



مدارس الكلية العلمية الإسلامية
Islamic Educational College Schools
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Booklet (2)

Unit 3: The ties that bind

Student's Name:

Date: Oct, 2025

Grade & Section: 10 Academic ()

Student's Name: _____

Date: __ / 10 /2025

Skill/Lesson: Vocabulary ListOutcome: To use new words in meaningful sentences

No	Word	Definition
1-	Unprejudiced (adj)	Tolerant, willing to consider different ideas and opinions
2-	Obstinate (adj)	Stubborn, refusing to change your opinions, way of behaving
3-	Sharp (adj)	quick-witted
4-	Irreverent (adj)	Disrespectful/ not showing respect to somebody/something
5-	Considerate (adj)	thoughtful
6-	Down-to-earth (adj)	Practical/
7-	Faithful (adj)	loyal
8-	Dizzy heights (collocation)	top position
9-	Suffer hardships (collocation)	experience difficulties
10-	Unassuming manner (collocation)	modest presence
11-	Home-baked treats (collocation)	homemade goodies
12-	Conjure up memories (collocation)	bring back images from the past
13-	Iron will (collocation)	strength and determination
14-	Diminutive stature (collocation)	lack of height
15-	Nod in approval (collocation)	show acceptance
16-	Unbreakable (adj)	impossible to break
17-	Devoted (adj)	characterized by loyalty and devotion
18-	Shortcoming (n)	imperfection of a character
19-	Facet (n)	aspect of something
20-	Shift (v)	Change, move
21-	Evolve (v)	to develop gradually
22-	Sustain (v)	to maintain or keep
23-	Unconditionally (adv)	absolutely, definitely
24-	Resentment (n)	a feeling of anger or unhappiness about something that you think is unfair
25-	Envious (adj)	wanting something that somebody else has
26-		

I. Complete the following sentences with items from the box.

conjures up memories / obstinate / shortcoming / envious / dizzy heights

- 1- The child was _____ of his friend who won the spelling bee competition.
- 2- We never thought our film would reach the _____ of an Academy Award.
- 3- Although the little boy knew he was wrong, he was too _____ to apologize to his friends.
- 4- That smell always _____ of holidays in the UK. It reminds me of the time I lived there.
- 5- My little sister's lack of attention to details is her biggest _____. She always loses her focus when she is studying.

II. Choose the correct form of the words in brackets to complete the following sentences.

1. The scientist (**devoted/ devoting**) himself to his research.
2. The team may not be able to (**sustainable/sustain**) this level of performance.
3. The hero showed great courage and carried an (**unbreakable/ unbreakably**) belief that he could save his people.
4. She worked (**devotion / devotedly**) to finish the project before the deadline.
5. There has been a noticeable (**shift /shifted**) in people's attitudes toward online learning.
5. She promised to love her dog (**unconditionally/ condition**) no matter what happened.

IV. Editing:

- Imagine you were an editor in the Jordan Times. You were asked to edit the following lines that have FOUR mistakes. (One grammar mistake, one punctuation mistake and two spelling mistakes). Write the correct answers down

The reader see the characters growing up and slowly aging as the sekunse of events unfolds over time. It is incredebly interesting to observe how their friendship adapts to the ever-changing conditions of life?

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

IV. Writing Task

- **Write a paragraph Describing your friend.** Make sure to include some of the adjectives learnt in this lesson.

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The End

Skill/Lesson: Reading Comprehension – Being Friends Pages 6+7

Educational Outcome: to answer the comprehension questions correctly.

1- Based on the adventure of Tom Sawyer, Huck was detested by the children's parents. Illustrate Huck's personality.

_____.

2- Quote the sentence which indicates that Anne overcame her circumstances and achieved her dream.

_____.

3- Shirley and Diana have a key to their friendships. Justify

_____.

4- How was the first meeting between David and Adam?

_____.

5- The Little Women gives a portrayal of the relationship and of the bond between the members of a family. Give evidence according to the text.

_____.

6- The secret Garden is considered a good example that highlights the importance of nature and friendship. Justify

_____.

7- In "The Interesting", a friendship endures despite contradictory feelings among the individuals. Explain

_____.

Critical Thinking:

1- “Each friend represents a world in us, a world possibly not born until they arrive, and it is only by this meeting that a new world is born.” Justify your opinion in two sentences.

2- Comment on the following quote “When the world is so complicated, the simple gift of friendship is within all of our hands. Do you agree or not? Justify your opinion.

Tense	Form	Use	examples
Present Simple	Plural Nouns, I , We, You, They Base form of verb Singular Nouns He , She, It Base form + -s / -es	We use the present simple to talk about: • Facts and permanent states • General truths and laws of nature • Habits and routines • Timetables and programmes (in the present and future) • Sporting commentaries, reviews and narrations • Likes and dislikes.	• My cousins have two cats. • Steve lives in Boston. • The Sun rises in the morning. • I go to the gym on Monday and Friday. • Lee swings his bat and scores a home run. • I like your T-shirt. I want a blue one
To form negative and questions you need the helping verbs: (do, does)	Negative I know your father. I don't know your father. We go to school every day. We don't go to school every day. He takes his dog for a walk. He doesn't take his dog for a walk.	Yes/No Questions I always eat oranges. Do you always eat oranges? We go to school every day. Do you go to school every day? He always takes his dog for a walk. Does he always take his dog for a walk?	Wh- Questions Who is Mr. Bone? What is this? Which shop seems to be the best?
Time Expressions	Adverbs of frequency: always, usually, regularly, normally, often, sometimes, occasionally, rarely, seldom, Every day/week/month, Once Twice a day /week/month/year,... etc. in the morning- afternoon- evening/ at night- the weekend/ on Fridays.		
Be, do, have In simple present	-The verb to (be) when used as a main verb, it can be in three forms: is, are, am. I am a healthy person. She is pretty. -The negative form: isn't, aren't, am not	The verb to (have) When used as a main verb: Have: plural form (They have lunch early every day.) Has: singular form (He has breakfast early every day.) -The negative form: Doesn't have, don't have	The verb to (do) when used as a main verb. Do: Plural form (They always do their homework.) Does: Singular form (She always does her homework.) -The negative form: Doesn't do: She doesn't always do her homework.

	She isn't happy now. Question form: Is she happy now?	She doesn't have breakfast early. They don't have breakfast early.	Don't do: They don't always do their homework.
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Tense	Form	Use	examples
Present Continuous	(I) am + [V.+ -ing] Plural Nouns, We, You, They are + [V.+ -ing] Singular Nouns, He , She, It is + [V. + -ing]	We use the present continuous for: - actions taking place at or around the moments of speaking - for temporary situations. - For fixed arrangements in the near future. - For currently changing and developing situations - With adverbs such as always to express anger or irritation at a repeated action	- I am playing my guitar now. - My friend is working in the gym today. - I am not studying at the moment. Are you listening to me? - Sara and I are having a birthday party together next weekend. - The prices are rising quickly. - My little brother is always crying. It is annoying.
To form negative and questions in the present continuous tense study the following table	Negative	Yes/No Questions	Wh- Questions
	I'm not eating. You aren't eating. She isn't eating. They aren't sleeping in their room.	Am I eating? Are you eating? Is he eating? Are they sleeping in their room?	Ali is eating an apple. Who is eating? We are eating dinner. What are you eating? They are sleeping in a hotel. Where are they sleeping?
Time Expressions	Now, at the moment, at present, these days, nowadays, still, today, tonight		

Stative and Dynamic Verbs:

Stative verbs	Dynamic verbs(sometimes referred to as "action verbs")
usually refer to a state or condition which is not changing or likely to change	usually describe activities or events which can begin and finish

Stative verbs cannot normally be used in the continuous (BE + ING) forms I think she is the best teacher in school. However, * I am thinking about it. (is correct)	Dynamic verbs can be used in the continuous (BE + ING) forms They are eating their breakfast in the kitchen right now.
hate (perception) I hate chocolate. believe (perception) She believes in UfOs. contain (relation) The box contains 24 cans.	play (activity) She plays tennis every Friday. She is playing tennis right now

Common Stative Verbs:

Senses	Emotions	Possession	Thoughts and beliefs	Measurements
feel hear see smell sound taste	dislike doubt fear hate like love need want wish	belong to have owe own possess	appear, believe, consider, depend, doubt, forget, guess, hope, imagine, know, mean, prefer, realize, remember, seem, suppose, think, understand	cost equal measure weigh

Tense	Form	Use	examples
Present Perfect	Plural Nouns, We, You, They, I have + [V.3] Singular Nouns, He , She, It has + [V.3]	We use the present perfect for: -an action that happened in the past but the consequences of which are important in the present. -something that was true in the past and continues to be true in the present.	- Ahmad has recently passed his driving test, so he can borrow his father's car. (pass) - I have completed two sections so far. (complete) - I've been a teacher for ten years.
To form negative and questions in the present perfect tense study the following table.	Negative	Yes/No Questions	Wh- Questions
	I haven't finished my HW yet. Ann hasn't passed the exam.	Have you finished your H.W yet? Has she passed the exam?	What have you finished so far? Where has she been ?
Time Expressions	already/just/ so far/ yet/ ever/ never/lately/ recently/ until now/ up to now/ several times/since/ for		

Exercise:

A: Fill in the blanks with the present simple, the present continuous or the present perfect tense.

1. Every Saturday, John _____ his son to football practice. (**drive**)
2. Shhhh! Be quiet! The baby _____. (**sleep**)
3. Don't forget to take your umbrella. It _____ heavily outside. (**rain**)
4. My brother _____ recently _____ into our neighbourhood. (**move**)
5. Mary _____ usually _____ French with her friends. (**not/speak**)
6. These days, millions of families _____ at least one computer at home. (**have**)
7. My uncles _____ their membership yet. (**not, cancel**)
8. My little sister _____ her teeth twice a day. (**brush**)
9. John is never satisfied. He _____ always _____. (**complain**)
10. Eid Al-Adha is a celebration that _____ on the 10th of Thu-Al-Hijjah according to the Islamic Calendar. (**begin**)
11. _____ you _____ the letters yet? (**send**)

B: Choose the correct answer:

1. She usually ____ (**go**) to school by bus, but today she's walking.
a) goes
b) is going
c) has gone
2. I ____ (**not finish**) my homework yet.
a) don't finish
b) am not finishing
c) haven't finished
3. Listen! The baby ____ (**cry**).
a) cries
b) is crying
c) has cried

4. We _____ (**live**) in this city since 2015.

- a) live
- b) are living
- c) have lived

5. My brother _____ (**play**) football every Friday after school.

- a) plays
- b) is playing
- c) has played

6. Look! The sun _____ (**shine**) so brightly today.

- a) shines
- b) is shining
- c) has shone

7. They _____ (**visit**) their grandparents twice this month.

- a) visit
- b) are visiting
- c) have visited

8. She _____ (**not like**) spicy food at all.

- a) doesn't like
- b) isn't liking
- c) hasn't liked

9. Right now, I _____ (**study**) for my English test.

- a) study
- b) am studying
- c) have studied

10. He _____ (**never be**) late for class before.

- a) isn't
- b) doesn't be
- c) has never been

11. I _____ (**believe**) you're making a big mistake right now.

- a) am believing
- b) believe
- c) have believed

12. She _____ (**know**) the answer.

- a) is knowing
- b) knows
- c) has known

Grade & Section: 10 () **Worksheet Number (5)**

Unit: One

Student's Name: _____

Date: __ / 10 /2025

Skill/Lesson: **Writing – A proposal**

Outcome: **to recognize, understand and write a proposal.**

Writing: A proposal:

Read the whole proposal and put the following stages in order, and make sure that all the parts are included:

- Include a neutral title. ☐
- State your recommendations and give reasons and justifications. ☐
- Present the current situation. ☐
- Strongly suggest that the reader takes the recommended action. ☐
- State the aim of the proposal. ☐
- Provide any information needed to explain why you are going to recommend changes. ☐
- Introduce the issue and say why it is important. ☐
- Summarise the benefits of your recommendations. ☐

Writing a Proposal

Model Proposal

Proposal to promote healthy eating at school

Introduction

Healthy eating habits are important for young people's growth, health and educational achievement. In my view, the quality of food and catering facilities are currently unsatisfactory. The purpose of this proposal is to identify the main problem areas and recommend improvements.

Current Situation

We face several challenges when it comes to the catering facilities. The canteen serves hot meals, but the food is of poor quality and does not meet recommended nutritional standards. The place itself is dark and unwelcoming and has long queues with the result that many students are discouraged from eating there. Instead, they eat junk food such as sweets and salty snacks bought at nearby shops, which might have a negative effect on their ability to concentrate in class.

Recommendations

I propose that the school should adopt policies that regulate which foods can be served at school. The canteen should offer more fresh produce, including salads, fruit and vegetables, and freshly made sandwiches. The school should only sell snacks that are

low in sugar, fat and salt. This would ensure that students have access to healthy food during the school day. I would also recommend refurbishing the canteen to create an attractive social environment. In this way, students will be less likely to go off-site for lunch where they might choose less healthy food options.

Conclusion

These recommendations will help to improve the health and academic performance of our students. Therefore, I urge the Head Teacher to take immediate steps to implement them.

A proposal should include the following parts.

- **Title** - Include a neutral title.
- **Introduction** - Introduce the issue and say why it is important. State the aim of the proposal.
- **Current situation** - Present the current situation. Provide any information needed to explain why you are going to recommend changes.
- **Recommendations** - State your recommendations.
 - Recommendation 1: I would recommend that ... should ...
 - Recommendation 2: Another suggestion would be to ...
 - Give reasons (there may be more than two).
 - Reason 1: This would enable/encourage ... to ...
 - Reason 2: This would mean that ... could ...
- **Conclusion** - Summarise the benefits of your recommendations. Persuade the reader to take the recommended action.

Language Focus

Writing a proposal requires the following language:

Expressing cause and effect:

- Linking phrases:
 - The result of this is that ...
 - As a result, ...
 - With the result that ...
- A comment clause:
 - Some students become disengaged from school. This has a negative effect on their behaviour ...
 - Some students become disengaged from school, which has a negative effect on their behaviour.
- A participle clause to express a result:
 - Healthy schools promote the well-being of students. This results in/leading to improved learning outcomes.
 - Healthy schools promote the well-being of students, resulting in/leading to improved learning outcomes.

SHOW THAT YOU'VE CHECKED

Finished? Always check your writing (especially in the exam!) Can you tick ✓ everything on this list?

In my proposal:

- ☐ I have begun with a neutral title.
- ☐ I have divided the proposal into sections and given each an appropriate heading.
- ☐ In the introduction, I have mentioned why the issue or problem is important and stated the aim of the proposal.
- ☐ In the main body I have presented the current situation and explained why I am going to recommend changes.
- ☐ In the main body I have stated my recommendations and given justifications.
- ☐ In the conclusion, I have summarised the benefits of my recommendations and suggested that the reader takes action.
- ☐ I have used a formal and impersonal style.
- ☐ I have checked my spelling.
- ☐ I have checked my handwriting is neat enough for someone else to read.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There is a small black dot at the bottom right corner of the page. A short horizontal line segment is visible at the top center edge.

Success Criteria	Content & Ideas 2	Lay out & Organization 1	Structure 3	Handwriting, Spelling & Punctuation 2	Diction 1	Total 9