



مدارس الكلية العلمية الإسلامية  
Islamic Educational College Schools  
Jabal Amman - Jubeiha



# Booklet (2)

## Unit 3: The ties that bind

**Student's Name:**

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**Date: Oct, 2025**

**Grade & Section: 10 Academic (    )**

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

Unit: One

Student's Name: \_\_\_\_\_

Date: \_\_ / 10 /2025

Skill/Lesson: Vocabulary List

Outcome: To arrange meaningful sentences using the new words.

**\*Study the following words based on the text "Being Fiends".**

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

**I. Complete the following sentences with words from the list.**

**Conjures up memories / Obstinate / Shortcoming / Envious / Dizzy heights**

- 1- The child was \_\_\_\_\_ **envious** \_\_\_\_\_ of his friend, who had received the first-place trophy in the spelling bee competition.
- 2- We never thought our film would reach the **dizzy heights** of an Academy Award.
- 3- Although the little boy knew he was wrong, he was too \_\_\_\_\_ **obstinate** \_\_\_\_\_ to apologize to his friends and insisted on his opinion.
- 4- That smell always \_\_\_\_\_ **conjures up memories** of holidays in the UK. It reminds me with my memorable time there.
- 5- My little sister's lack of attention to details is her biggest \_\_\_\_\_ **shortcoming** \_\_\_\_\_. 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, rarely coming out of his lab until after dark.
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.  
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 are an editor in the Jordan Times. You are 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 **sekuence** of events unfolds over time. It is **incredebly** interesting to observe how their friendship adapts to the ever-changing conditions of life?

1. **sees**

2. **sequence**

3. **incredibly**

4. **.**

#### IV. Writing Task

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

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**The End**



Grade & Section: 10 ( ) Worksheet Number ( 2 )

Unit: One

Student's Name: \_\_\_\_\_

Date: \_\_ / 10 /2025

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

Educational Outcome: to answer the comprehension questions correctly.

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

He was homeless and carefree, his father was a vagabond. He was hated by the parents but loved by the kids.

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

"Despite a tough childhood, Ann is always optimistic and dreams of true friendship, which she finds in Diana Barry".

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

Even though the girls' lives shift and evolve as they grow older, the girls' relationship sustains itself throughout revealing that their willingness to see the best in each other is a key to their friendship.

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

On their first meeting, hot-headed Adam unfairly accuses David of stealing his canoe and almost sinks it, sending David to water.

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.

"Little women proves that your blood relations, however different they are from you, can establish an unbreakable ties with you and become your most intimate friends who you can always count on."

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

The four of them discovered their new appreciation for life when they start working on making the garden green again.

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

Their friendship is complex and manages to show a full range of emotions in a very accurate portrayal of the multiple relationships they develop within the group; love and resentment, being envious jealousy and equanimity.

### **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.

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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

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

Unit: One

Student's Name: \_\_\_\_\_

Date: \_\_ / 10 /2025

Skill/Lesson: Grammar – Present tenses

Educational Outcome: To identify the way of using the present tenses

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Tense	Form	Use	examples
Present Simple	<p><b>Plural Nouns,</b> <b>I , We, You, They</b></p> <p>Base form of verb</p> <p><b>Singular Nouns</b> <b>He , She, It</b></p> <p>Base form + -s / -es</p>	<p>We use the present simple to talk about:</p> <ul style="list-style-type: none"> <li>Facts and permanent states</li> <li>General truths and laws of nature</li> <li>Habits and routines</li> <li>Timetables and programmes (in the future)</li> <li>Sporting commentaries, reviews and narrations</li> <li>Likes and dislikes.</li> </ul>	<ul style="list-style-type: none"> <li>My cousins <b>have</b> two cats.</li> <li>Steve <b>lives</b> in Boston.</li> <li>The Sun <b>rises</b> in the morning.</li> <li>I <b>go</b> to the gym on Monday and Friday.</li> <li>Lee <b>swings</b> his bat and <b>scores</b> a home run.</li> <li>I <b>like</b> your T-shirt. I <b>want</b> a blue one</li> </ul>
To form negative and questions you need the helping verbs: (do, does)	<b>Negative</b>	<b>Yes/No Questions</b>	<b>Wh- Questions</b>
	<p>I <b>know</b> your father. I <b>don't know</b> your father. We <b>go</b> to school every day. We <b>don't go</b> to school every day. He <b>takes</b> his dog for a walk. He <b>doesn't take</b> his dog for a walk.</p>	<p>I always <b>eat</b> oranges. <b>Do</b> you always eat oranges? We <b>go</b> to school every day. <b>Do</b> you <b>go</b> to school every day? He always <b>takes</b> his dog for a walk. <b>Does</b> he always <b>take</b> his dog for a walk?</p>	<p><b>Who</b> is Mr. Bone? <b>What</b> is this? <b>Which</b> shop seems to be the best?</p>
<b>Time Expressions</b>	<p><b>Adverbs of frequency:</b> <b>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.</b></p>		

Be, do, have In simple present	<b>-The verb to (be) when used as a main verb</b> , it can be in three forms: <b>is, are, am.</b> I <b>am</b> a healthy person. She <b>is</b> pretty. -The negative form: <b>isn't, aren't, am not</b> She <b>isn't</b> happy now. Question form: <b>Is</b> she happy now?	<b>The verb to (have)</b> <b>When used as a main verb:</b> <b>Have:</b> plural form (They have lunch early every day.) <b>Has:</b> singular form (He has breakfast early every day.) -The negative form: <b>Doesn't have, don't have</b> She <b>doesn't have</b> breakfast early. They <b>don't have</b> breakfast early.	<b>The verb to (do) when used as a main verb.</b> <b>Do:</b> Plural form (They always <b>do</b> their homework.) <b>Does:</b> Singular form (She always <b>does</b> her homework.) -The negative form: <b>Doesn't do:</b> She <b>doesn't</b> always <b>do</b> her homework. <b>Don't do:</b> They <b>don't</b> always <b>do</b> their homework.
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Tense	Form	Use	examples
<b>Present Continuous</b>	(I ) <b>am</b> + [V.+ -ing ]  <b>Plural Nouns,</b> We, You, They <b>are</b> + [V.+ -ing ]  Singular Nouns, He , She, It  <b>is</b> + [V. + -ing]	We use the present continuous for: <ul style="list-style-type: none"> <li>actions taking place at or around the moments of speaking</li> <li>for temporary situations.</li> <li>For fixed arrangements in the near future.</li> <li>For currently changing and developing situations</li> <li>With adverbs such as always to express anger or irritation at a repeated action</li> </ul>	<ul style="list-style-type: none"> <li>I <b>am playing</b> my guitar now.</li> <li>My friend <b>is working</b> in the gym today.</li> <li>I <b>am not studying</b> at the moment.</li> <li><b>Are you listening</b> to me?</li> <li>Sara and I <b>are having</b> a birthday party together next weekend</li> <li>The prices <b>are rising</b> quickly.</li> <li>My little brother <b>is</b> always <b>crying. It is annoying.</b></li> </ul>
To form negative and questions in the present continuous tense study the following table	<b>Negative</b>	<b>Yes/No Questions</b>	<b>Wh- Questions</b>
	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?
<b>Time Expressions</b>	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 <b>state</b> or <b>condition</b> which is not changing or likely to change	usually describe <b>activities</b> or <b>events</b> which can begin and finish
Stative verbs <b>cannot</b> normally be used in the continuous (BE + ING) forms I <b>think</b> she is the best teacher in school.	<b>Dynamic</b> verbs <b>can</b> be used in the continuous (BE + ING) forms They <b>are eating</b> their breakfast in the kitchen right now.
<b>hate</b> (perception) I hate chocolate. <b>believe</b> (perception) She believes in UFOs. <b>contain</b> (relation) The box contains 24 cans.	<b>play</b> (activity) She <b>plays</b> tennis every Friday. She is <b>playing</b> 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
<b>Present Perfect</b>	<b>Plural Nouns,</b> We, You, They, I <b>have + [V.3]</b>  <b>Singular Nouns,</b> He , She, It  <b>has + [V.3]</b>	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.	<ul style="list-style-type: none"> <li>Ahmad <b>has</b> recently <b>passed</b> his driving test, so he can borrow his father's car. (<b>pass</b>)</li> <li>I <b>have completed</b> two sections so far. (<b>complete</b>)</li> <li>I've been a teacher for ten years.</li> </ul>
To form negative and questions in the present perfect tense study the following table.	<b>Negative</b>	<b>Yes/No Questions</b>	<b>Wh- Questions</b>
	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?  When has she been there?
<b>Time Expressions</b>	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 drives his son to football practice. (**drive**)
2. Shhhh! Be quiet! The baby is sleeping. (**sleep**)
3. Don't forget to take your umbrella. It is raining. (**rain**)
4. My brother has recently moved into our neighbourhood. (**move**)
5. Mary doesn't usually speak French with her friends. (**not/speak**)
6. These day, millions of families have at least one computer at home. (**have**)
7. My uncles haven't cancelled their membership yet. (**not, cancel**)
8. My little sister brushes her teeth twice a day. (**brush**)
9. John is never satisfied. He is always complaining. (**complain**)
10. Eid Al-Adha is a celebration that begins on the 10<sup>th</sup> of Thu-Al-Hijjah according to the Islamic Calendar. (**begin**)
11. Have you sent the letters yet? (**send**)

## B: Choose the correct answer:

1. She usually \_\_\_\_ (**go**) to school by bus, but today she's walking.

a) **goes** Clue: "usually" → routine → **simple present**

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** Clue: "yet" → action until now → **present perfect**

3. Listen! The baby \_\_\_\_ (**cry**).

a) cries

b) **is crying** Clue: "Listen!" → happening now → **present continuous**

c) has cried

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

a) live

b) are living

c) **have lived** Clue: "since 2015" → started in the past, continues now → **present perfect**

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

a) **plays** Clue: "every Friday" → routine → **simple present**

b) is playing

c) has played

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

a) shines

b) **is shining** Clue: "Look!" → right now → **present continuous**

c) has shone

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

a) visit Clue: "this month" → time not finished → **present perfect**

b) are visiting

c) **have visited**

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

a) **doesn't like** Clue: general fact → **simple present**

b) isn't liking

c) hasn't liked

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

a) study

b) **am studying** Clue: "right now" → ongoing → **present continuous**

c) have studied

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

a) isn't

b) doesn't be

c) **has never been** Clue: "never before" → experience up to now → **present perfect**

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

a) am believing

b) **believe** Clue: "right now" → looks like continuous, but "**believe**" is a stative verb → **simple present**

c) have believed

12. She \_\_\_\_ (**know**) the answer at the moment.

a) is knowing

b) **knows** Clue: "at the moment" → continuous clue, but "**know**" is a stative verb → **simple present**

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 full page of white paper with horizontal blue or grey ruling lines, typical of notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

<b>Success Criteria</b>	<b>Content &amp; Ideas 2</b>	<b>Lay out &amp; Organization 1</b>	<b>Structure 3</b>	<b>Handwriting, Spelling &amp; Punctuation 2</b>	<b>Diction 1</b>	<b>Total 9</b>