



English Language Booklet

Fifth 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 fifth grade with an essential summary of English language textbook (Action Pack 5) 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 the 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 10: Are there any lentils?

Plural and singular (there are/there is)

Lesson: 1

Activity: 1

Before I start: What will I learn?

Vocabulary	butter, salt, lettuce, herbs, onions, pepper, spices, yoghurt, cupboard. fridge, nuts, flour.
Structure	<p><u>There is</u> a banana, (one banana- singular) we can put a number before the word.</p> <p><u>There are</u> 3 bananas, (more than one –plural).</p> <p><u>Is there</u> any flour? Yes, there is (or) No, there isn't.</p> <p><u>Are there</u> any nuts? Yes, there are. (or) No, there aren't.</p>

Singular

We use there is.

Plural

We use there are.

Engagement:

Hello! I am Mr. Salty.



Hello ! I am Mrs. Grapes.



In my bag there are some

_____.



In my bag there is some

_____.



Remember:

Uncountable noun is not a separate unit, it is liquid, it is powder. We cannot count it. So we consider it as singular. For example: water, salt.

Countable noun is a separate unit, we can count it clearly. For example: apples, bananas.



1. In Mr. Salty's bag, there is some-----.



2. In Mrs. Grapes' bag there are some-----.



3. In Mr. Salty's bag,-----.



4. In Mrs. Grapes' bag, -----.

Checking Understanding (Practice)

Exercise 1:

Complete these sentences using (Is there/ Are there / isn't /aren't/is /are).

1. ----- any salt in Mr. Salty's bag? Yes, there----- .
2. ----- any onions in Mr. Salty's bag? No, there----- .
3. ----- any pepper in Mrs. Grapes' bag? No, there ----- .
4. ----- any bananas in Mrs. Grapes' bag? Yes, there----- .

Exercise 2:

Match the food items with the words



aonions



salt



lettuce



herbs



nuts



pepper



yoghurt



eggs

Exercise 3:

Look at these food items and write (C) for countable, and (Un) for uncountable:

1. salt -----

2. onions-----

3. bread -----

4. cabbage -----

5. carrot-----

6. chicken-----

7. cheese-----

8. milk -----

1



2



3



4



5



6



7



8



Exercise 4:

Find the food items and write them in the boxes.

This is my kitchen. We've just been shopping.

There is an apple on the table and some grapes in the fridge.

There is some bread and some cheese on the table.

We didn't buy any juice or any eggs. I'm hungry.

I think I'd like a sandwich. "MUM! I want a sandwich!"



Apple		

6- Enrichment Activities

Do this activity with your mum in the kitchen.

Open the fridge, and then ask your mum:

1. Are there 10 eggs in the fridge?-----
2. Is there some butter in the fridge?-----
3. Are there any tomatoes in the fridge?-----
4. Is there a cake in the fridge?-----

Write down the answers and draw the pictures.

Unit 11: The meal tastes delicious!

Show sequence in giving instructions (ordering)

Lesson: 1

Activity: 1

How to make lemonade?



Before I start: What will I learn?

Vocabulary	bowl, cut (v), everyone, feel (v), finally, first (adv), frying pan, mix (v), next (adv), noisy, plate, saucepan, serve, smell (v), sound (v), taste (v), then (adv).
Structure	Imperatives with adverbs of order, and sense verbs with adjectives.

Mujaddara



saucepan



bowl



plate



frying pan

1. We cook mujaddara in a
2. We put the yoghurt in a
3. We fry the onion in a
4. Serve mujaddara in a

Engagement:

How to make a lemonade?



First, bring a lemon, cut it and squeeze it.



Then, put some water in a cup and add some sugar to it.



Next, add the lemon juice to the sweet water.



Finally, serve it in a glass.

To tell steps, use these adverbs:

first, then, next and finally

Checking Understanding (Practice)

Exercise 1:

If you want to make a cheese sandwich you will...

- 1)..... bring some bread and cheese.
- 2)..... put the cheese on the bread.
- 3)..... add some tomatoes or cucumber.
- 4)..... wrap the bread, it's ready to eat.

Unit 12: Why is Kareem excited?

Giving reasons

Lesson: 1

Activity: 1

Why?



Because

Before I start: What will I learn?

Vocabulary	excited, happy, surprise, because, why.
Structure	<p><u>Why</u> is Kareem excited?</p> <p>He is excited <u>because</u> he is going to visit his grandparents.</p> <p><u>Why</u> is Amer climbing the tower?</p> <p>He is climbing the tower <u>because</u> he is going to take a photo from the top.</p>

Engagement:

Why is Ahmad happy?



Because he is going to climb the mountain for the first time.

Exercise 1:

Read and answer the questions.



Little Red Riding Hood lived in a wood with her mother. One day Little Red Riding Hood went to visit her granny. She had a nice cake in her basket. On her way she met a wolf. 'Hello!' said the wolf. 'Where are you going?' 'I'm going to see my grandmother. She lives in a house behind those trees,' she replied. The wolf ran to Granny's house and hit Granny on the head. He got into Granny's bed, Red Riding Hood reached the house. She looked at the wolf. 'Granny, what big eyes you have!' 'All the better to see you with!' said the wolf. 'Granny, what big ears you have!' 'All the better to hear you with!' said the wolf. 'Granny, what a big nose you have!' 'All the better to smell you with!' said the wolf. 'Granny, what big teeth you have!' 'All the better to eat you with!' shouted the wolf. Laila ran away very fast.

1. Why is little Red Riding Hood going to her granny? **Because** -----

-----.

2. Why does the wolf run to granny's house? **Because**-----

-----.

3. Why does granny have big eyes? **Because** -----

-----.

4. Why does granny have a big nose? **Beacuse**-----.

Exercise 2:

Find the reason for these situations: write the number in the square.



Why is Samira going to the market?

1

Why is Ibrahim going to the mosque?

2

Why is he very excited?

3

Because he likes praying at the mosque.

4

Because he is going to pray.

5

Because she is going to buy fruits and vegetables.

6



Exercise 3:

Reorder the words to make correct sentences.



always/ because/smiles/ Everybody/ Little Red Riding Hood/likes/ she.



takes/ the food/ she /her /grandma /to/ because/ isn't /she / very/ well.



the wolf /to/ runs /grandma's/ house / he/ wants /because / to/ her /eat.

Exercise 4:

Write a suitable reason.



Why is she going to the market?

Because-----.



Why is he too fat?

Because-----.



Why is he packing his suitcase?

Because-----.



Why is he tired?

Because-----.



Why is she carrying the tray?

Because-----.

Enrichment exercise:

Use a dice to play it.

Start

1. Your name

2. He is tired.



3. Something you like doing in the holiday.

4. He is crying.



Tell us why?

5. Go two steps ahead.

6. Your favorite school subject

11. Get two coins.



10. She is happy.

9. Free question



8. He is fat.

7. Get three coins.

12.



She lies on her bed.

Because...

13. When do you go to bed?

14. Two steps backward



15. He drinks a hot drink.

16. Why are you playing sports?

17. Get four coins.



20. Prize

19. One step ahead

18. Why is he climbing the mountain?

Unit 14: You should play sports

Giving Advice

Lesson: 1

Activity: 1

Giving Advice



Before I start: What will I learn?

Vocabulary	energy, fizzy drink, health, late, early, water, sweets, fruit/vegetables.
Structure	<p>You <u>should</u> sleep early, you <u>shouldn't</u> sleep late.</p> <p>I eat fruit and vegetable <u>so</u> I am healthy.</p> <p>I am healthy <u>because</u> I play sports.</p>

Should

To give advice.

Right things to do

Shouldn't

To give advice.

Bad ideas to do

Exercise 1:

What's the matter?



He's got a toothache.

You **should** go to the dentist.



He's got a stomachache.

You **shouldn't** eat a lot of sweets.

Give these people an advice.



It is raining.

She -----.



He is very tired and sleepy.

He -----.



She didn't pass the exam.

She-----.



He missed the bus.

He -----.

Unit 15: There was a great celebration!

National pride

Lesson: 1

Activity: 1

Independence Day 25th May



Before I start: What will I learn?

Vocabulary	<i>band, carefully, celebration, crowd (n), display (n), fireworks, Independence Day, king, noise.</i>
Structure	The past simple tense of the verb <i>to be</i> with <i>there</i> : There were crowds on the streets. There was a lot of noise! The past continuous: The band was playing our national song. People were waving the flags.

Engagement:

		
King Abdullah I	King Hussein	His Majesty King Abdullah II

Exercise 1:

Read the passage carefully, and then answer the questions.

Every year, people in Jordan celebrate Independence Day on 25th May. On this day, people wave flags and listen to national songs.

Everyone in Jordan enjoys the celebrations.

People are very happy on this day.

The Jordanian people are a family.



The first Independence Day was on 25th May, 1946. It was the first day of the new Hashemite Kingdom of Jordan. The first King of Jordan was from the Hashemite family. He was King Abdullah I. Now, his Majesty King Abdullah II is the King of Jordan. He loves Jordan. He became King in 1999. His father was His Majesty late King Hussein. He is married to Her Majesty Queen Rania. He has four children.

1) When do we celebrate Jordan's Independence Day?

_____.

2) What do people in Jordan do on this day?

_____.

3) When was the first Independence Day for Jordan?

_____.

4) When did His Majesty King Abdullah II become the king of Jordan?

_____.

Checking Understanding (Practice)

Exercise 1:

Use “was/were”.

- 1) Yesterday, I..... watching TV with my family.
- 2) Ali and Samira..... in Saudi Arabia last summer.
- 3) What did you eat when you..... in Aqaba?
- 4) The teacher..... talking to some students three weeks ago.
- 5) We saw the celebration. It..... fun.
- 6) The girl..... very happy to see her father.

Exercise 2:

Match the words to the right sentences.

- | | |
|---------------------|---|
| 1) band | When there are lots of cars, there will be..... . |
| 2) carefully | We love our..... Abdullah II. |
| 3) fireworks | There were some colourful..... at night. |
| 4) king | The student was answering his exam..... . |
| 5) Independence Day | We saw a..... playing music in the festival. |
| 6) noise | People celebrate the..... in Jordan. |

Exercise 3:

Color.



Unit 16: life will be different

Predictions

Lesson: 1

Activity: 1

few years later



Vocabulary	astronaut, skyscrapers, flying car, robots, doctor, architect, design, invent, discover.
Structure	<p>I think that life <u>will</u> be different in one hundred years.</p> <p>I think that robots <u>will</u> help at home.</p>

Will

Modal verb for making predictions







Engagement:

Put “**will**” to make a prediction.

1. I think that he ----- be a doctor.
2. I think that I ----- be a scientist.
3. I think that scientists -----invent roads in the sky.

Exercise 1:

Guess what will happen in the last picture and write it in the last box use “will + verb”.

		?	I think that the umbrella -----
		?	I think that the architect -----
		?	I think that the astronaut -----

Exercise 2:

Complete the sentences with “will+ verb”.

- Robots ----- in the houses. (help)
- People ----- in skyscrapers. (live)
- Learners of today ----- the leaders of tomorrow. (be)
- People ----- flying cars.(drive)

Exercise 3:

Write a short paragraph about your future career 3-4 sentences.



policewoman



doctor



scientist



architect

I think that when I grow up I will -----

-----.

Don't forget!!!

Making predictions means being able to use information to guess what is likely to happen later in a story.

Answer key









Unit 10: Are there any lentils?

Engagement:

1.milk 2. herbs 3. pepper 4. onions

Exercise 1: Is /is 2. Are/aren't 3. Is/isn't 4. Are/ are

Exercise 2:

	yoghurt		pepper
	onions		salt
	lettuce		herbs
	nuts		eggs

Exercise 3:

1.Un 2. C 3.Un 4. C 5. C 6. Un 7.Un 8. Un

Exercise 4:

Grapes	Juice
Bread	Eggs
Cheese	Sandwich

Unit 11: The meal tastes delicious!

Engagement:

1. Saucepan 2. Bowl 3. Frying pan 4. Plate

Exercise 1:

1. First , 2.Then, 3. Next , 4.Finally,

Unit 12 : Why is Kareem excited?

Exercise 1:

1. Because she had a cake in her basket for Granny.
2. Because the wolf wanted to eat Granny and Little Red Riding Hood.
3. Because it's all better to see Little Red Riding Hood.
4. Because it's all better to smell her.

Exercise 2:

- | | |
|---|---|
| 1 | 6 |
| 2 | 5 |
| 3 | 4 |

Exercise 3:

1. Everybody likes Little Red Riding Hood because she always smiles .
2. She takes the food to her grandma because she isn't very well.
3. The wolf runs to grandma's house because he wants to eat her.

Exercise 4:

1. Because she is going to buy some food.
2. Because he eats a lot of sweets.
3. Because he wants to travel.
4. Because he works all day.
5. Because she is going to bake some bread and cookies.

Unit 14: You should play sports

Exercise 1:

She shouldn't go out.

He should stay home.

She should study harder.

He should wake up early.

Unit 15: There was a great celebration!

Exercise 1:

1. We celebrate our Independence Day on 25th May.
2. People say thank you to the king, they wave flags and listen to national songs.
3. Our first Independence Day was in 25th May, 1946.
4. Our King Abdullah II became king of Jordan in 1999.

Exercise 2:

1. was
2. were
3. were
4. was
5. was
6. was

Exercise 3:

1. noise
2. King
3. fireworks
4. carefully
5. band
6. Independence Day

Unit 16: Life will be different

Engagement:

1. will
2. will
3. will

Exercise 1:

1. The umbrella will fly away.
2. Architects will design skyscrapers.
3. Astronauts will discover new planets.

Exercise 2:

1. will help
2. will live
3. will be
4. will drive

Exercise 3:

I think that when I grow up I will be a doctor, I want to help sick people. I think I will work in a big hospital. I think I will work hard to be very successful.

