



مدارس الكلية العلمية الإسلامية
Islamic Educational College Schools
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Selection No. 1

Student's Name: _____

Grade: 6 / Section: _____

***Reading:**

Friendship and Cooperation in the Animal Kingdom>> p.158 - 161

***Vocabulary:**

Key Words>> p.155

Academic Words>>p.156

***Grammar:**

Agreement in Simple Sentences (Simple Present)>> p. 136

***Writing:**

Friendly Letter>> pp. 78-79

***Vocabulary:**

No.	Word/ Phrase	Meaning
1.	arrangement (noun):	A plan or agreement that something will happen.
2.	cooperate (verb):	To work together for a common benefit.
3.	damage (noun):	Injury or harm to something or someone
4.	gigantic (adjective):	Very large
5.	intruder (noun):	A person or animal who goes somewhere they are not supposed to be.
6.	tsunami (noun):	A very large forceful wave that causes a lot of damage when it hits the land.
7.	attitude (noun):	The opinions and feelings that you usually have about someone or something.
8.	comment (noun):	A stated opinion made about someone or something.
9.	concept (noun):	An idea of how something is or how something should be done.
10.	rely on (verb phrase):	Trust or depend on someone or something.
11.	dog-eat-dog (adjective):	Very competitive.
12.	coral reef (noun):	line of hard material formed by the skeletons of small ocean creatures that live in warm water.
13.	tickle (verb):	Touch a person or animal lightly, often in order to make him or her laugh.

A- Complete the following sentences with the suitable word from the box below:

1. Butterflies are not **gigantic** they are small.
2. My boss and I have an **arrangement** I can wear jeans to work.
3. The critic wrote a **comment** about the play.
4. When we **cooperate**, our chores get done faster because everyone helps out.
5. My **attitude** about broccoli changed when I tasted it.
6. The intruder had left some clear footprints all over the place.
7. Any crash will **damage** the car.
8. Babies **rely on** their parents for all their needs.
9. The **tsunami** looked like a wall of water crashing down on the village.
10. The teacher explained the **concept** of supply-and-demand so that I could understand the idea.

B- Write complete sentences using the following words.

gigantic – The elephant at the zoo was so **gigantic** that it blocked the sunlight with its huge body.

intruder – The cat hissed loudly when it saw an **intruder** in the garden.

rely on – I can always **rely on** my best friend to help me when I'm in trouble.

C- Choose the correct option.

D- My family have a good **damage** / **attitude** about moving to a new place.

E- Farmers **intrude** / **rely on** rain for growing crops.

F- In science, I study the **concept** / **intruder** of gravity.

G- They made an **arrangement** / **cooperate** to meet at 3 in a café.

Use any five words from the list to write a short paragraph. Be creative!

Last night, we spotted a **gigantic** shadow near our house. At first, we thought it was an **intruder**, but it turned out to be a lost dog. Thanks to the careful **arrangement** of our backyard lights, we could see clearly. I know I can always **rely on** my sister to stay calm in such situations. Her brave **attitude** helped us guide the dog safely back home.

***Comprehension:**

A. Read the given text “Friendship and Cooperation in the Animal Kingdom” then answer the questions below.

Page 158

1. What is symbiosis, and how does it help animals survive?

Symbiosis is when two types of animals depend on each other for survival.

2. Quote the sentence that indicates animals of the same species help each other.

That's why animals of the same species, or group, such as lions or blue jays, sometimes cooperate

3. Find a word from the text page (158) that means “**To work together for a common benefit**”.

Cooperate

4. Give one reason why life in the wild is difficult for animals?

It is not easy for them to find food and water and stay safe

5. In your own opinion, why do you think the crocodile doesn't eat the plover, even though it can?

I think the crocodile doesn't eat the plover because the plover helps clean its teeth. The crocodile benefits from this help, so it allows the plover to stay safe.

Page 159

1. Where did Owen the hippo live before he was separated from his mother?

Owen lived with his mother in a group of about twenty hippos along the Sabaki River near the small village of Malindi, in Kenya.

2. Quote the sentence that indicates Owen was rescued by people.

It took hours for the villagers to rescue Owen from the coral reef.

3. If Owen had not been rescued, what might have happened to him?

He might have died because he was too young to survive on his own without his mother and protection from other animals.

4. Find a word from the text page (159) that means “**Injury or harm to something or someone**”.

Damage

5. What natural disaster caused Owen to be separated from his mother?

A tsunami caused by a huge earthquake under the ocean floor near Indonesia.

Page 160

1. Why couldn't the people return Owen to the wild?

Owen had not yet learned to take care of himself. Another hippo group would not accept him. Other hippos would think Owen was an intruder and probably attack him.

2. **Quote** the sentence that shows Owen was scared and confused when he was taken to Haller Park.

"Owen was very angry, and he was also very frightened. He had lost his mother and his friends. He did not know where he was or where he was going."

3. What does the pronoun "he" refer to in this sentence: "He must have escaped from the ship, maybe during a shipwreck, and come ashore somewhere on the eastern coast of Africa."

Mzee

4. Where did Mzee originally come from?

Mzee had originally come from Aldabra Island, which is part of the country of Seychelles in the Indian Ocean.

5. Justify why the people of Malindi decided to send Owen to Haller Park instead of trying to find another hippo group for him.

The people of Malindi sent Owen to Haller Park because another hippo group would not accept him; other hippos would see Owen as an intruder and might attack him. Haller Park could provide a safe environment for him to live.

Page 161

1. What did Owen and Mzee do together after they became friends?

They spent all their time together *"eating, swimming, sleeping, and playing."* Owen would also tickle Mzee's neck, and at night they would cuddle next to each other.

2. Quote the sentence that indicates the animals were emotionally close.

"Owen and Mzee soon refused to be separated."

3. What does the pronoun "him" refer to in the sentence: "When Owen the hippo needed a friend, Mzee was there for him."

Owen

4. Why were scientists surprised by Owen and Mzee's friendship?

Because "Owen is a mammal and Mzee is a reptile," and despite being very different animals, "they surprised scientists with the strength of their friendship."

5. If animals are from different species, can they still form strong bonds? Why or why not?

Yes, animals from different species can still form strong bonds if they interact regularly, share resources, or cooperate, as seen with Owen the hippo and Mzee the tortoise.

***Unseen Text:**

A) Read the given text “Understanding Tsunamis” then answer the questions below.

Understanding Tsunamis

Have you ever heard of a tsunami? It’s a powerful and often devastating natural event that can have a huge impact on coastal areas. Let’s explore what tsunamis are and how they form.

A tsunami is a series of large ocean waves caused by a sudden and powerful disturbance under the sea. This disturbance can be due to an earthquake, volcanic eruption, or landslide. Most tsunamis are triggered by underwater earthquakes. When the earth shakes, it can push the sea floor up or down, displacing a large amount of water. This displacement creates waves that travel across the ocean at very high speeds.

In the deep ocean, these waves are not very tall, often less than a meter high. But don’t let their small size fool you! As the waves approach the shore, they start to grow taller and taller. This happens because the ocean gets shallower near the land, causing the waves to slow down and become much higher. When the waves finally reach the shore, they can be very tall and powerful, causing significant damage to everything in their path.

Tsunamis can be extremely dangerous. They can flood coastal areas, destroy homes, and even cause loss of life. That’s why it’s important to have early warning systems in place. These systems use buoys and sensors in the ocean to detect changes in sea level and can send out alerts if a tsunami is on the way.

If you ever hear a tsunami warning, it’s important to act quickly. Move to higher ground as soon as possible and follow any instructions from local authorities. Tsunamis can come in multiple waves, with the second or third wave sometimes being the largest, so it’s crucial to stay away from the coast until you are told it is safe.

By understanding tsunamis and being prepared, we can help keep ourselves and our communities safe from these powerful ocean waves.

1. What is a tsunami?

A tsunami is a series of large ocean waves caused by a sudden and powerful disturbance under the sea, such as an earthquake, volcanic eruption, or landslide.

2. What happens to tsunami waves as they approach the shore?

As tsunami waves approach the shore, they grow taller because the ocean becomes shallower, which slows down the waves and causes them to increase in height.

3. **Critical Thinking:** **Answers vary**

A) **What if** a tsunami was to hit a coastal area without an early warning system—how might the impact differ compared to a place with proper warning systems in place?

Without an early warning system, people may not evacuate in time, leading to more damage, injuries, or loss of life compared to a place with proper warnings.

B) **In your opinion**, what is the most important step communities can take to prepare for a tsunami, and why?

The most important step is having an early warning system and evacuation plan, because it allows people to move to higher ground quickly and stay safe.

4. **Quote** the sentence that indicates what causes most tsunamis.

A tsunami is a series of large ocean waves caused by a sudden and powerful disturbance under the sea.

5. What are some of the dangers associated with tsunamis?

Tsunamis can flood coastal areas, destroy homes, and cause loss of life.

6. What should you do if you hear a tsunami warning?

If you hear a tsunami warning, you should move to higher ground as soon as possible and follow instructions from local authorities. It's also important to stay away from the coast until it is confirmed to be safe.

7. What does the pronoun *they* refer to in the sentence: "**They** can be very tall and powerful, causing significant damage to everything in their path'?"

The waves

8. **Suggest** a title of the text. **Answers vary**

What You Need to Know About Tsunamis.

B) True or False.

1. In the deep ocean, tsunami waves are often less than a meter high. **True / False**
2. The first wave of a tsunami is always the largest and most dangerous. **True / False**
3. Early warning systems for tsunamis use buoys and sensors to detect changes in sea level.
True / False
4. It is not necessary to move to higher ground if a tsunami warning is issued because tsunamis do not come in multiple waves. **True / False**

***Grammar:**

Subject-Verb Agreement (Simple Present)

Form:

Affirmative: She/ He/ It/ Singular noun+ verb □ (base form+ s/ es)

Negative: She/ He/ It/ Singular noun+ doesn't+ verb □ (base form without s)

Interrogative (question): **Does+ she/ he/ it/ singular noun+ verb □ (base form without s)**

Affirmative: They/ We/ You/ I/ Plural noun+ verb □ (base form without s)

Negative: They/ We/ You/ I/ Plural noun + don't+ verb □ (base form without s)

Interrogative (question): **Do+ they/ we/ you/ I/ plural noun + verb □ (base form without s)**

When adding "s" or "es" to a verb, it's usually done in the third-person singular form in the present tense. Here are the basic rules for when to add "s" or "es":

1. Add "s" to most verbs:

- For most verbs, simply add "s" to the base form of the verb.

Examples:

- He walks to school.
- She plays the guitar.

2. Add "es" to verbs ending in -sh, -ch, -x, -s, -z, and -o:

- If the verb ends in **-sh, -ch, -x, -s, -z, or -o**, you add "es" to make it agree with the third-person singular subject.

Examples:

- He washes the dishes.

- He goes to the gym every day.

Keywords:

always, usually, often, sometimes, never, rarely, seldom, every day/ month ..., daily/ weekly/ yearly ..., once/ twice a week/ day ..., on Fridays/ Wednesdays ...

Uses:

- Things in general/ facts: The sun rises in the east.
- Timetables: The plane flies to London every Monday.
- Instructions: Open your books at page 34.
- With special verbs - (These verbs express states, possessions, feelings etc.) be, believe, belong, hate, like, love, mean, prefer, seem, think, understand, want, wish He doesn't like fish.

A. Correct the verbs between brackets.

1. I **live** (**live**) in Amman-the capital city of Jordan.
2. These men always **drink** (**drink**) coffee in the break.
3. My cousin **goes** (**go**) to the gym three times a week.
4. She **has** (**have**) a training course every Thursday.
5. **Do** your kids **visit** (**your kids/ visit**) their aunt on holidays?
6. Your daughter **is** (**be**) usually very motivated!
7. Sugar **isnot** (**not/ be**) necessary for this recipe.
8. Her children often **play** (**play**) games in the afternoon.
9. Mohammad **studies** (**study**) for the exams daily.

10. He usually **do(do)** his job without any help.
11. **Do** you **post (post)** these images regularly?
12. **Does** Rania **post (post)** these images regularly?

B. Rewrite the following sentences correctly.

1. He prefers cappuccino.

Negative: He does not prefer cappuccino.

Question: Does he prefer cappuccino?

2. They prefer cappuccino.

Negative: They do not prefer cappuccino.

Question: Do they prefer cappuccino?

Writing Creativity: Write a paragraph talking about your weekend routine as well as the routine of one of your siblings.

On weekends, **I** usually **wake up** late and have breakfast while watching cartoons. Then, **I** **play** soccer with my friends in the park. **My brother**, on the other hand, **wakes up** early and **helps** our parents with chores before he studies. In the evening, **we** both **relax** and **watch** a movie together.

*Writing:

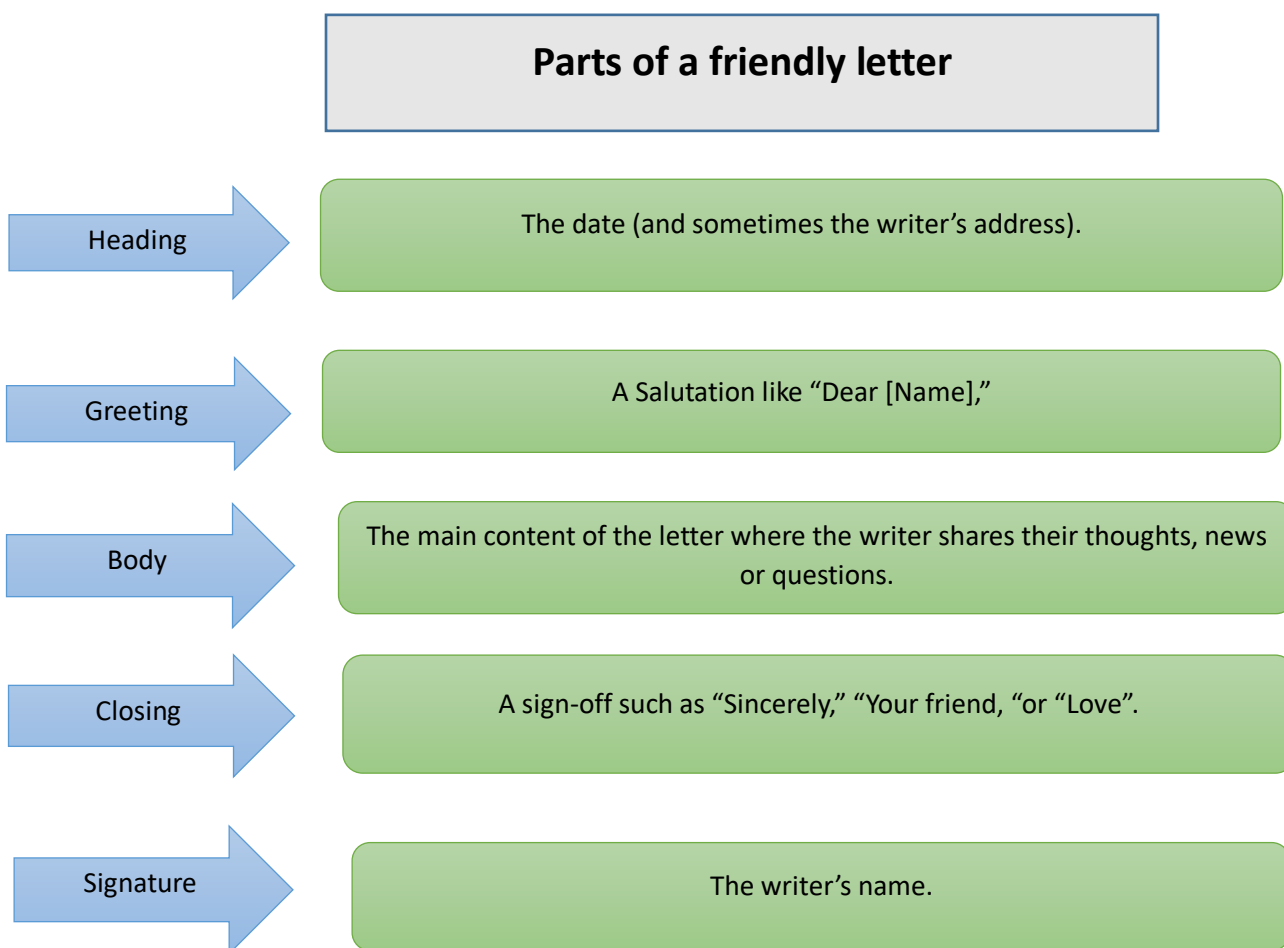
What is a friendly letter?

A personal, informal letter written to someone you know well, such as a friend, family member or classmate.

What is the purpose of a friendly letter?

The purpose of a friendly letter is to communicate in a casual and warm manner, often to share news, express feelings, ask questions, or simply keep in touch.

What are the parts of a friendly letter?



Preparation

Write the phrases in the correct group.

How's everything going?	Hope to hear from you soon.	Take care.	Thanks for your letter and telling me all your news.
Say hello to your family and friends.	Sorry I haven't written sooner. I've been away on holiday.	Please write back soon.	It was great to hear from you the other day.
To begin a letter		To end a letter	
<ul style="list-style-type: none">How's everything going?Sorry I haven't written sooner I've		<ul style="list-style-type: none">Hope to hear from you soon?Take care.	

been away on holiday.

- Thanks for your letter and telling me all your news.
- It was great to hear from you the other day.

- Please write back soon.

July 23, 2019

Dear Grandpa,

Did I ever tell you how being in my school play helped me overcome stage fright? I was only nine years old, and I didn't really enjoy performing in front of others. All week, my class and I practiced hard, but I couldn't get over my fear. Then, on the night of the play, I was so nervous! When I walked on stage, I had the urge to run away. The heat from the stage lighting was almost unbearable. During the performance, I felt as if the eyes of everyone in the audience were glaring at me. However, even though I was really nervous, I performed well. Afterwards, I felt an amazing sense of accomplishment. Since you saw the play, I wanted to share my memory of that night with you.

Love,
Amir

Writing task

Write a friendly letter to an older family member. Tell a story about an event that happened when you were younger.

August 12, 2025

Dear Grandpa,

I remember when I was seven and learned to ride my first bicycle. I fell a few times, but my dad helped me, and soon I could ride all around the park! It was such a fun and proud moment for me.

Your loving granddaughter,

Sara

Success Criteria	Content & Ideas (2)	Lay out & Organization (1)	Structure (2)	Handwriting, Spelling & punctuation (2)	Diction (Vocabulary Used) (2)	Total (9)
	_____	_____	_____	_____	_____	_____
Success Criteria	Content & Ideas (2)	Lay out & Organization (1)	Structure (2)	Handwriting, Spelling & punctuation (2)	Diction (Vocabulary Used) (2)	Total (9)
	_____	_____	_____	_____	_____	_____