



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



## 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.

tsunami - gigantic - concept - rely on - cooperate - arrangement - damage - attitude - intruder - comment

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

1. Butterflies are not .....; they are small.
2. My boss and I have an .....; I can wear jeans to work.
3. The student wrote a ..... about the book.
4. When we....., our chores get done faster because everyone helps out.
5. My ..... about broccoli changed when I tasted it.
6. The ..... had left some clear footprints all over the place.

7. Any crash will ..... the car.
8. Babies ..... their parents for all their needs.
9. The ..... looked like a wall of water crashing down on the village.
10. The teacher explained the ..... of supply-and-demand so that I could understand the idea.

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**B- Write complete sentences using the following words.**

gigantic .....  
intruder .....  
rely on .....

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**C- Choose the correct option.**

1. My family have a good **damage** / **attitude** towards moving to a new place.
2. Farmers **intrude** / **rely on** rain for growing crops.
3. In science, I study the **concept** / **intruder** of gravity.
4. 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!**

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**\*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?

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

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

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

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

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**Page 159**

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

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

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

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

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

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## Page 160

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

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

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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.”

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4. Where did Mzee originally come from?

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

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## Page 161

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

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

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

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

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

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**\*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?**

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

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3. **Critical Thinking:**

A) **What if** a tsunami were 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?

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

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

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

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

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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'?"

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

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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) in Amman-the capital city of Jordan.
2. These men always \_\_\_\_\_ (drink) coffee in the break.
3. My cousin \_\_\_\_\_ (go) to the gym three times a week.
4. She \_\_\_\_\_ (have) a training course every Thursday.
5. \_\_\_\_\_ (your kids/ visit) their aunt on holidays?
6. Your daughter \_\_\_\_\_ (be) usually very motivated!

7. Sugar \_\_\_\_\_ (not/ be) necessary for this recipe.
8. Her children often \_\_\_\_\_ (play) games in the afternoon.
9. Mohammad \_\_\_\_\_ (study) for the exams daily.
10. He usually \_\_\_\_\_ (do) his job without any help.
11. \_\_\_\_\_ you \_\_\_\_\_ (post) these images regularly?
12. \_\_\_\_\_ Rania \_\_\_\_\_ (post) these images regularly?

**B. Rewrite the following sentences correctly.**

1. He prefers cappuccino.

Negative: \_\_\_\_\_

Question: \_\_\_\_\_

2. They prefer cappuccino.

Negative: \_\_\_\_\_

Question: \_\_\_\_\_

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

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## **\*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?**

#### **Parts of a friendly letter**

Heading

The date (and sometimes the writer's address).

Greeting

A Salutation like "Dear [Name],"

Body

The main content of the letter where the writer shares their thoughts, news or questions.

Closing

A sign-off such as "Sincerely," "Your friend," or "Love".

Signature

The writer's name.

### 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	

July 23, 2019

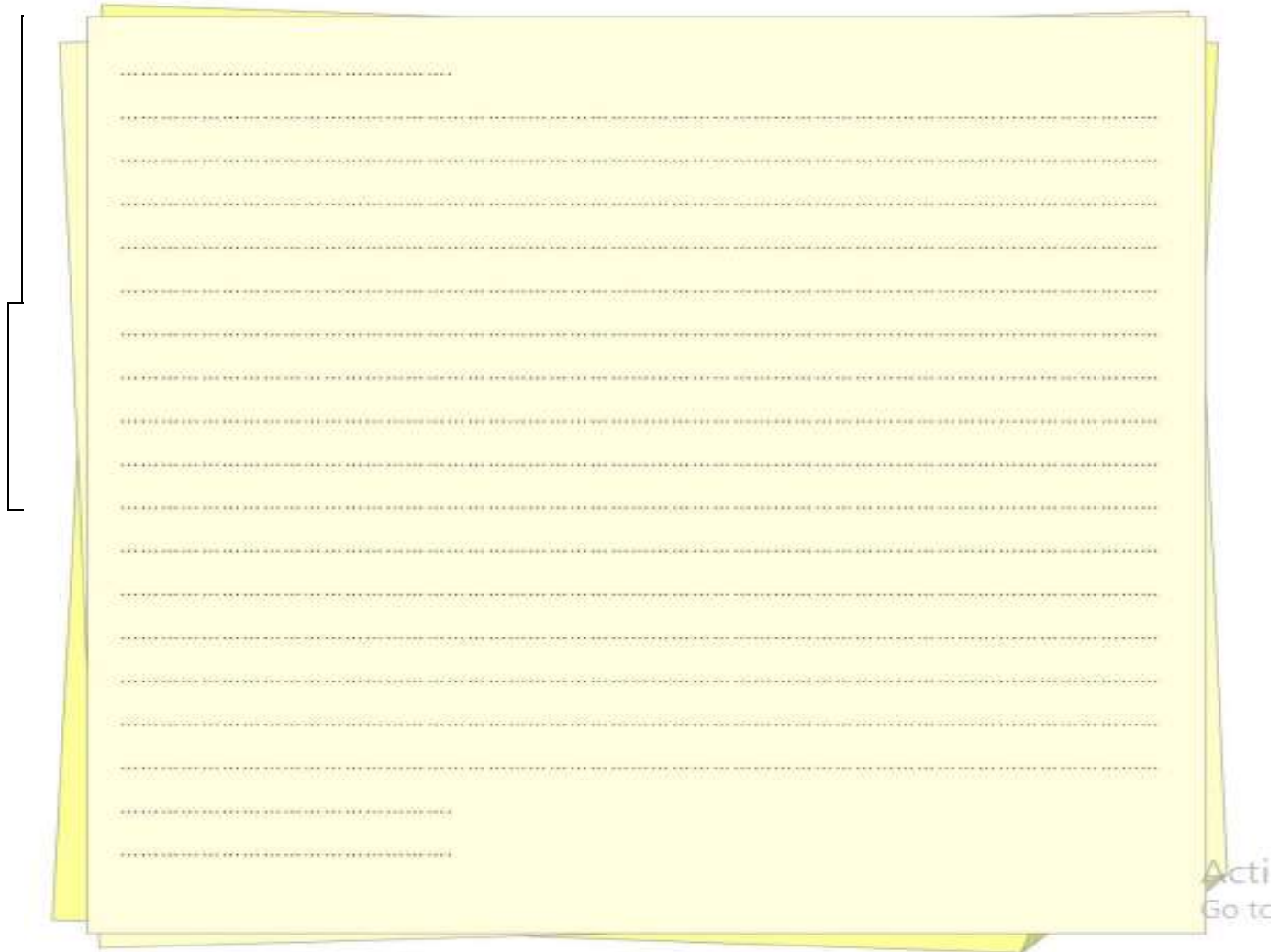
Dear Grandpa,

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.

A stack of yellow lined paper, with the top sheet showing horizontal ruling lines. The paper is slightly offset to the right, revealing a second sheet underneath. A faint watermark 'Acti Go to' is visible in the bottom right corner of the paper.

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