



# English Language Booklet

Sxith Grade

Second Semester



(Recovery Stage)

Stage 2



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## Introduction

This booklet is provided by the Ministry of Education (MOE) to the students of the sixth grade with an essential summary of English language textbook (Action Pack 6) for the second semester. This summary is designed to reinforce self-learning and to compensate what students in Jordan schools missed for varied reasons.

Self- learning is defined as an acquisition of knowledge, skills, and experiences for individuals in a self-process way by relying on themselves. It aims at improving and developing the autonomous learners' personality, abilities and skills by practicing a collection of instructional activities.

## Content

No.	Title	Unit	Pages	Textbook(s)
1	Offers for help	8 I'll tidy up	5-9	Student's Book Activity Book
2	Narrating past event	9 We went to the airport	10- 13	Student's Book Activity Book
3	Past ability	10 Could you fly a kite	14- 18	Student's Book Activity Book
4	Old objects: museum artefacts	11 It is from the past	19-20	Student's Book Activity Book
5	Scientific experiments	12 Let's do an experiment	21-22	Student's Book Activity Book
6	Future jobs	13 I want to be a programmer	23-25	Student's Book Activity Book
7	Prediction for the future / Wildlife and conservation	14 Will they become extinct?	26- 29	Student's Book Activity Book
8	Answer key		30-32	

## Unit 8 ( I'll tidy up)

### Offers for help

Lesson: 1

Activity: 1

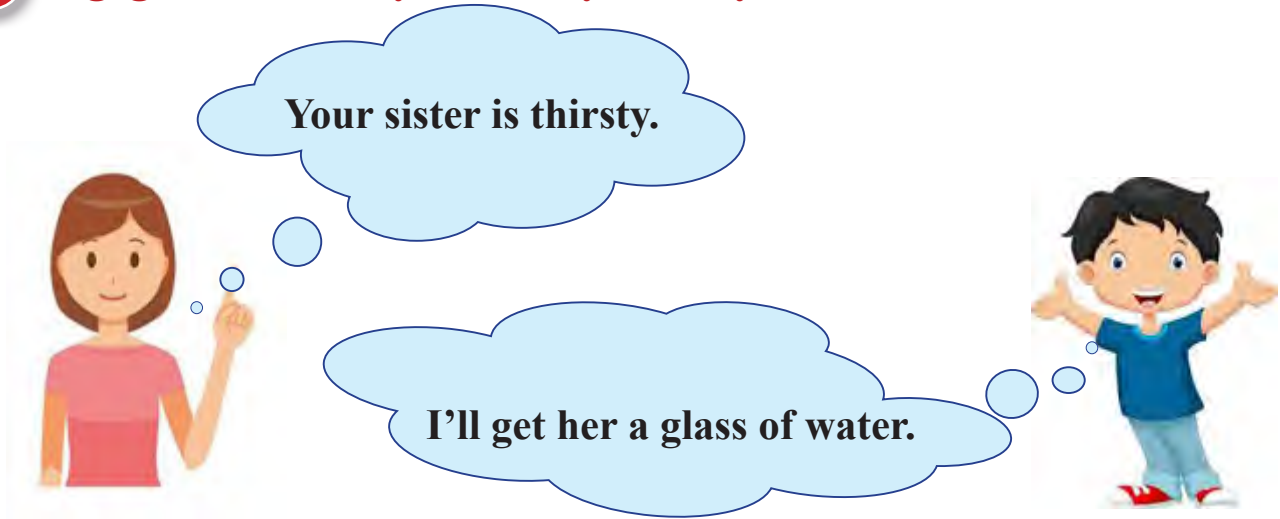
#### Family Role-Play



#### 1 Before you start: What will I learn?

Vocabulary	bookshelf, bouquet, email (v), fantastic, pick up, tidy up, vase, wonderful, dry the dishes, sandwich, task, wash the car
Structure	The future simple with the modal ( <b>will</b> ) - Problem: the house is very hot. -Offering help: <b>I'll</b> open the window.
Skill/s	Writing and speaking

## 2 Engagement: Family Role-Play Activity



In this activity, you will learn how to offer help to family members in household tasks and how to suggest solutions to problems that may happen at home.

You can make offers for help by using the following structure:

The future simple with the modal (**will**)

For example:

- (Problem): Your room is untidy.
- (Offering help): **I will** tidy up my room.

Or

**I'll** tidy my room.

In this activity, you will write a dialogue that you can act out in a role-play with one of your family members.

For example:

(Dialogue):

- **Mother: Your sister is thirsty.**
- **Son: I'll get her a glass of water.**

After writing the dialogue, you can take turns with one of your family members to act out the dialogue. For example, your mother plays the role of “mother” in the dialogue and she says her part “Your sister is thirsty.” Then, you play the role of “daughter” and you say your part “I’ll get her a glass of water.”

### 3 Checking Understanding

Table (1):

Household Problems	Solutions
<b>1- Grandma is thirsty.</b> 	<b>A) I'll open the window.</b> 
<b>2- The house is very hot.</b> 	<b>B) I'll get her a glass of water.</b> 
<b>3- The teacher is ill.</b> 	<b>C) I'll make some food.</b> 
<b>4-Your sister is hungry.</b> 	<b>D) I'll send her a bouquet of flowers.</b> 

### Exercise 1

1-Read the following dialogue about offering help in household tasks, and then underline or highlight the sentences that have the same structure as this sentence: "I'll open the window."

\_ Mother: "I'm really tired today. There are so many things to do in the kitchen."

\_ Daughter: "Don't worry Mom. I'll help you clean the kitchen."

\_ Mother: "Oh, thanks dear, but your little sister wants to play with you."

\_ Daughter: "That's ok. I'll play with her later."



## Exercise 2:

2- Look at table (1), and then read the blue column from 1- 4 and the yellow column from a-d. Match the problem sentences in the blue column with the right solution or offers for help sentences in the yellow column using the pictures as clues.

For example; sentence number (1) is matched with sentence (b).

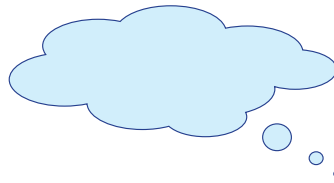
1	A
2	B
3	C
4	D

## Exercise 3:

3- Write your own dialogue by presenting a problem and offering help for it. For example;

Mother: "Your brother is hungry."

Me:" I'll get him a sandwich."



Act out the dialogue

## 4 Enrichment Activity: Card Set Game: Cut and Shuffle



Offers for Help

Game outcome: to practice making offers for help with the Future Simple using the modal *will*.

<b>Card Set 1</b>	bookshelf (1)	vase (1)	bouquet (1)	visitors (1)
<b>Card Set 2</b>	pick up (2)	email (v) (2)	tidy up (2)	go (2)
<b>Card Set 3</b>	fantastic (3)	wonderful (3)	great (3)	good (3)
<b>Card Set 4</b>	I'll get her a glass of water (4)	I'll send her a bouquet of flowers (4)	I'll make some food (4)	I'll open the windows (4)

### Card Set 5 (Questions)

**Choose the correct answer from Card Set 1**

Q: I'll put these books on the -----  
-----.

Q: I'll put the ----- of flowers in a  
-----.

Q: I'll welcome the -----.

**Choose the correct answer from Card Set 2**

Q: I'll ----- my room.

Q: I'll -----my uncle Hassan in Lebanon.

Q: I'll ----- my books from the floor.

Q: I'll ----- to the shopping centre now.

**Solve the following problems from Card Set 4**

1- Grandma is thirsty. -----  
-----.

2- The house is very hot. -----  
-----.

3- The teacher is ill. -----  
-----.

4- Your sister is hungry. -----  
-----.

**Can you help your classmate answer the questions?**

**Choose an answer from card set 3.**

Yes, I can  That is -----  
-----.

Say: *I'll help my classmate answer the questions*

No, I can't  Try again! You can do it.

Say: *I'll try to help my classmate answer the questions.*

## Instructions:

- Work with four of your classmates.
- Cut out the four small set of cards (answer cards) and mix them.
- Put the four small set of cards face down.
- Put the large set of card (5), (questions card) face up.
- Pick up one of the small set of cards and give one card to each one of the group.
- Look at your answer cards, and their numbers.
- Match the answer cards with the right questions from card set 5
- All of the players take turns to read aloud their four answers to the right questions.

# Unit 9 (We went to the airport)

## Narrating past event

Lesson: 2

Activity: 1

### Narration



### 1 Before you start: What will I learn?

Vocabulary	check in (v), collect, cry (v) customs, go through, journey, land (v), passport, suitcase, board the plane, take off (v), teddy bear
Structure	<p>The past continuous and the past simple:</p> <p>For example:</p> <p>Salma <b>slept</b> while we <b>were waiting</b> for the plane.</p> <p>I <b>looked for</b> Sarah's teddy bear while we <b>were boarding</b> the plane.</p> <p>The conjunction while:</p> <p>She started to cry <b>while</b> we were checking in.</p>
Skill/s	Writing and speaking

## 2 Engagement: Narration Activity



Let me tell you what happened.

I talked to my mother while she was making breakfast.



In this activity, you will learn how to narrate past events, and know the difference between a short action and a long action in the past.

You can narrate past events by using the following structure:

The past continuous and the past simple with the conjunction (**while**).

1-Past simple as a (**short action**) and the past continuous as a (**long action**).

For example: Salma **slept** while we **were waiting** for the plane.

I **looked for** Salma's teddy bear while we **were boarding** the plane.

2-The conjunction while:

For example: She started to cry **while** we were checking in.

In this activity, you will write a story and act it out with one of you family members.

For example:

(story):

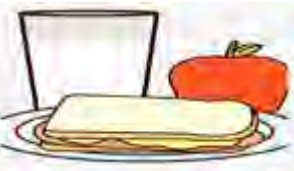






- **Student: talking to his/ her mother at the time of preparing a breakfast meal.**

- **Mother: preparing a breakfast meal.**

To act out the story, the mother and the student must act their roles as written. After that, the student narrates what **happened** in the act using the past continuous and the past simple with the conjunction (**while**).

### 3 Checking Understanding (Practice)

Table (1):

Short Action Past Simple	While	Long Action Past Continuous	Short action+ while+ long action Past Simple+ While+ Past Continuous
	while		1-We <b>had</b> lunch <b>while</b> we <b>were waiting</b> for uncle Hassan in the airport.
	while		2-Salma <b>woke up</b> <b>while</b> the plane <b>was landing</b> .
	while		3- Salma <b>started</b> to cry <b>while</b> we <b>were checking in</b> .
	while		4-The plane <b>took off</b> <b>while</b> they <b>were talking</b> .

#### Exercise 1:

Read the following story and answer the questions that follow.

“I went to the airport to meet my brother who came to visit us from Canada. It was early, so I had breakfast while I was waiting for him at the airport. After that, a little girl started to cry while her parents were checking in. I looked at an old photo with my brother while the plane was landing because I missed him so much.”

1- Underline the sentences that have the same structure as this sentence: (**My mother called me while I was studying**).

2- Read the following statements, and then decide if they are (True) or (False).

Statement (1): The story is a narration of past event, which means actions that happened in the past. (True) or (False)

.....

Statement (2): The story is a narration of past event, which means actions that happen in the present. (True) or (False)

.....

## Exercise 2:

Read sentences from 1-4, and then highlight the short action in **yellow** and the long action in **green**.

- 1- We **had** lunch **while** we **were waiting** for Uncle Hassan in the airport. (Example)
- 2- Salma woke up **while** the plane was landing.
- 3- Salma started to cry **while** we were checking in.
- 4- The plane took off **while** they were talking.

## Exercise 3:

Read the following sentences in table (2), and then suggest different ways for completing them.

For Example; she picked a flower *while she was walking in the garden.*

Table (2):

1- She picked a flower	<i>while she was walking in the garden.</i>
2- The dog barked in the yard	.....
3- I had breakfast	.....
4- My mother called me	.....
.....	<b>while I was waiting at the airport.</b>
.....	<b>while she was doing her homework.</b>
.....	<b>while he was eating his lunch.</b>

## Exercise 4:

Act out the following story with one of your family members:

A family member: preparing a meal.

A student: tidying his/ her room and finish before his/ her family member prepares the meal.

Narrate what happened like the following example: (I listened to a song while my mother was cleaning the backyard.)

Now, narrate what happened and write your own sentence.....

# Unit 10 (Could you fly a kite?)

## Past ability

Lesson: 3

Activity: 1

### Interviewing Family Members



#### 1 Before you start: What will I learn?

Vocabulary	car engine, kite, mend a car/bike, puncture (n), knit, speak English sewing machine, collection, cushion, embroider (v), embroidery (n), purse, sell, student, tiny, weave (v), weaving (n)
Structure	The modal verb (can) in the past: <b>Could</b> you use a computer when you were young? Yes, I <b>could</b> / No, I <b>couldn't</b> . You <b>could</b> fly a kite. Aunt Muna <b>could</b> sew. The conjunction when: Could you use a computer <b>when</b> you were ten?
Skill/s	Reading and speaking

## 2 Engagement: Interviewing Family Member Activity



In this activity, you will learn how to express past ability and ask about hobbies and activities that someone could or couldn't do in the past.

You can express past ability by using the following structure:

The modal verb (can) in the past:

1- Expressing past ability.

For example: Aunt Muna **could** sew.

2- Asking about hobbies and activities someone **could** or **couldn't** do in the past.

For example:

**Could** you use a computer when you were young?

Yes, I **could**/ No, I **couldn't**.

3- The conjunction **when**.

For example: Could you use a computer **when** you were ten?

In this activity, you will conduct an interview with one of your family members.

For example:

(An interview with your grandfather):

- **Student:** Could you fly a kite when you were young?

- **Grandfather:** Yes, I **could**.

**\*To conduct an interview:** It means to organize a meeting with someone to ask him/her questions and get answers in return.



### 3 Checking Understanding (Practice)

Table (1):

When Ali was young, he could .....	When Ali was young, he couldn't .....
fly a kite	play chess
ride a bike	run fast
play guitar	solve a cube
use a computer	swim in the water
mend a car	ride a car
make toys	speak English

#### Exercise 2

Read the first and the second columns in table (1), and then make sentences of the hobbies and activities that Ali could or couldn't do in the past. For example: (When Ali was young, he could fly a kite.)

- 1- .....
- 2- .....
- 3- .....

#### Exercise 3

Read the following short list of possible hobbies and activities that you can use in writing questions for an interview.

- Fly a kite
- Mend a car
- Make soft toys
- Use a sewing machine
- Use a computer
- Speak English

## Exercise 4

Use the following set of questions to conduct an interview with one of your family members. (You can refer to the short list of hobbies and activities in exercise 2).

For example; ask your father the following question: when you were younger, could you ride a bike?

When you were younger, .....

could you ride a bike?

could you climb a tree?

could you make a toy?

could you speak English?

### 4 Enrichment Activity: Writing a poem

Let's start writing a poem about the things that you could do in the past.

**Before you start:**

**What is a poem?**

It is a collection of beautifully written words that express ideas and emotions.

**How can I write a poem?**

- 1- Choose a topic for your poem.
- 2- End your short sentences with words that have the same sound just like in songs.
- 3- Write short lines.
- 4- Use these words “as” and “like” to compare your feelings or ideas to things and people.
- 5- Use your imagination.
- 6- Say the same words again.
- 7- Write a title for your poem.

**Can you give me an example?**

**Example:**

The Things I Could Do	..... (Title)
<p>When I was a little child I flew a kite I told my friend That I could see the world I could feel the air Playing on my hair *****</p> <p>When I was a little child I could fix my toys That I loved the most I could draw picture Of my mum on the wall *****</p> <p>When I was a little child I could sing the song of joy About a little happy bird Singing by my side.</p>	<p><b>Write your poem here.</b></p> <p>..... ..... ..... ..... ..... ..... *****</p> <p>..... ..... ..... ..... ..... ..... *****</p> <p>..... ..... ..... .....</p>

# Unit 11 (It's from the past)

## Old objects: Museum artefacts

Lesson: 4

Activity: 1




### The when, why, what activity 'Life in the past / The Dice Game'



### Asking and answering questions (Toss the dice)

Instructions: throw your dice, look at the number that faces you, from (1-3), find the same number in the table below, and answer the questions on the object next to the number.

#### Exercise 1

Number	The object	What is the name of the object?	What is it made of?	Where can we see it? A. In our homes b. In the museum c. Out door	When is/ was it used? a. In the past b. At present
1					
2					
3					

## 1 Before you start: What will I learn?




Vocabulary	bottle (n.), rug (n.) , vases (n.) , spoons ( n.), jugs(n.), knives (n.), old (adj.), new (adj.), history (n.), in the past materials: clay, metal, wood, plastic, wool, glass
Structure	Talking about the past: Past simple ( V2) / used to + infinitive
Skill/s	Writing and speaking

## 2 Engagement: Family Play “A Dice game”

In this activity, you will learn how people in the past used to live and what objects they used to have. You will answer Wh- questions about these objects starting by: what, where, when. You will learn what the objects are made of and if they are being used now or in the past. Using (**verb 2**) + (used to + infinitive)

## 3 Checking Understanding

### Excercise 1

Questions	Answers
 1. What is this tent made of?	a) It is made of metal , wood and stone
 2. What is this house made of?	b)It is made of glass.
 3. What is this bottle made of?	C) It is made of camels' hair

### Exercise 2:

1- Look at table (1) and read the first blue column from 1-4 .Try to find what the listed objects are made from. Match the question from the blue column with the answer from the yellow column.

# Unit 12 ( Let's do an experiment )

## Scientific experiments

Lesson: 5

Activity: 1

### Floating and Sinking Objects in Water “I wish I Know, Why?”



#### 1 Before you start: What will I learn?

Vocabulary	bottle(n.), balloon(n.) , plastic (n.) , coin ( n.), ring(n.), knives(n.), glass (n.), result(n.), Science (n.), experiment(n.), peel(v.), orange(n.), salty(adj)
Structure	Asking and answering questions using the zero conditional. For example: What happens if we put an orange in water? It floats. If I put an orange in the water, it floats.
Skill/s	Writing and speaking

#### 2 Engagement: Family Play “I wish I Know Why?”

In this activity, you will ask and answer questions using zero conditional to know the cause and effect of something. You will learn why some objects float and others sink.

You will learn the following structure the zero conditional structure:

**Affirmative:** If + subject + present simple “verb 1 or verb1+ (s /es) “---, subject” pronoun” + present simple “ verb 1 or verb1+(s /es)”---.

**Question:** What happens if + subject + present simple “verb 1 or verb1 +(s /es)” -----?

### 3 Checking Understanding:

#### Exercise 1

##### Assessment worksheet



Complete the following sentences correctly using these verbs:

(sinks - sink / floats - float).

1. If we put coins in water, they \_\_\_\_\_.
2. If Narmeen throws her hat in the water tank, it \_\_\_\_\_.
3. If you drop the wooden ruler in water, it \_\_\_\_\_.
4. If Ahmad puts a peeled orange in water, \_\_\_\_\_.
5. If a balloon is put in water, \_\_\_\_\_.

In this activity, you need to revise the zero conditional to complete the second part of the “if clause” correctly depending on your information about objects that float and objects that sink.

You will have to look at the thing we put in water if it is singular you will add (s) or (es) to the simple present tense. “Singular pronouns are (she- he- it). If the thing we put in water is plural, you just use the simple present form of the verb (Plural pronouns are (We- you- they) and “I” also takes a simple present tense without any additions.

### 4 Enrichment Activity:

In this enrichment activity, you will need to conduct the experiment to tell and discover why a peeled orange floats on the top of the water cup while an orange with its skin on does not float as you can see in the pictures, it sinks. Conduct this experiment and video tape the experiment and if you do not know the explanation of the result you may refer to science books or ask your science teacher about that.



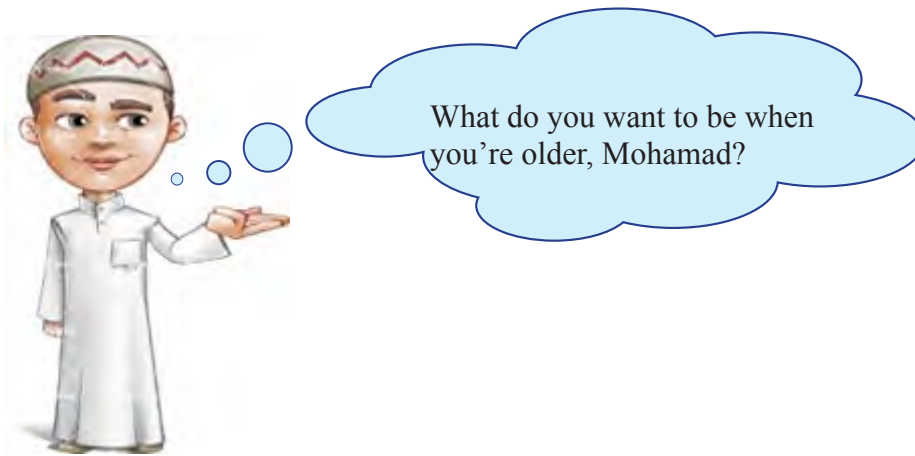
# Unit 13 (I want to be a programmer)

## Future jobs

Lesson: 6

Activity: 1

### Family Talk about Future



#### 1 Before you start: What will I learn?

Vocabulary	Nouns: librarian      firefighter      baker      scientist accountant      doctor      farmer      computer programmer
Structure	<ul style="list-style-type: none"><li>• Talking about future jobs and plans</li><li>• In the future I want to be a/ an _____ because I like _____.</li><li>• When I become older, I want to be a/an _____ because I am good at _____.</li><li>• When we become older, we want to be _____ because we are good at _____.</li><li>• In the future she wants to be a/ an _____ because she likes _____.</li><li>• In the future he wants to be a/ an _____ because he likes _____.</li></ul>
Skill/s	Reading, writing and speaking



## 2 Engagement: Discuss with your family members some future jobs.

In this activity, you will learn about different jobs and why people choose certain jobs.

You will be motivated to think about your future job and you will ask friends to think about their lives in the future when they grow up. You will read a dialogue on why some people choose one job and not the other type this activity will help you to imagine your future career.

You will read, write and speak about your future plans using this structure:

In the future I want to be a/ an \_\_\_\_\_ because I like \_\_\_\_\_.

When I become older, I want to be a/an \_\_\_\_\_ because I am good at \_\_\_\_\_.

When we become older, we want to be \_\_\_\_\_ because we are good at \_\_\_\_\_.

For example:

- In the future, I want to be an accountant because I like to work with numbers.

-When I become older, I want to be a teacher because I am good at teaching kids and I love them.

## 3 Checking Understanding

### Excercise 1

#### Read and match

#### Why do people choose certain jobs to do?

- |   |  |
|---|--|
| 1. I want to be a scientist                 | a. because I like cooking.                     |
| 2. Norma wants to be an accountant          | b. because he likes traveling to the moon.     |
| 3. Emad wants to be a computer programmer   | c. because she likes helping patients.         |
| 4. Nisreen wants to be a librarian          | d. because we like teaching children.          |
| 5. I want to be a chef                      | e. because I like inventing new things.        |
| 6. Iyad and Mohamad want to be firefighters | f. because he likes baking bread.              |
| 7. Jihad wants to be an astronaut           | g. because he likes designing programmes.      |
| 8. We want to be teachers                   | h. because she likes reading books.            |
| 9. Suhair wants to be a doctor              | i. because they like risks and helping people. |
| 10. Abdul Razzaq wants to be a baker        | j. because she likes Math.                     |

## Exercise 1

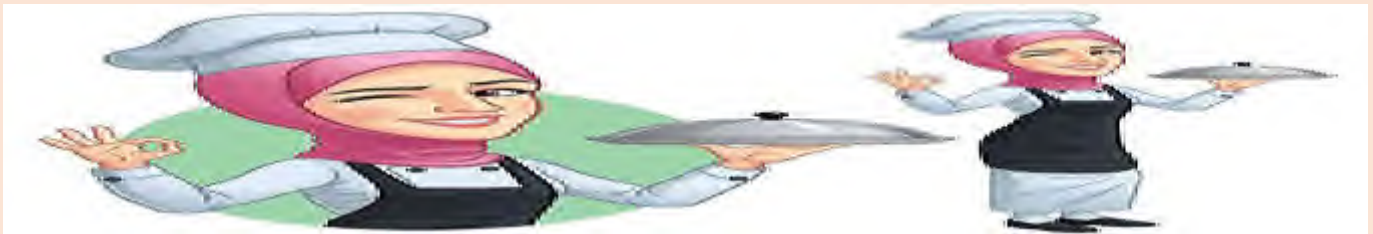
1- Look at the “read and match activity” above then try to find out clues to make the choices easier for you.

For example; (1) I want to be a scientist

(The answer): e. because I like **inventing** new things

## Exercise 2

### The Young Cook



Suhad was born in Amman in 1965. She was the oldest of her brothers and sisters. Her mom died when she was only 16 years old. She had to do all the household work such as cooking, cleaning and taking care of her younger brothers and sisters. One day, her aunt Ferial suggested that Suhad must run her own business by cooking and selling food. Suhad decided to go for a cooking college to learn how to cook and serve food in a nice way. Few years later, she opened her grand restaurant for Arabic food which carried the name of “The Family Home Restaurant”. Now, she has many other restaurants which sell healthy and tasty food. Her ambition, love of cooking and hard work made her the best cook at that time.

## Exercise 2

This activity teaches you that you have to think about your future positively and in a good way.

**Read the text carefully and answer all the following questions?**

1. When was Suhad born?

-----

2. What happened to Suhad when her mom died?

-----

3. Who motivated and helped her to start cooking and selling food?

-----

4. Why did she choose to be a cook?

-----

5. What was the name of her restaurant?

-----

# Unit 14 (Will they become extinct?)

## Prediction for the future / Wildlife and conservation

Lesson: 7

Activity: 1

### Meeting Brains Activity: Family Discussion

#### 1 Before you start: What will I learn?

Vocabulary	endangered (adj.), extinct, rubbish (n.), recycle (v.)- waste (n.), save (v.), sand cat, protect (v.), wild life (n.)
Structure	Expressing future predictions by asking and answering questions using will + infinitive. “Will they become extinct?” No, they won’t.
Skill/s	Reading, writing and speaking

#### 2 Engagement: Meeting minds “Save the planet”

In this activity, you will learn more about endangered animals and why they face the threat of becoming extinct. You will focus on giving solutions to save endangered animals

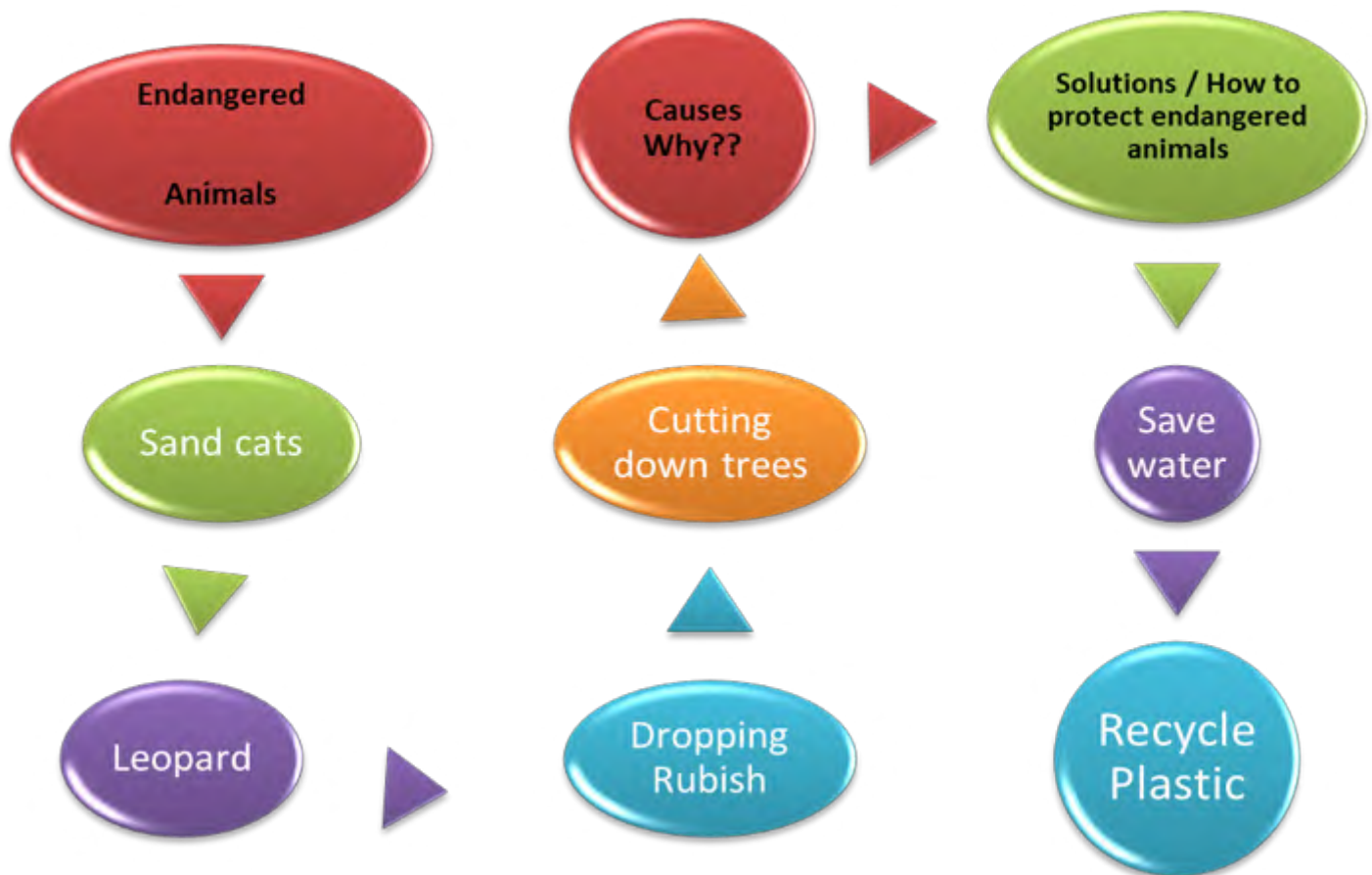
You will express future predictions asking and answering questions using will + infinitive.

For example, “Will they become extinct? No, they won’t.” In this activity, you will learn new vocabulary related to endangered animals such as extinct, save, protect, wild life and you will talk about the cause and effect of the problem of endangered animals.

You will read a short passage about other kinds of endangered animals and you will also study a mind map about the same problem and then you will suggest other solutions and causes of the problem of endangered animals.

### 3 Checking Understanding / Exercise 1: Mind map

Study this mind map about endangered animals, the causes of this problem and suggested solutions. Read it and add more examples with one of your family members.



#### Exercise 1

Look at the mind map, and study the first circle shapes about endangered animals. Think about where these animals live, and then study the reasons of their death. The third circle shapes suggest some solutions. Add more examples under each part and discuss them with your family members.

**Note:** It is called a mind map because it helps you organise and understand facts and ideas better. You are an intelligent student you can add more if you think deeply.

## Exercise 2

Read this passage carefully to find out more about endangered animals.

Many animals which live on Earth today are endangered, which means they are at risk of becoming extinct ( die out) such as tigers, pandas, birds and a lot more all around the world. People hunt, cut down trees, throw rubbish and cause water pollution which are the causes of the problem. "Stop doing that because we live together," this is the call of nature for all of us.

### Endangered Animals



A) Name two endangered animals?

.....

B) What is the meaning of endangered animals?

.....

## Activity 3

Predict what would happen to the wild life if we protect animals and plants in reserves in the future by asking and answering questions.

1)Ask and answer questions by re-writing the words in the correct order.

**Example:**

(a) Will sand cats live safely in the reserve?

Yes, they will.

1. nature / more/ take / Will / care of / people / reserve?

• will / they/ , / Yes/.

2. people /in / rubbish / drop/ ?/ Will / reserve/ the

• won't / No / they/./,

3. recycle / students/ ? / animals' / plastic / to protect/ life / Will

• will / they/ Yes /./.



## Exercise 3

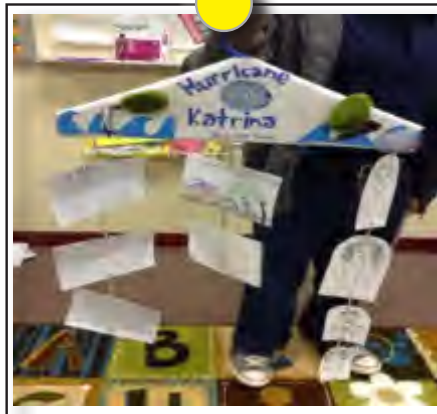
3- Re-write the following sentences correctly about our future prediction hoping that we will save the planet. “Be positive- make everything green”

For example: The wrong order of the sentence is: They / . / won't / , / No:

The correct order is: No, they won't

### 4 Enrichment Activity:

You are going to do a project which is called “Book talk”. You will choose reading a book about extinct and endangered animals giving examples on each. You will talk about any related information to endangered animals that you like to present and talk about it in a creative way to encourage other students to read the same book. The pictures below may help you to present the **book talk** to your friends.



## Answer key:

### Unit 8

Ex.1

- \_ Mother: "I'm really tired today. There are so many things to do in the kitchen."  
 \_ Daughter: "Don't worry Mom. I'll help you clean the kitchen."  
 \_ Mother: "Oh, thanks dear, but your little sister wants to play with you."  
 \_ Daughter: "That's ok. I'll play with her later."



Ex.2

1	B
2	A
3	D
4	C

Ex.3

Student's own answer

Enrichment Activity: Card Set Game/ Cut and Shuffle

<p><b>Choose the correct answer from Card Set 1</b></p> <p>Q: I'll put these books on the <u>shelf</u>.</p> <p>Q: I'll put the bouquet of flowers in a <u>vase</u>.</p> <p>Q: I'll welcome the <u>visitors</u>.</p>	<p><b>Choose the correct answer from Card Set 2</b></p> <p>Q: I'll <u>tidy up</u> my room.</p> <p>Q: I'll <u>email</u> my uncle Hassan in Lebanon.</p> <p>Q: I'll <u>pick up</u> my books from the floor.</p> <p>Q: I'll <u>go</u> to the shopping centre now.</p>
<p><b>Solve the following problems from Card Set 4</b></p> <p>1- Grandma is thirsty. <u>I'll get her a glass of water.</u></p> <p>2- The house is very hot. <u>I'll open the windows.</u></p> <p>3- The teacher is ill. I'll <u>send her a bouquet of flowers.</u></p> <p>4- Your sister is hungry. <u>I'll make some food.</u></p>	<p><b>Can you help your classmate answer the questions?</b></p> <p><b>Choose an answer from Card set 3.</b></p> <p>Yes, I can  That is <u>wonderful/ fantastic/ great/ good</u></p> <p>Say: <i>I'll help my classmate answer the questions</i></p> <p>No, I can't  Try again! You can do it.</p> <p>Say: <i>I'll try to help my classmate answer the questions.</i></p>

### Unit 9

Ex.1

1- "I went to the airport to meet my brother who came to visit us from Canada. It was early, so I had breakfast while I was waiting for him at the airport. After that, a little girl started to cry while her parents were checking in. I looked at an old photo with my brother while the plane was landing because I missed him so much."

2- Statement (1): **True**    Statement (2): **False**

## Ex.2

- 1- We **had** lunch **while** we **were waiting** for Uncle Hassan in the airport. (Example)
- 2- Salma **woke up** **while** the plane **was landing**.
- 3- Salma **started to cry** **while** we **were checking in**.
- 4- The plane **took off** **while** they **were talking**.

## Ex.3

Student's own answer

## Ex.4

Student's own answer

# Unit 10

## Ex.1

- 1- When Ali was young he, couldn't play chess.
- 2- When Ali was young, he could mend a car.
- 3- When Ali was young, he couldn't speak English.

## Ex.2

Student's own answer

## Ex.3

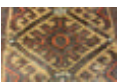


Student's own answer

Enrichment Activity: Writing a Poem

Student's own answer

# Unit 11

## Ex. 1

1		A rug	It is made of camels' hair of goats' wool	B-In the museum	A-In the past
2		Spoons	They are made of wood	B-In the museum	A-In the past
3		A bottle	It is made of metal	B-In the museum	A-In the past



Ex. 2

- 1.(c) 2. (a) 3. (b)

## Unit 12

Ex. 1

1. If we put coins in water, they sink.
2. If Narmeen throws her hat in the water tank, it floats.
3. If you drop a wooden ruler in water, it floats.
4. If Ahmad puts a peeled orange in water, it sinks.
5. If a balloon is put in water, it floats.

## Unit 13

Ex.1

1. e 2. j 3. g 4. h 5. a 6. i 7. b 8.d 9. c 10. f

Ex. 2

1. Suhad was born in 1965/ in 1965
2. She had to do all the household work such as cooking, cleaning and taking care of her younger brothers and sisters
3. Her aunt Frial motivated and helped her to start cooking and selling food.
4. Because this was her ambition and she loves cooking and hard work.
5. The name of her restaurant was “The Family Home Restaurant”.

## Unit 14

Ex. 1 A) . Students own answers

Ex. 2

- A) There are many endangered animals such as tigers, rhinoceroses, pandas, birds and a lot more all around the world.
- B) It means they are at risk of becoming extinct (die out).

Ex 3

Will people take care of nature reserve? Yes, they will.

Will people drop rubbish in the reserve? No, they won't.

Will students recycle to protect animals' life? Yes, they will.

