



English Language Booklet

Tenth 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 Tenth grade with an essential summary of English language textbook (Action Pack 10) 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.

Unit 5 / Exploring wildlife

Introduction



Teacher: So, what did you do yesterday?

Student: I was really busy yesterday.

Teacher: Are you normally busy?

Student: Yes.

Teacher: If you had more free time, how would you spend it?

Student: If I had more free time, I would take up a new hobby.

Teacher: If you had the chance to travel, where would you go?

Student: If I had the chance to travel, I would travel to the arctic.

We use the second conditional to talk about imaginary situations or situations that are unlikely to happen in the present.

The form

The Second Conditional

- The second conditional uses the **SIMPLE PAST** tense after if, then 'would' and the infinitive:

if + past simple, ...would + infinitive

The Second Conditional (*with Verb to BE*)

Note that the "**Past Simple**" form is slightly different from usual in the case of **Verb to BE**.

When there is an **impossibility**, we use "**were**" *instead* of "**was**" with any subject whether **singular** or **plural**.

- ▶ *If I **were** rich, I'd buy a big house.*
= unlikely to be rich
- ▶ *If he **were** here, he wouldn't allow that.*
= he is not here; he is somewhere else

Activity 1:

Correct the verbs in the brackets

1. If I were you, I _____ (get) a new job.
2. If he _____ (be) younger, he would travel more.
3. If we _____ (not / be) friends, I would be angry with you.
4. If I had enough money, I _____ (buy) a big house.
5. If she _____ (not / be) always so late, she would be promoted.

Activity 2:

Look at the following photos and based on your information on wildlife in the Arctic, try to answer the following questions using the second conditional sentences.



- 1- What if polar bears didn't have a thick layer of fat?
- 2- What would happen if the ice melted in the Arctic?
- 3- What would you do if you saw a polar bear behind you?

Activity 3:

Read the question and choose a photo to complete the conditional sentence and write it in the space. You can add your own ideas.

What would you do if you were rich?



I would feed starving children



I would buy expensive sunglasses



I would travel around the world



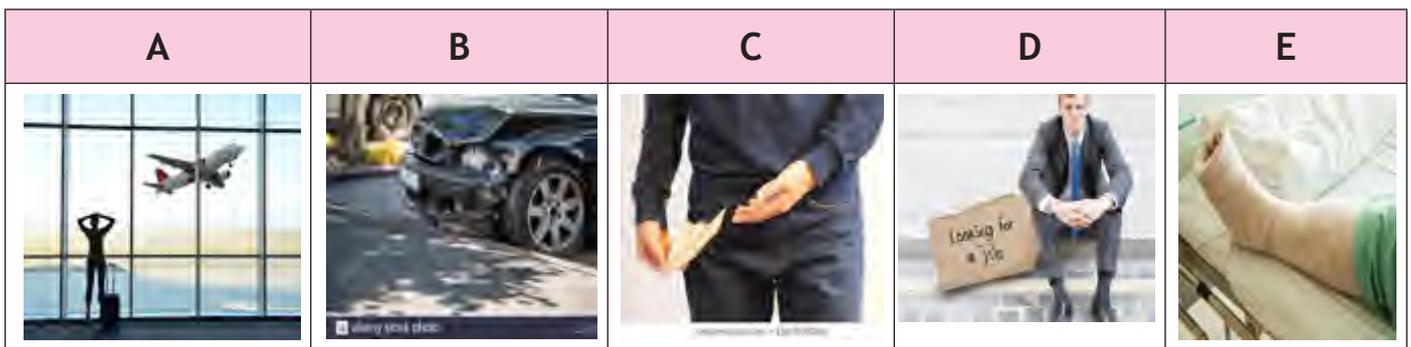
I would build a big house

If I were very rich, _____.

Activity 4:

a- Read the following consequence chain and look at the photos, then with your partner or your group, try to match photos with sentences.

- 1- If I drove my car very fast, I would make an accident. _____
- 2- If I made an accident, I would break my leg. _____
- 3- If I broke my leg, I would miss my plane. _____
- 4- If I missed my plane, I would lose my job. _____
- 5- If I lost my job, I would be penniless. _____



a- Now, try to make your own consequence chain with your friends.

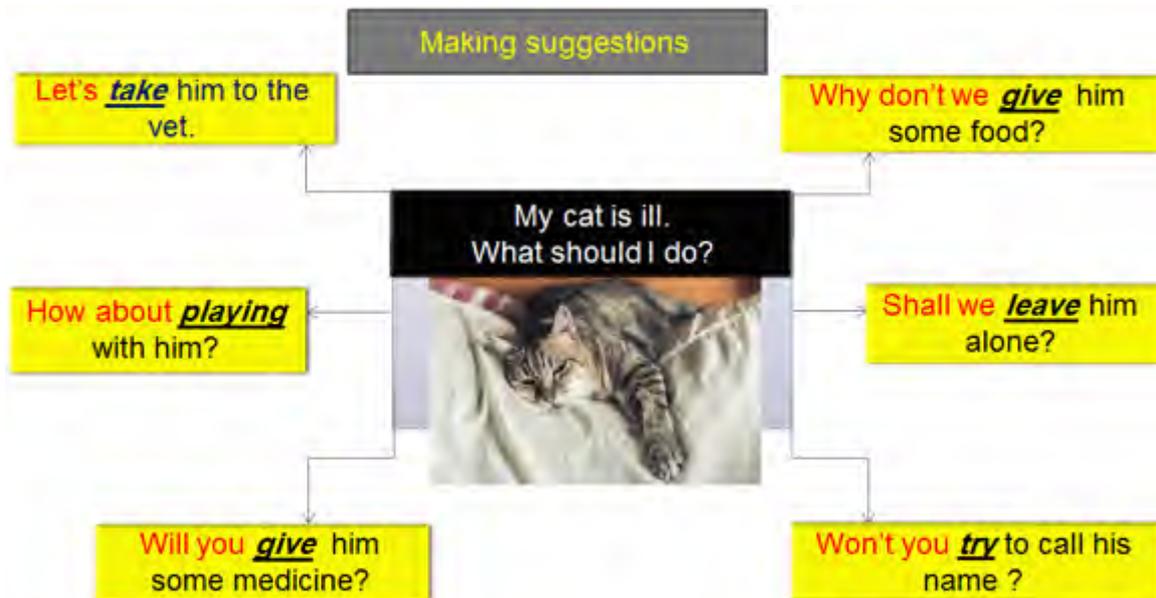
(write from 5 to 6 sentences):

- 1- _____
- 2- _____
- 3- _____
- 4- _____
- 5- _____

Unit 6/ Planning a trip

Introduction

We always ask others for suggestions. In the following examples, we use six ways to make a suggestion: Read them carefully.



Through the previous examples, we find the following structure for making suggestions:

Making suggestions

Let's + infinitive verb

Shall we +infinitive.....?

Why don't we + infinitive.....?

Will / won't you + infinitive.....?

How about / What about + v1+-ing....?

Activity 1:

look at the following map of Arab countries, then choose a country to answer the following question:



Where shall we go in the summer?

Use the following sentences to respond to the suggestions:

That's a great idea.

I'd like to do that.

No, I don't like to go there.

Example:

Where shall we go in the summer?

Why don't we go to Egypt?

That's a great idea.

Now, practise with a friend and write your conversation in the space:

Activity 2:

-Look at the following photos and make a suggestion after you choose your favourite activity.

 <p>Clean the house</p>	 <p>Watch a movie</p>	 <p>Play a board game</p>
 <p>Learn origami</p>	 <p>Go to the park</p>	 <p>Bake cookies</p>

- I feel bored, what shall we do?

- Let's go to the park.

Now, write your own suggestions:

1. I feel bored, what shall I do?
Why don't you _____?
2. I feel bored, what shall I do?
Will you _____?
3. I feel bored, what shall I do?
Let's _____.
4. I feel bored, what shall I do?
How about _____?

Activity 3:

Look at the following photos. Each character has a problem and they need your help. Make a suitable suggestion for each character:

		
a- I'm tired.	b- I'm hungry.	c- I have a toothache.
		
d- I'm bored.	e- I'm ill.	f- I'm cold.

- a- _____
- b- _____
- c- _____
- d- _____
- e- _____
- f- _____

Enrichment activity:

In pairs, write a story board for a trip which you and your friend are planning to do. Write the roles with suggestions for places, things to take, the money you need and where to stay.

Unit 7 / Weather and climate

Introduction

Defining the problem: The problem of global warming affects the whole planet and we, as individuals, have to do something.

Activity 1

Look at the pictures below and write sentences to describe the bad effects of global warming on plants, animals and humans.



Examples:

Many animals lost their habitat and became extinct.
Trees and plants die because of the high temperature.
Many people lose their homes because of the floods.

Activity 2

Word grid

Complete the following grid with the correct word after reading these definitions.

Extinction - efficiency - appliances - organic - conserves - enlighten - absorbs

1	2	3
4		5
6		7

- 1- A noun means "a piece of electrical equipment."
- 2- A verb means "teach' or 'inform."
- 3- An adjective means "natural."
- 4- A verb means "saves."
- 5- A noun means "when a type of animal or plant no longer exists."
- 6- A noun means "working well with no waste of energy."
- 7- A verb means "soak up like a sponge."

Activity 3

The following text is about how to be active and help to find a solution for the problem of global warming.

(1) Complete each paragraph with the correct heading from the following.

*Turn off those lights! / Encourage your friends! / Go organic! / Plant a tree!
Reduce, reuse and recycle!*

(1)-----.

Did you know that a 1.5l bottle requires less energy and produces less waste than three 0.5l bottles? Avoid buying unnecessary items, reuse old material or recycle them into new products.

(2)-----.

Did you know that you are using a huge amount of energy by keeping your electronics (light bulbs, phone charger, etc.) plugged in? Try using manual appliances instead of electric ones, if available, and keep watching TV and using your computer to a minimum.

(3)-----.

Did you know that organic farming cuts the production of carbon dioxide and nitrous oxide by at least half? It also requires less irrigation, which conserves water and energy. It's not only better for the planet; it's healthier for you too!

(4)-----.

Did you know that a single tree will absorb approximately one tonne of carbon dioxide during its lifetime? So start digging!

(5)-----.

Finally, did you know that you can double the outcomes by sharing the above information? Set up recycling programmes and encourage energy efficiency at your school and neighbourhood. The more people you manage to enlighten, the greater YOUR help to save the planet will be.

(2) Look at these pictures of positive actions to help the planet. Each picture corresponds with one of the above paragraphs. Decide which picture stands for which paragraph.



Activity 4

Write three sentences using (If clause type 1) on how finding the possible solutions for global warming problem can be good for us as individuals.

Example:

If I reduce buying unnecessary things, I will save money.

- 1-
- 2-
- 3-

Enrichment activity:

Search the Internet on how our country is dealing with the problem of global warming and what actions are taken. Write a summary of these actions and suggest more possible actions to be taken to reduce the effects of this problem.

Unit 8 / Earth

Introduction:

Relative clauses have the same function of an adjective. They always modify a noun.

For example: I can describe my phone saying: **“My phone is blue.”** Or I can say: **“I have a phone which is blue.”**

To form a relative clause, we need to review the relative pronouns.

Relative pronouns

<div style="background-color: yellow; border: 1px solid black; padding: 5px; margin-bottom: 5px;">Who refers to people</div> 	<div style="background-color: yellow; border: 1px solid black; padding: 5px; margin-bottom: 5px;">Where refers to places</div> 
<div style="background-color: yellow; border: 1px solid black; padding: 5px; margin-bottom: 5px;">Which refers to animals and objects</div> 	<div style="background-color: yellow; border: 1px solid black; padding: 5px; margin-bottom: 5px;">Whose refers to possession</div> 
<div style="background-color: yellow; border: 1px solid black; padding: 5px; margin-bottom: 5px;">When refers to time</div> 	<div style="background-color: yellow; border: 1px solid black; padding: 5px; margin-bottom: 5px;">That refers to people, animals and objects</div>

	WHERE	Jerusalem is where all muslims wish to go
	WHICH	The volcano, which erupted in Italy, caused a lot of damage
	WHEN	May 25 th is the date when Jordanians celebrate their Independence Day
	WHOSE	I know the man whose car was in an accident.
	WHO	This is the doctor who discovered the Coronavirus.

Activity 1:

Read the following sentences then fill in the blank with the correct relative pronoun:

which - when - where - who - whose

- 1- The policeman, _____ saved the child, was given a medal.
- 2- Penguins, _____ live in the Antarctica have thick layers on fat under their skins.
- 3- France is _____ you can buy expensive perfumes.
- 4- 571 CE is the year _____ prophet Mohammad (PBUH) was born.
- 5- The lady, _____ son became a doctor, was very proud of him.

The difference between Defining and Non- Defining Relative Clauses

Defining Relative Clauses	Non – Defining Relative Clauses
Essential and important information	Add extra information
We don't use a comma to separate it from the main part of the sentence.	We use commas to separate it from the main part of the sentence.
<u>Examples:</u>	<u>Examples:</u>
This is the school <u>where I work</u> .	The school <u>,where I work,</u> is near my home.
We <u>can't</u> omit it without losing the meaning of the sentence.	We <u>can</u> omit it without losing the meaning of the sentence
	The school is near my home

Activity 2:

Write **D** for Defining Relative Clauses and **N.D** for Non-Defining Relative Clauses:

Many people who live in Africa have dark skin

Jordan is the country where we live.

Volcanoes that erupt suddenly cause a lot of destruction.

These are the books which you must read.

Activity 3:

Read the following sentences, then fill in the blanks with the correct Non – Defining relative clause:

A- ,which could be found in tropical climate,	B- ,where kings used to live,
C- ,who live in cold climates,	D- ,which has changed over the years,
1- Alhambra Palace _____ has beautiful architecture.	
2- Earth's surface _____ is covered mainly by water.	
3- Rainforests _____ are now endangered.	
4- people _____ wear warm jackets.	

Activity 4:

- Read the following short paragraph, then write 3- 4 sentences about climate change. Your sentences should contain defining or non-defining relative clauses:

“The world has the perfect temperature to keep all living things alive and happy. This temperature depends on a balance. The sun’s heat goes to Earth to make it warm. The sun’s heat bounces back to space to make the Earth cool. When this balance is lost, the climate changes. The Earth’s climate has changed many times before. This is called “natural climate change”, it’s caused by volcanic eruption, changes in the sun’s energy and changes in the earth’s orbit. Greenhouse gases also make the Earth warmer. They trap heat from the sun. Greenhouse gases are like a blanket covering the Earth. It started in the 1700s. Humans started to build more things. We burn coal to make electricity. We cut down lots of trees. All these things release greenhouse gases. All living things are in trouble. So, what shall we do? We need to change the way we live. So we can stop releasing so much greenhouse gases. “

Example:

Greenhouse gases, which trap heat from the sun, are like a blanket covering the Earth.

Enrichment activity:

Choose a famous inventor or explorer and write a biography about his/her life and his/her achievements using as many defining and non-defining relative clauses as you can.

Unit 9/ Tourist Attraction

Introduction:

Look at the picture and read the sentence below it:



“The teacher draws a circle on the board.” (active sentence)

Answer the questions about the sentence above:

Who is doing this action? (**The subject/ The teacher**)

What is the action? (draws)

A circle is drawn on the board by the teacher. (Passive sentence)

(The subject in the active sentence is doing the action, but in the passive the subject isn't doing the action, so the sentence is in the passive form). Also, the verb forms are changed from active form into the passive form (verb be: is/am/are + V3): **draws** → **is drawn**

Passive form : **Object** + verb be (is, am, are) + V3

A circle is drawn on the board by Ms Rawan. (Passive sentence)

Passive questions:

Passive Wh-questions : **Wh** + verb be (is,am,are) + **Object** + V3?

Where is a circle drawn? (Wh- question in the passive form)

A circle is drawn on the board. (An answer in the passive form)

Passive Yes/No-questions: verb be (is, am, are) + **Object** + V3?

Is a circle drawn on the board? (Yes/No question in the passive form)

The following table of pronouns will help you to identify the subject and the object in the sentences.

Subject Pronouns	I	He	She	They	We	You	It
Object Pronouns	me	him	her	them	us	you	it

Now, you will examine some sentences (affirmative and negative) and questions in present passive sentences.

- The teacher usually **helps** me.
I **am** usually **helped** by the teacher.
- People **don't use** this road so much.
This road **isn't used** so much.
- Why **do** we **learn** languages?
Why **are** languages **learnt**?
- Does** he **watch** TV every evening?
Is TV **watched** every evening?

Unit 10 / Cultural tourism

Introduction:

Look at the following picture of an old house, built in 1960, and then answer the questions that follow.

When did they build the house? (1960)

Who built it? (we don't know)

Is this house old? (Yes, it is)

This house **was built** in 1960. (passive sentence)

Object + Verb be (was/were) + V3 (passive form)

The window **was broken**.

– The glass of the door **was broken**. –The door **was closed** with a wooden board.



*passive questions about the picture:

When **was this house built**? (simple past passive wh-question)

It was built in 1960. (simple past passive answer.)

Was this house built in 1960? (simple past passive Yes/No question)

Speaking:

Talk about achievements and actions using past simple passive.



(Hamlet/ **write**/ Shakespeare)



(house/ **damage**/ fire)



(bag / **steal** / thief)

Exercise 1: Complete the following items by writing the passive form.

1. Somebody cleaned the rooms.
The rooms.....
2. She didn't win the prize.
The prize.....
3. How did the volcano destroy the village?
How.....?
4. Did the little boy eat all the candy bars?
Were.....?
5. How many languages did she learn?
How many languages.....?

Exercise 2:

Look at the car accident in the following scene, describe what happened by writing passive sentences, the verbs in the box will help you.

break , deflate, damage

1.
2.
3.



Exercise 3: (Revision of present and past passive)

Edit each of following sentences by writing the correct passive form. (Correct any mistake you find.)

1. The picture was paint last year.
.....
2. I am surprised by how well the students did in the test.
.....
3. He was arrested with the police.
.....
4. Elephants were killed for ivory every year
.....
5. Why the letter was sent by Liza?
.....?

Enrichment activity:

Search headlines of newspaper articles and write down five sentences in the passive form.

Key answers

Unit 5

Activity 1:

1. would get
2. were
3. weren't
4. would buy
5. weren't

Activity 2: Suggested answers:

1. If Polar bears didn't have a thick layer of fat under their skin, they would feel very cold.
2. If the ice melted in the Arctic, all the animals there would die.
3. If I saw a polar bear behind me, I would run.

Activity 3:

1. If I were rich, I would travel around the world.
2. If I were rich, I would dig a well in Africa.
3. If I were rich, I would buy expensive sunglasses.
4. If I were rich, I would build a big villa.

Activity 4:

- a. 1- B , 2- E, 3- A, 4- D, 5- C
- b. Student's own answers

Unit 6

Activity 1:

Suggested answers:

- Where shall we go in the summer?
- Why don't we go to Egypt?
- That's a great idea.

Activity 2:

1. clean the house.
2. watch a movie
3. play a board game.
4. learn origami.
5. go to the park.
6. baking cookies.

Activity 3: Student's own answer

Unit 7

Activity 1 Students, own answers.

Activity 2

1.appliances	2.enlighten	3.organic
4.conserves		5.extinction
6.efficiency		7.absorbs

Activity 3

- (1) 1. Reduce, reuse and recycle!
 2. Turn off the lights!
 3. Go organic!
 4. Plant a tree!
 5. Encourage your friends!
- (2) a. (3) b. (1) c. (2) d. (5) e. (4) f. (1)

Activity 4: Students, own answers.

Unit 8

Activity 1:

1. Who 2. Which 3. Where 4. When 5. Whose

Activity 2:

1. N.D 2. D 3. N.D 4. D

Activity 3:

1. B 2. D 3. A 4. C

Activity 4: Students, own answers

Unit 9

Exercise (1):

2. Glass is made from sand.
3. Stamps are sold in a post office.
4. How is this word pronounced?
5. Is Butter made from milk?

Exercise (2):

1. is played 2. is / built 3. are / allowed 4. Are / shown

Exercise (3):

1. Many accidents are caused by careless drivers.
2. Why is the factory closed on Sunday?
3. Cotton isn't grown in Jordan.
4. Is the dinner cooked every day by Aya?

Exercise (4):

1. are shown 2. is surrounded 3. is made 4. is written

Unit 10

Exercise 1

1. The rooms were cleaned.
2. The prize wasn't won.
3. How was the village destroyed?
4. Were all the candy bars eaten by the little boy?
5. How many languages were learnt?

Exercise (2):

1. The glass of the car was broken.
2. The bike was broken in the accident.
3. The front part of the car was damaged in the accident.
4. The tyre was deflated.

Exercise (3):

1. The picture was painted last year.
2. I was surprised by how well the students did in the test.
3. He was arrested by the police.
4. Elephants are killed for ivory every year.
5. Why was the letter sent by Liza?

