



مدارس الكلية العلمية الإسلامية
Islamic Educational College Schools
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Booklet (3)

Unit 2: Learning for life

Date: November to December

Student's Name:

Grade & Section: 10 Academic ()

Grade & Section: 10 () **Worksheet Number (1)**

Unit: Three

Student's Name: _____

Date: __ / 11 /2025

Skill/Lesson: Vocabulary List

Outcome: To use new words in meaningful sentences

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- **Unit 2: Vocabulary words**

Word/ Phrase	Part of Speech	Meaning
Minefield	noun	A situation that is full of hidden dangers or problems
swimming in	verb phrase	To be overwhelmed by a large amount of something, such as textbooks or information
regurgitate	verb	To repeat information without properly understanding it
flit	verb	To move quickly from one place or thing to another
manic	adjective	Characterized by a state of being very busy or frenzied
all the advice under the sun	idiom	A large number or wide range of something
hammer in	phrasal verb	To remind someone of something repeatedly or forcefully
frazzled	adjective	Feeling stressed, exhausted, or anxious
plastered	adjective	To be covered with something, such as revision notes
looming	adjective / verb (present participle)	Approaching or appearing in a threatening or daunting way
exorbitant	adjective	Something that is extremely high, expensive, or unreasonable
substantially	adverb	In a significant or major way
actively	adverb	Engaging in an action or activity with energy and enthusiasm
invaluable	adjective	Something that is extremely useful or precious

- **Unit 2: Phrasal Verbs**

1.	come by sth	Find something
2.	faced with	Having a problem to deal with
3.	notch sth up	Achieve something
4.	leading up to sth	Happening before something
5.	kick in	Take effect
6.	set sth out	Arrange something in a clear way
7.	topping sth up	Adding something to get it

A. Complete the following sentences with words from the list.

Frazzled / flitting / set out / minefield / regurgitate / looming

1. Preparing for exams can feel like walking through a **minefield** with challenges at every step.
2. After a long day at work, I felt completely **frazzled** and needed a rest.
3. The butterfly kept **flitting** from one flower to another in the garden.
4. She carefully **set out** her ideas before writing the essay.
5. You have to **regurgitate** information to memorize it effectively.
6. With the deadline **looming**, everyone was feeling increasingly anxious.

B. Phrasal Verbs:

1. We need to (**top up** / **come up with**) a plan for the school project by Friday.
2. The doctor said the medication would take a few hours to (**kick in** / **lead up to**) and relieve the pain.
3. (**Faced with** / **Come by**) the fact that she had failed the test, she felt disappointed.

4. The team (**notched up** / **came by**) their fifth win of the season last night.
5. All the decisions made in the days (**kicking in** / **leading up to**) the event were crucial.
6. The explorer had to (**notch up** / **come by**) a map before beginning the long journey.

C. Word formation: Complete the table with the correct word form.

No.	NOUN	VERB	ADJECTIVE
1.	recognition	recognise	recognisable
2.	Revision	revise	revised
3.	memory	memorise	memorable
4.	organisation	organise	organisational / organizational
5.	generalisation	generalise	general
6.	information	inform	informative
7.	familiarity	Familiarise	familiar
8.	Personalisation	personalise	personal
9.	rationality	rationalise	rational
10.	plagiarism	plagiarise	plagiaristic
11.	vision	visualise	visual

D. Choose the correct word form to complete each sentence.

1. The teacher gave us a very _____ worksheet to help us practice for the exam.
a) inform b) **informative** c) information
2. After the surgery, the actress was almost _____ to her fans.
a) recognise b) recognition c) **recognisable**
3. The _____ of the new zoo enclosure helped the penguins adapt quickly.
a) familiar b) **familiarity** c) familiarise

4. It is important to _____ your notes before a big test.
a) **revise** b) revision c) revised
5. The scientist's contributions to the field are truly _____.
a) **memorable** b) memory c) memorise
6. The company's _____ was praised for its efficiency.
a) organize b) **organization** c) organised
7. His explanation was completely _____ and made perfect sense.
a) **rational** b) rationality c) rationalize
8. She was accused of _____ after copying someone else's essay.
a) plagiarised b) **plagiarism** c) plagiarise

E. Editing:

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

Last week our school organised a trip to Jerash, and every student were excited to join. The weather was beautiful and many student took pictures of the ancient ruins. We also visit a small musuem, where the guide told us interesting facts about Roman history.

1. ____Last week,

2. ____Every student
was _____
3. ____many
students _____
4. visited
5. museum

F. Writing task:

Write a paragraph to give advice to a foreign student thinking of studying in your country. Make sure to include details about her/ his personality. **Use the vocabulary words** that are related to the exaggerated synonyms, phrasal verbs and words from your reading lesson to enhance your description.

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Student's Name: _____

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Skill: Reading Comprehension – Page 18 (Article: Study abroad)**Educational Outcome: To answer the comprehension questions correctly**

1. What has helped the author become more comfortable and familiar with university life?

The author has become comfortable and familiar with university life through repetition of his daily routines. He is used to life in London, what is expected of him by University College London, and justifying his high rent to friends.

2. What motivated the author to study abroad?

The author was motivated by a desire to break the monotony of his everyday university life and the comfortable series of routines he had fallen into. He made a "slightly impulsive decision to spend a term" in Germany to experience the excitement of a new city and a new university all over again.

3. Mention the reasons for the author to study abroad.

The author's reasons for studying abroad include gaining **life experience**, a **desire to travel**, and having something that will **stand out on a CV**. The main reason, however, is simply to break his routine and experience the excitement of a new city and university.

4. What does the author mean by "whether the grass will be greener on the other side"?

The author uses the phrase "whether the grass will be greener on the other side" to describe how many students weigh studying abroad as a series of **pros and cons**. The phrase refers to the idea of whether the new, unknown experience will be better than the familiar one.

5. Quote the sentence which indicates that studying abroad lets you take steps to find out the benefits rather than the drawbacks.

"Once you're committed to the process, dealing with the prospect of living abroad becomes substantially easier and you actively look for the positives rather than any downsides".

6. What is different about the application process for studying abroad compared to previous experiences?

The application process for studying abroad is different because it requires a lot of **independent effort** from the student. It's described as being very different from previous application processes a student might have experienced.

7. What resources do universities provide to help students prepare for studying abroad?

Universities have **study abroad teams** and they host **preparation talks** to help students with the process. However, the text also notes that these teams tend to be small, and students need to take a proactive approach.

8. Caitlin Wightman emphasizes day-to-day life abroad through her experience. Justify.

She emphasizes that a different climate can significantly affect day-to-day life and that students should take care of as much administrative work as possible before they travel.

9. Cameron Baird adds another piece of advice relating to studying abroad. Explain it.

The advice relates to the importance of **thoroughly researching accommodation** beforehand, as prices can vary wildly and online maps can be misleading. Cameron also advises students to be prepared for any mishaps by having important documents and memorizing key phrases if they do not speak the local language.

Critical Thinking:

1- What challenges and obstacles might arise when studying abroad, and how can they be overcome? Justify your opinion in two sentences.

2- Studying abroad contributes to personal and professional development. Suggest three benefits of studying abroad.

Grade & Section: 10 () **Worksheet Number (3)**

Unit: Three

Student's Name: _____

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Skill/Lesson: Grammar – Past tenses

Educational Outcome: To identify ways of using past tenses

Past Tenses Worksheet

Tense	Form	Use	Time Expressions	Example Sentences
Past Simple	<ul style="list-style-type: none"> - Regular: V-ed - Irregular: V2 - Neg: didn't + V1 - Q: Did + subj + V1 	<ul style="list-style-type: none"> - Completed action at a definite time - Sequential past actions - Finished habits/states 	yesterday, ago, last night/week, in 1999, three days ago	<ul style="list-style-type: none"> - I lived in Brazil two years ago. - They never went to school. - I didn't study much but I passed.
Past Continuous	<ul style="list-style-type: none"> - was/were + V-ing - Neg: wasn't/weren't + V-ing - Q: Was/Were + subj + V-ing 	<ul style="list-style-type: none"> - Interrupted action in progress - Two or more simultaneous actions 	while, when, as, all morning/day/week	<ul style="list-style-type: none"> - I was watching TV when she called. - While Ellen was reading, Tim was watching TV.
Past Perfect	<ul style="list-style-type: none"> - had + V3 - Neg: hadn't + V3 - Q: Had + subj + V3 	<ul style="list-style-type: none"> - Action before another past action - Past action with later result 	before, after, by the time, by 1990, because	<ul style="list-style-type: none"> - She had visited her relatives before 1996. - By the time Joseph returned, Sarah had tried to call.

A) Fill in the blanks with the correct form of the verb in brackets (past tenses):

1. We **were walking** (walk) home when it suddenly started to snow.
2. John **didn't see** (not / see) me at the party last night.
3. While Helen **was cleaning** (clean) the house, the phone rang.
4. They **arrived** (arrive) at the station after the train had left.
5. Susan **didn't feel** (not / feel) very well yesterday.
6. He **was reading** (read) a book when I called him.
7. After we **had eaten** (eat) dinner, we went for a walk.
8. The students **had studied** (study) hard before the exam.
9. When I **opened** (open) the door, I saw my best friend.
10. Paul **hadn't finished** (not / finish) his homework before he went out.

B) Past Tenses – Choose the correct answer.

1. **I** _____ **dinner when the phone rang.**
A) ate
B) was eating
C) had eaten
2. **He** _____ **dinner when the guests arrived.**
A) was cooking
B) cooked
C) cooking
3. **They** _____ **the project before the deadline.**

A) had finished
B) finished

C) were finishind

4. While she _____, her brother was playing video games.

A) read

B) was reading

C) had read

C. Rewrite the sentences using the correct past tense:

1. I eat dinner when the phone rang.

I was eating when the phone rang.

2. She finish her homework before she go to bed.

She had finished her homework before she went to bed

3. They play football when it start to rain.

They were playing football when it started to rain

D. Correct the errors in the following sentences:

1. He was go to the store when I saw him.

going

2. We had ate before the guests arrived.

eaten

3. While I cooked, my sister was set the table.

While I was cooking, my sister was setting the table.

4. They didn't went to school yesterday.

They didn't go to school yesterday.

"Believe in yourself. You are braver than you think, stronger than you feel, and smarter than you know." ✨

Student's Name: _____

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Skill/Lesson: Writing an article**Educational Outcome: To understand, identify, and compose an article**

A. Definition and Purpose

An article is a piece of writing published in a newspaper, magazine, or online platform. Its purpose is to inform, explain, or share opinions with the readers in a way that is interesting and easy to follow. Articles often include facts, examples, and sometimes personal experiences.

B. The Outline of an Article**1. Title**

Your title should be short, clear, and catchy. It should attract the readers' attention and give an idea about the topic.

2. Introduction (Paragraph 1)

Begin with an attention-grabbing sentence (a question, a surprising fact, or a short anecdote). Then, introduce your topic briefly.

3. Body Paragraphs (Paragraphs 2 / 3 / 4)

Present your main points in separate paragraphs. Use:

- Facts and examples to explain your ideas.
- Connectors like Firstly, In addition, However, On the other hand, Finally.
- Balanced views if necessary (include both positive and negative points).

4. Conclusion (Paragraph 5)

End with a strong closing statement. Summarize your main ideas or suggest a solution / recommendation. You may also include a rhetorical question or a call to action to leave the reader thinking.

Model Writing

Read the following article on the topic: “*Should students wear school uniforms?*”

Underline:

- A catchy title
- The opening statement
- Main ideas supported with examples
- Smooth connectors between ideas
- The closing statement

Should Students Wear School Uniforms?

Every morning, millions of students put on their school uniforms. But is this a good idea? Some argue that uniforms are boring, while others believe they are necessary.

Firstly, uniforms create equality. No one is judged by the clothes they wear, and this reduces bullying at school. For example, many teachers have noticed that arguments about fashion stop once students wear the same uniform.

In addition, uniforms save time and money. Parents don’t need to spend much on trendy clothes, and students don’t waste time deciding what to wear every morning.

However, some believe that uniforms limit self-expression. Teenagers want to show their identity through clothes, and uniforms may prevent that.

In conclusion, school uniforms have both advantages and disadvantages. All in all, they help to create equality and save money, but perhaps schools could allow students to wear casual clothes on some days to balance freedom and discipline.

Your Task

Write an article on the topic: “**Social Media is taking over real-life communication.**”

- Your article should be **around 150 words**.
- Include a **title, introduction, body paragraphs, and a conclusion**.
- Use **facts, examples, and linkers** to support your points.

