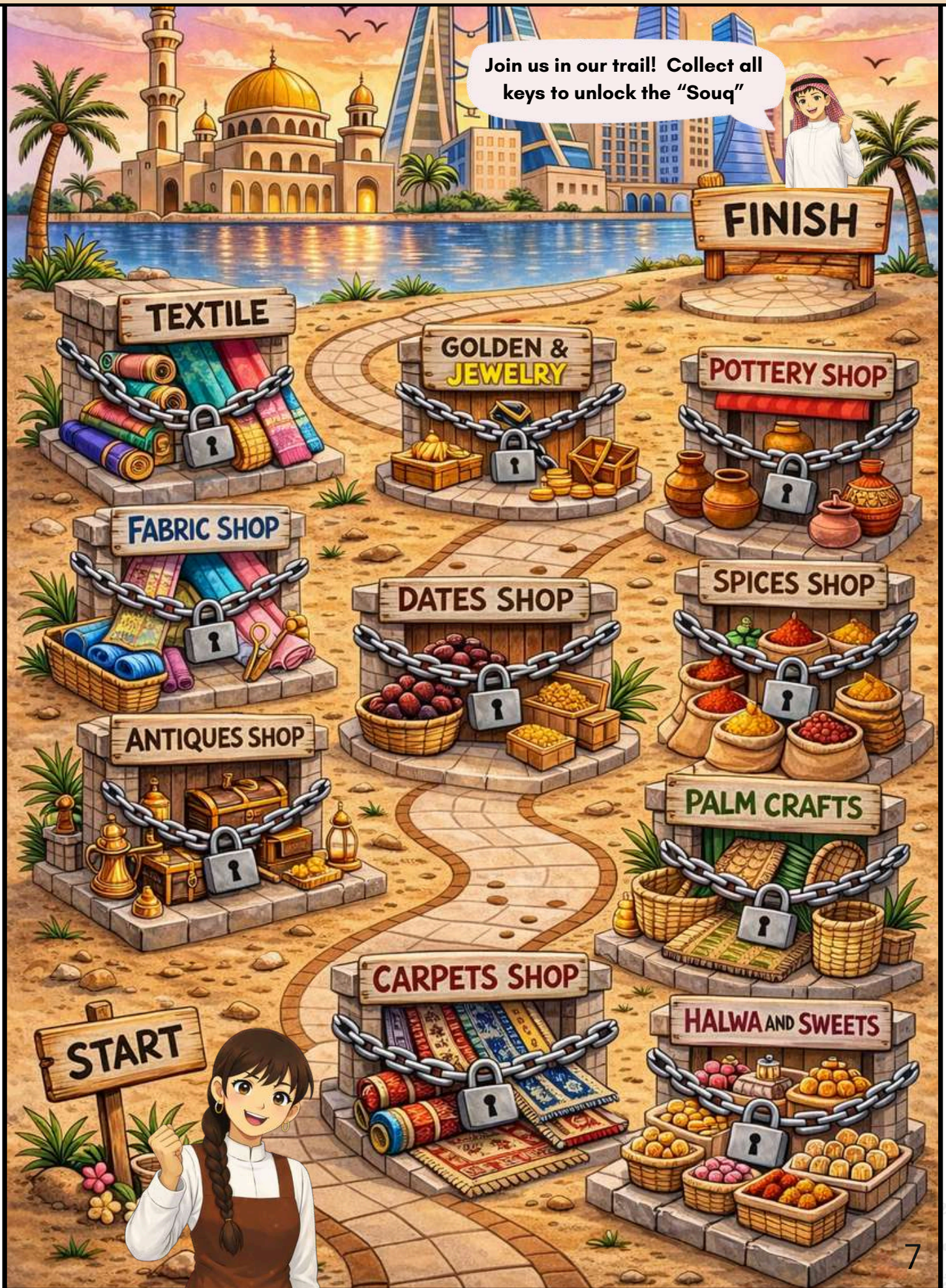
You mean...challenges?

Grade 7
KEY
Trials

Will you join our journey
to find the lost keys?

And so, their mission begins

You will receive one sticker for completing at least three KEY activities, and two stickers for completing up to six activities in each section (Reading - Writing - Listening - Speaking - Vocabulary)





Reading





Pre-reading

Date: / /

Objective: Students will be able to identify the purpose of common signs and suggest where they might appear.



BEFORE READING

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

sign / notice	rule	warning	advice	information
Unauthorized access is not allowed.	☐	☐	☐	☐
CCTV cameras are in operation.	☐	☐	☐	☐
Please queue behind the yellow line.	☐	☐	☐	☐
Emergency exit - keep clear at all times.	☐	☐	☐	☐

PAIR WORK



Work with a partner. Rewrite the notice to sound more formal and official.

"Please don't enter without permission."

Your version: _____

READ AND UNDERSTAND

Instructions: Match each sign to its main purpose. Write where you might see it.

Purposes:

A. To ensure safety

C. To restrict access

B. To give instructions

D. To maintain discipline

No.	Sign	Purpose (A-D)	Where might you see it?
1.	Staff only beyond this point.	_____	_____
2.	No mobile phones during the exam.	_____	_____
3.	Wet floor - risk of slipping.	_____	_____
4.	Library silence zone.	_____	_____



Objective: Students will be able to identify the main purpose of short notices with at least 80% accuracy.



Instructions: For each question, choose the correct answer.

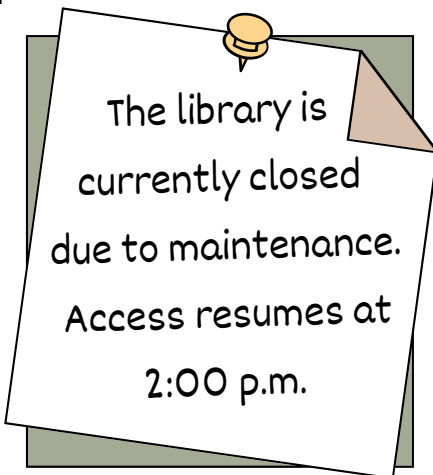
1



What is the main purpose of this notice?

- A. To remind people that the lighting system is automatic.
- B. To request that people take responsibility for saving electricity.
- C. To prevent people from leaving the room without permission.

2



What should visitors understand from this sign?

- A. The library will be unavailable for a limited period.
- B. The library closes daily at 2:00 p.m.
- C. Visitors must return the same day to collect materials.

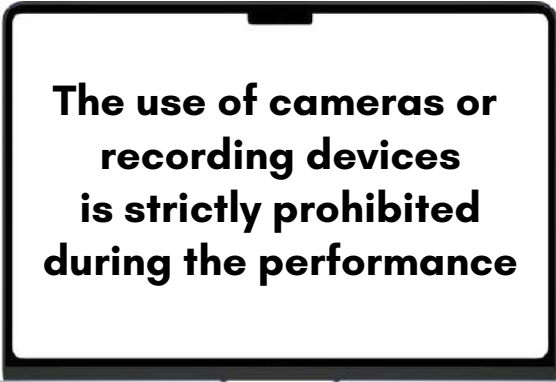
3



What is being emphasized in this message?

- A. Only certain people are allowed to use the refill station.
- B. The refill service is available, but containers are not provided.
- C. Bottled water must be purchased before refilling.

4

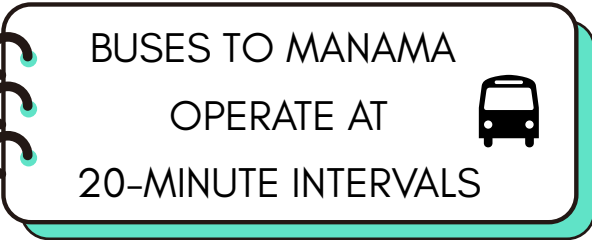


The use of cameras or recording devices is strictly prohibited during the performance

What does the sign suggest?

- A. Photos can be taken at all times.
- B. Cameras are allowed and photos can be taken.
- C. Taking photos is forbidden while the event is in progress.

5

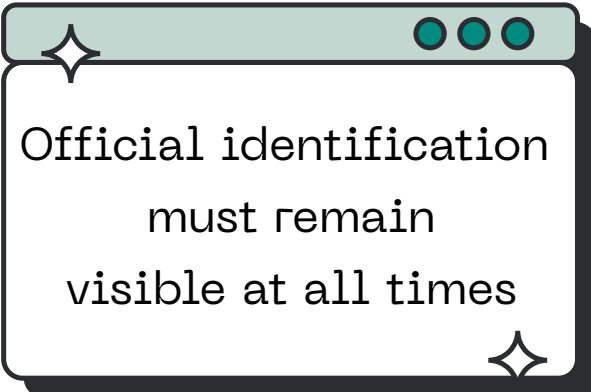


**BUSES TO MANAMA
OPERATE AT
20-MINUTE INTERVALS**

What conclusion can passengers draw from this sign?

- A. They are unlikely to wait a long time for a bus.
- B. Buses operate only during the morning.
- C. Travel times to Manama vary throughout the day.

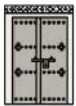
6



**Official identification
must remain
visible at all times**

What is required according to this notice?

- A. Identification must be shown upon request.
- B. Identification should be visible continuously.
- C. Identification must be left with security staff.



CRITICAL FOCUS: UNDERSTANDING MEANING BEYOND THE WORDS

POST READING

Complete the table using information from the signs above.

**IELTS
PRACTICE**

Sign	Purpose	Condition/Detail
1	(1) _____	Action required upon exit .
2	Temporary closure	(2)_____ maintenance until 2:00 p.m.
3	Free refill	Bring your (3) _____ .



Refer to teachers' resources page (3).



Objective: Students will be able to identify meaning and purpose in everyday warning and instruction signs.



Instructions: For each question, choose the correct answer.

1



What is the main purpose of this notice?

- A. To advise smokers where smoking is allowed nearby.
- B. To inform people that smoking is not preferred, but it's still allowed.
- C. To make it clear that smoking is not allowed and warn them about the results.

2



Why has this sign been put up?

- A. To tell people they cannot enter the area.
- B. To warn that the surface could be unsafe to walk on.
- C. To inform people that cleaning staff are still working.

3



What is expected from people in this area?

- A. They should avoid unnecessary noise.
- B. They must remain completely silent.
- C. They should leave if they need to speak.

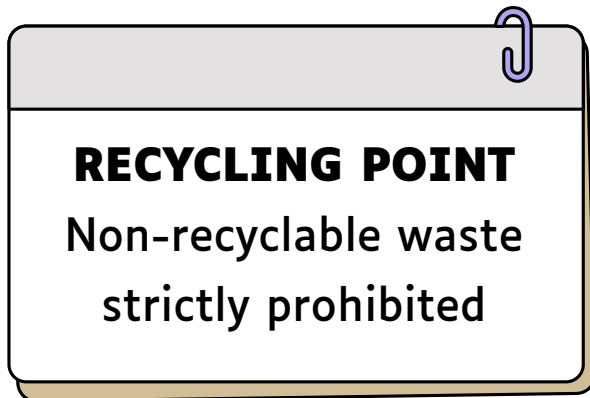
4



What does this sign imply?

- A. Visitors may enter if accompanied by staff.
- B. Entry is limited to employees with permission.
- C. Access is available outside regular hours.

5



Which action would go against this notice?

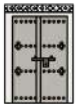
- A. Throwing away used paper.
- B. Disposing of plastic containers.
- C. Placing food waste in the bin.

6



What does this sign mean?

- A. Turn on your phone.
- B. Do not use mobile devices here.
- C. Calls are sometimes allowed here .



CRITICAL FOCUS: UNDERSTANDING MEANING BEYOND THE WORDS

POST READING

- Read the signs again
- Choose TRUE, FALSE, or NOT GIVEN.

IELTS
PRACTICE

- | | | | |
|--|-------------------------------|--------------------------------|------------------------------------|
| 1. Sign (3) requires people to remain absolutely silent. | TRUE ☐ | FALSE ☐ | NOT GIVEN ☐ |
| 2. Sign (1) mentions the fine will be 5 BHD. | TRUE ☐ | FALSE ☐ | NOT GIVEN ☐ |
| 3. Sign (2) warns that the surface could be slippery. | TRUE ☐ | FALSE ☐ | NOT GIVEN ☐ |



Refer to teachers' resources page (3).



Objective: Students will be able to identify main ideas and classify words (noun, verb, adjective) from a short text.



BEFORE READING

 **Instructions:** Read the short text and answer the questions below.

Bees are very important for the environment. They help plants grow by carrying pollen from one flower to another. Without bees, many fruits, vegetables, and flowers would not exist.

Bees live in hives and work together as a team. Each bee has a special role, such as collecting nectar, caring for the young, or protecting the hive. Scientists study bees to understand how they help nature and humans.

People can help bees by planting flowers, avoiding harmful chemicals, and creating safe spaces for them to live.

1. What kind of text is this?

- ☐ story ☐ facts about life ☐ biography

2. What information does the text give?

- ☐ a fun story about a bee ☐ how bees live and work ☐ a poem about flowers

PAIR WORK

In pairs, write a creative title for the text.

READ AND UNDERSTAND

 **Instructions:** Write one word from the text for each type below.

Noun (animal/place)	_____
Verb (action)	_____
Adjective (describing word)	_____



Objective: Students will be able to complete a cloze text using correct past simple and passive verb forms.



Instructions: Read the text. Choose (A, B or C) for each space.

The Amazing Great Wall of China

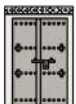
The Great Wall of China is one of the most famous landmarks in the world. It (1) built over 2,000 years ago to protect China from invasions. The wall stretches for more than 21,000 kilometres and passes through mountains, deserts, and rivers.

In the past, the wall was guarded by soldiers, watchtowers, and strong (2) Many visitors today are amazed by its size and history. People can (3) along certain parts of the wall and enjoy the amazing views.

The Great Wall has been repaired and preserved over the years. Today, it is an important symbol of Chinese culture and (4) Millions of tourists visit it each year, and it has even been (5) in films and documentaries.

Visiting the Great Wall is a unique experience, and it is (6) as a UNESCO World Heritage site.

- | | | | |
|----|-----------|------------|------------|
| 1. | A. has | B. is | C. was |
| 2. | A. rocks | B. gates | C. seat |
| 3. | A. walk | B. run | C. sleep |
| 4. | A. nature | B. history | C. culture |
| 5. | A. built | B. shown | C. painted |
| 6. | A. made | B. visited | C. known |



POST READING

CRITICAL FOCUS: UNDERSTANDING MEANING BEYOND THE WORDS

Use NO MORE THAN TWO WORDS AND / OR A NUMBER.

- A. The Wall was built over _____ years ago.
B. It is a symbol of Chinese _____ and _____.
C. The Wall is _____ as a UNESCO World Heritage site.

IELTS
PRACTICE

almanah.com/bh
2026 15 2025
موقع المناهج



Refer to page (125) Past Simple & page (131) passive voice - Refer to teachers' resources page (4)



Objective: Students will be able to identify correct verb forms in context and sequence events logically.



 **Instructions:** Read the text. Choose (A, B or C) for each space.

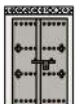
Pearl Diving: A Way of Life

Pearl diving is an important part of Bahrain's history. For many years, it (1) the main job for many families. Before oil was found, people depended on the sea for their living and income.

In the past, pearl divers (2) long hours in the sea. They used simple tools and held their breath while diving to collect oysters. This work was hard and sometimes dangerous, but it helped build strong (3) between the divers.

After collecting the pearls, they were sold in local markets and sent to other countries. Bahrain became famous for its natural pearls, and many traders came to buy them. Today, pearl diving is not a common job, but it is still an important part of Bahraini (4) Students learn about it at school, and visitors can see old boats and tools in museums. Some old diving places have been (5) to keep this history alive. Pearl diving is (6) as a symbol of Bahrain's close connection to the sea and its proud past.

- | | | | |
|----|--------------|--------------|----------------|
| 1. | A. has | B. was | C. is |
| 2. | A. watched | B. slept | C. spent |
| 3. | A. roads | B. buildings | C. friendships |
| 4. | A. sports | B. culture | C. science |
| 5. | A. protected | B. lost | C. broken |
| 6. | A. eaten | B. played | C. known |



ORDER THE STEPS IN A TYPICAL DIVE (1-5)

According to the text put these actions in the most logical sequence.

- A. _____ The diver holds their breath and goes under.
B. _____ Oysters are collected.
C. _____ Simple tools are prepared/used.
D. _____ Strong bonds form among divers over time.
E. _____ The catch is brought back and pearls are sorted/sold.

**IELTS
PRACTICE**



Refer to page (125) Past Simple & page (131) passive voice - Refer to teachers' resources page (4)



Objective: Students will be able to distinguish between fact and opinion and identify descriptive adjectives.



BEFORE READING

Instructions: Answer the following questions.

1. **These three items are in a traveler's bag. What is the traveler's destination?**

Clue 1: A bottle of water Clue 2: Large sunglasses Clue 3: A map of the Sahara

The traveler is going to: _____

2. **Choose the words you think will be the most important in a story about "Life in the Desert."**

- | | | | | |
|-------------------------------|---------------------------------|--------------------------------|-----------------------------------|--------------------------------|
| ☐ sand | ☐ snow | ☐ camel | ☐ umbrella | ☐ dry |
| ☐ heat | ☐ forest | ☐ dunes | ☐ cactus | ☐ oasis |

PAIR WORK



Do you think it is harder to live in a very cold place or a very hot desert?

☐ very cold ☐ very hot

Give one reason: _____

READ AND UNDERSTAND

Instructions: Read the sentence. Choose Fact (F) or Opinion (O). Then find and write an adjective.

Sentence	Fact & Opinion	Adjective
1. The Sahara is the largest hot desert in the world.	☐ Fact ☐ Opinion	_____
2. Dry deserts receive very little rain.	☐ Fact ☐ Opinion	_____
3. Exploring a sandy desert is more exciting.	☐ Fact ☐ Opinion	_____
4. The desert is the most beautiful place.	☐ Fact ☐ Opinion	_____
5. Strong winds can move the sand dunes.	☐ Fact ☐ Opinion	_____



Objective: Students will be able to read a short story and identify key details and main ideas.



Instructions: Read the three short texts carefully.

The Poor Man, the Nay, and the Snake

A poor man lived with his family near the desert. He did not have much money, but he owned a nay, a small flute. Every day, he went to the desert beside a cave and played the nay.

The first time he played there, a snake came out of the cave. The man was afraid, but the snake did not attack him. Instead, it danced to the music. When the man finished playing, the snake put one dinar on the ground and went away.

The man returned to the desert once every day for 30 days. Each time, the snake came out, danced, and gave him one dinar. After 30 days, the man had 30 dinars. He took only one dinar each time and never tried to take more.

One day, the man became very ill and could not go to the desert. He asked his son to go instead. The boy went one time only. He played the nay, and the snake came out, danced, and gave him one Dinar. However, the boy was greedy. He thought the snake had a lot of money inside the cave.

He decided to kill the snake and take all the money. He attacked it and cut its tail. The snake became angry and killed the boy. After some time, the man became well again and returned to the desert one last time. He played the nay.

The snake came out, but it did not dance. It gave the man one dinar and said, "Do not come here again. You will never forget your dead son, and I will never forget my cut tail." The man took the Dinar and went back to his family in sadness.

 **Instructions:** For each question, choose the correct answer.

1. Why did the poor man go to the desert every day?

- A. To search for food.
- B. To play the nay near the cave.
- C. To look for money in the cave.

2. What happened the first time the man played the nay in the desert?

- A. The snake attacked him.
- B. The snake danced and gave him money.
- C. The snake ran away into the cave.

3. What does the story show about the poor man's character?

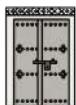
- A. He was patient and respectful.
- B. He was careless and curious.
- C. He was afraid and weak.

4. Why did the son attack the snake?

- A. He wanted to protect his father.
- B. He was angry at the snake.
- C. He was greedy and wanted more money.

5. Why did the snake refuse to dance for the man at the end?

- A. It was too tired.
- B. It remembered what the son had done.
- C. It had no more money to give.



CRITICAL FOCUS: UNDERSTANDING MEANING BEYOND THE WORDS

POST READING

What lesson can be inferred from the story?

- A. Music can control dangerous animals.
- B. Greed can destroy trust and bring loss.
- C. Children should not replace their parents.

IELTS
PRACTICE



Refer to teachers' resources page (5).



Objective: Students will be able to read an informational text and identify key details about daily life.



Instructions: Read the three short texts carefully.

Starting School in Bahrain

Moving to a new school in Bahrain can feel exciting and a little confusing at the same time. On the first day, students usually arrive early so they can meet their teachers and collect their timetables. Many schools in Bahrain include both academic subjects and cultural activities, such as Arabic calligraphy or traditional music.

During the first week, new students quickly learn important routines. For example, morning assembly is held in the playground, and everyone stands quietly while the Bahraini national anthem is played. Break time is often lively, with students sharing snacks like samboosa or mini pancakes from the canteen.

Although it may take a few days to feel confident, most students say they enjoy how friendly their classmates are. Teachers also help by explaining school expectations clearly, such as wearing the correct uniform and keeping mobile phones away during lessons.

By the end of the week, new students usually feel more settled. They know where their classrooms are, understand the timetable, and start making friends. Starting school in Bahrain may feel challenging at first, but it quickly becomes a positive and welcoming experience.



Instructions: For each question, choose the correct answer.

1. Why do students usually arrive early on their first day at school?

- A. To meet their teachers and collect their timetables.
- B. To play with their friends before lessons.
- C. To avoid morning assembly.

2. What does the writer suggest about the first week at school?

- A. Students quickly learn what is expected of them.
- B. Students find it difficult to remember school rules.
- C. Teachers focus more on discipline than learning.

3. What is mentioned as part of daily school life in Bahrain?

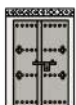
- A. Lessons begin with traditional music
- B. Students bring food from home every day
- C. School routines include national traditions

4. How do teachers help new students feel comfortable?

- A. By allowing them to choose their own timetable
- B. By clearly explaining rules and expectations
- C. By reducing homework during the first week

5. What does the writer believe about starting school in Bahrain?

- A. It remains difficult even after the first week
- B. It is mainly enjoyable because of the activities
- C. It becomes easier once students make friends



CRITICAL FOCUS: UNDERSTANDING MEANING BEYOND THE WORDS

POST READING

What can be inferred from the description of the first week?

- A. Students depend heavily on their parents.
- B. Students adapt to school routines in a short time.
- C. Students find school rules difficult to follow.

IELTS
PRACTICE



Refer to teachers' resources page (5).



Objective: Students will be able to predict content and identify key vocabulary based on a title and context clues.



BEFORE READING



Instructions: Look at the title **"Learning a New Skill Online"**. Answer the questions.

1. The text is probably about...

☐ studying at school

☐ learning something independently

☐ teaching other people
2. Which of these activities might the writer mention? (Tick ☒ two.)
☐ watching videos

☐ taking notes

☐ doing experiments

☐ taking exams

3. What type of text is it likely to be?

☐ a personal experience

☐ a news report

☐ a set of rules

PAIR WORK



Do you think learning online is effective?

☐ Yes

☐ No

Give one reason: _____

READ AND UNDERSTAND



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

Texts	Hints / Words in the text
"I learned most of my skills by watching online videos and practicing at home."	Write a word that means "learning by doing" _____
"I didn't wait for a teacher—I tried different methods until I succeeded."	Write a word that means "way of doing something" _____
"When I made mistakes, I watched the tutorial again to understand better."	Write a word that means "lesson video" _____
"After months of practice, I finally felt confident using my new skill."	Write a word that means "sure of yourself" _____



Objective: Students will be able to identify specific information from multiple short texts.



Instructions: Read the three short texts carefully.

Discovering Bahrain Through School Trips

Mona



Our class visited Bahrain Fort last week for our history project. The weather was great, so we walked around the fort with our guide. He showed us the old rooms and explained how people lived there long ago. I took lots of photos because we need to make a presentation in school. My favourite part was climbing up the tall wall where you can see the sea. At the end, our teacher asked us to draw a quick sketch of something we found interesting. I chose the wooden door near the entrance.

Samar



My class went to the Bahrain National Museum for our culture assignment. I never realised how many ancient items they keep there. We saw old pottery, beautiful jewellery, and a huge model showing how Bahrain looked in the past. Our guide explained the Dilmun civilisation, which was really interesting. We also watched a short film about Bahrain's traditions. Before leaving, we visited the outdoor boats area. My favourite part was the old wedding room display—it looked so realistic! I wrote notes for my homework because we have to answer questions about what we saw.

Ahmed

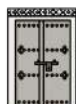


Our school took us to Arad Fort as part of our geography lesson. The fort is smaller than Bahrain Fort, but it has lovely views, especially during sunset. Our teacher asked us to look at the fort's shape and think about why it was built near the water. We also did a small activity: we had to find three different materials used in the walls. After that, we had a short break where we sat in the shade and talked. On the way out, we saw some people practicing for a traditional performance—they were using drums, which was fun to watch.



Instructions: For each question, choose A, B, C or Does Not Match (DNM).

A = Ahmed	B = Soha	C = Mona	DNM
1. Whose class watched a short film during their trip?			_____
2. Which student visited a place where historical objects were displayed?			_____
3. Who visited a place located close to the sea?			_____
4. Whose trip included an outdoor boats area?			_____
5. Who had to find building materials as part of a task?			_____
6. Whose favourite part was a realistic room display?			_____
7. Who saw people preparing for a traditional performance?			_____



CRITICAL FOCUS: INFERENCE, NOT REPETITION.

POST READING

- Read the text carefully.
- For each question, choose the correct answer A, B, or C.

A - Ahmed

B - Soha

C - Mona

IELTS
PRACTICE

1. Who visited a place where learning was mainly supported through visual explanation rather than physical activity?

A ☐

B ☐

C ☐

2. Who experienced a visit where location and natural surroundings played an important role in understanding the site?

A ☐

B ☐

C ☐



Refer to teachers' resources page (6).



Objective: Students will be able to identify opinions, preferences, and attitudes in short descriptive texts.



Instructions: Read the three short texts carefully.

Creative Minds and Learning Styles

Yara



Yara dances because she believes movement communicates emotions more honestly than words ever can. From a young age, she felt that expressing feelings through physical motion allowed her to connect with others in a deeper and more meaningful way. Instead, she constantly looks for ways to improve and pushes herself and her group to try harder and more complex steps. During practice sessions, she often suggests new ideas and encourages others to step outside their comfort zones. For Yara, dancing is not just a hobby but a powerful way to communicate thoughts and emotions without speaking.

Ben



Ben spends hours watching online tutorials instead of relying only on traditional school lessons because he prefers learning at his own pace. He believes that real skills come mainly from practice and hands-on experience rather than just reading or listening to theory in a classroom. Whenever he wants to learn something new, he usually tries it himself first and learns from his mistakes. Ben often feels more confident when he discovers solutions on his own rather than being given direct instructions. For him, learning is an active process that requires patience, curiosity, and continuous effort.

Mila

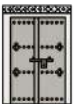


Mila photographs sunsets because she believes beauty exists only for a short moment and should be appreciated while it lasts. She feels a deep sense of calm when watching the sky change colors and enjoys capturing these peaceful moments through her camera lens. Mila is very patient and is willing to wait a long time for the perfect lighting and atmosphere before taking a picture. Mila believes photography teaches her to slow down, observe carefully, and appreciate the small details that others might miss.



Instructions: For each question, choose A, B ,C or Does Not Match (DNM).

A = Yara	B = Ben	C = Mila	DNM
1. This person prefers learning through independent practice rather than formal lessons.			_____
2. This person believes creative work should be challenging, not comfortable.			_____
3. This person is patient in order to capture something meaningful.			_____
4. This person enjoys avoiding crowded places and social events.			_____
5. This person pushes others to improve their performance.			_____
6. This person values temporary beauty and tries to preserve it.			_____
7. Who feels that photography helps her become more attentive and value details that many people do not notice??			_____



CRITICAL FOCUS: INFERENCE, NOT REPETITION.

POST READING

- Read the text carefully.
- For each question, choose the correct answer A, B, or C.

A – Yara

B – Ben

C – Mila

IELTS
PRACTICE

1. Who believes that learning happens best through personal effort rather than formal teaching?

A ☐ B ☐ C ☐

2. Who thinks that artistic expression should be challenging rather than easy?

A ☐ B ☐ C ☐



Refer to teachers' resources page (6).



Objective: Students will be able to identify key vocabulary and extract specific details from a short text.

READ AND UNDERSTAND



Instructions: Read the short text and answer the questions below .

A Visit to the History Museum

Lina, Omar, and Jamal visited the city's history museum last week.

- Lina spent most of her time looking at the ancient coins exhibit. She also took notes about her favourite artifacts.
- Omar enjoyed the dinosaur fossils. After that, he took photos of the paintings.
- Jamal focused on the Egyptian mummies. He also wrote a short report about the museum's tools and weapons.

Name	Main Exhibit They Saw	Special Activity
Lina	☐ dinosaurs ☐ ancient coins ☐ Egyptian mummies	☐ took photos ☐ took notes ☐ drew pictures ☐ wrote a report
Omar	☐ dinosaurs ☐ ancient coins ☐ Egyptian mummies	☐ took photos ☐ took notes ☐ drew pictures ☐ wrote a report
Jamal	☐ dinosaurs ☐ ancient coins ☐ Egyptian mummies	☐ took photos ☐ took notes ☐ drew pictures ☐ wrote a report

VOCABULARY PREVIEW



Instructions: Match each word with its meaning. Write the letter.

words

Meaning

A. exhibit

☐

a plant or animal from long ago

B. guide

☐

something people can see in a museum

C. artifact

☐

a person who explains things

D. fossil

☐

something from the past

E. report

☐

written or spoken information



Objective: Students will be able to identify specific information from multiple profiles and understand differences in lifestyle.



Instructions: Read the following text. Then answer the questions below.

Teenagers and Their Free-Time Activities

Teenagers use their free time in different ways depending on their interests and responsibilities.

Sofia Martinez lives in Barcelona, Spain. She attends a public school and usually finishes her classes at 3:00 p.m. Instead of going straight home, Sofia stays at school twice a week to attend a robotics club. She believes that learning new skills outside the classroom helps her become more confident and independent.

Omar Hassan is from Amman, Jordan. His school day starts early, at 7:15 a.m., and ends at 1:45 p.m. Omar prefers spending his free time outdoors. He volunteers with a local environmental group that cleans parks and plants trees on weekends. Omar says this activity has taught him responsibility and teamwork.

Lena Müller lives in Munich, Germany. She studies in a school that focuses on languages and culture. Lena studies eight subjects this year and spends at least one hour every evening practicing English and French. She rarely uses her phone during weekdays because she wants to focus on her studies.

Yusuf Al-Nasser lives in Kuwait City, Kuwait. After school, he often helps his younger brother with homework before playing basketball with his friends. Yusuf believes that managing his time well allows him to succeed at school and still enjoy his hobbies.



Instructions: Are these statements True (T) or False (F)? Circle the right answer.

1. Sofia goes home immediately after school every day. T F
2. Sofia thinks activities outside school are useful. T F
3. Omar's school day finishes before 2:00 p.m. T F
4. Omar volunteers only during school days. T F
5. Lena practices languages every evening. T F



Instructions: Answer the following questions.

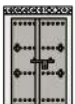
1. Which skills does Omar gain by working with the environmental group?

2. What is the main reason Lena stays off her phone during the school week?



Instructions: Fill in the table with information from the passage.

Name	Country	Timing	Special
(1)_____	Spain	Finishes classes at (2)_____ P.m.	Attends a (3)_____ club
Omar Hassan	(4)_____	From 7:15 a.m to (5)_____ p.m.	Volunteers on (6)_____
Lena Müller	Germany	Every (7)_____	Practices (8)_____ and French
(9)_____	Kuwait	(10)_____ school	Helps his (11) _____ brother



CRITICAL FOCUS: INFERENCE, NOT REPETITION.

POST READING

Which statement best explains the main reason the teenagers manage their free time differently?

- A. Their parents control how they spend their time.
- B. Their school schedules leave them little free time.
- C. Their personal goals and responsibilities influence their choices.
- D. Their countries have different rules about student activities.

IELTS
PRACTICE



Refer to teachers' resources page (Z).



Objective: Students will be able to identify key facts and main ideas from an informational text.



Instructions: Read the following text. Then answer the questions below.

Famous Scientists and Their Discoveries

People around the world have made important discoveries that changed our understanding of the world.

Marie Curie was born in Poland. She studied chemistry and physics and became the first woman to win a Nobel Prize. Marie is famous for discovering the elements radium and polonium. She worked very hard in her laboratory and wanted to help people with her research.

Albert Einstein was born in Germany. He is famous for his theory of relativity. This theory helped scientists understand how time and space are connected. Einstein loved thinking about big questions in science and encouraged people to imagine new ideas.

Isaac Newton was born in England and dedicated his life to the field of physics. He discovered the laws of motion and gravity, studying how objects move on Earth and how planets travel through space. Today, his discoveries remain essential to both science and our everyday lives.

Charles Darwin Charles Darwin was born in England and became a famous scientist in the field of biology. He spent his life studying animals and plants, eventually writing his famous book, *On the Origin of Species*. By explaining how living things change over time through evolution, his work completely changed how we understand the variety of life on Earth.

These scientists worked in different countries and times, but all of them were curious and wanted to learn more about the world. Their discoveries still help people today.



Instructions: Are these statements True (T) or False (F)? Circle the right answer.

1. Marie Curie discovered the elements radium and polonium. T F
2. Albert Einstein was born in Poland. T F
3. Isaac Newton studied how planets move in space. T F
4. Charles Darwin wrote On the Origin of Species. T F
5. Marie Curie worked in a laboratory to help people. T F



Instructions: Answer the following questions.

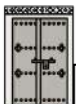
1. How does Charles Darwin's scientific research continue to help people today?

2. What inspired all of these scientists to do their work?



Instructions: Fill in the table with information from the passage.

Name	Country	Main Work / Field	Special Discovery
Marie Curie	(1)_____	Chemistry & Physics	Discovered (2)_____ and polonium
(3)_____	Germany	Physics	Developed the theory of (4)_____
Isaac Newton	(5)_____	(6)_____	Laws of (7)_____ and gravity
(8)_____	England	(9)_____	Explained the (10)_____ of species



CRITICAL FOCUS: INFERENCE, NOT REPETITION.

POST READING

Which conclusion can best be drawn from the discoveries described in the passage?

- A. Scientific progress only occurs in Europe.
- B. Discoveries are useful only in their own time period.
- C. Scientists usually work alone without influencing others.
- D. Different scientific fields contribute to understanding the world in complementary ways.

**IELTS
PRACTICE**



Refer to teachers' resources page (8).



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



VOCABULARY PREVIEW

Instructions: Match each word with its meaning. Write the letter.

words	Meaning
A. delicious	☐ not interesting
B. crowded	☐ most liked
C. favourite	☐ full of people
D. boring	☐ very interesting
E. exciting	☐ very tasty

Goal: Practice predicting the missing word using context clues.

"I didn't like the movie at all. It was really _____."

READ AND UNDERSTAND

Instructions: Practice reading for meaning in context. Use the words from question 1.

Last Saturday, my family went to a new restaurant. The pizza was very _____ (1). My brother said it was his _____ (2) dish. The restaurant was quite _____ (3), but we enjoyed it. Overall, it was an _____ (4) evening.

SENTENCES MATCHING

Instructions: Match the sentences in Column A with the correct ending in Column B.

Column A

Column B

1. I always take my umbrella when I leave the house in the morning ____

a. as I prefer reading books or playing outside.

2. My sister is very talented and can draw amazing pictures, ____

b. which makes it difficult to find a quiet place to sit.

3. The park is always crowded with people on weekends ____

c. so she gave me one of her drawings to hang in my room.

4. I rarely watch TV because I find most shows uninteresting, ____

d. because it often rains unexpectedly in the morning.



Objective: To identify the main idea and complete a text by selecting appropriate sentences based on context clues.



Instructions: Read the text below. Five sentences are missing from the text. Choose the correct sentence (A-F) to fill each gap (1-5). There is one extra sentence which you do not need to use.

How Technology Changed Entertainment

How do people enjoy entertainment today compared to the past? Technology has changed the way we watch movies, listen to music, and enjoy shows.

In the past, people usually watched films in cinemas or on television at specific times. (1) _____ Entertainment was limited to certain places and times.

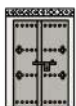
Later, people started using DVDs and downloaded files. (2) _____ However, illegal copying and sharing became a problem, and many companies lost money.

After that, the internet became faster and more reliable. (3) _____ Platforms like Netflix, YouTube, and Disney Plus made it possible to watch anything anytime.

Now, people can watch movies, series, and even live shows on their phones, tablets, or computers. (4) _____ They can pause, replay, or continue watching whenever they want.

Technology has made entertainment more flexible, faster, and easier for everyone. (5) _____

- A. This allowed people to watch movies at home more easily.
- B. They had to wait for a scheduled broadcast or go out to watch a new movie.
- C. Many people still prefer going to cinemas today.
- D. They can also watch content whenever they choose.
- E. Streaming services began to appear because of this development.
- F. This change completely transformed how entertainment is accessed.



CRITICAL FOCUS: INFERENCE, NOT REPETITION.

POST READING

Why does the writer mention that streaming services allow people to watch content "anytime and anywhere"?

- A. To show that cinemas are no longer used in modern entertainment.
- B. To highlight the convenience and flexibility of streaming services for users.
- C. To explain that stable internet access is not needed anymore for viewing.
- D. To say that traditional television is better than online streaming platforms.

**IELTS
PRACTICE**





Objective: To identify the main idea and complete a text by selecting appropriate sentences based on context clues.



Instructions: Read the text below. Five sentences are missing from the text. Choose the correct sentence (A-F) to fill each gap (1-5). There is one extra sentence which you do not need to use.

A Story I Will Never Forget

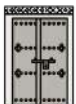
Last summer, I experienced something that I will always remember. It happened during a family trip to a small village near the mountains. (1) _____ The air was fresh, and everything felt quiet and peaceful. I immediately felt different from my busy city life. One evening, while walking near the village, I met an old man sitting alone. He began to tell me a story about his life. (2) _____ I listened carefully because his words felt meaningful.

The story was about difficult times and important choices. (3) _____ This made me think deeply about my own decisions. After he finished, we stayed silent for a moment. (4) _____ I thanked him and walked away, feeling changed.

Even now, I often remember that evening.

(5) _____ It taught me that stories can leave a strong impact on our lives.

- A. Since that day, I see life differently.
- B. Many tourists were shopping in the busy market.
- C. He spoke in a soft and peaceful voice.
- D. The village was surrounded by beautiful mountains.
- E. I looked at the sky and thought about his story.
- F. He described a difficult decision that changed his future.



CRITICAL FOCUS: INFERENCE, NOT REPETITION.

POST READING

What can be inferred about the writer's feelings after the conversation with the old man?

- A. He felt confused and unsure about what he had heard.
- B. He felt disappointed that the meeting was brief.
- C. He realized the old man needed help and support.
- D. He experienced a personal change as a result of the story.

**IELTS
PRACTICE**



Refer to teachers' resources page (2).



Writing





Objective: Students will be able to brainstorm relevant ideas and vocabulary related to the writing topic in order to prepare for extended writing.

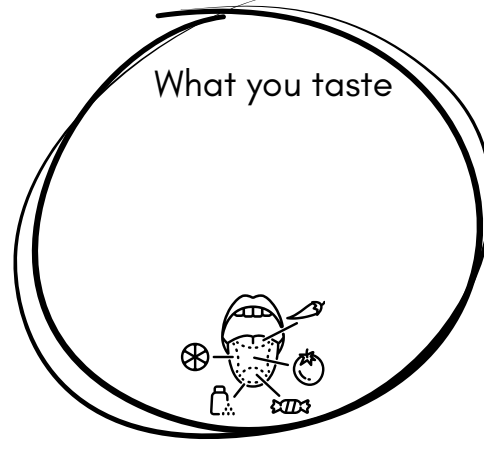
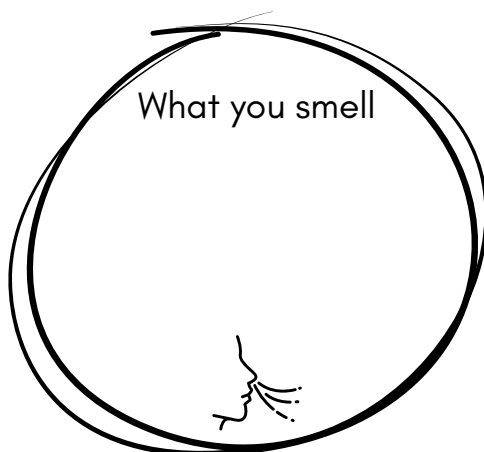
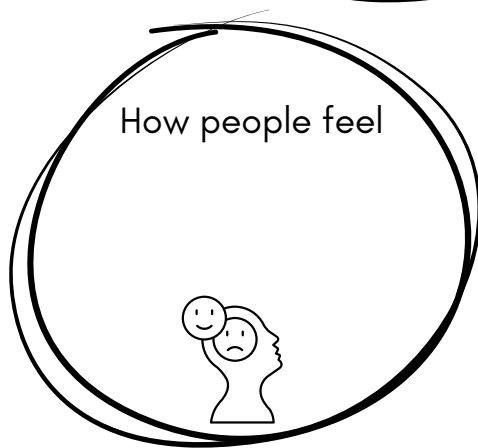
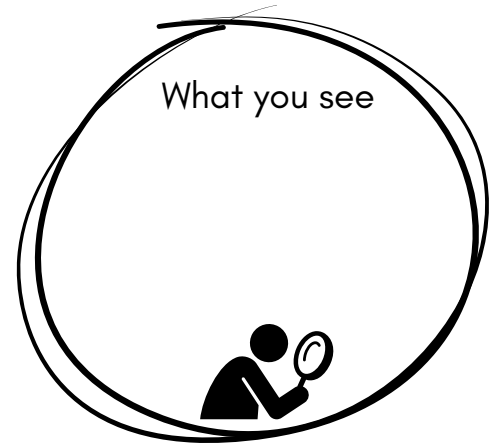
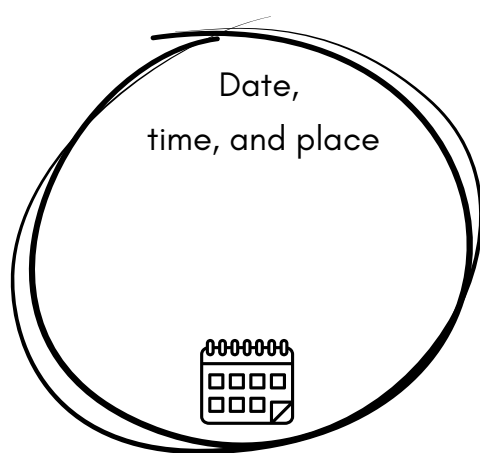


PLAN FOR THE WRITING



Instructions: You are going to an event in your country, fill in the mind map with information.

Follow this order: A) date, time & place B) what activities happen there
C) what you see, hear, smell, taste D) how people feel





Objective: Students will be able to develop a writing plan by selecting and organizing relevant details about a person with an unusual job.



PLAN FOR THE WRITING



Instructions: You are going to write an article about a person who has an unusual job. Use the questions below to help you plan your ideas.

What is his/her job?



Why is his/her job unusual?



Why does he/she like this job?



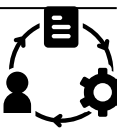
Who is the person?



Where does he/she work?



What is his/her daily routine at work?



Objective: Students will be able to write an article about someone's unusual job.



Article Writing



 **Instructions:** Write an article in 100–120 words to describe the daily routine of someone you know who has an unusual job. In your article, you should include the following:

- **Introduction:** Who is the person? What is the job? Where does he work?
- **Main Body:** What is his daily routine at work? (Mention 3 – 4 daily routine activities)
- **Conclusion:** Why does he like this job?

Write 100–120 words

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Objective: Students will be able to identify the layout of an opinion – led article about a uniform that has changed over time.



BEFORE WRITING

CRITICAL FOCUS: CRITICAL THINKING – OPINION

PRE WRITING

1- Do you believe that modern sports uniforms significantly improve players' performance compared to uniforms in the past?

2- Give reasons for your answer and include any relevant examples from your own knowledge or experience.

IELTS
PRACTICE



Instructions: Put the parts in the correct place.

Opinion about the uniform

Introduce the uniform

Uniform in the past

Uniform nowadays

Bahrain Football Team Uniform

Football is one of the most popular sports in Bahrain, and the national football team uniform represents the country and its identity. Over time, the uniform has changed to meet players' needs and modern standards.

In the past, players wore red uniforms made from thick and heavy materials. The shirts and shorts were loose, and the designs were very simple with few details. These uniforms were not suitable for long matches, especially in hot weather, and players often felt uncomfortable.

Nowadays, Bahrain football team wears modern uniforms made from light, breathable, and flexible fabric. The colours are brighter, and the design includes the national logo and better fitting. These changes happened because of advances in sports technology and the importance of comfort, safety, and performance.

In my opinion, the modern uniform is much better because it allows players to move easily, stay cool, and feel confident while proudly representing Bahrain.

.....

.....

.....

.....



Objective: Students will be able to develop a writing plan by answering the guiding points provided about a uniform that has changed over time.



Article Writing

BEFORE WRITING



Instructions: Answer the questions below to help you plan your article.

<u>Introduction</u> • Introduce the type of the uniform. • Say that the uniform has changed over time.	
<u>Body</u> Write about these points: • Before: Describe the old uniform (material, colour, comfort). • After: Describe the modern uniform and how it is different. • Explain why these changes happened. Use phrases like: In the past, Nowadays, Over the years, As a result.	
<u>Conclusion</u> • Give your opinion about the change. • Say whether you think the new uniform is better and why.	



Writing 3

Date: / /

Objective: Students will be able to write an article about a uniform that has changed over time.



Article Writing

Instructions: Write an article in **100-120 words** about a uniform that has changed over time. In your article, you should include the following:

Introduction	Introduce the type of the uniform.	☐
Main Body	<u>Before</u> : Describe the old uniform (material, colour, comfort).	☐
	<u>After</u> : Describe the modern uniform and how it is different.	☐
	Explain why these changes happened.	☐
Conclusion	Give your opinion about the change.	☐

Put a ✓ in the box to make sure you have written about this point.





Objective: Students will be able to plan a product review by generating ideas, categorizing facts and opinions, and selecting suitable descriptive language.



Product Review Writing

BEFORE WRITING

Step 1: Product Information

What product will you review?

- ☐ Toy ☐ Food / Drink ☐ Book
☐ Clothes ☐ Game / App ☐ Other: _____

Product name: _____

I used it when: _____



Sentence Starter

"This product is called _____. I used it when _____."

Step 2: Rate the product

Rate Your Product. Circle your opinion.

Quality: ☆ ☆ ☆ ☆ ☆

Usefulness: ☆ ☆ ☆ ☆ ☆

Price: ☆ ☆ ☆ ☆ ☆

Enjoyment: ☆ ☆ ☆ ☆ ☆

Step 3: Think like a reviewer

What's good about the product?	What's not so good about the product?
-----	-----
-----	-----
-----	-----



Sentence Starters

It looks.. / You can use it to..
One good thing is.. / I think that..
However..

Helpful Language

amazing / useful / fun I like it because...
cheap / expensive I don't like it because...
easy / difficult I recommend it



Writing 4

Date: / /

Objective: Students will be able to write a product review (100-120 words).



Product Review Writing



Instructions: Write a review in 100-120 words to describe a product that you have used. In your review, you should include the following:

Introduction	Name of the product/ type of product / use of the product		
Main Body	Good points	Things you like about the product. (Mention 2 - 3 things)	
	Bad points	Things you don't like about the product.	
Conclusion	Opinion / Feeling / Rating out of ten / Recommendation		

Put a ✓ in the box to make sure you have written about this point.



Refer to teachers' resources page (13)



Objective: Students will be able to plan an upcycling project by identifying materials and purposes.



BEFORE WRITING

Trash or Treasure

 **Instructions:** Answer the questions below to help you plan your article.

1. **Choose the items you can upcycle, use (✓).**

- | | | |
|---|--------------------------------------|------------------------------------|
| ☐ plastic bottle | ☐ old T-shirt | ☐ glass jar |
| ☐ broken toy | ☐ shoe box | ☐ tin can |



Recycling = remake
Upcycling = upgrade

2. **Can this item become something new?**

- ☐ Yes ☐ No

3. **How will you do it? (Explain your idea)**



My Upcycling Idea

Step 1

Name of old product

Name of new product

Step 2

Purpose. (Why is it useful?)

1. _____
2. _____
3. _____

Step 3

Materials I will use

_____	_____	_____
_____	_____	_____

Objective: Students will be able to write an article in 100-120 words about a upcycling idea.



Article Writing



 **Instructions:** Write an article in 100-120 words about your upcycling idea. In your article, you should include the following:

- **Introduction:** Meaning of upcycling / The upcycling idea
- **Main Body:** Materials used / Upcycling steps / The new product
- **Conclusion:** Opinion / Recommendation

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper. In the bottom right corner, there is a faint watermark that reads "anahj.com".



Objective: Students will be able to develop paragraph structure by connecting main ideas to specific examples.



 **Instructions:** Complete the writing template about Gergaoon, using the guiding questions to help you develop your ideas.

When is it celebrated? Who celebrates it? Why is it celebrated?

→ Introduction

Gergaoon is a traditional festival that is celebrated in _____

Who gives the sweets?
What sweets are given?

Topic Sentence

One important part of Gergaoon is the special food and sweets.

→ Supporting Details

What do boys wear?
What do girls wear?

Topic Sentence

During Gergaoon, children wear special clothes.

→ Supporting Details

What activities do children do?
Where do they go?

Topic Sentence

During Gergaoon, children take part in special activities.

→ Supporting Details

Why is Gergaoon special? How does it make people feel?

→ Conclusion

Gergaoon is a special festival because _____



Objective: Students will be able to write an account of a festival or celebration from your culture.



Article Writing



Instructions: Write an account of a festival or celebration from your culture.

Use the plan below to help you write your account:

- An introduction to the festival or celebration
- Three details or examples (what people wear, eat and how they celebrate)
- A concluding sentence

Write between (100-120) words.





Pre-Writing

Date: / /

Objective: Students will be able to plan a narrative by identifying the setting, events, problem, and resolution.



Instructions: Your teacher has asked you to write a story that begins with this sentence

Ahmed knew it would be an amazing day when he woke up.

Use the story mountain below to plan your narrative.

3 Climax:

2 Rising action:

4 Falling action:

1 Exposition:

5 Resolution:

Setting

Character(s)

Objective: Students will be able to write a narrative of 100-120 words based on a given situation.



Story Writing



Instructions: Your English teacher has asked you to write a story. Your story must begin with this sentence.

Ahmed knew it would be an amazing day when he woke up.

Write your story in 100–120 words. Use the plan below to help you:

- Places and people involved.
- The events of the story, in order.
- What happened at the end.
- Your feelings.

[illegible]



Listening





Listening Guide

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

PLAN FOR THE LISTENING

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)



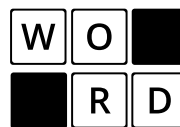
Check Grammar & Type

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



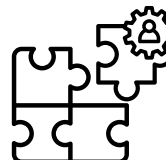
Verify the Word Limit

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.



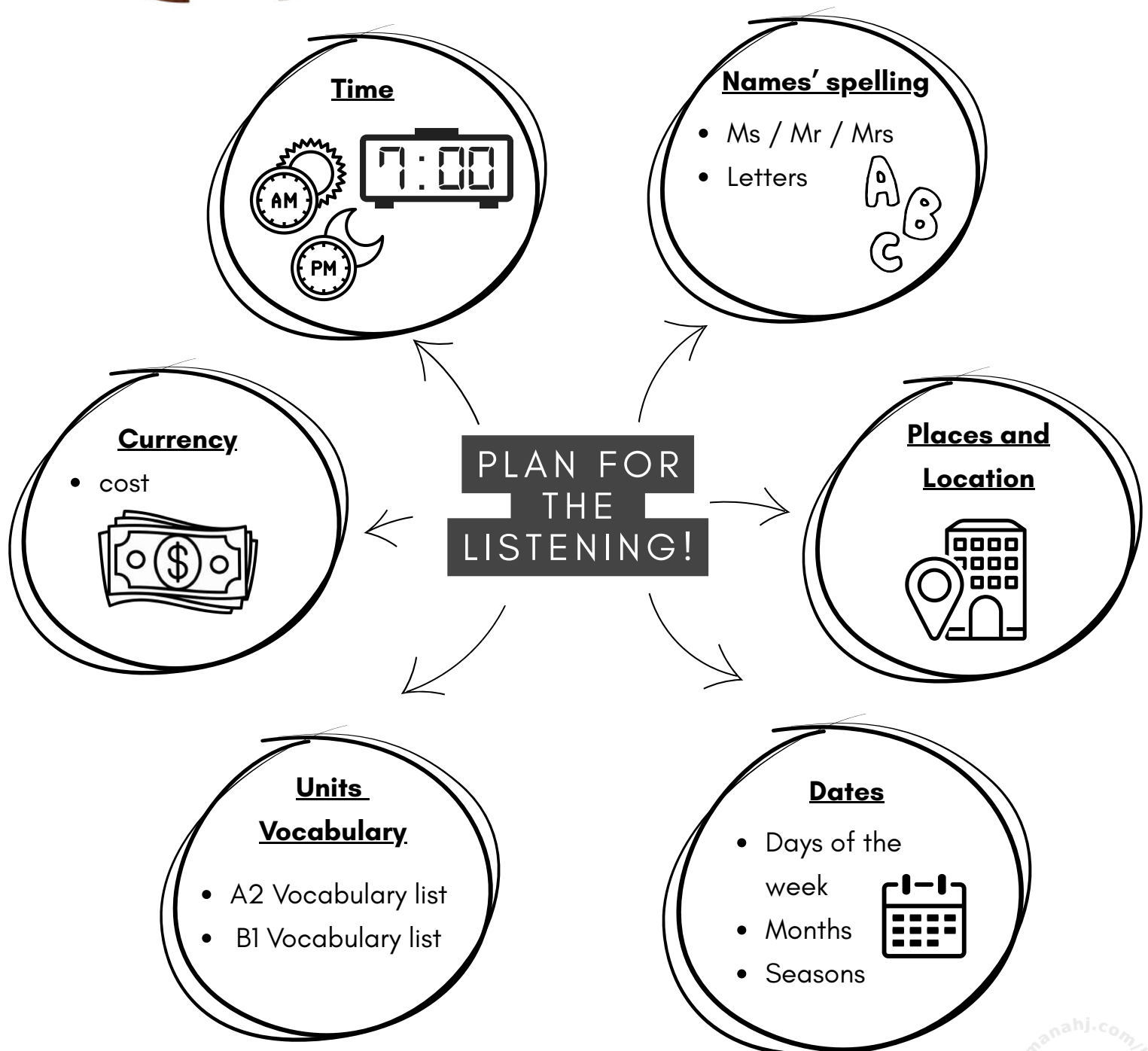
Listening Guide

Objective: Students will be able to recognize essential information and key terms while listening.

Essential Information and key words to **Be Aware Of** especially for Listening part 4 & 5 (Notetaking questions)!



You should focus on these information while listening:





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 thirti <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	February 2	March 3	April 4	May 5	June 6
July 7	August 8	September 9	October 10	November 11	December 12

Note: days and months start with a capital letter!

Days of the week

Sunday	Monday	Tuesday	Wednesday
Thursday	Friday	Saturday	

Sun

Mon

Tue

Wed

Thu

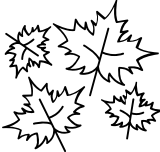
Fri

Sat

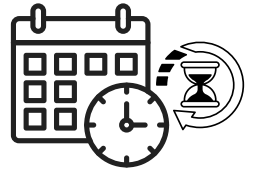


Dates / Months/ Days

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!



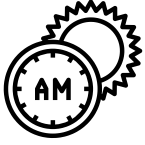
Search Mission: Look for the short form of each month and write them down.

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





Telling Time

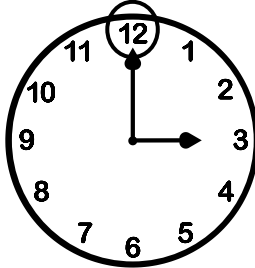


AM: Any time before midday when using 12-hour time.



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

o'clock



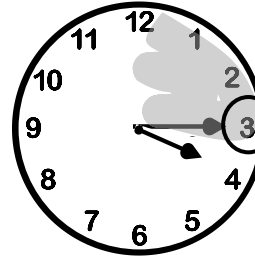
What's the time?

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

It's 3:00

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

quarter past

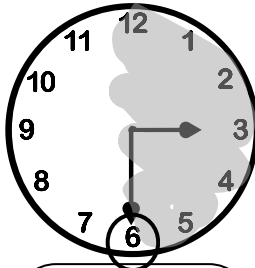


What's the time?

It's **quarter past 4**.

It's 4:15

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



half past

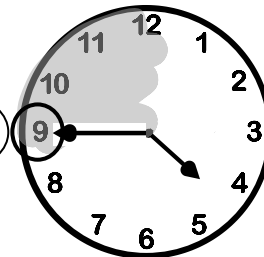
What's the time?

It's **half past** three.

It's 3:30

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

quarter to



What's the time?

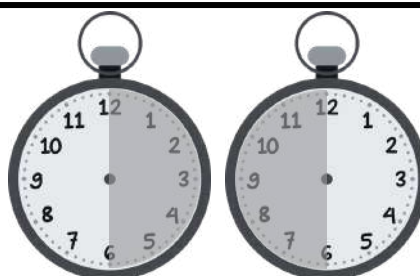
It's **quarter to 5**.

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** ".



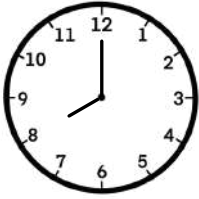
Telling Time - Practice

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.

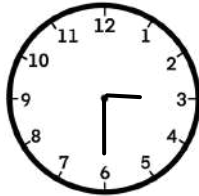
1-



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-



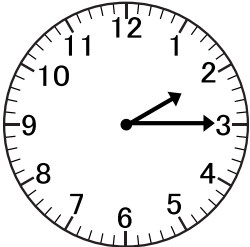
A. It's 7:11 PM.

B. It's 7:55 PM.



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

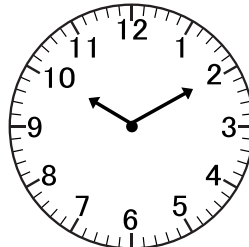
0-



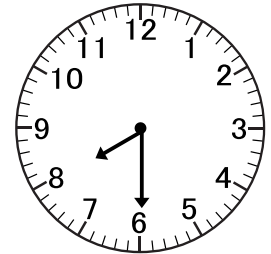
It's 2:15.

It's quarter past two.

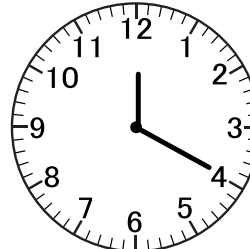
1-



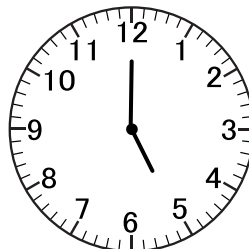
2-



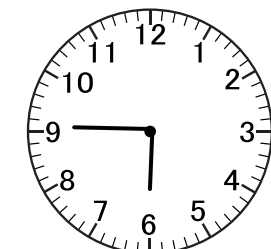
3-



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

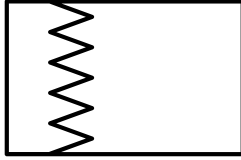


CURRENCY

is the term for money used in a particular country.

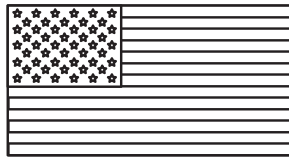
WORLD CURRENCY SIGNS

Bahraini Dinar



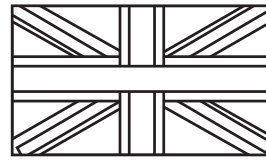
BHD

Dollar



\$

Pound



£

Euro



€

Saudi Riyal



﷼



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

I've got 10 Bahraini Dinars.



I've got

BHD 10.

Practice



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

0	eight dollars	\$ 8
1	15 Bahraini dinars	
2	twenty-one euros	
3	six pounds fifty	
4	one hundred Saudi riyals	



SCAN ME

Scan and practice.

WordWall activity:



Objective: Students will be able to listen for key words and specific information.



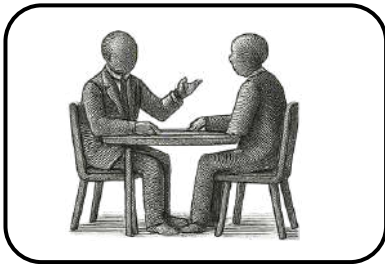
BEFORE LISTENING

Activity 1: Look & Predict (Visual Activation)



Instructions: Look at the three pictures below.

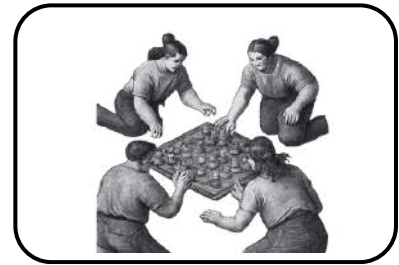
You do this step before you listen



A	
---	--



B	
---	--



C	
---	--



Instructions: Answer the questions:

1. What can you see in each picture?

2. How many people are there?

3. Where are they?

4. What are they doing?

Activity 2: Listening Traps (Exam Awareness)



Instruction: Tick ✓ the sentences that are possible traps in listening exams:

- They talk about many people, but the number is different.
- Two pictures look similar, but only one is correct.
- The speaker changes their mind.
- The speaker repeats the same number many times.

☐
☐
☐
☐



Listening 1

Date: / /

Objective: Students will be able to listen for key words and specific information.



Instructions:

Listen to six conversations and put (✓) on the correct picture A, B or C. Number (0) is done for you.



SCAN HERE

0 - How many people were at the meeting?

5

A

15

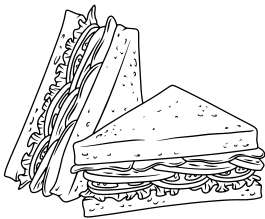
B



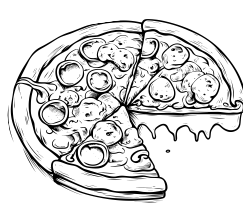
50

C

1- What would they have for dinner tonight?



A



B



C

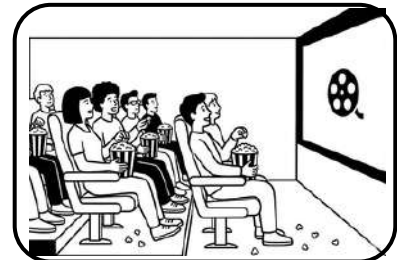
2- Where will they go in the weekend?



A



B



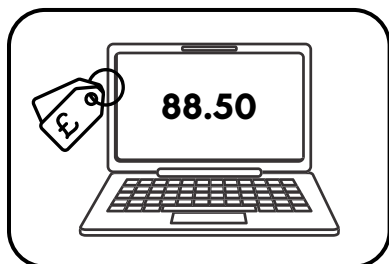
C



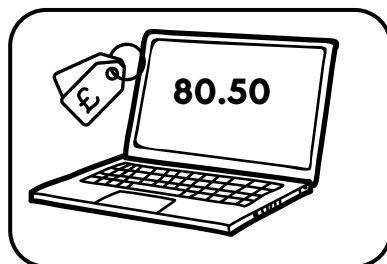
Refer to teachers' resources page (17&18) - Listening 1 Script

Scan the code to find the listening audio

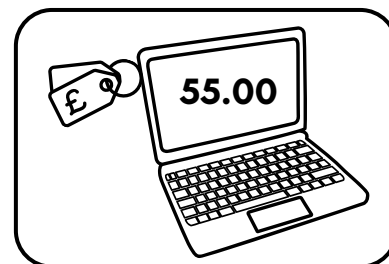
3 - How much did the woman's laptop cost?



A	
---	--

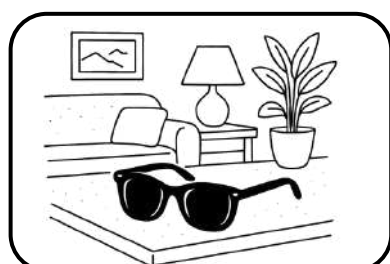


B	
---	--

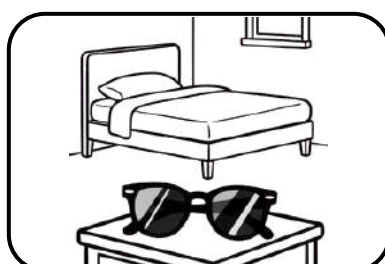


C	
---	--

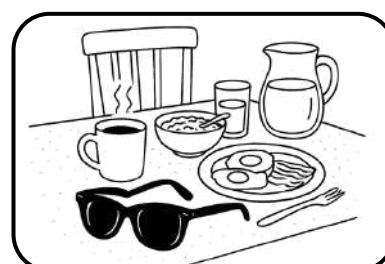
4- Where are the man's sunglasses?



A	
---	--

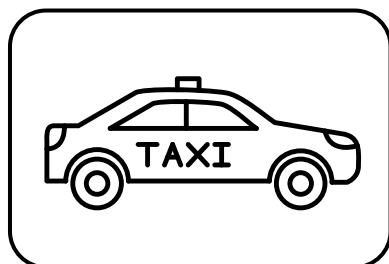


B	
---	--

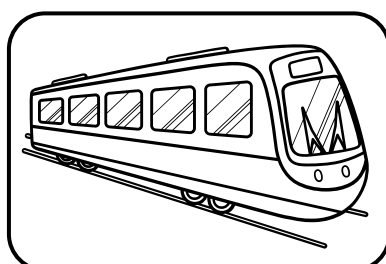


C	
---	--

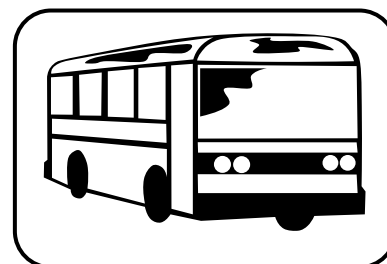
5- How will Hasan go to work?



A	
---	--



B	
---	--



C	
---	--



Refer to teachers' resources page (17&18) - Listening 1 Script

Scan the code to find the listening audio



Objective: Students will be able to listen for key words and specific information.



IELTS PRACTICE



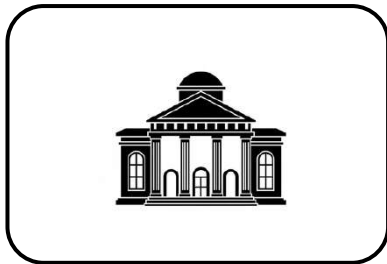
SCAN HERE



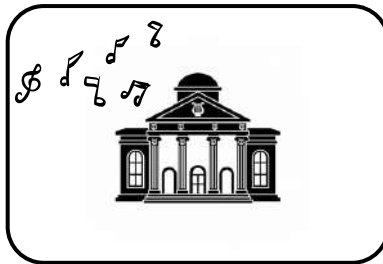
Instructions:

Listen to six conversations and put (✓) on the correct picture A, B or C. Number (0) is done for you.

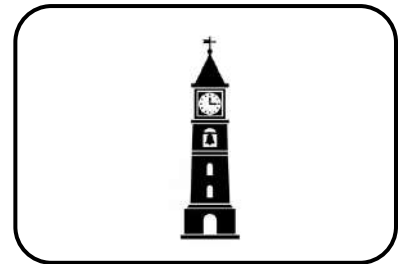
0 - Where will they meet?



A	
---	--



B	
---	--



C	✓
---	---

1- What job is the girl applying for?



A	
---	--

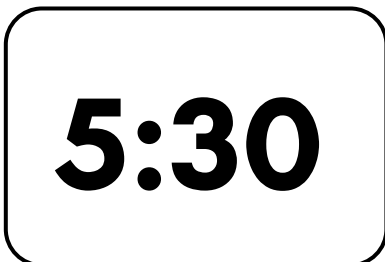


B	
---	--



C	
---	--

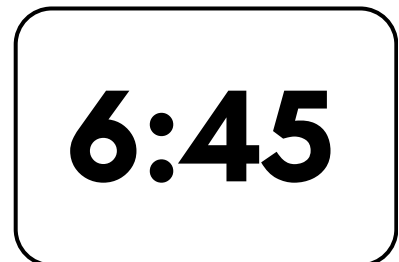
2- When will they leave to watch the sunset?



A	
---	--



B	
---	--



C	
---	--



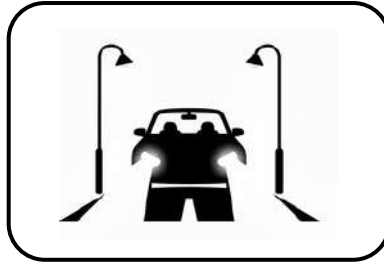
Refer to teachers' resources page (19&20) - Listening 2 Script

Scan the code to find the listening audio

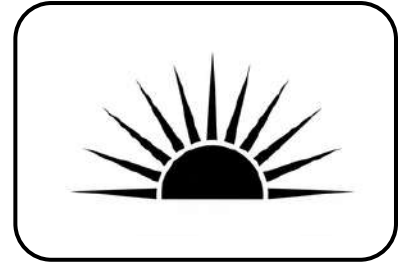
3 - What does the girl tell him to do at night?



A



B



C

4 - What must the boy do about his sandwich near wild animals?



A

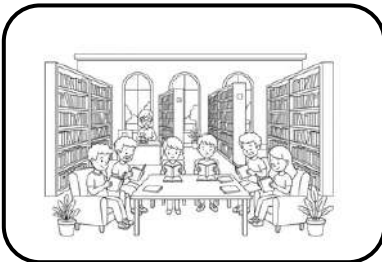


B

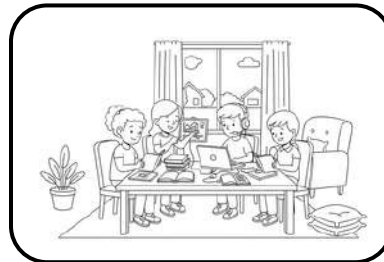


C

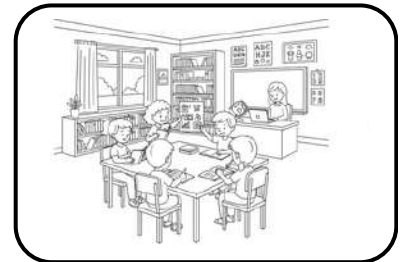
5 - Where will they do the project?



A



B



C



Refer to teachers' resources page (19&20) - Listening 2 Script

Scan the code to find the listening audio



Listening 3

Date: / /

Objective: Students will be able to listen for key words and specific information.



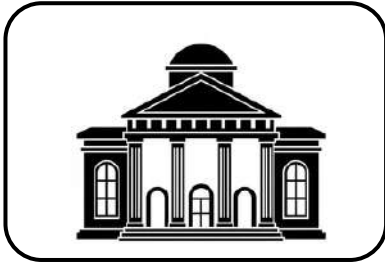
Instructions:

Listen to six conversations and put (✓) in the correct box A, B or C. Number (0) is done for you.

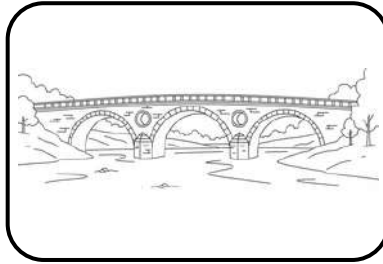


SCAN HERE

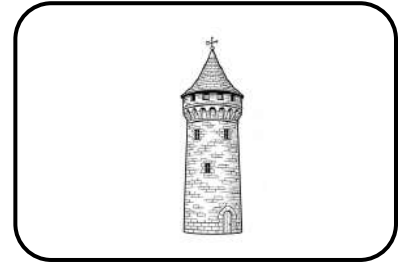
0 - Where will they meet?



A	
---	--



B	✓
---	---

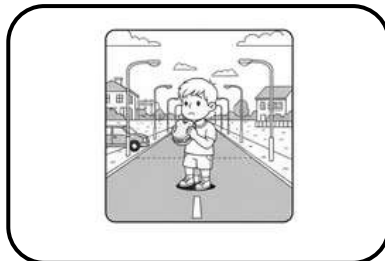


C	
---	--

1- Where should the boy walk?



A	
---	--



B	
---	--



C	
---	--

2- How much did the headphones cost?



A	
---	--



B	
---	--



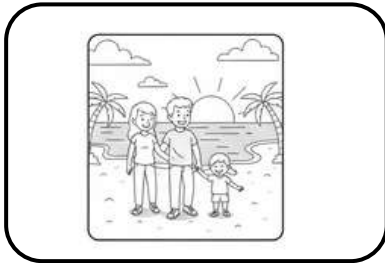
C	
---	--



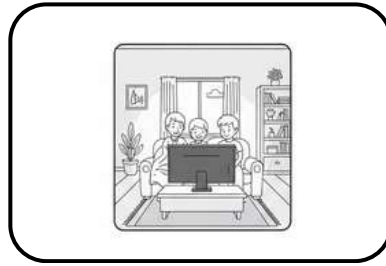
Refer to teachers' resources page (21&22) - Listening 3 Script

Scan the code to find the listening audio

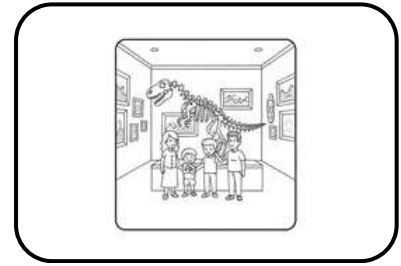
3 -What will they do this evening?



A	
---	--



B	
---	--



C	
---	--

4- What should the boy do with his snack near wild animals?



A	
---	--



B	
---	--



C	
---	--

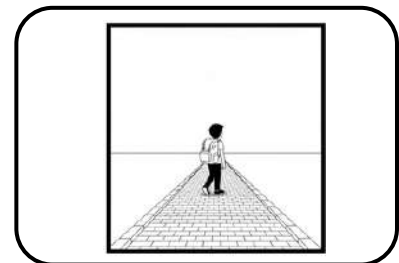
5- How does the boy describe the place now?



A	
---	--



B	
---	--



C	
---	--



Refer to teachers' resources page (21&22) - Listening 3 Script

Scan the code to find the listening audio



Listening 4

Date: / /

Objective: Students will be able to listen for key words and specific information.



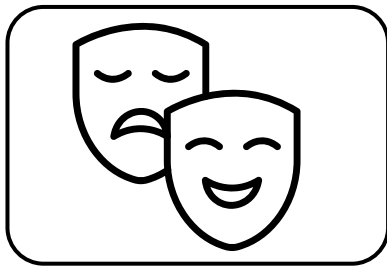
Instructions:

Listen to six conversations and put (✓) on the correct picture A, B or C. Number (0) is done for you.

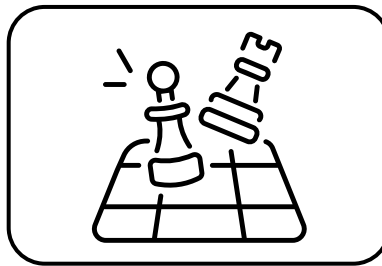


SCAN HERE

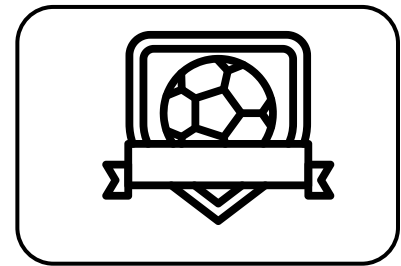
0 - Which club will the boy join?



A	
---	--



B	✓
---	---



C	
---	--

1- What time will the lesson start?



A	
---	--



B	
---	--

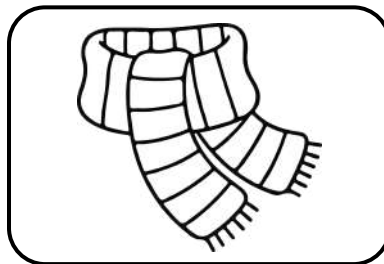


C	
---	--

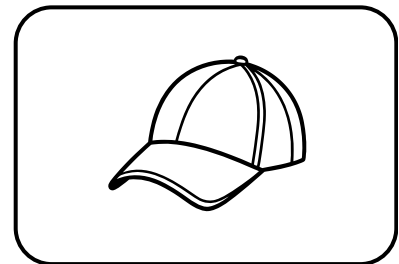
2- What will the girl buy?



A	
---	--



B	
---	--



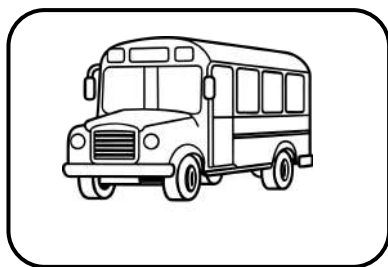
C	
---	--



Refer to teachers' resources page (23&24) - Listening 4 Script

Scan the code to find the listening audio

3 -How will they travel to the stadium?



A	
---	--

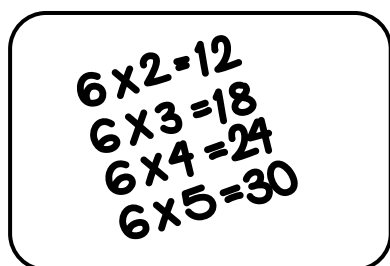


B	
---	--

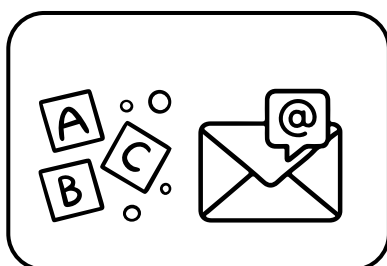


C	
---	--

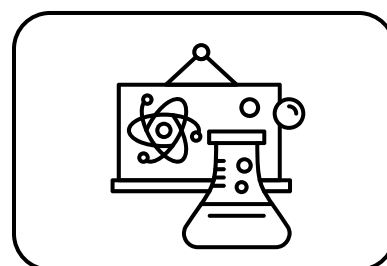
4- What must the boy finish first?



A	
---	--

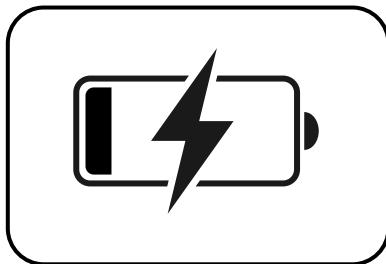


B	
---	--

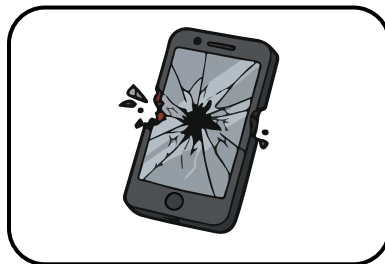


C	
---	--

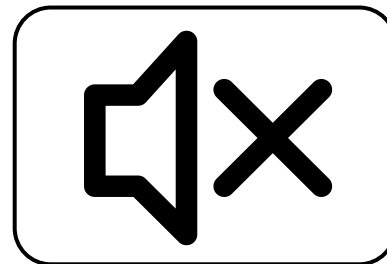
5- What is wrong with the phone?



A	
---	--



B	
---	--



C	
---	--

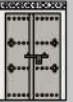


Refer to teachers' resources page (23&24) - Listening 4 Script

Scan the code to find the listening audio



Objective: Students will be able to reflect and analyse after listening activities.



REFLECT AND ANALYSE

POST LISTENING

You have answered 4 listening questions. Now work with one question of your choice.
Imagine you are the exam writer.

IELTS
PRACTICE



Instruction: Tick (✓) the information you listened for to choose the correct picture.

- ☐ Number of people
- ☐ Place
- ☐ Time
- ☐ Activity
- ☐ A change of plan

Now complete the sentence:

The correct picture matches the listening because it shows



Instruction: Read the listening strategies below.

Circle **TWO** strategies you actually used during the task:

- ☐ Checking all pictures before listening
- ☐ Listening for specific details
- ☐ Choosing quickly
- ☐ Listening until the end
- ☐ Changing answers when needed

Now complete:

These strategies helped me because

PAIR WORK



Student A: "Why did you choose picture ___?"

Student B: "I chose picture ___ because I heard ___"



Objective: Students will be able to listen for gist, main idea, and details.



BEFORE LISTENING



Instructions: Which Option Sounds Right?

Before you listen, read the questions carefully.

Choose which option sounds most likely to be said in a radio travel announcement and why.

Question 1: A travel office radio announcement usually gives:

- A. personal opinions
- B. information about a trip
- C. school rules

Most likely option: _____

Reason: _____.

Question 2: If passengers are asked to arrive early, the reason is usually:

- A. the bus cannot wait for late passengers
- B. the café closes early
- C. the weather is sunny

Most likely option: _____

Reason: _____.

Question 3: In a travel announcement, the speaker is more likely to talk about:

- A. what passengers should bring
- B. what passengers did last year
- C. what passengers like

Most likely option: _____

Reason: _____.



Objective: Students will be able to listen for gist, main idea, and details.



Instructions:

You will hear an announcement from a travel office on the radio. For each question, choose the correct answer A, B, or C. You will hear the recording twice.

1. What is the purpose of the message?

- A. To cancel the trip
- B. To give information about the trip
- C. To ask for payment

2. When does the bus leave?

- A. Friday at 7:30 a.m.
- B. Thursday at 7:00 a.m.
- C. Saturday at 8:00 a.m.

3. Why should passengers arrive early?

- A. The café closes early
- B. The guide arrives early
- C. The bus cannot wait for late passengers

4. What does the message say about the weather?

- A. It will be hot all day
- B. It will be cold in the evening
- C. It will rain the whole trip

5. What should passengers bring?

- A. A warm jacket and comfortable shoes
- B. A swimsuit and sunglasses
- C. A tent and pillow



SCAN HERE



Refer to teachers' resources page (25) - Listening 5 Script

Scan the code to find the listening audio



Objective: Students will be able to listen for gist, main idea, and details.



Instructions:

You will hear an announcement from the school radio station. For each question, choose the correct answer A, B, or C. You will hear the recording twice.

1. What is the main purpose of the announcement?

- A. To invite students to join an after-school club
- B. To announce a new reading club
- C. To explain the school's rules

2. When will the club sessions take place?

- A. Once a month in the evening
- B. Every weekday in the morning
- C. Twice a week in the afternoon

3. Where will the club activities be held?

- A. In the school playground
- B. In the multi-purpose room near the library
- C. In each classroom

4. What should students bring on the first day?

- A. Their school ID card
- B. Special equipment
- C. Their own snacks

5. What is one benefit for students who attend regularly?

- A. They will leave school early
- B. They can join a school exhibition
- C. They will receive free books



Refer to teachers' resources page (26) – Listening 6 Script

Scan the code to find the listening audio



Objective: Students will be able to listen for gist, main idea, and details.



Instructions:

You will hear a radio announcement from the school radio station. For each question, choose the correct answer A, B, or C. You will hear the recording twice.

1. What is the main purpose of the radio announcement?

- A. To announce a school trip
- B. To invite students to a career guidance workshop
- C. To explain new school rules

2. When will this event take place?

- A. Next Wednesday
- B. Next Monday
- C. Next Friday

3. How many sessions will it include?

- A. Two sessions
- B. Three sessions
- C. Four sessions

4. What should students bring with them?

- A. Notebook and pen
- B. Water bottle and snacks
- C. Sports shoes

5. What is the benefit of attending all sessions?

- A. Extra break time
- B. Free lunch
- C. A certificate of participation



SCAN HERE



Refer to teachers' resources page (27) - Listening 7 Script

Scan the code to find the listening audio



Objective: Students will be able to listen for gist, main idea, and details.



Instructions:

You will hear a local library voicemail which includes important information about it..
Listen and circle the correct answer A, B, or C, number (0) is done for you:

0. Which library is the caller reaching?

- A. The National Library
- ☒ B. The City Central Library
- C. The School Library

1. What is the main purpose of this message?

- A. To announce a new staff member.
- B. To give important information about the library next week.
- C. To talk about books that need renewing.

2. Which day will the library be closed next week?

- A. Monday
- B. Tuesday
- C. Wednesday

3. Which group of children is the computer class designed for?

- A. Children under the age of 10
- B. Children aged 10 to 12
- C. Children aged 13 and over

4. When will the free computer class start?

- A. At 4:00 PM.
- B. At 4:30 PM.
- C. At 5:30 PM.

5. What is the deadline for returning all library books?

- A. Friday, July 5th
- B. Tuesday evening
- C. Wednesday afternoon

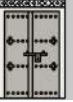


Refer to teachers' resources page (28) – Listening 8 Script

Scan the code to find the listening audio



Objective: Students will be able to reflect and analyse after listening activities.



Listening Activity Number: # _____

Activity 1: Distractor Detective (Why did the test try to trick you?)



Instruction: Tick two distractor types you noticed, and give one example (Q#).

- ☐ Similar word trap. Example Q#: _____
- ☐ Wrong number/time/date Example Q#: _____
- ☐ Not mentioned Example Q#: _____
- ☐ Different person/place Example Q#: _____
- ☐ Speaker changes mind Example Q#: _____

One sentence: The hardest distractor today was _____

because _____

Activity 2: Summary (The big message)



Instruction: Write a 2-sentence summary (25–35 words total).

Include one reason and one result.

Example:

“The speaker missed the bus because it was raining. As a result, he arrived late at school.”

- Reason: because it was raining
- Result: he arrived late

Summary:

Mini Speaking Extension



Retell the monologue in 60 seconds using linking words



Objective: Students will be able to listen for gist, main idea, and details.



Instructions: Match each phrase (1-8) to its function (A-H).

IELTS
PRACTICE

1. "Sorry, I didn't catch that."

☐

A. Asking about price

2. "Do you mean...?"

☐

B. Changing a plan

3. "That sounds good to me."

☐

C. Checking a detail / confirming

4. "I'm not sure about that."

☐

D. Agreeing

5. "How much is it?"

☐

E. Asking for repetition

6. "Let's do it on Saturday instead."

☐

F. Asking about time

7. "What time shall we meet?"

☐

G. Clarifying meaning

8. "So, we're meeting at the entrance, right?"

☐

H. Disagreeing politely

Instructions: Choose ONE situation. Tick (✓) and complete the grid.

Situation (tick one):

- ☐ Two friends planning the weekend
- ☐ Customer & shop assistant
- ☐ Student & teacher (homework / timetable)
- ☐ Visitor & receptionist (hotel / sports centre)
- ☐ Two classmates (school project)

Prediction Grid

Place: _____

Relationship: _____

Goal of the talk (purpose): _____

Numbers you might hear (**circle**): price / time / date / phone / quantity

3 keywords I expect: 1) _____ 2) _____ 3) _____ 4) _____



Objective: Students will be able to listen for gist, main idea, and details.



Instructions:

You will hear a boy, Leo, calling a sports center to inquire about their offerings. Listen and circle the correct answer A, B, or C. Number (0) is done for you.



0. What does Leo call the Sports Center to ask about?

- A. swimming lessons. B. volleyball classes. C. ☒ football classes

1. When does the new junior course begin?

- A. September 24th. B. October 24th. C. September 25th.

2. What day does it begin?

- A. Next Monday B. Next Tuesday C. Next Saturday

3. What time does the football class start?

- A. At 5:00 PM. B. At 5:30 PM. C. At 6:30 PM.

4. What is the required age range for the children in this group?

- A. 7 to 10 years old. B. 8 to 11 years old. C. 9 to 12 years old.

5. How much does the whole course cost?

- A. 75 euros. B. 80 euros. C. 85 euros.



Refer to teachers' resources page (29) - Listening 9 Script

Scan the code to find the listening audio



Objective: Students will be able to listen for gist, main idea, and details.



Instructions:

You will hear a girl, Maria, calling the city theater to confirm her booking. Listen and circle the correct answer A, B, or C.
Number (0) is done for you.



0. Which movie does Maria ask about?

- A. City Life.
- ☒ B. Space Trek.
- C. New Beginnings.

1. Which day are Maria's tickets for?

- A. Friday, June 7th.
- B. Saturday, June 8th.
- C. Sunday, June 9th.

2. When does the movie start?

- A. 7:00 PM.
- B. 7:15 PM.
- C. 7:30 PM.

3. What is the cost of one ticket?

- A. 12 dollars.
- B. 20 dollars.
- C. 21 dollars.

4. Which screen number will the movie be shown in?

- A. Screen 2.
- B. Screen 3.
- C. Screen 4.

5. Who is Maria talking to on the phone?

- A. cinema staff.
- B. movie director.
- C. photographer.



Refer to teachers' resources page (30) – Listening 10 Script

Scan the code to find the listening audio



Objective: Students will be able to listen for gist, main idea, and details.



Instructions:

You will hear a conversation between Sarah and Omar regarding an upcoming trip. Listen and circle the correct answer A, B, or C. Number (0) is done for you.



0. Where will the school trip take place?

A. the City Center

B. the City Stadium

☒ C. the City Museum

1. When will the school trip take place?

A. Next Monday

B. Next Thursday

C. Next Friday

2. What time does the bus leave the school?

A. 7:00 a.m.

B. 7:30 a.m.

C. 7:15 a.m.

3. How much is the museum ticket?

A. 2 Bahraini dinars

B. 3 Bahraini dinars

C. It's free

4. What should students bring with them?

A. Notebook, pen,
and water bottle

B. School books and
backpack

C. Sports clothes only

5. Where is the museum located?

A. Near the school
playground

B. Inside the school hall

C. Next to the City Center
bus station



Refer to teachers' resources page (31) - Listening 11 Script

Scan the code to find the listening audio



Objective: Students will be able to listen for gist, main idea, and details.



Instructions:

You will hear a conversation between Aisha and Hasan. Listen and circle the correct answer A, B, or C.
Number (0) is done for you.



0. The conversation is mainly about

A. sports day

☒ B. A community clean-up activity

C. A class project

1. The activity ends at

A. 9:00 a.m.

B. 10:00 a.m.

C. around 11:00 a.m.

2. To join the activity, students need to pay

A. Nothing

B. One dinar

C. Two dinars

3. Some students can travel by

A. school bus

B. taxi

C. bicycle

4. The community center provides students with

A. Food and drinks

B. Cleaning tools and safety items

C. School bags

5. Students can find more information from

A. the school website

B. the notice board

C. their friend

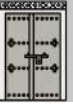


Refer to teachers' resources page (32) - Listening 12 Script

Scan the code to find the listening audio



Objective: Students will be able to reflect and analyse after listening activities.



Mini Speaking Extension

Partner A says a short line.

Partner B replies using one response above.

Listening Activity Number: # _____

Instruction: Match each problem (1-6) with the best response (A-F).

Problems

1. You didn't hear the last word.
2. You heard a number but you're not sure.
3. You want to confirm the plan.
4. You don't understand one key word.
5. You disagree politely.
6. You want to suggest a different time/day.

☐
☐
☐
☐
☐
☐

Responses

- A. "Sorry, could you say that again?"
- B. "Did you say fifteen or fifty?"
- C. "So, we're meeting at _____, right?"
- D. "What does _____ mean?"
- E. "I'm not sure that's a good idea. How about _____?"
- F. "Can we do it on _____ instead?"

Instructions: Choose ONE situation. Create a new dialogue (8-10 lines). You must include at least 4 items from the Dialogue Skill Checklist.

Pick ONE situation:

- ☐ Planning a weekend activity (cinema / football)
- ☐ Buying something (size / colour / price)
- ☐ Booking a place (time / cost / what's included)
- ☐ School task (meeting time / who does what)

Dialogue Skill Checklist (use at least 4)

- ☐ Ask for repetition (Sorry...?)
- ☐ Check a number (Did you say...?)
- ☐ Clarify meaning (Do you mean...?)
- ☐ Suggest an alternative (How about...?)
- ☐ Give a reason (because / so)
- ☐ Confirm the final plan (So we're... right?)

Dialogue

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____



Objective: Students will be able to listen for precise information.



BEFORE-LISTENING

Instructions: Read the sentences below. Tick (✓) what the speaker is doing in each sentence.

Sentence from a dialogue	Giving information	Clarifying	Correcting
1. "The meeting is on Thursday, not Friday."	☐	☐	☐
2. "It's fifteen pounds – that's 1-5."	☐	☐	☐
3. "So, your class starts at nine, right?"	☐	☐	☐
4. "Sorry, I meant the afternoon session."	☐	☐	☐

PREDICTIONS

Instructions: Look at the note below.

Do **NOT** try to guess the answer. **Only** decide what type of word is missing.

- Match each blank with the correct word type:

Course Details

- Course starts on: _____
- Price: _____ dinars
- Teacher's name: _____
- Location: _____ building

- A. Number
- B. Name
- C. Place
- D. Day / Date

Instructions: Complete the sentence.

When I listen to a dialogue and complete notes, I should listen carefully when the speaker

_____.



Listening 13

Date: / /

Objective: Students will be able to listen for precise information.



Instructions:

You will hear a conversation between 2 people about joining a weekend workshop. Listen and fill in the gaps with one word or numbers.

Weekend Workshop

Teacher's name: (1) _____

Date: (2) _____

Finish time: (3) _____

Cost: (4) _____

What to bring: (5) _____



IELTS
PRACTICE



SCAN HERE



Refer to teachers' resources page (33) – Listening 13 Script

Scan the code to find the listening audio



Objective: Students will be able to listen for precise information.



Instructions:

You will hear a girl, Fatima, asking her classmate Sam about a school event. Listen and fill in the gaps with one word or numbers.

Planning a School Event

Day: (1) _____

Date of the event: (2) _____ March

Place: (3) _____

Activity: (4) _____

Number of volunteers needed: (5) _____



SCAN HERE



Refer to teachers' resources page (34) - Listening 14 Script

Scan the code to find the listening audio



Objective: Students will be able to listen for precise information.



Instructions:

You will hear a conversation between Aisha and Sara about clothes they prefer to wear. Listen and fill in the gaps with one word or numbers.

What We Wear

- The jacket cost (1) _____
- Aisha bought the jacket (2) last _____
- After school, Aisha prefers wearing (3) _____ clothes.
- In summer, Sara wears (4) _____ clothes made of cotton.
- On (5) _____ afternoon, Aisha is going shopping for sportswear.



SCAN HERE



Refer to teachers' resources page (35) – Listening 15 Script

Scan the code to find the listening audio



Objective: Students will be able to listen for precise information.



Instructions:

You will hear a boy, Jassim, talking to his friend Hind about his holiday trip plans. Listen and fill in the gaps with one word or numbers.

A Holiday Trip

Destination: to (1) _____

Travel date: on (2) _____

Transportation: by (3) _____

Duration of the trip (number of days): (4) _____ days

Total money planned to spend on food, shopping, and tickets:

(5) _____



SCAN HERE

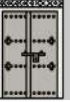


Refer to teachers' resources page (36) – Part 4 Listening 16 Script

Scan the code to find the listening audio



Objective: Students will be able to reflect and analyse after listening activities.



POST LISTENING

CRITICAL FOCUS: USING A DIALOGUE SKILL PHRASE

You have already listened to the dialogue and completed the notes.

Now use your answers to:

- 1) check accuracy
- 2) find evidence in the dialogue.
- 3) practice repair phrases for next time.

Useful phrases (choose from these or write your own):

- "Sorry, did you say ____ or ____?"
- "Can you repeat that, please?"
- "How do you spell that?"
- "So it's ____, right?"
- "Is that one-four (14)?"

IELTS
PRACTICE



Instructions: Write a response using a dialogue skill phrase.

A) Misheard number

A: "It's 14 dinars."

B: _____

B) Spelling needed

A: "Her surname is Hassan."

B: _____

C) Correction happens

A: "The meeting is at 5:50—sorry, I mean 5:15."

B: _____

D) Two similar places

A: "Go to Room 13, not Room 30."

B: _____



Mini Speaking Extension

In pairs, use two answers from your notes. Student B asks 2 checking questions (e.g., "Did you say...?" / "So it's..., right?"). Student A confirms.



Objective: Students will be able to listen for precise information.



BEFORE LISTENING

Activity 1: catch details from ONE speaker and write short answers.



Instructions:

Rewrite each sentence as exam notes (1-3 words / number). No full sentences.

1. "The meeting starts at quarter past six." → Time: _____
2. "The cost is 12 dinars for students." → Price: _____
3. "Please meet in the main hall." → Place: _____
4. "Bring a pen and your ID card." → Bring: _____
5. "Call Mr Ali on 3399 1840." → Contact: _____ / Number: _____

BUILD THE MONOLOGUE MAP



Instructions:

A monologue often follows an order. Put these parts in **the best order** (1-6).

- ☐ A. "Contact details" (name/number)
- ☐ B. "What the event is" (topic)
- ☐ C. "Final reminder / what to bring"
- ☐ D. "Where it is" (place)
- ☐ E. "When it is" (day/time)
- ☐ F. "Cost / price"

When you know the order, you know when an answer is coming.

WRITING PRACTICE



Instructions: Rewrite these in **note form** (short):

"Please bring your sports clothes." → _____

"The cost is fifteen dinars." → _____

"It starts at quarter past six." → _____



Objective: Students will be able to listen for precise information.



Instructions:

You will hear a girl, Nadia, talking about her educational experience. Listen and fill in the gaps with one word or numbers only.

All about Nadia

Nadia has shown interest in: (1) _____

Nadia had difficulty with: (2) _____ subject.

Nadia's dream job is to be an: (3) _____

Nadia took online lessons: (4) every _____

Nadia's study duration was for: (5) _____ years.



IELTS
PRACTICE



SCAN HERE



Refer to teachers' resources page (37) – Listening 17 Script

Scan the code to find the listening audio



Objective: Students will be able to listen for precise information.



Instructions:

You will hear a girl, Fatima, talking about her work as a Marine Biologist. Listen and fill in the gaps with one word or numbers only.

The Marine Biologist

Fatima's current Job: (0) Marine Biologist

Past Jobs: (1) _____ and a "Research Assistant"

Morning Routine: Check (2) _____ and tides

Meeting Location: Office in (3) _____

Work Equipment: Wetsuit and (4) _____

Biggest Challenge: Remembering (5) _____ names

Future Dream: Documentary (6) _____



Refer to teachers' resources page (38&39) - Listening 18 Script

Scan the code to find the listening audio



Objective: Students will be able to listen for precise information.



Instructions:

You will hear a TV documentary about camels. Listen and fill in the gaps with one word or numbers only.

Camels

animal name is : (0) the camel

it can give birth as its type is : (1) _____

Lives mainly in: (2) _____ areas

Lifespan: about (3) _____ years

Food: plants and (4) _____

a body feature that helps in the desert is it's long (5) _____



SCAN HERE



Refer to teachers' resources page (40) - Listening 19 Script

Scan the code to find the listening audio



Objective: Students will be able to listen for precise information.



Instructions:

You will hear a teacher talking to a group of students about summer jobs. Listen and fill in the gaps with one word or numbers only.

Jobs for Students

Work in: (0) **Bright Star Camps**

Dates of jobs: (1) 1st of July - _____

Staff must be: (2) _____ years old

Staff must be able to: (3) _____

Staff will earn: (4) _____ per week

Send a letter and: (5) _____

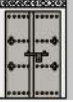


Refer to teachers' resources page (41) – Listening 20 Script

Scan the code to find the listening audio



Objective: Students will be able to reflect and analyse after listening activities.



CRITICAL FOCUS: SKILL TRAINING

POST LISTENING

Why? In monologues, speakers often change or correct information.
Good note-takers listen for this.

Note:

When you hear sorry / no / I mean / actually, the answer may change.

IELTS
PRACTICE

"CATCH THE CORRECTION"



Instructions: Read and decide the final note. For each line, circle the final correct information.

A) "The class is on Monday... sorry, on Wednesday."

Final note: Monday / Wednesday

B) "It starts at 6:15—no, at 6:50."

Final note: 6:15 / 6:50

C) "We meet twice a week... actually once a week."

Final note: twice / once

D) "The course is 10 weeks... I mean 12 weeks."

Final note: 10 / 12

"PREDICT THE ANSWER TYPE"

Why? Fast note-takers predict what kind of word they need before they hear it.



Instructions: Choose one improvement target

Tick ONE:

- ☐ I will listen carefully for numbers
- ☐ I will listen carefully for time/frequency
- ☐ I will focus on corrections (sorry / I mean / actually)
- ☐ I will write short notes only (1-2 words)

Complete the sentence:

Next time, I will _____ so I can take better notes.



Enrichment Activity 1

Date: / /

Objective: Students will be able to listen for gist, main idea, and details.



Instructions:

You will hear a boy talks about a school trip to the Science Museum. Listen and circle T for true, and F for false. Number (0) is done for you.

0-The students went to the museum by bus.

(T)

(F)

1- The guide showed the students the Space Room first.

(T)

(F)

2- The speaker thought the space helmet was too heavy and not fun.

(T)

(F)

3- The students had lunch inside the museum café.

(T)

(F)

4- The speaker bought a keychain as a souvenir.

(T)

(F)

5- They returned to school at 4:00 p.m.

(T)

(F)



Refer to teachers' resources page (42) - Enrichment Activity 1

Scan the code to find the listening audio



Objective: Students will be able to listen for gist, main idea, and details.



IELTS
PRACTICE



Instructions:

You will hear four teenagers talking about where they live.
Match each speaker (1-4) with the correct description (A-E).
Write the correct letter next to each number.



Descriptions

- A. Lives in a very cold place in winter.
- B. Lives in a modern city with unusual architecture.
- C. Lives in a rural village surrounded by nature.
- D. Lives in a city with many green spaces.
- E. Lives in a busy urban city centre.

Speakers

- 1. Speaker 1 _____
- 2. Speaker 2 _____
- 3. Speaker 3 _____
- 4. Speaker 4 _____



Refer to teachers' resources page (43) – Enrichment Activity 2

Scan the code to find the listening audio



Speaking





Objective: Students will be able to answer speaking questions using complete sentences with more than one idea to improve their performance in the Key Speaking test.

How will I get a higher mark in Key Speaking?

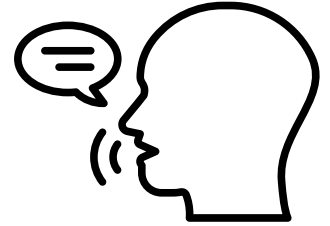
This page helps you understand how to speak better in the Key (A2) Speaking test.



Instructions:

Read this speaking question and the two possible answers:

Question: What do you like to do at the weekends?



- **Student A says:** "Watch TV."
- **Student B says:** "At the weekends, I like to watch TV and play football with my friends. I also enjoy reading stories at home."

Think and Choose

Which student will get a higher mark?

☐ Student A ☐ Student B

Why? Write your opinion here.

.....

.....

.....





Objective: Students will be able to answer speaking questions using complete sentences with more than one idea to improve their performance in the Key Speaking test.

How will I get a higher mark in Key Speaking?

This page helps you understand how to speak better in the Key (A2) Speaking test.

• What Examiners Listen For (Key A2)?

Examiners give higher marks when you:

- Use simple, full sentences.
- Give 2-3 ideas for each question.
- Use easy linking words (and, also, because).
- Speak clearly and confidently.



• Key A2 Speaking Tip:

- Do not give one-word or very short answers.
- Try to say more.
- You can make your answer better by adding:
 - And / also
 - Who you do it with
 - Where and when

• Example:

"I like playing football with my friends in the park after school."

- Use correct grammar and clear pronunciation.

Remember

More ideas + clear sentences = higher Key Speaking marks!



Speaking Assessment Criteria- How you are assessed

In Key Speaking Test, you will be assessed based on the following:

1- Grammar and Vocabulary:

- Assess the student's range and accuracy of language, including:
- Use of basic grammatical structures.
- Use of appropriate and relevant vocabulary.
- Ability to form simple, correct sentences to express meaning.

2- Speaking Management:

Assess the ability to:

- Produce longer and relevant responses.
- Link ideas in a simple and logical way.
- Maintain speech beyond single words or very short answers.

3- Pronunciation:

Evaluates:

- Clarity and intelligibility of speech.
- Appropriate word stress and sentence intonation.
- Focuses on being understood, not on accent.

4- Interactive Communication:

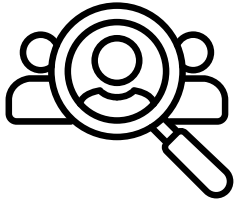
Measures the ability to:

- Initiate and respond to questions.
- Maintain a conversation.
- Take turns appropriately.
- Collaborate effectively with the other candidate and the examiner.

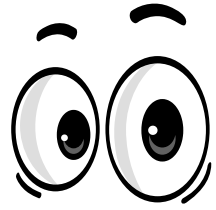




Objective: Students will be able to ask and answer questions about personal information and interests.

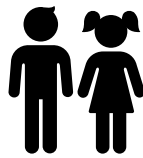
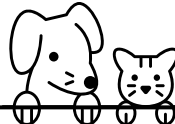
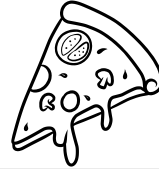
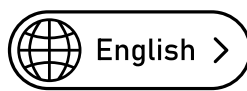


FIND SOMEONE WHO??



Instructions:

Walk around the class. Ask your classmates questions to find someone who

Travelled in the last vacation ----- 	Has 1 brother and 1 sister ----- 	Has a pet at home ----- 
Speak English fluently ----- 	Can swim very well ----- 	Likes eating pizza ----- 
Likes playing video games ----- 	Likes English class ----- 	Likes reading English books ----- 
Can speak two languages ----- 	Has a laptop at home ----- 	Likes watching movies ----- 



Objective: Students will be able to ask and answer questions about personal information and interests.



Question Match up



Match the question to the answer.

(Write the letters in the box.)

1. What's your name?

A. I'm from Bahrain.

2. How old are you?

B. I like English.

3. Where are you from?

C. My name is Sara.

4. What's your favourite subject?

D. I play football.

5. What do you do after school?

E. I'm 11 years old.

Fill in the Gaps

Complete the sentences, then read to a partner:

My name is _____.

I am _____ years old.

I am from _____.

My favourite subject is _____.

After school, I _____.





Speaking 1

Date: / /

Objective: Students will be able to answer personal information questions clearly using full sentences.



Instructions: You will work in groups of 3, one of you will be the assessor, one will be candidate A, and the third students will be candidate B.

The assessor will ask the questions to the student assigned

 **Phase 1**
About You
3-4 minutes

Note: Speak clearly
with correct
pronunciation.



To Candidate A

What's your name?

To Candidate B

And what's your name?

Candidate B

how old are you?

Where do you live?
Thank you.

Do you live in (name of city / town etc ..)?

Candidate A

how old are you?

Where do you live?
Thank you.

Do you live in (name of city / town etc ..)?

Level	Description
★ Excellent	I answered confidently in full sentences with extra details.
👍 Good	I answered clearly but sometimes gave short answers.
⚠ Needs Practice	I gave very short answers or needed help.

Help & Support

You can start the sentence with:

My name is

I am

I live in



After this part, check your partner's performance.

Partner's Name: _____

- ☐ Answered in full sentences.
- ☐ Spoke clearly and loudly.
- ☐ Used correct present tense.
- ☐ Gave extra information.
- ☐ Looked at the examiner with confidence.

Peer

Checklist

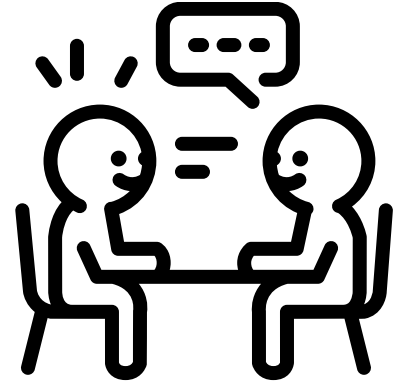


Objective: Students will be able to speak in full sentences using personal information correctly.



Role Card Switch

1. Choose a **role card**.
2. **Read** the information on your card.
3. **Pretend** you are this person.
4. **Speak** using full sentences.
5. **Do NOT read**. Try to speak.
6. Your partner **listens**.
7. **Change** roles.



Card A

- You are **10** years old.
- Your name is **Ahmed\ Sara**.
- You are from **Bahrain**.
- Your favourite subject is **Science** because you like *experiments*.
- After school, you **play video games** and **do your homework**.
- In the evening, you **watch TV** with your family.

Card B

- You are **12** years old.
- Your name is **Ali\ Maryam**.
- You are from **Isa Town**.
- Your favourite subject is **PE** because you like sports.
- After school, you **ride your bike** and **play basketball**.
- At night, you **take a shower** and **sleep early**.





Objective: Students will be able to answer personal information questions clearly using full sentences.



Instructions: You will work in groups of 3, one of you will be the assessor, one will be candidate A, and the third students will be candidate B.

The assessor will ask the questions to the student assigned.



Phase 2

Part 1: Talk about School

Candidate A

What subject do you like the best?
Do you like science or English? Why?
What clothes do you wear to school?



Candidate B

What time do you finish school?
What do you do after school?
Do you do your homework or do your hobbies?



Tell me more

Candidate B - Talk for 3-4 sentences about your homework .

You can starts with:

- I usually have homework in
- My homework is
- I do my homework at



Part 2: Talk about Friends

Candidate B

How often do you see your friends?
What do you like doing with your friends?
Do you like going to the park?



Candidate A

Where do your friends live?
When do you see your friends?
Do you see your friends at weekends?



Tell me more

Candidate A - Talk for 3-4 sentences about what your friend.

You can starts with:

- My friend's name is
- I met my friend at
- I like my friend because



Objective: Students will be able to assess their speaking performance using a speaking checklist to identify their strengths and areas for improvement.



Speaking checklist

(SELF- ASSESSMENT)



Instructions: After finishing the previous speaking activity, assess yourself based on this speaking checklist:

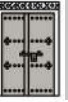
I can	Yes 	A little 	No 
1. Answer questions about school.			
2. Answer questions about my home.			
3. Answer all the questions.			
4. Speak in full sentences.			
5. Look at my partner\ teacher when I speak.			
6. Use good body language (sit straight, face my teacher\partner).			
7. Speak clearly and loudly.			

Teacher Tip

Good Speakers:

-  Look at their partner
-  Use friendly body language
-  Speak clearly
-  Listen carefully





Objective: Students will be able to speak about familiar topics and evaluate their speaking using a checklist.

Free Speaking



Instructions:

Choose ONE topic and speak about it. Answer the questions:


☐

Free Time & Hobbies

1. What do you do in your free time?
2. Do you like watching TV? Why?
3. Do you like playing sports? Why?
4. What's your favourite hobby? Why?
5. What do you usually do at the weekend?
6. Do you prefer indoor or outdoor activities?

☐

Family & Friends

1. Have you got any brothers or sisters?
2. Who do you live with?
3. What do you like doing with your family?
4. How often do you see your friends?
5. What do you like doing with your friends?

☐

My school

1. What is your favourite subject?
2. How do you go to school?
3. What activities do you do at school?
4. Why do you like your school?
5. What do you wear to school?
6. What do you do after school?

☐

My favourite day

1. Where were you?
2. Who was with you?
3. What were you wearing?
4. What was the weather like?
5. What did you eat?
6. Why is it your favourite day?



Instructions: Use (Microsoft Teams Speaker Progress) to check your speaking and then tick the checklist:



Criteria	Yes 😊	A little 😐	No ☹️
1. I spoke loudly and clearly.			
2. I looked at my teacher/classmate.			
3. I answered all the questions.			
4. I spoke in full sentences.			
5. I used correct grammar.			
6. I used intonation to express meaning.			



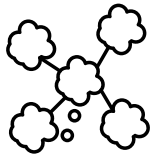
Refer to page (133) Personal pronouns & page (134) Adjectives.



Objective: Students will be able to build topic-related vocabulary and use the words to speak about a picture with a partner.



Vocabulary Brainstorm



Instructions:

Write as many words as you can from what you see:



People



Places



Feelings



Activities



In pairs, talk about the picture. Use the words from your vocabulary chart in your conversation.





Objective: Students will be able to practice speaking by answering WH-questions about a picture using complete sentences.



(You'll need dice for this activity)

Roll & Speak



Instructions:

1. Look at the picture.
2. Roll the dice.
3. Say at least one sentence answering one of the questions.
4. Roll again and add a sentence.

	Where	• Where is the family?
	Who	• Who do you see?
	What	• What are they doing? • What are they wearing? • What do you think is going to happen next?
	When	• When did they go there?
	Why	• Why did they go there? • Why are they happy? • Why is the young boy sad?
	How	• How are they feeling? • How did they get there? • How is the weather?

Use this area to jot down possible answers





Objective: Students will be able to practice expressing opinions and maintaining a short conversation about sports.



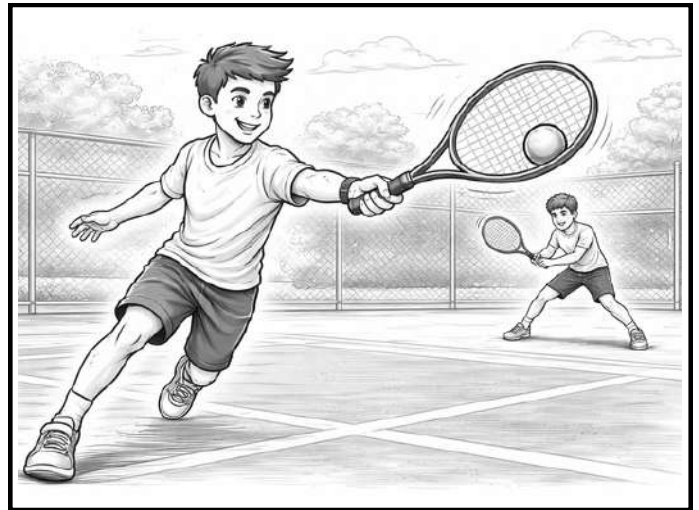
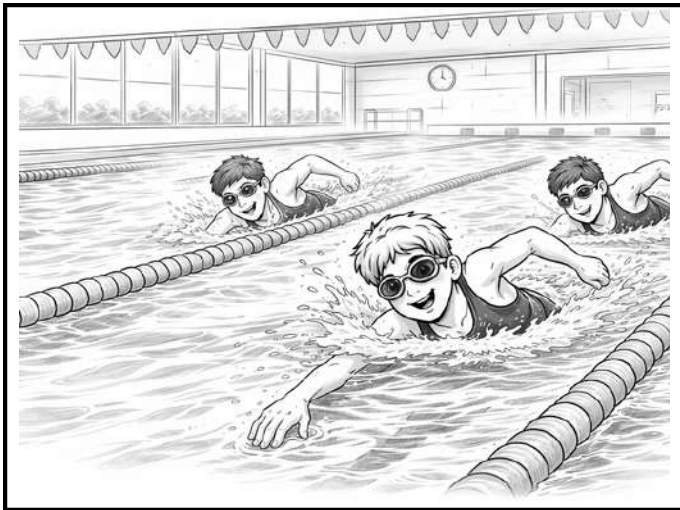
Task 2a



Instructions:

Do you like these different sports?

Discuss with a peer about each sport, which one do you like most / least, and why?





Objective: Students will be able to practice expressing opinions and maintaining a short conversation about sports.



Phase 1: Topic: Sports



3–4 minutes

Now, you are going to talk with your peer.
Place **Task 2a**, the pictures page, in front of you.

.....

You can use the questions below to help you maintain the conversation.
Allow a minimum of **1 minute** (maximum of 2 minutes) before moving on to the following questions.

Student A

Do you think
..... tennis is fun?

Allow 1 minute of discussion, add more questions from the optional prompts

Optional prompt

Why? / Why not?
What do you think?

Student B

Do you think
..... cycling is safe?

Allow 1 minute of discussion, add more questions from the optional prompts

Student A

Do you think
..... basketball is exciting?

Allow 1 minute of discussion, add more questions from the optional prompts

Student B

Do you think
..... swimming is difficult?

Allow 1 minute of discussion, add more questions from the optional prompts



Phase 2:



2 minutes

Student A Do you prefer watching sports, or playing sports? Why?

Student B Do you prefer to play sports in a team or with one partner? Why?



Objective: Students will be able to practice expressing opinions and maintaining a short conversation about hobbies.



Task 2b

 **Instructions:** Look and Think. What hobbies can you see?
Do you like these different hobbies?

Discuss each hobby with a peer, which one do you like most / least, and why?





Objective: Students will be able to practice expressing opinions and maintaining a short conversation about hobbies.



Phase 1: Topic: Hobbies



3-4 minutes

Now, you are going to talk with your peer.

Place **Task 2b**, the pictures page, in front of you that show **different Hobbies**.

.....

You can use the questions below to help you maintain the conversation.
Allow a minimum of **1 minute** (maximum of 2 minutes) before moving on to the following questions.

Student A

Do you think

..... taking photos is difficult?

Allow 1 minute of discussion, add more questions from the optional prompts



Optional prompt

Why? / Why not?
What do you think?

Student B

Do you think

..... drawing is easy?

Allow 1 minute of discussion, add more questions from the optional prompts

Student A

Do you think

..... football is fun?

Allow 1 minute of discussion, add more questions from the optional prompts

Student B

Do you think

..... reading is interesting?

Allow 1 minute of discussion, add more questions from the optional prompts

.....



Phase 2: Choose and Speak: Which hobby do you like best? Why?



2 minutes

You can start with:

My favourite hobby is because

I enjoy because

.....



Phase 3: Tell me ore : Ask your partner:

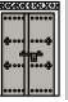


2 minutes

- Do you prefer hobbies at home or outside?
- Do you like doing hobbies alone or with friends? Why?



Objective: Students will be able to use simple opinion phrases and adjectives to talk about activities with a partner.



The Opinion Bridge



Task 1: The Substitution Table

Instructions: Use the table below to create four different sentences. Try to make one positive, one negative, and two that use different adjectives.

Opinion	Activity	Verb	Adjective	Linker	Reason
I think	playing football	is	exciting	because	it's a team sport.
I don't think	reading books	is	fun	because	it is too quiet.
In my opinion,	traveling by plane	is	expensive	because	the tickets cost a lot.
I believe	going to the gym	is	healthy	because	it's good for your body.

- Write your 4 sentences here:

1-

2-

3-

4-

Adjectives Box

Use these adjectives to create your own different sentences!

- interesting
- amazing
- boring
- helpful
- relaxing
- tiring
- difficult
- dangerous
- easy
- enjoyable
- important
- popular
- cheap
- fast
- useful
- beneficial



Task 2: Finish the Bridge

Instructions: Complete these sentences using your own ideas. Remember:

Opinion + Activity + Adjective + BECAUSE + Reason.

- 1- I think playing video games is because
- 2- I don't think cooking is because
- 3- In my opinion, the cinema is because
- 4- I think walking to school is because



Task 3: The "Agree & Add"

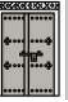
PAIR WORK

Find a partner. Student A says an opinion from Task 2.
Student B must agree and add one more reason.





Objective: Students will be able to use common adjectives to describe places and express simple opinions.



The "Adjective" Challenge



Task 1: The Word Sort

Look at the adjectives below. Some are positive (+), some are negative (-), and some depend on the situation. Put them in the correct column.

Boring, exciting, expensive, cheap, interesting, difficult, noisy, relaxing, dangerous, popular, healthy, tiring, creative, useful, fast, slow, friendly, crowded.

Positive (+)	Negative (-)	It Depends...



Task 2: Fact vs. Feeling

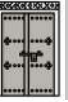
Instructions: Match one "Fact" adjective and one "Feeling" adjective to each picture.

1- The Gym: It is (Fact) and I think it is (Feeling).

2- The Cinema: It is (Fact) and I think it is (Feeling).

3- The Museum: It is (Fact) and I think it is (Feeling).

4- The Park: It is (Fact) and I think it is (Feeling).



Objective: Students will be able to practice maintaining a short conversation by asking follow-up questions and responding to a partner's opinions.



Task 1:

Match each question to its purpose.

Question	Purpose
1. What about you?	To ask for their specific opinion on one picture.
2. Do you agree?	To ask if they like the same thing you just mentioned.
3. Do you like [Activity] too?	The easiest way to let your partner speak next.
4. What do you think?	To check if they have the same opinion as you.



Task 2: Fill in the blanks.

Complete this conversation between Student A and Student B. Use the questions from Task 1.

Student A: I think the cinema is exciting because I love films. (1)

Student B: I agree! It's great. I think the museum is boring, though. (2)

Student A: Actually, I don't agree. I like museums because they are interesting.

(3) going to the park?

Student B: Oh, I love the park because it is relaxing.



Task 3: Rewrite the paragraph as a dialogue.

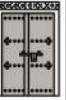
- Instructions:** Rewrite the following paragraph as a dialogue between two people.
- Paragraph:** "I like the gym because it is healthy. I also like the park because it is green and I like the shopping mall because it is modern and I don't like the bus."
- Dialogue:**

Student A: I like the gym because it is healthy. What about you?

Student B:

Student A:

Student B:



Objective: Students will be able to respond to a partner's opinion and extend the conversation by adding another idea or reason.

The "Agree & Add" Strategy



Task 1: The Agreement Bank

In a conversation, you need different ways to say "Yes." Choose a phrase from the box to complete the reactions below.

I think so too! / You're right. / I agree. / That's a great point

Partner: "I think the cinema is expensive."

You: "_____, the tickets cost a lot of money."

Partner: "The gym is very healthy."

You: "_____! It's good for your body."

Partner: "I think museums are quite boring."

You: "_____. They are very quiet."



Task 2: The "And Also" Bridge

To get a higher score, you should add a second reason using words like **"Also"** or **"And."**

Instructions: Match the partner's opinion to a new second reason.

Partner's Opinion	Answer	Your "Added" Reason
1. "I like the park because it's green..."		A. "...and it's also a fast way to travel."
2. "I like the plane because it's exciting..."		B. "...and it's also good to see with friends."
3. "I like the cinema because of the films..."		C. "...and you can also play football there."
4. "I like the mall because it's modern..."		D. "...and there are also many nice shops."



Task 3: The "Agree & Add" Writing Lab

Now, write your own "Add-on" reason.

Partner: "I think playing video games is fun because you can play with friends."

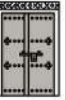
You: "I agree! It is also"

Partner: "I think the beach is great because it is very hot."

You: "You're right! It is also"

Partner: "In my opinion, walking is good because it is free."

You: "I think so too! It is also"



Objective: Students will be able to politely express disagreement and give a simple reason using basic speaking phrases.

The Disagreement Scale



Task 1: The Politeness Meter

In English, we rarely just say "No." It sounds a bit rude in an exam. We use "Softener" phrases. **Instructions:** Rank these phrases from 1 (Very Polite/Soft) to 3 (Direct/Strong).

- [] "I don't agree."
- [] "I'm not sure about that."
- [] "Actually, I think..."
- [] "I disagree."
- [] "I don't think so."
- [] "That's a good point, but..."



Task 2: The "Switch" Strategy

When you disagree, you should:

Use a Softener.

Give your Opposite Adjective (from Step 1).

Give a Reason.

Example:

Partner: "I think the museum is very interesting!"

You: "I'm not sure. I think it's boring because it is too quiet."

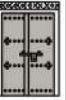


Instructions: Practice the "Switch." Write a disagreeing response for these opinions.

- **Partner:** "I think traveling by bus is great because it is cheap."
- **You:** "Actually, I think it's because"
- **Partner:** "I believe playing the guitar is easy because it is fun."
- **You:** "I'm not sure. I think it's because"
- **Partner:** "....."
- **You:** "....."



Objective: Students will be able to describe pictures, express preferences, and interact with a partner in a short speaking task.



The Final Mock Test



The Exam Rules (Know Your Limits)

In the real exam, you have roughly 2 minutes to talk about the pictures.

- You don't need to talk about all 5 pictures.
- You must talk to your partner, not the examiner.
- You must reach a conclusion (which one you like best).

The Mock Prompt

Examiner says: "Here are some pictures that show different school subjects. Do you like these different school subjects? Say why or why not. All right? Now, talk together."



The "Success Checklist" (Self-Assessment)

After you finish the 2-minute practice with your partner, tick the boxes below. Be honest!

My Performance	Yes	No
I used at least 3 different adjectives (e.g., interesting, difficult).		
I used the word "because" to give my reasons.		
I looked at my partner while I was speaking.		
I asked my partner at least 2 questions (e.g., "What about you?").		
I reacted to my partner (e.g., "I agree" or "Actually...").		



Grammar Highlights





Parts of Speech

The role a word plays in a sentence.

NOUN

- ✓ A noun is a word that names 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, tiptoe, 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, bitter, sweet

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

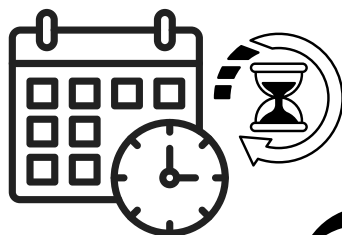
- ✓ Conjunctions join words, phrases, and clauses to show a connection

Examples: and, but, or, yet, so, because, although

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



Time Markers



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

Examples:

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

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





Present Simple Tense

Present simple: it's used to talk about facts, and things that happen frequently.

The subject pronoun precedes the verb.

If the subject is (**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.

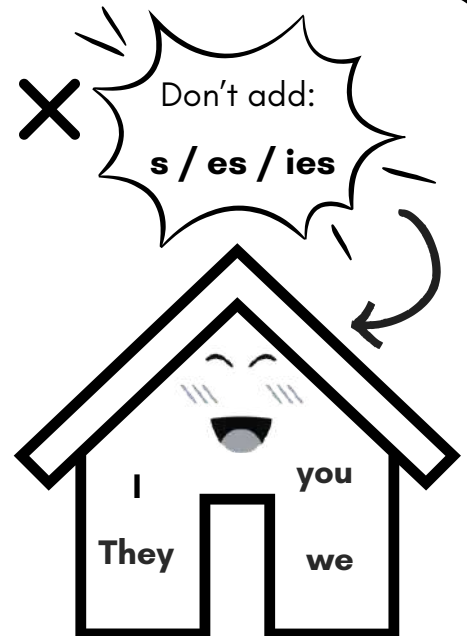
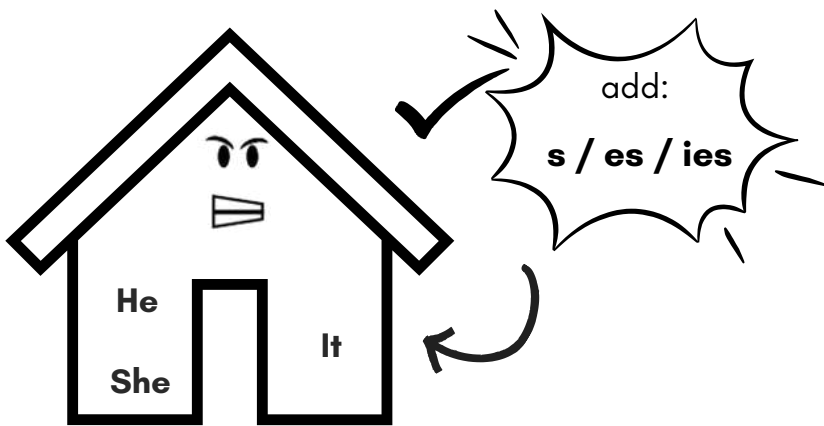
If the subject is (**I / they / you / we**), the verb doesn't change.

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

Scan and Practice
WordWall activity



SCAN ME



Most verbs

+ s

takes works helps serves

+ es

Add (es) for verbs that end with (s), (ss), (sh), (ch), (o), (x), (z), (zz)

washes fixes teaches goes
passes buzzes does

+ ies

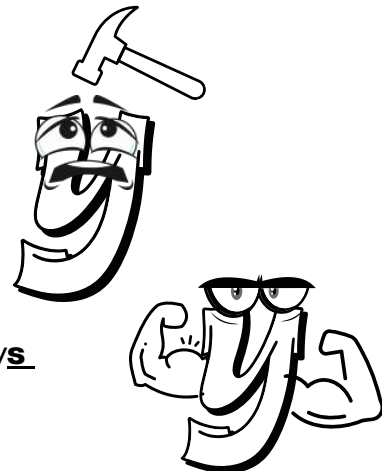
If verbs end with (consonant + y):
Remove (y) and add (ies)

flies cries

If verbs end with (y):
and come after a vowel
(a / e / i / o / u) add (s)

+ s

plays enjoys





Present & Past Continuous Tense

If the main verb is preceded by a form of the verb be:

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

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

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.

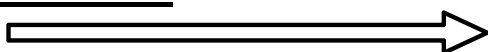
WordWall activity:



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



Past Time Marker
Refer to page (122)



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



Past Simple Tense

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

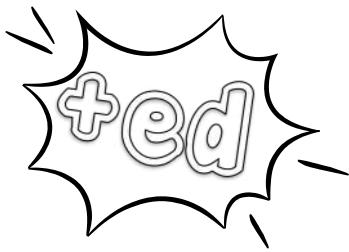
(**yesterday - 2 years ago - last night - last week - in 2020**)

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 (126-127).

Past simple: regular verbs



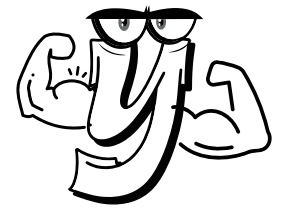
look+ ed
looked

live +ed
lived

study+ ed
studied

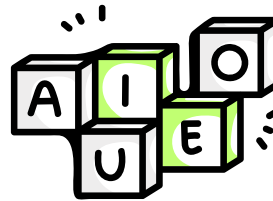


play+ ed
played



If a **one-syllable** verb ends with
a **vowel** followed by **consonant**,
double the final consonant
before adding -ed
(exclude verbs ending in w, x, or y)

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
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 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 lists

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

List (1).		Date: / /
Base form	Past Simple	Past Participle
have		
be		
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		    

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.

 Refer to page (126/127) – Irregular Verbs List.



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		

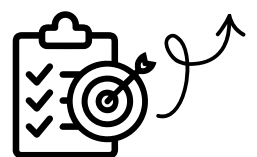
List (6).		Date: / /
Base form	Past Simple	Past Participle
drink		
swim		
ring		
feel		
spend		
sleep		
keep		
Score: / 14		

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
Rewrite the verbs you made mistakes in		

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:

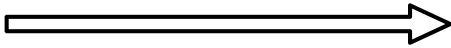
Affirmative & Negative form

- If the verb is preceded by one of the following future tense (future forms) 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



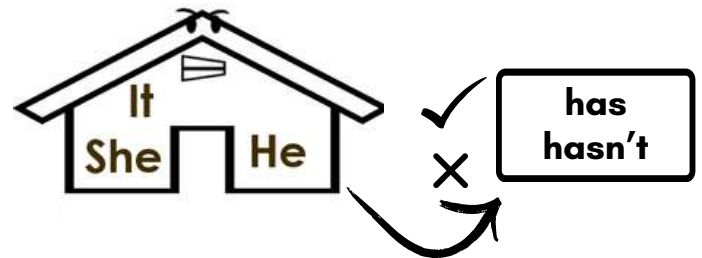
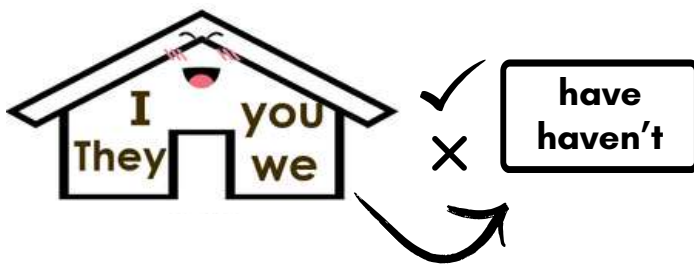
Present Perfect Tense

It's used to refer to something that 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	Helping Verb 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.



Active and Passive Voice

Recap: Use Active Voice When:

- The **doer** of the action is **known**.
- The **doer** is **important**.
- You want your **writing** to be **clear, direct, and concise**.

Simple rule: Use active voice when you want to focus on **who is doing the action**.

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.)

Passive Voice 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 (b) 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





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		



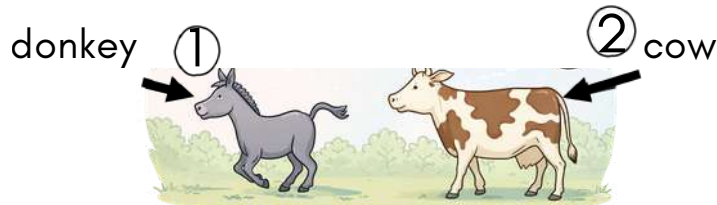
Comparatives & Superlatives

• Comparatives 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**).



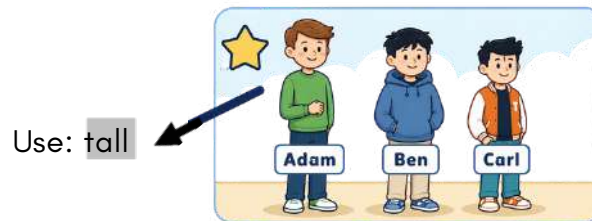
Writing sentences:



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:





Comparatives & Superlatives (long adjectives)

• Comparatives and Superlatives for long adjectives:

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

①



Bahrain World Trade Center

②



Bahrain Fort

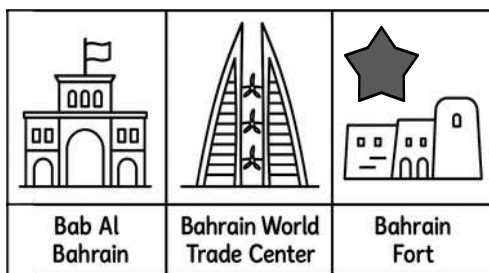
is more than

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.....

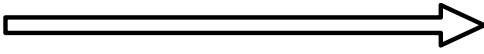


Countable and Uncountable Nouns



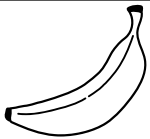
Countable nouns are things we can count !

Writing sentences:



1	2	3	4	5
There	is are	food / item	Extra word	.

1



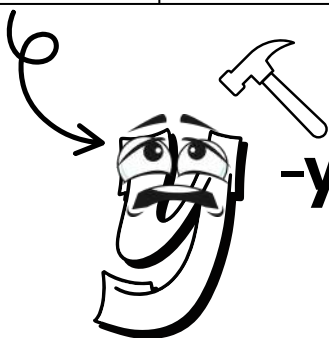
There **is** **a** banana here .

2+



There **are** three bananas here .

	1	2	3	4	5
		Verb: be	food	Extra words	.
1 	There	is/ isn't	<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+



remove (y_) and add (-ies)

strawberries



Countable and Uncountable



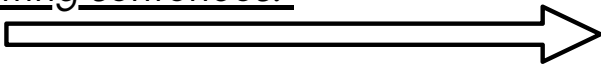
Uncountable → **Thing we can't count !**

⊗ a jam ⊗ jams → ✓ jam



There is **some** jam.

Writing sentences:



1	2 Verb: be	3	4	5	6
			uncountable items/ food	Extra words	.
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



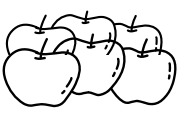
Countable → Thing we can count !

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- B1 Vocabulary Practice





List (1)

Date: / /

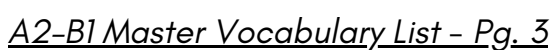
[illegible]

Score: /

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.



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





A2 Vocabulary List

Colours, Appliances and Enviroment

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.



SCAN HERE

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-B1 Master Vocabulary List

Communications and Technology

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.



SCAN HERE

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-B1 Master Vocabulary List

Education

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.



SCAN HERE

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-B1 Master Vocabulary List

Entertainment

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.



SCAN HERE

Criteria

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





Media and Languages

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.



SCAN HERE

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.





List (7)

Date: / /

[illegible]

Score: /

- 
- SCAN HERE

SCAN HERE

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



List (8)

Date: / /

[illegible]

Score: /

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.



SCAN HERE

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

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





A2-B1 Master Vocabulary List

Health, Medicine and Exercise

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.



SCAN HERE

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-B1 Master Vocabulary List

House and Home

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.



SCAN HERE

Criteria

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





List (11)

Date: / /

[illegible]

Score: /

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.



SCAN HERE

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

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



A2-B1 Master Vocabulary List

Personal Feelings, Opinions and Experiences

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.



SCAN HERE

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.





List (13)

Date: / /

[illegible]

Score: /

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.



SCAN HERE

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

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



A2-B1 Master Vocabulary List

Sport

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.



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.





List (15)

Date: / /

[illegible]

Score: /

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.



SCAN HERE

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

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



A2-B1 Master Vocabulary List

Places: Buildings, Services and Countryside

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.



SCAN HERE

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-B1 Master Vocabulary List

Places: Town & City - Weather

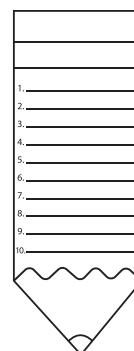
List (17)

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.



Criteria

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





A2-B1 Master Vocabulary List

Shopping

List (18)

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.



SCAN HERE

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.





The Natural World

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.



SCAN HERE

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

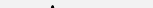
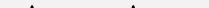
8. _____

9. _____

10. _____



Criteria

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



Months, Days, Time & Measurement

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.



SCAN HERE

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

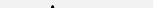
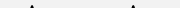
8. _____

9. _____

10. _____



Criteria

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



A2-B1 Master Vocabulary List

Travel and Transport

List (21)

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.



SCAN HERE

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-B1 Master Vocabulary List

Travel and Transport

List (22)

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.



SCAN HERE

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-B1 Master Vocabulary List

Work and Jobs

List (23)

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.



SCAN HERE

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.



My Vocabulary Dictionary



Instructions:

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

[illegible]



My Vocabulary Dictionary



Instructions:

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

New words	Meaning	Synonyms

THE TRIAL IS COMPLETE!

Congratulations! You helped unlock all the doors of knowledge and completed the KEY Trials!

We did it... the last trial is complete!

Look! The symbols are glowing!

The Souq is opening again!

The knowledge of the Souq is alive again...
and we couldn't have done it without you!

Thank you for helping us complete the trials!

You solved the challenges.

You found the keys.

The Souq of Knowledge is open again...
because of YOU.