



مدارس الكلية العلمية الإسلامية
Islamic Educational College Schools
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Selection No. 4

Unit (4)

Student's Name: _____

Grade: 6 / Section: _____

***Reading:**

The Hare and the Tortoise (Fable) >> p.216 - 217

***Vocabulary:**

Words in footnotes>> p.217

***Grammar:**

Agreement in Compound Sentences >>p. 137

***Vocabulary:**

No.	Word/ Phrase	Part of Speech	Meaning
1.	plodding	Verb	walking slowly
2.	teased	Verb	made jokes and laughed at in order to embarrass
3.	steadily	Adverb	moving in a continuous, gradual way
4.	nap	Noun/Verb	short sleep
5.	catch up to	Phrasal Verb	come from behind and reach by going fast
6.	confident	Adjective	sure
7.	finish line	Noun	line at which a race ends
8.	moral	Noun	It is the lesson that is sometimes stated at the end of the fable. Sometimes, it is implied. The reader must figure it out.

A) Fill in the blanks

Word bank: *plodding / teased / steadily / catch up to*

1. The tortoise was **plodding** along the path, making sure to keep a steady pace.
2. The hare **teased** the tortoise for being so slow.
3. The tortoise was determined to **catch up to** the hare, even though it seemed impossible.
4. The lesson in the fable is about the importance of moving **steadily**, no matter how slow it may seem.

B) Adverb or Adjective

(Choose from: **steadily**, **confident**)

1. She walked **steadily** toward the finish line, never stopping. — *Adverb*
 2. He felt **confident** that he would win the race. — *Adjective*
-

C) Meaningful sentences

1. **Finish line:**

The runners cheered as they crossed the **finish line** together.

2. **Evident:**

It was **evident** from her smile that she was proud of her progress.

D) Writing Task: Short Paragraph

Here is a sample paragraph using words from the list:

The tortoise moved **steadily** through the forest path, ignoring the hare who **teased** him along the way. Even though he was slow, he kept his focus and tried to **catch up to** his fast competitor. His calm and determined attitude proved that perseverance matters more than speed.

"Attitude is more important than skill in succeeding."

***Comprehension:**

1. Read the title, then identify which word is a synonym for “turtle” and which word is a synonym for “rabbit”.

- Turtle → Tortoise
- Rabbit → Hare

2. What is the moral?

Slow and steady wins the race.

3. Describe the setting.

The story takes place **on a hot, sunny day**, along a **road** and across a **field** where the race happens.

4. Who are the characters?

The characters are **Hare** and **Tortoise**.

5. Who used to tease or laugh at the other one?

Hare teased Tortoise because she was slow.

6. Who suggested a challenge? What was the challenge?

Tortoise suggested the challenge.

The challenge was **a race to the end of the field**.

7. What did Hare decide to do before he reached the finish line? Why?

Hare decided to **take a short nap** because he felt **hot, tired**, and thought he could **easily catch up later**.

8. Did Tortoise do the same?

No. **Tortoise did not sleep**; she kept plodding steadily.

9. What did Hare discover when he woke up?

He discovered that **Tortoise was nowhere in sight**, and he assumed she hadn't arrived yet—but she was actually **far ahead**.

10. Who won in the end?

Tortoise won the race.

Critical Thinking Questions:

1. **What if** the Hare had not stopped to rest during the race—how might the story have ended differently?

If Hare had not stopped to rest, he would almost certainly have **won the race**, because he was much faster than Tortoise. His decision to nap caused him to lose.

2. **In my opinion**, the true lesson of the story is _____. *Justify your answer with examples from the fable.*

The true lesson of the story is **not to underestimate others**. Hare thought he was too fast to lose, so he became careless. Tortoise, however, stayed focused and steady, which helped her win the race.

3. **Do you think** the Hare truly learned a lesson at the end of the story? **Why or why not?**

He **might have learned the lesson** because he ended up tired, embarrassed, and defeated. However, the story does not show him admitting his mistake, so it is not fully clear whether he truly learned from it.

Writing Tasks:

1. **Narrate the story from the perspective of the Tortoise**—how did he feel before, during, and after the race?

When Hare first teased me for being slow, I felt calm but determined. I knew he was fast, but I also knew that I could keep moving without giving up. During the race, I focused on putting one foot in front of the other, even though the sun was hot and the road was long. I did not look back, and I did not stop. When I neared the finish line and saw that Hare was still behind me, I felt proud. Crossing the line first made me realize that patience and steady effort can beat speed and overconfidence.

***Grammar:**

Agreement in Compound Sentences

A compound sentence is two simple sentences or two independent clauses joined with a coordinating conjunction such as and, but, or so. When a coordinating conjunction connects two independent clauses, the subject and verb in each clause must agree. A comma is usually used before the coordinating conjunction.

A pronoun must also agree with its antecedent, which is the noun that comes before it. Be careful that the person (first person: I, my, me) and the gender (male: he, his) are in agreement.

Remember that *and* shows similarity, *but* shows contrast, and *so* shows result.

REMEMBER A compound sentence is two simple sentences, or independent clauses, joined with a coordinating conjunction such as and, but, or so. The verb tense in both clauses must agree. A comma is usually used before the coordinating conjunction.

Example: The boy spoke, and the girl answered.

Pronouns must also agree with their antecedents (the noun that comes before them).

Example: The boy was awake, but he couldn't speak.

Match the sentences below. Then rewrite them as complete sentences. Use the correct punctuation.

1. Her parents were worried. (so)
2. My brother doesn't study hard. (but)
3. Our cats don't like milk. (so)
4. The bus was late. (and)
5. The girl wore a coat. (but)
 - a. She didn't have a hat.
 - b. It was very crowded.
 - c. They called the school.
 - d. He gets good grades.
 - e. They drink water.

Matching key:

- 1 → c
- 2 → d
- 3 → e
- 4 → b
- 5 → a

Now rewritten as full sentences:

1. Her parents were worried, so they called the school.
2. My brother doesn't study hard, but he gets good grades.
3. Our cats don't like milk, so they drink water.
4. The bus was late, and it was very crowded.
5. The girl wore a coat, but she didn't have a hat.

Form a compound sentence by writing a simple sentence after each coordinating conjunction.

6. The boy was sick, and he stayed in bed all day.
7. We gave the boy some soup, so he started to feel better.
8. The boy woke up, but he still felt very tired.

Critical Thinking Questions:

1. What if one subject in a compound sentence is singular and the other is plural—how do we decide whether the verb should be singular or plural?

Example: "The teacher and the students ____ (was/were) in the classroom."

When two subjects are joined by **and**, the verb is usually **plural**, even if one subject is singular and the other is plural.

Example: *The teacher and the students **were** in the classroom.*

2. In my opinion, the rule for subject–verb agreement in compound sentences is sometimes confusing. *Justify your answer with an example where agreement is tricky.*

It becomes confusing when subjects are joined by **or/nor**, because in that case the verb agrees with the subject **closest to it**.

Example: *Either the teacher or the students **are** going on the trip.*

But: *Either the students or the teacher **is** going on the trip.*

3. How would the meaning of a sentence change if the wrong verb form is used in a compound sentence? For example: “My brother and my cousin likes football.”

Using the wrong verb form makes the sentence sound grammatically incorrect and may confuse the reader about how many people are being talked about.

Example: “My brother and my cousin **likes** football” suggests one person, even though two people are mentioned.

Writing Task:

Use the coordinating conjunctions to write a short paragraph (3-4 Sentences).

I wanted to go to the park, **but** it started raining before I left the house. I waited for the weather to clear, **and** I read a book while I waited. The rain finally stopped, **so** I walked to the park and enjoyed the fresh air. It was a short trip, **but** it made me feel relaxed.

Good Luck