



State of Palestine
Ministry of Education

NEW
EDITION

English for Palestine

PUPIL'S BOOK **9**

Learning Modules

2024

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Unit (1-3)	<p>At the end of this phase, ninth graders should be able to:</p> <ul style="list-style-type: none"> • 1- To use the present continuous for future arrangements or events in the near future. • 2- To use the present simple for future schedules. • 3- To plan a day trip. • 4- To use the present perfect simple and the present perfect continuous. • 5- To use the past simple and the present perfect simple. • 6- To complete a progress report . • 7- To use the comparative and superlative forms of adjectives and adverbs.
Units (4-6)	<p>At the end of this phase, ninth graders should be able to:</p> <ul style="list-style-type: none"> • To use the past simple , the past continuous , and the past perfect • to tell a story • To use adverbs of quantity • To use article the definite and indefinite articles • To use the present simple and the past simple passive • To practice intensive reading • To describe a special building (written narrative)
Units (7-9)	<p>At the end of this package, ninth graders should be able to:</p> <ul style="list-style-type: none"> • To use conditional sentences types 0,1,2 . • To use phrasal verbs with look. • To use direct and indirect object. • To use defining relative clauses . • To use the present and the past continuous passive . • To complete the sentences with new words .
Units (10-12)	<p>At the end of this phase, ninth graders should be able to:</p> <ul style="list-style-type: none"> • To learn the new word. • To use tag questions . • To use expressions of agreement. • To use direct reported speech with statements ,requests , wh -Qs ,and Yes/no questions. • To write an email.

1 Read.



airport attendant captain complete (v) land (v)
 landing card passport right now take off

Word formation
 fly (v) flight (n)

2 Read. Add new words from period 1. Make any changes needed.

- 1 **A** I'm thirsty! I haven't drunk anything since we left the _____ building.
B Well, call the _____, and she'll bring you something to drink.
 _____, you can see the Great Lakes very clearly below us.
- 2 **A** We _____ from Chicago three hours ago.
B Yes, so we're going to _____ in London in another four hours.
- 3 **A** Do I just need to show my _____ when we get there?
B No, you'll have to give them your _____. They'll need to keep that.
- 4 **A** How do I _____ the landing card?
B You write your name and other details – like the plane's _____ number.

3 Read the examples.

- 1 We **are now flying** at 11,500 metres.
 2 They **are arriving very soon**.
 3 **This year** Hadeel and Nidal **are doing** something different.
 4 We **are staying** with our cousin's family when we get there.

4 Complete the sentences. Use the present continuous for things happening now or around now.

- 1 It's now 10.30 in the morning and Nidal and Hadeel _____ but Mr and Mrs Yafawi _____ in America. (take off, stay)
 2 Nidal and Hadeel _____ in their places on the plane now, and they _____ to Gaza. (sit, travel)

5 Complete the sentences. Use the present continuous for future plans.

- 1 Hadeel and Nidal _____ in Gaza tomorrow morning, and they _____ their cousins at the airport. (arrive, meet)
 2 They _____ a tour of Palestine next week, and they _____ to Jerusalem and several other cities. (do, go)

1 Read.

community gate guide local mini-bus site
through village Damascus Gate religious cooking

Word formation

religion (n) religious (adj)
cook (v/n) cooking (n)

2 Add new words from activity 1. Make any changes needed.

- 1 **A** Let's visit the _____ and see the things they found in the ancient city.
B Well, we've got a busy _____, but we can go for an hour tomorrow.
- 2 **A** Do you think it's all right to open this _____ and go into the garden?
B Yes, please do, and you can go straight _____ the garden to the house.
- 3 **A** I'm looking for a _____ mosque. Is there one near here?
B There are several. People here are very _____.

3 Complete the sentences. Use the prepositions of time in the box.

at during for from ... to in on

- 1 Rami's family invited Hadeel and Nidal to visit them _____ July.
2 They finally arrived next morning, _____ 9:30 _____ the 11th.

4 Complete the sentences. Use the prepositions of place in the box.

at at in near next to on outside

- 1 They are sitting _____ each other _____ the back of the plane.
2 The flight attendant is standing _____ them, and she is holding some landing cards _____ her hand.

1 Read the examples.

- 1 These tours **start** from Jerusalem **every week** and **go** round the Old City.
- 2 **Tomorrow 9:30 am:** We **travel** by mini-bus to the beautiful Damascus Gate.
- 3 We **begin** our walking tour **at 10:00**.

2 Complete the sentences. Use the present simple for things that happen regularly and things that always stay the same.

- 1 **Hassan Salem is the captain of Hadeel's and Nidal's flight to Palestine.**

He _____ in Palestine, but he usually _____
a lot. (live, travel)

- 2 He _____ some of the very long flights to and from America, but he _____ the shorter flights to Europe. (do, prefer)



3 Complete the sentences. Use the present simple for future travel times.

- 1 Then he and his team _____ to return to Gaza in the afternoon, and Flight PF157 _____ London at 1:45. (prepare, leave)
- 2 At 2:45 on Wednesday afternoon, Hisham _____ to Los Angeles on Flight PF123, and he _____ until 9:30 on Sunday morning. (fly, not return)

SCHOOL TRIP

We are going to ... for our school trip, and we are going on ... We are travelling by ... , and we are taking ...

The ... leaves at ... from ... , and ...

Name:

Worksheet
Unit 1

Grades: 9th ()

* Aim: to use the simple present Vs the present continuous .

I. Complete the sentences with the correct form of the verbs in brackets. Use the present simple or the present continuous :

1. My mother this CD very much. (like)
2. He Shanghai on Sunday at 16:00 pm . (reach)
3. Weto have lunch now. Would you like to join us ? (go)
4. We always grandma on Sundays . (visit)
5. The bus at 7:00 am tomorrow morning . (leave)
6. My father to go to Canada soon . (plan)
7. The teacher usually the lazy students . (not / reward)
8. Old peopleEnglish easily . (not / learn)
9. you anything special this evening ? (do)
10. The students any attention at the moment . Let them have a break .
(not / pay)

Good Luck



1 Listen and repeat. 

carpet curtain dining room hall
in time put up wardrobe

Word formation

by the bed by car by next Saturday
over the bridge over a year (= more than)

2 Read. Add new words from period 1. Make any changes needed.

- 1 **A** Where would you like me to _____ this picture?
B Over there, please, between the window and the new _____.
- 2 **A** Let's put some flowers in the _____, near the front door.
B Good idea. And we need another chair for Grandma when we eat in the _____.
- 3 **A** It's amazing that we can go almost anywhere in the world by plane today.
B Yes, I've heard that _____ a million people are in the air at any time, day or night.

3 Read the examples.

- 1 I **have already seen** a nice wardrobe.
2 We **still haven't done** the flowers.
3 We **have been talking** about it **for ages**.
4 The Qadiri family **have been working** hard **for the past week**.

4 Use the present perfect with *already* and the present perfect continuous.

- 1 Listen! Muneera (already pass) / driving test // Amazing! / (only learn) / ten weeks
2 Mona (already get) into / national volleyball team // Fantastic! / (only play) the game / two years

5 Listen and repeat. 

away continue dry keep out
relax special wall wet

Word formation

say (v) saying (n)
hot (adj) heat (n)

6 Listen. Add new words from activity 1. Make any changes needed. 

- 1 **A** I hate all this _____ weather, with rain all day every day!
B Yes, it's horrible! And it's going to _____ like this for ten days!
- 2 **A** My shirt has fallen in the water! How am I going to get it _____?
B Just hang it outside in the _____ of the sun for half an hour.
- 3 **A** I hear you're going _____ for two weeks. Are you going anywhere nice?
B Yes, we're going on a very _____ trip to see the ancient cities of Mexico.

1 Find words in the passage to form pairs of nouns and adjectives.

Nouns	danger		nature		safety		
Adjectives		hot		rainy		sunny	windy

4 Use pairs of words from activity 3 to complete the sentences. Take turns to read them out.

- 1 The sun is very _____ today. You'd better wear a hat to protect yourself from the _____. _____ at the moment, so I think you should take an umbrella.
- 2 It's been very _____ today, and the _____ has damaged a lot of the flowers in our garden.
- 3 In _____, there are many dangers, so it is _____ for animals to try to keep their young ones safe.

2 Read and mark the statements true (✓) or false (X).

- 1 At first, our ancient ancestors used to live in caves, not houses.
- 2 The Masai brought their animals inside their houses to keep them safe at night.
- 3 In cold, wet places, the windows of traditional houses were often on the opposite side from most of the wind and rain.
- 4 Like our ancestors, we still need a safe, comfortable place to live, away from the outside world.
- 5 Today, most people still live in traditional houses like the ones in the pictures.

Home is a special place

1 Human beings have always needed somewhere safe and comfortable to live – somewhere away from the world outside. Our ancient ancestors often
5 used caves. Later, they learned to build houses and they designed them to keep out wild animals and bad weather.

Think of the Masai people of East Africa. Long ago, they began building their houses together in circles. They were very simple, but each joined the
10 next, and together they became a strong wall. At night, they brought their cows and goats into the centre, safe from dangerous animals. Some Masai have continued living in communities like this until today.

15 In the past, people also found natural ways to protect themselves from difficult climates. In cold,

wet places, traditional houses were often low with thick walls and small windows that faced away from
20 the wind and rain. In the hot, dry Middle East, the thick, white walls of traditional houses protected people from the sun's heat.

Today, most people have moved to live in modern buildings, but one thing has not changed.
25 We still need somewhere away from the outside world, a place to relax with family and friends. We want our house to be a home – a safe, happy, comfortable place at the centre of our lives.

30 When we have known a happy family home, we never forget it. Even if life takes us far away, we always remember that special place. In the words of the old saying: 'East or west, home is best'.



1 Read the examples.

- 1 **Long ago**, the Masai **began** building their houses in circles.
- 2 **In the past**, people also **found** natural ways to protect themselves.
- 3 Most people **have moved** to live in modern buildings. (And we **still live** there **now**.)
- 4 One thing **has not changed**. (And it **is still** the same **now**.)

2 Ask and answer a new friend's questions.

Put the verbs in brackets in the present perfect or past simple.

- 1 **Friend** How long have you been at school? (start at school, be)
You I started at school in ... (past time – year or grade), so I've been at school for ... (length of time – years)
- 2 **Friend** How long have you known your best friend? (meet him / her, know)

3 Do the tasks to write Waleed's progress report.

- 1 Number the sentences in the right order to form part of paragraph 1.

- _____, I began to make a list of the various jobs.
- _____, we decided who should do which job.
- _____, everyone started talking about all the jobs to do.

- 2 Add the sequence markers in the box to the sentences in 1.

Finally, First, Next,

4 Write paragraphs 2 and 3 of the report.

Choose the correct topic sentences from 3 in activity 2. Put the verbs in the correct tenses – present perfect, past simple and present continuous for future plans.

Name:

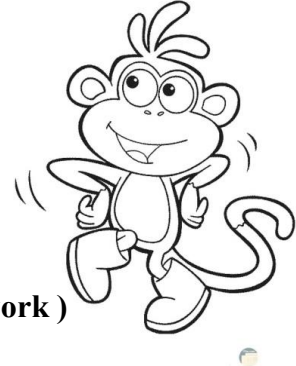
Worksheet
Unit 2

Grades: 9th ()

* Aim: to use the present perfect and the present perfect continuous correctly .

I. Correct the verbs in brackets . Use the present perfect or the present perfect continuous

1. Aseel just her lunch . (eat)
2. The baby and crying . (cry)
3. We already the picture . (paint)
4. Samar for a long time. We should help her . (work)
5. she ever in the Dead Sea ? (swim)



II. Circle the correct answer:

1. My father.....a new car yet .
a- has bought b-have bought c-has not bought d-have not bought
2. The scouts caught a lion .
a- has never b- have never c- never have d-never has
3. Ahmad and Amer dinner yet .
a- still hasn't prepared b- still haven't prepared
c- still have prepared d- have prepared still
4. It since 2 o'clock . It is still raining .
a- has rained b- have rained c- has been raining d- have been raining

III. Can you make statements using the present perfect and the present perfect continuous ?

1. Laila / already see / Mount Everest .
.....
2. my mother / sweep the hall / hours . Why don't you help her ?
.....

Good Luck

1 Listen and repeat.



calm down collapse cover first aid kit ground
lie pulse right sweat (thermal) blanket

2 Listen and read. Find the words and phrases from activity 1.



Waleed and his friend Jamie are at football training. Jamie is a very good player, but it is his first day back at school after a week in bed with flu – and something is not right.

Waleed Jamie, you don't look good.

Jamie I'm much better than I was.

Waleed But perhaps you should take things more slowly.

Jamie The most important match of the year is on Saturday, and I want to be ready for it.

Waleed But you're not as strong as you think you are.

Jamie I'm fine!

Coach Listen, everyone. You're doing better than you were last week, but you're still not doing the best you can. And you're still not as fit as you need to be. So next, please run round the pitch as fast as you can. Go!

Waleed Jamie, stop! You look terrible!

Jamie You're right ... It's getting worse ... [He falls to the ground, and he lies there, not moving.]

Waleed Coach! Jamie has collapsed!

Coach Really? He's usually the fittest boy in the team.

Waleed Yes, but he's just had flu.

Coach What! Well, he was wrong to start training so soon.

Waleed I told him! I told him!

Coach OK, Waleed, calm down. Now let's check his pulse ...

Hm, it's racing. He's cold, too, and he's sweating.

Waleed Do we need a doctor?

Coach Perhaps, but first let's cover him. Run and get the thermal blanket and the first aid kit.

Waleed I'll be as quick as I can.



1 Read. Add new words from period 1. Make any changes needed.

- 1 **A** You don't look well. Something isn't _____ .
B I know. I'm _____ , but I'm not hot. I feel cold. I feel ...
- 2 **A** Help! Help! My friend has _____ . Call a doctor!
B I don't think she's as bad as that, so _____ , and let's try to help her.
- 3 **A** I'll go and get the school's _____ .
B Good idea. And we need to _____ her to keep her warm.
- 4 **A** I'll bring a _____ .
B Good. And now I need to check her _____ to see if it's strong or weak.
- 5 **A** Should we leave her on the _____ like this, or should we move her?
B No, let her _____ here quietly at the moment.

2 Listen and check. Then practise in pairs. 

3 Read again and answer the questions.

- 1 How does Jamie feel today?
- 2 What does Waleed think?
- 3 What important information does Waleed give the coach?
- 4 What does he want to do first to help Jamie?

1 Read the examples.

- 1 He's usually **the fittest boy** in the team.
- 2 **The most important match** of the year is on Saturday.
- 3 You should **take** things **more slowly**.
- 4 I **am** much **better than** I was.
- 5 You **are** not **doing the best** you can.
- 6 You **are** not **as strong as** you think you are.
- 7 Please **run** round the pitch **as fast as** you can.

2 Compare Reema, Sameera and Lana.

These girls played well in their last match. Use the table to talk about them.



Actions	Reema	Sameera	Lana
1 How fast did they run?	***	****	*****
2 How well did they jump?	*****	***	****
3 How quickly did they pass the ball?	****	*****	***

3 Listen and repeat.



beat (n/v) chart gentle heart injury
out of breath rate sensible warm up

Word formation

act (v/n) active (adj) activity (n)
healthy (adj) health (n)

4 Listen. Add new words from activity 1. Make any changes needed.



- 1 **A** Why do you use so many _____ in your teaching?
B Well, they're often easier to understand than words, so it's just a _____ thing to do.
- 2 **A** Can you explain the _____ that you feel when you check your pulse?
B Yes, you see, your _____ produces that.
- 3 **A** I want to become more _____. Perhaps I should start a new sport.
B Well, you can go to the sports centre. They have various _____ that you can choose from.
A Good idea. And I'm sure it'll be good for my _____ if I can get fitter.

5 Complete the table with nouns and adjectives from the passage in period 5.

Nouns	1		2	safety	3		4	danger
Adjectives		healthy				active		

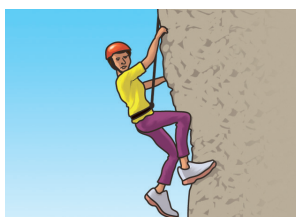
Now use pairs of words from the table to complete the sentences.

- 1 It isn't _____ to eat just fries and sweets. For good _____ you need to eat real food, not just junk food!
- 2 He says that it is important to be _____ every day, but he also says that the _____ does not have to be very long or very hard.

1 Read the examples.

- 1 Don't push yourself **too hard**.
- 2 Climbing is **too dangerous for you**.
- 3 Your body was **too weak to do sports**.
- 4 I have **not been active enough**.
- 5 You did **not wait long enough for that**.
- 6 I was **not fit enough to train**.

2 Talk about the people.

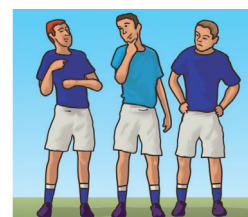


- 1 shoes / large;
shoes / small

Her shoes are too large. Her shoes aren't small enough.



- 2 trousers / short;
trousers / long



- 3 shirt colour / light;
shirt colour / dark

Name:

Worksheet
Unit 3

Grades: 9th ()

Aims: - To compare adjectives and adverbs.

- To use (not) as as , too and not ... enough correctly .

I- Complete with the comparative or superlative form of the adjectives and adverbs in brackets :

1- Elephants are than horses . (**big**)

2- A motorbike is than a bike . (**dangerous**)

3- My grandfather is my father . (**old**)

4- A cow is than a cat . (**heavy**)

5- These books are ones in the library . (**important**)

6- John drives in the race . (**fast**)

7- The weather today is yesterday . (**good**)

8- Your friend acted than a child . (**foolishly**)

9- I think your sister behaved in the group . (**politely**)

II- Rewrite the following sentences . Use the words in brackets :

1.This bag is not small enough for him . (**too**)

.....

2. I was too weak to run in the race . (**not ... enough**)

.....

3. The bluse shirt is more expensive than the white one . (**not as as**)

.....



Well Done

Sample Test

Total Mark (40)

Part1

A- Reading

(10 marks)

Read the following text and do the tasks below :

Dr. Blake is at Waleed's school, and he has been using charts to talk about health, sport and getting fit .He answered some questions .

Julie Nixon started rock climbing last year, but she fell and broke her leg. Since then, she hasn't been active enough, but she wants to try something safer .

Dr Blake feels that rock climbing is too dangerous for her and it is more dangerous than most sports. The safest activity is swimming, and that's also good for old injuries like hers . He adds, with all sports , always remember to warm up first. Do gentle exercises for the various parts of your body. This helps stop injuries .

1. Answer the following questions: (2 marks)
 - a- Why has Dr Blake been using charts ?
 - b- What happened to Julie Nixon ?
 - c- Is rock climbing a safe sport ?
 - d- What did Dr Blake advise Julie to do ?

2. Decide whether the following sentences are True (✓) or False (✗): (3 marks)
 - a- Julie has done a lot of rock climbing in her life . ()
 - b- Swimming is less dangerous than other sports activities . ()
 - c- When people start doing any sport activity, they should feel warm . ()

3. Find from the text : (3 marks)
 - a. A word that means : 1. " different " 2.good for.....
 - b. The opposite of : 1. "more dangerous" 2. " violent "

4. Say what do the underlined words and pronouns refer to:
 - a. Line (3): (then) refers tob.Line (5): (her)..... (2 marks)
 - c. Line (6): (He) meansd. line (7): (This) refers to.....

Part 2

B- Vocabulary

(8 marks)

1- Complete the following sentences with the correct word form :

(4 marks)

- a. It's too to let the children play near the cooker . (danger)
 - b. Our is full of animal species as well as plant species. (nature)
 - c. We should choose some students for the competition . (activity)
 - d. The, the sun and the rain are very necessary for the forest to grow well . (hot)
-

2- Choose the suitable preposition to complete the following sentences :

(4 marks)

- a. My father is staying (for - from - during - at) seven weeks .
- b. The plane arrived the next morning (on - in - at - for) 7:30 .
- c. The students are playing (on - at - from - in) the garden .
- d. Look ! It's too crowded. Let's wait (outside - on - during - to) the supermarket .

Part 3

Language

(8 marks)

A. Correct the verbs in brackets . Use the present simple, present continuous, present perfect, present perfect continuous or the simple past :

(4 marks)

- 1. The parents (visit) Palestine next month .
 - 2. Look ! Little Tariq already running . (start)
 - 3. Muna and Waleed (play) volleyball for five years .
 - 4. Ages ago, people (use) stones to make fire .
-

B. Choose the correct answer:

(4 marks)

- 1. The Montana is the Road Runner .
 a. bigger than b. bigger c. bigger than d. the biggest
- 2. The Skyline is the in the list .
 a. expensivest b. expensive than c. more expensive d. most expensive
- 3. My brother runs than me .
 a. most quickly b. more quick c. more quickly d. the most quickly
- 4. We can't go through this road it's
 a. wide enough b. not wide enough c. too wide d. widest enough

Part 4:

Speaking

(6 marks)

B- Complete the following conversations . Use the expressions from the box : (6 marks)

Ok, calm down You should take things more slowly

They're my favorites It's lovely to be here

Ok, calm down You should take things more slowly

They're my favorites It's lovely to be here

1. A: I am trying to finish everything today . So, I am going to work until very late .

B: You'll do the job better if you give yourself more time .

2. A: We have brought some chocolates for you .

B:Oh, thank you !

3. A: Oh, no ! I've lost my money ! My purse has gone ! Help !

B: Think. When did you last have it ?

Part 5

Writing

(8 marks

Use the following notes to write about your School Trip :

- Where : to Jerusalem
- When : on Tuesday
- How : by bus
- Lunch : take some sandwiches and orange juice .
- Leave : at 8:00 am from school
- Arrive : at 11:30 am
- Coming home : 7:00 pm

Start like this :

We are going to for our school trip and we are

.....

.....

.....

.....

Good Luc

1 Listen and repeat.



anyway as well as behave certainly enemy
fair get on (a bus) leader remind ruler

2 Read. Add new words from period 1. Make any changes needed.

- 1 **A** I'm very sorry that we argued so badly yesterday.
B I'm sorry, too. We should be friends, not _____.
- 2 **A** Alexander the Great became the _____ of large parts of Asia.
B He was a great _____, too. His men followed him across Asia for years.
- 3 **A** People in China _____ very differently from us. I was surprised!
B Yes, their table manners, _____ their other manners, can seem strange.

3 Read the examples.

- 1 I **tried** to call you yesterday evening, but you **were** out.
2 In those days, people **were killing** each other all the time.
3 Waleed called **at 7:00**. At that time, Jamie **was getting** some books.
4 Yesterday morning, Jamie **was taking** the bus to school. Then Waleed **joined** him.
5 While I **was looking** at some books, I **noticed** one about Saladin.
6 Waleed **tried** to call while Jamie **was getting** some books.
Look at the examples again. Complete the statements with past simple or past continuous.

- 1 The _____ shows that something happened and finished in the past.
2 The _____ plus time shows that something was going on at that time in the past.
3 We can use the _____ for the 'long' action first, and then the _____ for the 'short' action second – or we can do it the other way round.

4 Listen and repeat.



battle defeat die God
peace prophet respect

Word formation

crusade (n) crusader (n)
believe (v) believer (n)
free (v) free(ly) (adj/adv)

5 Listen. Add new words from activity 1. Make any changes needed.



- 1 **A** We need a leader who will be honest and fair to everyone.
B Yes, all of us will _____ a leader like that and support him in every way.
- 2 **A** They certainly fought a lot of terrible _____. What happened in the end?
B The Muslims _____ the crusaders, and the crusaders went home.
- 3 **A** I've read that he defeated the crusaders in a battle and _____ the city.
B That's right, and Jerusalem remained _____ for a long time after that.

1 Read and mark the statements true (✓) or false (X).

- 1 Until almost the end of Salah Al-Din's life, Jerusalem had remained under Muslim control.
- 2 Salah Al-Din took Jerusalem soon after he and his men had defeated the crusaders at the Battle of Hittin.
- 3 A new crusade began immediately after Jerusalem had fallen.
- 4 Only 2,000 crusaders arrived in Palestine.
- 5 In the end, the peace between Salah Al-Din and King Richard gave each side something important.

Salah Al-Din (1138–1193): a leader ahead of his time

¹ After Salah Al-Din had brought together large parts of the Muslim World, he turned to Jerusalem. The city had been in crusader hands all his life, and from 1182 he started preparing to free it from them. As a strong believer in God and the Prophet (ﷺ) (pbuh), he believed that he must do this. He prepared well, and in summer 1187, ⁵ he defeated them at the Battle of Hittin. Weeks later, Jerusalem fell. For Muslims everywhere, this was a great moment.

It was the opposite in Europe, and a new crusade began in 1189. But things went ¹⁰ badly for the crusaders: by summer 1192, most had died or left Palestine. Only 2,000 men under King Richard of England turned east from the Mediterranean to attack

Jerusalem. Then Richard became sick, and this has given us a famous story. Salah Al-Din did not attack, and instead, he sent Richard fruit, snow to make cool water, and even his personal doctor.

¹⁵ Stories like this show a leader who behaved fairly and generously, as well as one who was brave and intelligent. They show us a leader who was ahead of his time.

Salah Al-Din and Richard never met, but they respected each other greatly, and they made peace in 1192. Jerusalem remained in Muslim hands, but people of both religions could travel there freely.

This was almost Salah Al-Din's last important act. He died in Damascus in 1193.

²⁰ Today, in another dangerous age, we must hope that there will soon be peace again, and that Jerusalem will again be open to all.



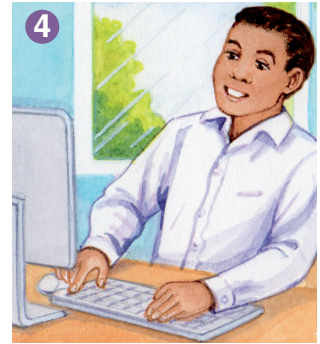
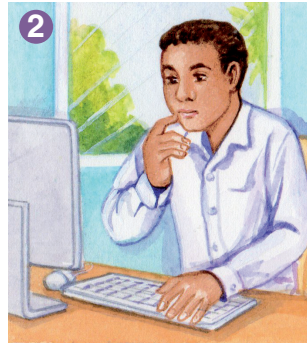
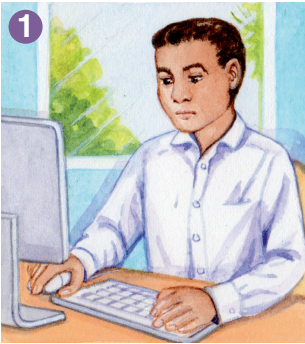
2 Read again and complete the history notes. Add the dates.

- ___ – ___ Most of the crusaders died or went home.
- ___ The crusaders turned east to attack Jerusalem, but King Richard became sick.
- ___ The two leaders made peace between them.
- ___ Salah Al-Din died in Damascus.

1 Read the examples.

- 1 He **defeated** them at the Battle of Hittin. After that, Jerusalem **fell**.
- 2 **By summer 1192**, most **had died** or left Palestine.
- 3 **After** Salah Al-Din **had brought** together large parts of the Muslim world, he **turned** to Jerusalem.
- 4 Salah Al-Din **had brought** together large parts of the Muslim world **before** he **turned** to Jerusalem.
- 5 Jerusalem **fell after** he **had defeated** them at the Battle of Hittin.

2 Add *while* and put the verbs in the past continuous or past simple.



- 1 / Waleed (try) choose a great leader for his project, he (decide) to go on the internet
While Waleed was trying to choose a great leader for his project, he ...
- 2 / (explore) the websites, he (find out) a lot about the great leader
- 3 / (read) about the Palestinian leader, he (decide) to write about him

3 Work alone. Prepare to tell a story.

- Think of something that recently happened to you (or someone you know).
- Choose a story that you can tell easily and quickly (in no more than eight sentences).
- Note words and phrases that you need to tell the story. (You can look back through this unit for ideas.)
- Now tell your story to your partner.

Unit task: Telling a story.

4 Read out your your own story to the others.

Unit 4

* Aim: to use the past continuous, the simple past and the past perfect.

I. Put the verbs in brackets in the correct tense form . Use the past continuous , the past perfect or the past simple :

1. In the past, we go shopping everyday . (**use to**)
2. What you last night at 10:00 o'clock ? (**do**)
3. The cat milk before it fell into sleep . (**drink**)
4. After I home, the guests (**leave / arrive**)
5. I to the theatre since I was in Cairo . (**not / go**)
6. When the storm began , I on the internet . (**search**)
7. Mustafa felt sick because he five sandwiches last night . (**eat**)
8. My mother a mouse while she cook in the kitchen .
(**catch / cook**)

II. Circle the correct answer:

a-steal b-stole c-were stealing d- stoled

2. While he, the cat on the table .

a-was eat / jump

b-was eating / jumped

c-were eating / jumped

d- ate / was jumping

3. They called the police after the thief

a-escaped

b-escape

c-was escaping

d-had escaped



Good Luck

1 Listen and repeat.



a few across coin crossroads
customer lira pay purse
take out Istanbul

Word formation

information + centre (tourist) information centre
change (v) change (n) Turkey (n) Turkish (adj)

2 Listen and read. Find the words and phrases from activity 1.



During the summer, the Yafawi cousins went to Turkey for a few days. One morning in Istanbul, they were on their way to the famous 'Blue Mosque'.

Hadeel I'm getting thirsty. I'd love some cold apple juice!

Nidal Me, too!

Rami And me. We're meeting Mum and Dad at the entrance at 12:00, and it's 11:15 now, so there's a little time. Let's stop at this coffee shop for a few minutes. There aren't many customers, so it'll be quick.

* * * * *

Hadeel Mm, it's nice and cool here. Let's look at the menu.

Nidal But wait. I only have a little money – just a few coins.

Rami I don't have much, either. How much do you have, Hadeel?

Hadeel Enough. I changed some dollars yesterday, so I can pay for the drinks.

Nidal/Rami Thanks, Hadeel!

Hadeel And let's order a few Turkish cakes.

Nidal No, let's order lots! They're delicious!

Hadeel Don't be so greedy!

Rami Anyway, we only have time for a few. Let's just have two each.

At 11:45, it was time to go. Hadeel took out her purse to pay the bill.

Hadeel Here you are. Two twenties.

Man And here's your change. Ten and five – fifteen lira.

Hadeel Thanks. And could you tell us the way to the Blue Mosque, please?

Man Go across the road and turn right. Then turn left at the crossroads. Go past the information centre and you'll see it on your right.

All Thanks!

Everyday English

Could you tell us the way?
You'll see it on your right.



1 Read. Add new words from period 1. Make any changes needed.

- 1 **A** We need to get a map to find our way round town.
B Let's go to the tourist _____ over there. They'll give us one.
- 2 **A** Oh, no! I've left my _____ at home with all my money!
B It's all right. I have some, so I can _____ for everything.
- 3 **A** I need a _____ for this drinks machine. Have you got any?
B Yes, I've got _____. What do you need? A dollar?

2 Read again and answer the questions.

- 1 That morning, what were the cousins on their way to do?
 2 What did they all feel like doing?
 3 Why didn't Hadeel have that problem?

1 Read the examples.

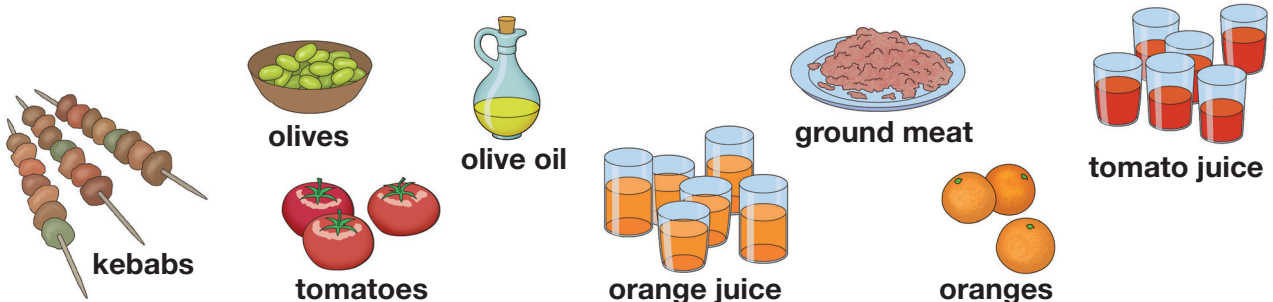
- 1 Let's order **a lot of cakes** and **lots of ice cream**!
 2 How **many customers** are there?
 3 There are **not many** customers.
 4 There are **only a few** customers.
- 5 How **much money** do you have?
 6 I do **not** have **much** money.
 7 I **only** have **a little** money.

3 Look at the picture for a short time, and then cover it. Ask and answer questions.

Student A: *(Is there (much orange juice)?)*

Student B: *Yes, there('s) a lot. Or: No, there (isn't) much. There('s) only (a little).*

2 If you do not agree, look quickly to see who is right. Then cover and carry on.



1 Read and repeat. 

continent empire government jewellery
powerful reach sultan trade the Bosphorus
Byzantium Constantinople the Ottoman Empire

Word formation

collect (v) collection (n)
east (n/adj/adv) eastern (adj)
ruler (n) rule (v)

2 Listen. Add new words from activity 1. Make any changes needed. 

- 1 A I have to _____ the airport by 3:30, and it's on the other side of town.
B You can go through the city centre, but it'll be quicker to go round.
- 2 A Istanbul was the centre of _____ for the Ottomans.
B What parts of the world did they _____?
A Large parts of three _____ – Asia, Africa and Europe.
- 3 A The museum has a fantastic _____ of ancient things that they've found.
B Including some beautiful _____ that Roman women used to wear.

3 Match words to form pairs of opposites.

modern boring remember
put away outside

take out inside
exciting ancient forget

4 Complete the conversations with opposites from activity 2.

- 1 A I must _____ to change some more money.
B Well, don't _____ to take your passport. You'll need that.
- 2 A Would you like me to _____ the dishes?
B Yes, please, and could you _____ some glasses? We'll give everyone a glass of orange juice.
- 3 A This programme is _____. It's sending me to sleep!
B Yes, let's change channels. There's an _____ film on Channel 10.

5 Read the examples.

- 1 Istanbul is a **city** on two continents.
2 Trade routes passed through **the city**.
3 **The Topkapi Palace** was the centre of **the** government.
4 Here, thousands worked to rule **the Ottoman Empire**.

6 Complete the statements. Choose from each box and add *a* or *the*. Begin names with capital letters.

beautiful new mosque
huge new empire great new palace

blue mosque ottoman empire
topkapi palace

- 1 Sultan Osman the First became the father of _____ in about 1300. It later grew much larger, and people called it _____.
- 2 They also built _____ near Aya Sofya, and they called it _____.

Name:

Worksheet

Grades: 9th ()

Unit 5

- * **Aims:-** *to use countable and uncountable nouns with (some- any -many – much – a few - a little).*
- to use the definite an indefinite articles (a , an , the , some).

I. Complete the following sentences using (much – many – some – any – a few – a little):

1. How mistakes are there in this sheet?
2. I haven't got coffee.
3. There's only orange juice in the fridge.
4. We bought interesting stories yesterday.
5. How salt do you need?
6. There aren't many pictures. There are only



II. Complete the following sentences with the suitable article : (a – an – the – some)

- 1) While I was walking , I found bag, old book and pencils.
- 2) May I have orange , please ?
- 3) Ramallah is city in Palestine .
- 4) Great Wall of China is longest all over the world .
- 5) Opposite our house , there is fire station . In the station , there are firemen, ambulance and fire engine .
- 6) John has exciting game . We can play game tonight.

Good Luck

1 Listen and repeat.

expert geography identity
independent point (v) title
towards whole

Word formation

information + technology information technology / IT
cover (v) cover (n) special (adj) specially (adv)

2 Read. Add new words from period 1. Make any changes needed.

- 1 **A** How many _____ countries are there in the world today?
B There are about 200, but the number keeps changing.
- 2 **A** What's the _____ of your other new book?
B It's called *The _____ of the Arab World*.
Here it is in Arabic on the front _____ of the book.
- 3 **A** Be careful. We're driving straight _____ a big hole in the road.
B Where? I can't see it.
A There! Look! I'm _____ straight at it!

3 Read and repeat.

advantage by hand efficient(ly) factory industry
marble per cent (%) point (.) provide quarry

Word formation

architecture (n) architect (n)
produce (v/n) production (n)
holy + land the Holy Land

4 Raed. Add new words from activity 1. Make any changes needed.

- 1 **A** I've heard that Palestinian building stone is excellent.
B Yes, and Palestine is also famous for its _____.
- 2 **A** Is the stone _____ important to Palestine?
B It certainly is. It produces about five _____ of the country's money.
It also _____ work for many thousands of people.
- 3 **A** Is the stone still cut _____ in the ancient way?
B No, with modern technology, it's done much more _____ now.

5 Read the examples.

- 1 The government **develop a programme**. 4 **Books are written** for every grade.
2 **A programme is developed**. 5 Teachers **teach Spanish** at my school.
3 Experts **write books** for every grade. 6 **Spanish is taught** at my school.

6 Work in pairs. Change the sentences into the present simple passive.

- 2 We give every child not less than ten years of school.
4 We produce enough books for every child.
6 We offer students different kinds of training at the end of school.

1 Read and mark the statements true (✓) or false (✗).

- 1 Stone from another country was used for building in Palestine in ancient times.
- 2 Technology has made stone production a little more efficient than it used to be.
- 3 The Hebron and Bethlehem areas are the biggest centres of stone production.
- 4 Over 22,000 people work in the quarries of Palestine.



STONE An ancient industry with a great future

1 Some of the world’s oldest cities were built in Palestine, and they were constructed with excellent stone. This building stone and also marble were cut by our ancestors from the Holy Land itself. Today, the stone industry remains very important: with its beautiful colours and excellent quality, 5 Palestinian stone is often preferred by architects round the world.

Stone was not always produced as efficiently as it is now. In ancient times, it was very difficult to cut stone. Everything was done by hand, and it was slow, hard work. Now, however, technology has come to the rescue, and finished stone is produced very efficiently.

Over 60% (sixty per cent) of the 262 quarries are near Hebron and Bethlehem. The stone is then cut and finished by 15,000 workers in 618 factories, and many of these are also in the same area. 10 However, quarries are found in other places, too, and there are factories everywhere. Together, they produce 4.5% (four point five per cent) of the world’s building stone. They also make 450 million dollars a year for Palestine, and they provide over 22,000 jobs.

The world stone industry is growing at 9% a year. And with our natural advantages, we can raise Palestinian production even faster. But to do this, we need to learn more about different needs 15 round the world. The industry is therefore studying world markets carefully. If it can continue to grow, it will bring Palestine a lot more jobs and money.

2 Read and add numbers to complete the table.



The Palestinian stone industry: some important numbers	
Number of quarries	_____
Number of factories	_____
Money for Palestine	_____ a year

3 Read the passage again and do these tasks.

Say what the underlined words refer to.

- 1 Line 7: Everything was done by hand, ...
- 2 Line 14: ... we can raise Palestinian production even faster.

1 Read the examples.

- | | |
|--|--|
| 1 People built the cities with stone. | 3 Our ancestors cut this stone. |
| 2 The cities were built by people with stone. | 4 This stone was cut by our ancestors . |

2 Work in pairs. Change the sentences into the past simple passive. Do not use *by* + agent.

- Workers started quarries to get the stone.
- They cut the stone from the ground.
- They used the stone to build houses and many other things.

4 Work in pairs. Change the sentences into the passive. Use *by* + agent.

- Finally, last year, the local community built it.
- In the next few months, the architect drew some excellent plans.
- The local group gave the building work to the best builders in the area.

Now write about the new school. Join every two sentences with *and*.

Our new school

For a very long time, a new school was needed by our little town and finally, last year, it ...

**2 Write about your special building.**

Another visitor has emailed you for advice on a place to visit. Write two paragraphs in reply.

Paragraph 1: Advise a place to visit. Say where it is, and explain why it is special.

Paragraph 2: Give all the information that you gave to the other visitor.

Name:

Worksheet

Grades: 9th ()

Unit 6

* Aim :- To use the passive voice with the present simple and the past simple .

I. Change the following sentences from active to passive:

1-The hostess brings the tea.

.....

2-The teacher opened the windows.

.....

3-My sister cleaned the house.

.....

4-The farmer plants some trees.

.....

5-The player kicked the ball.

.....

6- They put many flowers in the room.

.....

7-The scientists discovered a new planet.

.....

8- I planted a tree in the garden two weeks ago.

.....

9- Adel and Huda wash the dishes.

.....



Good Luck

Sample Test

Total Mark (40)

Part 1

A- Reading

(10 marks)

Read the following text and do the tasks below:

Istanbul is a city on two continents, with one foot in Asia and the other in Europe. It is not a capital city now: the capital of modern Turkey is Ankara. However, it used to be the capital of empires and is still a great world city today.

Its name was Byzantium for 1,000 years, and it grew rich and powerful because East-West trade routes passed through the city – along and across the Bosphorus. Then the Romans made it the capital of their eastern empire, and for the next 1,000 years people called it Constantinople.

Constantinople fell to the Muslim Ottomans. This time, the city's name changed to Istanbul, and it became the heart of a huge empire that reached across large parts of Europe, Asia and North Africa

1. Answer the following questions: (2 marks)

- a- Where does Istanbul stand ?
- b- What are the ancient and modern capitals of Turkey?
- c- Why did Istanbul grow rich and powerful ?
- d- Who made the city the eastern capital ?

2. Decide whether the following sentences are True or False:

(3 marks)

- a- During its long history the city has had four different names. ()
- b- The city became the capital of the Roman Empire. ()
- c- The Ottoman Empire reached across three continents. ()

3. Find from the text :

(3 marks)

- a. A word that means : " to buy and sell goods "
- b. The opposite of : 1. "ancient" 2. " rich "
- c. The synonym of : 1. "spread" 2. " strong "

4. Say what do the underlined words and number refer to:

(2 marks)

- a. Line (1):(the other) means..... c.Line (4): (1,000) means
- b. Line (5) : (their) refers tod.Line(6):(it) refers to.....

Part 2

**B- Vocabulary
(8 marks)**

1- Complete the following sentences with words from the box: (4 marks)

intelligent quarry marble behave coin purse

- a. Some kids badly when their parents ignore them .
 - b. Yassir Araft was an and warm leader in his time .
 - c. I am thirsty, but I don't have a for this drinks machine .
 - d. Stones are taken from the to a factory to be cut and prepared there .
-

2- Complete the following sentences with pairs of words from the box : (4 marks)

boring / exciting - forget /remember - put away / take out - outside / inside

- 1. A: I must to change some money .
B. Don't to take your passport. You'll need it .
- 2. A: The mosque looked amazing when we stood
B: Then, when we went and saw the beautiful windows around us , it looked really beautiful .
- 3. A: This programme is really I feel sleepy !
B. Let's change the channel. There's an film on channel 10 .
- 4. My mother our winter clothes and our summer ones as the weather was getting too hot .

Part 3

**Language
(8 marks)**

A. Rewrite the following sentences . Use the new beginnings: (4 marks)

- 1. My mother doesn't have much time.
She only
- 2. There aren't many ancient buildings in my city.
There are only
- 3. A famous film star opened the park 30 years ago .
The park

4. Each year, the Palestinians decide book number for the next year .

Each year, book number

B. Choose the correct answer: (4 marks)

1. There is insect in the tea cup .

- a. a b. an c. the d. some

2. Yesterday morning, my mother breakfast in the garden .

- a. is having b. was having c. were having d. was haveing

3. The exam was too hard , but I my best .

- a. do b. did c. was doing d. am doing

4. After he the park, he remembered the book .

- a. left b. had left c. had leaved d. has left

Part 4

**Speaking
(6 marks)**

B- Complete the following conversations . Use the expressions from the box: (6 marks)

- Poor you You'll see it on your right
Fantastic! Could you tell me the way, please ?

1. A: I am looking for the 99 Coffee Shop

B: Sure. Go over the crossroads and turn left

2. A: I was sweating and exhausted last night .

B:..... ! So what did you do ?

A: My parents took me to the hospital .

Part 5

Writing

(8 marks)

Write about a special building in your country :

Write about :

- Where is it ? - When was it built ? - Why is it special ?

- How was it used in the past ? - What is it used for today ?

Good Luck

1 Listen and repeat.



a bit close duty fridge grow up in trouble
look after piece simple though

2 Listen and read. Find the words and phrases from activity 1.



Hadeel and Aunt Nada were talking in the kitchen.

Aunt Nada Tell me, do you ever cook back home?

Hadeel When I'm at home, I sometimes help a bit. But I'm often out because I do various sports and other activities after school. So I don't know very much about cooking. I should though.

Aunt Nada Yes, if you learn to cook, it'll be very useful later, when you grow up.

Hadeel You're right. I need to learn. Nidal knows much more than me! And if I don't learn, it won't be easy to live away from home in future.

Aunt Nada I'll teach you some simple dishes if you like.

Hadeel Great!

Aunt Nada Let's make lunch for our neighbours, the Masri family. Mrs Masri is sick.

Hadeel Are they the family opposite?

Aunt Nada Yes. How did you guess?

Hadeel The daughter always looks busy. She goes shopping every day, and I often think maybe her mum isn't well.

Aunt Nada You're right. Her father is in hospital, too, so poor young Sameera is looking after them and the four little ones, too. She's only fourteen, like you.

Hadeel That's very hard. How does she do everything?

Aunt Nada Well, the friends and neighbours are helping, and today it's my turn.

Hadeel If something like that happens back home, neighbours don't usually help as much. You seem to have a closer community here.

Aunt Nada Perhaps you're right. If someone is in trouble here, we always feel it's our duty to help. Now, ... there are some chicken pieces in the fridge. Let's cook them and make some salad.



1 Read. Add new words from period 1. Make any changes needed.

- 1 **A** What do you have to do to help at home?
B I sometimes _____ Grandma when Mum has to go shopping.
- 2 **A** I'd like a _____ of cheese to put on my bread.
B No problem. Go to the _____, and you'll find some on the top shelf.
- 3 **A** It's freezing now, and I think those people on the mountain are _____.
B Yes, and I'm a mountain guide, so it's my _____ to go and find them.
- 4 **A** Tell me, are you and your brothers and sisters _____?
B Yes, we did everything together while we were _____, and we're still great friends now, too.
- 5 **A** In my new job, I do the housework, and I also cook _____.
B You always say that you can't cook _____!
A Oh, well, I can make a few _____ dishes. That's all I have to do.

2 Read again and answer the questions.

- 1 Why doesn't Hadeel know much about cooking?
- 2 If Hadeel learns to cook now, when will this help her?
- 3 What does Aunt Nada offer to do?
- 4 How many people is Sameera looking after?
- 5 How old is she?
- 6 What does Hadeel think about Sameera's situation?
- 7 Who is Sameera getting help from?
- 8 Why are these people happy to do that?

1 Read the examples.

- 1 If someone **is** in trouble here, we always **feel** it's our duty to help.
- 2 If something like that **happens** back home, neighbours **don't** usually **help** as much.
- 3 If you **learn** to cook, it **will be** very useful later.
- 4 If I **don't learn**, it **won't be** easy to live away from home in future.
- 5 I **will teach** you some simple dishes if you **like**.

2 Match sentence parts 1–4 and a–g to make Type 0 conditional statements.

Describe Sameera's busy mornings.

- | | |
|--|--|
| 1 <input type="checkbox"/> If her mum feels strong enough, | a she always visits her dad in hospital. |
| 2 <input type="checkbox"/> If the children's rooms are untidy, | b she often comes to the dining room to eat. |
| 3 <input type="checkbox"/> If she needs to buy some food, | c she puts everything away tidily. |
| 4 <input type="checkbox"/> If she has time after shopping, | d she plans a shopping trip. |

3 Read out Sameera's questions about her trip to town today. Then make her Type 1 statements.

Student A *Does Mum need more medicine today?*

Student B *If she needs more medicine today, I'll have to go to the doctor's.*

- | | |
|---------------------------------------|-----------------------------|
| 1 Do I have to get more vegetables? | > stop at the greengrocer's |
| 2 Does Dad want another book to read? | > get one at the library |
| 3 Do we need more bread? | > have to go to the baker's |
| 4 Do I have to get more meat? | > go to the butcher's |

Now make negative Type 1 statements.

If she doesn't need more medicine today, I won't have to go to the doctor's.

4 Listen and repeat. 

burn	chemical	get rid of
imagine	material	necessary
pan	pour	stain (v/n)

Word formation

accident (n) accidental(ly) (adj/adv)
 clean (v/adj) cleaner (n)
 cook (v) cooker (n)

5 Listen. Add new words from activity 1. Make any changes needed. 

- 1 **A** I can't _____ cooking over an open fire all the time.
B Well, that's what they did long ago. They didn't have modern _____ then!
- 2 **A** Is the soup in that _____ ready yet?
B Yes, it's nice and hot, so should I _____ it into the soup bowls now?
A OK, but be careful when you do that. Don't _____ yourself!

1 Match opposites 1–4 and a–d.

1 __ enemy

2 __ safe

a turn off

b right

3 __ turn on

4 __ wrong

c friend

d dangerous

2 Now add pairs of opposites from activity 1. Make any changes needed.

- 1 It was dark when I arrived. I stopped the car, _____ the engine, went to the house, opened the door and _____ the lights inside.
- 2 Why are you always angry with Deema? She isn't your _____, you know, and she wants to be your _____.
- 3 Mariam got 95% in the test. She got almost everything _____ and just one thing _____.
- 4 It's too _____ for the children to go out on the road. They must stay in the garden: it's _____ there.

3 Read the examples.

- 1 **If** the oil **started** burning, I **would turn off** the cooker.
- 2 **If** you **used** a powerful chemical cleaner, this **would remove** the stain.
- 3 **If** that **did not work**, you **could use** a gentle chemical cleaner.
- 4 You **might not remove** the stain completely if **you did** that.

4 Work in pairs. Say what you would do if you were in these situations. Choose answers from the box.

give first aid and call a doctor	give him / her some of mine
go back and look for it	hold it under cold running water
look up the answer on the internet	look after him / her and look for the mother

Situations:

- 1 You burn your hand just a little (for example, by touching a hot pan).
If I burned my hand just a little, I would hold it under cold running water.
- 2 Your friend forgets to bring a picnic lunch (for example, on a school trip).
- 3 You lose your purse somewhere in town.
- 4 A neighbour suddenly becomes sick and collapses.
- 5 You see a small child on a busy road.
- 6 Someone asks you a difficult question about Palestine.

Name :

Unit 7

Aims :- To use the if clauses (types 0 , 1 and 2) correctly.

I- Correct the verbs in brackets using if clause type 0 , 1 , and 2 :

1-If I time to do the housework , I usually ask my sister to help me
(not / have)

2-They an ambulance if there was an accidents . (call)

3-She shopping if she has enough time . (go)

4-When the weather is hot, they often in the pool . (swim)

5-If I had a million dollar , I would a big university . (build)

6- If it tomorrow, they may at home . (rain / stay)

II- Make statements . Use the type in brackets :

1- spring (come) / the flowers (look) lovely . (type 0)

If

2- my friend (need) money / I (lend) her some . (type 1)

If

3- Salam (win) the prize / she (buy) a big ship . (type 2)

If

Thanks



Helping hands: making friends

1 Listen and repeat.



chance expect fetch get to know
knock midday pity suggest tray

2 Read. Add new words from period 1. Make any changes needed.

- 1 **A** I hear the new summer camp is nearly full. Everyone wants to go!
B Let's ask our parents to get places for us while there's still a _____.
- 2 **A** What time do you _____ the guests to arrive?
B At _____, so they should be here very soon. It's 11:45 now.
- 3 **A** We should do something to _____ our new neighbours.
B Yes, well, I _____ we invite them here for lunch at the weekend.
- 4 **A** Could you go and _____ all the knives and forks from the kitchen?
B Yes, I'll bring everything on a _____.
- 5 **A** We've _____ three times, but Tariq doesn't seem to be at home.
B That's a _____! I was really hoping to meet him again.

3 Listen and check. Then practise in pairs.



4 Read the examples.

- 1 I'd love **some Arab-style tea**, please. 2 I'm enjoying **our chat**.
- 3 Aunt Nada made **lunch for the Masri family**. 4 She made **the Masri family lunch**.
- 5 Hadeel took **the tray to the Masri family**. 6 She took **the Masri family the tray**.

5 Make statements. Say what Rania did on holiday with her cousins.

- 1 Say what she did for the first time. Use these words: **boat horse mountain zoo**
She climbed a mountain for the first time.

climb



visit



sail



ride



- 2 Say how she communicated. Use these words: **call letter message postcard**
She wrote a postcard to her grandmother.

write



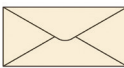
+ grandmother

text



+ sister

send



+ parents

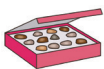
make



+ brother

- 3 Say what she did for people. Use these words: **cakes chocolates flowers vase**
She bought some chocolates for her grandmother.

buy



+ grandmother

get



+ aunt and uncle

choose



+ parents

make



+ cousins

1 Listen and repeat. 

belong disabled disaster earthquake
 equipment extra flood international
 organization victim

Word formation
 volunteer (n) volunteer (v)
 voluntary (adj)

2 Listen. Add new words from activity 1. Make any changes needed. 

- 1 **A** I hear that you _____ to Oxfam. But what does it do?
B It's a big _____ that helps people in trouble round the world.
- 2 **A** There seem to be a lot of natural _____ round the world.
B Yes, for example that _____ in China after weeks of heavy rain.
A I remember. There were thousands of _____ who lost everything.
- 3 **A** Do you remember when thousands of buildings collapsed in that big _____ last year?
B Yes, there was a big _____ call for help from round the world.
- 4 **A** Tony does _____ work at a school for children with special needs. There are a lot of _____ like him who go to help the teachers.
B Do the children need _____ help with studying, and learning how to do things?
A Yes, because they're all _____ in various ways. The school has lots of special _____ to help the children, too.

3 Read and mark the statements true (✓) or false (✗).

- 1 Tom recently helped build a playground at his school.
- 2 The library gives Rosa CDs and DVDs for her work there.
- 3 Hassan's organization helps save the lives of victims of natural disasters.
- 4 Tom, Rosa and Hassan all do voluntary work for their local community.
- 5 All three of them feel good about their voluntary work.

Reaching out to others

- 1 _____ 'At the end of the school week, we have a choice. We can do extra work in the library or sports or, like me, we can do voluntary work. We do projects which help the local community, and we recently finished one at a school for young children. It's a new playground which we helped to build. We set up the new play equipment, and the children love it. That feels good, and we had lots of fun, too.'
- 2 _____ 'On Saturday mornings, I volunteer at the local library. There are various jobs which you can do there. For example, you can take books to the homes of disabled people who can't get to the library. But my favourite is my little reading group. I read stories to young children that I meet every week. They love it, and I really enjoy that. They don't pay me, but I'm allowed to borrow books instead, and that's very nice.'
- 3 _____ 'There's always a big natural disaster somewhere in the world. If it isn't an earthquake, it's a flood or a hurricane. I can't go and help, but there's something else that I can do. I belong to an international organization which sends help to people who are in danger. It collects money for things that disaster victims badly need – things like food and medicine. Then we volunteers put everything into boxes ready to send. At Eid, we also sent toys for children in Africa, and that was nice. It's good to give to people who have very little.'

4 Listen and read aloud. 

1 Work with parts of speech.

1 Find these words in the passage in period 5.

choice ____ voluntary ____ help ____ feel ____
 natural ____ danger ____ collect ____ medicine ____

2 Add the correct parts of speech to the words in the box. Use these abbreviations: v (for verb) n (for noun) adj (for adjective).

2 Add the words from activity 1 to the tables.

Verb	Noun	Noun	Adjective	Verb	Adjective
choose	_____	_____	dangerous	_____	helpful
_____	collection	_____	medical	volunteer	_____
_____	feeling	nature	_____		

3 Add pairs of words from activity 2.

- 1 **A** I've heard that a lot of Palestinians _____ to work for the community.
B That's right. For example, older students all do _____ work.
- 2 **A** My little brother Fuad loves wildlife and _____.
B Yes, it's _____ for young children to find animals very interesting.
- 3 **A** Do we have a _____ for our next project?
B We can help in the park, or we can _____ to build a new playground.
- 4 **A** You've got a huge _____ of old clocks here!
B Yes, well, you see I _____ all kinds of clocks.
- 5 **A** I get a really good _____ when I can help someone to do something.
B Yes, I always _____ the same way. It's nice to give a helping hand.
- 6 **A** Can I _____ you carry these heavy bags, Aunt Muneera?
B Oh, thank you, Adnan! If you could, that would be very _____.
- 7 **A** Is it _____ to go walking in the woods at night?
B I think the biggest _____ is that you could fall and hurt yourself.
- 8 **A** The flood victims badly need food, clean water and _____ help.
B What kinds of food and _____ should we send?

1 Read the examples.

- 1 It feels right to give to people. **They** have very little.
 - > It feels right to give to people **who** have very little.
- 2 We do projects. **They** help the local community.
 - > We do projects **which** help the local community.
- 3 I read stories to young children. I **meet them** every week.
 - > I read stories to different groups of children **who/that** I meet every week.
- 4 There is something else. I **can do it**.
 - > There is something else **which/that** I can do.

2 Form sentences with relative clauses. Join the sentences on the left and right.

The subject pronouns change to relative pronouns.

- | | | |
|-----------------------------|-------|---|
| 1 Tom is the volunteer. | | He helped to build a playground. |
| 2 He does various projects. | who | They all help the local community. |
| 3 Rosa is the person. | which | She reads to a group of children. |

3 Form sentences with relative clauses. Join the sentences on the left and right.

The object pronouns change to relative pronouns.

- | | | |
|----------------------------------|-------|--|
| 1 Tom talks about a project. | | His group recently finished it. |
| 2 They built a playground. | who | Everyone loves it. |
| 3 Rosa is one of the volunteers. | which | The local library uses them . |

Name :

Worksheet

Grade : 9th ()

Unit 8

- Aims : - To use who and which to make statements .
- To write statements using direct and indirect objects .*



I. Join the following sentences . Use who / which :

1. I met the woman . She can speak six languages .
.....
2. What's the name of the man? He lives next door .
.....
- 3 . She always asks questions . They are difficult to answer .
.....
4. Don't forget the books. I bought them last week .
.....
5. John is the doctor. We met him in the party .
.....

II. Make statements:

1. my father / choose / vase / my sister .
.....
2. Salma / text / message / her brother .
.....
- 3 . the teacher / send / letter / the student's parents
.....
4. they / get / flowers / their friends
.....

Thanks

1 Listen and repeat.



come down	go up	joke (v)	keep (= go on)
population	pound (£)	price	section
			supermarket
			tuna

2 Read. Add new words from period 1. Make any changes needed.

- A** (On the phone) Where are you in the _____? I'll come and find you.
B I'm in the magazine and newspaper _____. See you soon!
- A** I'm going to buy some _____ for dinner. It's my favourite fish!
B Are you _____? It's far too expensive!
- A** What's the normal kind of _____ that you have to pay for fish in Britain?
B It's about eight _____. That's about twelve dollars.
- A** What's the _____ of America at the moment?
B It's about 320 million, and it's _____: it'll be over 400 million by 2050.
- A** The team _____ climbing the mountain for a week.
B Yes, they got to the top yesterday and now they're _____.

3 Read the examples.

- | | |
|---|--|
| 1 They are teaching me all this at school. | 2 I am being taught all this at school. |
| 3 Someone is doing something . | 4 Something is being done . |
| 5 People are catching the adult fish . | 6 The adult fish are being caught . |
| 7 Adults are not producing young ones . | 8 Young ones are not being produced . |

4 Describe the activities in the present continuous passive.

It is 7:00 in the morning. The fishing boat *Jenny* is home from a long fishing trip.

- People are doing several things at the same time.
Several things are being done at the same time.
- Some people are taking fish off the boat.
- Other people are putting fish in boxes.
- Someone is checking the weight of the boxes of fish.
- Someone else is picking up the fish, and he is carrying the boxes to the fish market.
- A man is selling the fish, and people from shops and restaurants are buying them.

4 Listen and repeat.



cause (v/n)	coast	destroy	disappear	discover man-
made	net	require	risk	species

Word formation

act (v)	action (n)
die (v)	death (n)

5 Listen. Add new words from activity 1. Make any changes needed.



- A** Scientists are still _____ more new kinds of life in the deep oceans.
B It's amazing! There are millions of different _____.
- A** Pollution is _____ a lot of damage to life in the oceans.
B Yes, we _____ losing many different species. It's becoming a huge _____ disaster.
- A** We have to do something! The whole world needs to take _____!
B Well, some countries now _____ fishing boats to catch fewer fish.

1 Read and mark the statements true (✓) or false (X).

- 1 Many forms of life in the oceans are in danger.
- 2 Fishing is the only cause of the problem.
- 3 Only a few countries agreed to stop catching whales.

Will the oceans live or die?

¹ Fish and many other kinds of life, like coral, are disappearing from the oceans fast. There are sad changes everywhere. Near the coast, they are often caused by pollution. Farther out, the cause is often over-fishing. Fishing boats with huge nets catch and kill everything. We risk a terrible man-made disaster – the death of the oceans.

⁵ But could our recent action to save the whales give us hope? Two centuries ago, whales were already being caught for their oil and meat. By the 1940s, the job was being made easier by modern technology. From the 1950s to the 1980s, they were being caught everywhere and numbers were collapsing. Whole species of whales were quickly being destroyed, and they were not being protected anywhere.

¹⁰ Finally, the world took action. In 1985, almost every country agreed to stop catching whales. This means that whale populations are slowly rising again.

Could the same thing happen with fish and fishing? Sadly, almost certainly not. In Europe, people are required to catch smaller quantities now, but almost everywhere else they go on fishing freely – though it is getting harder. They cannot stop: too many hungry people need to eat.

¹⁵ Perhaps the only way to save the oceans is the one that our ancestors discovered long ago: farming. There are already many fish farms, and perhaps there will soon be many more along the world's coasts. People say the fish do not taste as good as wild fish. However, that is still much better than losing all the fish in the world.

2 Read and complete the notes.

Two big causes of damage to sea life are: 1 _____ 2 _____

Whales were caught for their: 1 _____ 2 _____

The worst time for whales was: _____

In 1985, most governments agreed: _____

Fishermen in Europe now have to: _____

Fishermen outside Europe keep on: _____

To save the oceans, we could have: _____

3 Write the words correctly. Then add to the clouds.

odlof

raincheru

rove-singhif

thakequare

toilpunol

man-made disasters

natural disaster

1 Match the words with meanings that are almost the same.

enormous close to go up find number difficult

discover hard huge near quantity rise

2 Add pairs of words from activity 2. Make any changes needed.

(When we express the same meaning again, we often use a different word.)

- 1 We made large _____ of burgers for the party, and we also cooked huge _____ of fries.
- 2 Tokyo is an _____ city, and the population is _____, too.
- 3 From the sound of the sea, we knew that we were _____ the beach, but our boat was also very _____ some dangerous rocks.

3 Read the examples.

- | | |
|---|--|
| 1 Modern technology was making the job easier. | 2 The job was being made easier by modern technology. |
| 3 People were catching them everywhere. | 4 They were being caught everywhere. |
| 5 People were not protecting them anywhere. | 6 They were not being protected anywhere. |

4 Work in pairs. Describe the activities in the past continuous passive.

It was 10:00 in the morning yesterday. The fish market was finishing.



- 1 Someone was driving a van full of fish out of the market.
A van full of fish was being driven out of the market.
- 2 People were putting more fish into other vans.
- 3 More people were still paying for fish.

Name:

Worksheet

Grade: 9th ()

Unit 9

Aim : - To use the continuous passive correctly.

I - Change to passive. Use the present continuous and the past continuous :

a. The player was kicking the ball .

.....

b. The hostess was bringing the tea when she fell down .

.....

c. The teachers are opening the windows .

.....

d. The farmer is planting some trees .

.....

e. They were putting many flowers in the room .

.....

f. The scientists are discussing the new medicine .

.....

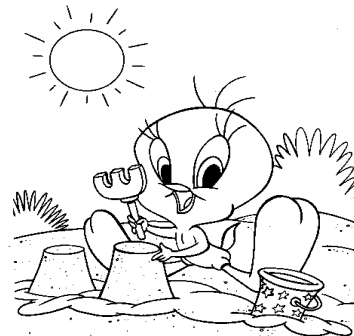
g. She is washing a plate.

.....

h. While the children were reading the stories , Malak was making some tea .

.....

Thank You



Sample Test

Total Mark (40)

Part 1

A- Reading

(10 marks)

Read the following text and do the tasks below :

Imagine that your little brother has accidentally poured some tomato juice down his shirt and stained it, what would you do ?

Someone might say I'd first try to get rid of the stain with cold water and soap. Then, if that did not work, I could use a gentle chemical cleaner . If you did that , you might not get rid of the stain completely the first time. However, you wouldn't damage the material, and so you could try again if necessary .

Other people might say, I would look for the most powerful chemical cleaner in the house and attack the stain with that. If you did that , this would probably get rid of it , but you would also probably damage the material .

1. Answer the following questions: (2 marks)

a- What would you use to remove the stain first? Why ?

.....

b- Why shouldn't we use strong chemical cleaners?

.....

2. Decide whether the following sentences are True (✓) or False (✗): (2 marks)

a- Stains make our clothes look better . ()

b- Using strong chemical cleaners would take more time than water and soap . ()

3. Find from the text : (4 marks)

a. The synonym of : 1. " remove " 2. " cloth "

b. The opposite of : 1. "powerless" 2. " hot "

3. " repair "

4. Say what do the underlined words mean or refer to: (2 marks)

a. Line (1) : (his) refers toc.Line (4) : (that) refers to.....

b. Lines (2) : (it) refers tod. Line (7): (it) refers to.....

part 2:

B- Vocabulary

(8 marks)

1- Complete the following sentences with the correct word form :

(4 marks)

- a. People everywhere needs food, clean water and help . (medicine)

 - b. We have many for our next project . (choose)
 - c. My brother all kinds of clocks . (collection)
 - d. Bad can affect our health badly . (feel)
-

2- Choose the suitable option to complete the following sentences :

(4 marks)

- a. We have a (duty - close - chance - victim) towards our grandparents .
- b. I don't think that Deema is your (right - wrong - enemy - safe). She is your friend .
- c. That man looks (up - like - at - after) my old friend. His name was Tim Hall .
- d. The price of bread has gone up a lot, and the price of vegetables has (found - discovered - risen - quantity) too .

Part 3

Language

(8 marks)

A. Use the correct form of the verbs in brackets :

(3 marks)

- 1. If Ahmad can't get to sleep, he usually (read) a story .
 - 2. If I have a good job, I the poor . (help)
 - 3. Eman would (visit) China if she..... (become) a famous film star .
-

B. Rewrite the following sentences . Use the given words :

(5 marks)

- Lana and Waleed were the ones. They live in London . (who)
-

- 2. The market was one of the places . They visited it in Jerusalem . (which)
-

3. Ehab got some flowers for his aunt and uncle . (Use them)

.....

4. The waiter is taking the meals to the dining room . (The meals..)

.....

5. The workers were cleaning the bottom of the boat. (The bottom of the boat)

.....

Part 4: **Speaking** (6 marks)

B- Complete the following conversations . Use the expressions from the box : (3 marks)

if you like Come on If you like You're joking

if you like Come on If you like You're joking

1. A: Are you serious ? Climb that mountain in two hours ?

B: No, I am not ! Let's go !

2. A: I'm getting hungry

B: , we can stop and get something to eat .

Part5 **Writing** (8 marks)

Write a paragraph to the newspaper against the new man-made lake which is now being constructed .

Use the following ideas :

* lots of jobs (destroy) * a beautiful little town (also lose) * lots of good farmlands (flood)

* eight thousand people (throw) out of their homes * two thousand new homes (need) for these people , but they (not build)

* Use connectors like (first of all , secondly , thirdly , ...etc)

Start like this :

As everyone knows, a man-made lake is now being constructed in our area. There are clearly problems and also advantages with this project . However, I feel the problems are greater than the advantages . First of all ,

Good Luck

1 Listen and repeat.



aim	comment	create	fence	lovely
middle	notice	rubbish	tonight	waste

Word formation

break (v)	broken (adj)
meet (v)	meeting (n)
pass (v)	past (prep)

2 Read and answer the questions.



- 1 What did the girls go past on their way to school?
- 2 What did the notice invite them to do?
- 3 Who went to the meeting, and what did they decide to do?

3 Listen and read. Find the words from activity 1.



One day, Lana and Lisa commented on a piece of waste ground that they always went past on their way to school.

Lana Look at all the rubbish and broken glass. It isn't very nice, is it?

Lisa No, it's horrible! They should do something about it, shouldn't they?

Lana Maybe someone *is* doing something. Look at this notice on the fence.

Lisa That's happening tonight, isn't it? I'd like to go. What about you?

Lana Yes, but we can't go alone, can we? I'll ask Dad to go, too.

Mr Qadiri was free that evening, so he went to the meeting with the girls.

Speaker We're aiming to build a garden for everyone. For example, we want to make part of it a safe play area for children.

Lana You can imagine the trees and flowers, can't you?

Lisa Yes, it'll look lovely right here in the middle of town, won't it?

Mr Qadiri Yes, it will. It's a good project.

Speaker Spring is coming, so we're starting this Sunday. Who'd like to join us?

Lisa But we can't start yet, can we? It's still early March, so it's too cold.

Mr Qadiri Oh, but we certainly *can* start. March is a busy time in the garden.

Lana Come on, Lisa. We can try it, can't we? Let's have a go. Let's say yes.

1 Read. Add new words from period 1. Make any changes needed.

- 1 **A** We need to build a _____ round the garden.
B Yes, but how high should it be? About 1.5 metres?
- 2 **A** I think this room will look _____ if we paint these dark walls white.
B I agree. That'll _____ a much nicer room. It'll look larger, too.
- 3 **A** Do you want me to put up this _____ on the wall in the school hall?
B But most people will just walk _____ it and not see it.
A Well, let's put it up in the _____ of the hall. Then everyone will see it!

2 Read again and answer the questions.

- 1 What was the problem with the piece of waste ground?
- 2 What was the name of the notice writer's organization?
- 3 What date was it when Lana and Lisa saw the notice?
- 4 Why didn't Lisa want to do this at first?

1 Read the examples.

- | | |
|---|---------------------------|
| 1 That's happening tonight, isn't it ? | Yes, it is . |
| 2 It isn't very nice, is it ? | No, it isn't . |
| 3 It'll look lovely, won't it ? | Yes, it will . |
| 4 We can try it, can't we ? | Yes, we can . |
| 5 We can't go alone, can we ? | No, we can't . |
| 6 They should do something about it, shouldn't they ? | Yes, they should . |

3 Complete the questions with tags. Then match answers a–e to 1–3.

- | | |
|--|----------------------------|
| 1 The garden project must start soon, _____? | a No, we shouldn't. |
| 2 You're right, we shouldn't waste any time, _____? | c Yes, it must. |
| 3 If we don't begin, we won't finish in time, _____? | e No, we can't. |

1 Listen and repeat.



ashamed (of) carpenter clean up committee energy
 gardener look forward to repair request (v/n) secretary

Word formation

comment (v) comment (n)
 discuss (v) discussion (n)
 leader (n) lead (v)

2 Listen. Add new words from activity 1. Make any changes needed.



- 1 **A** This is *Music all the Way* on Radio London, the programme that plays all your _____.
B Yes, we're _____ hearing from you. Just call us or text us.
- 2 **A** We need to call a meeting and have a good, long _____ with everyone.
B Yes, and you're the head of the Committee, so you should start the meeting and _____ the conversation.
- 3 **A** As Lana's class teacher, do you have any _____ to make about her work?
B Yes, she's got a lot of _____, and she works very hard.

1 Match opposites a–e to 1–5.

1 __ badly 2 __ busy 3 __ eastern
4 __ finish 5 __ proud of

a ashamed of b free c start
d well e western

2 Add pairs of opposites from activity 1. Make any changes needed.

- 1 **A** If you're _____ this evening, let's meet.
B Sorry, but I'll be _____. I have to prepare for a test.
- 2 **A** Nisma _____ training after school every afternoon.
B Yes, and I've heard that she doesn't _____ until 6:00 in the evening!
- 3 **A** Rami used to be _____ himself because he wasn't fit enough to play sport.
B But now he plays football for the school, so he's very _____ himself.

3 Add the words to the correct groups.

a cake some homework
a mess a phone call a project
a request ~~some shopping~~
some work

Expressions with <i>do</i>	Expressions with <i>make</i>
do some shopping	make a cake

4 Use expressions from activity 3 to complete the sentences. Make any changes needed.

- 1 My baby brother's _____ with his food again. It's everywhere!
- 2 We're all hungry, Dad, so can I _____? Can we eat now?
- 3 After dinner, I usually get out my books and _____.
- 4 I won't be free until this evening. I have to _____ first.

4 Read the examples.

- | | |
|---|-----------------------|
| 1 We need a gardener, don't we? | Yes, we do. |
| 2 We don't have people with the right skills, do we? | No, we don't. |
| 3 We had an excellent discussion, didn't we? | Yes, we did. |
| 4 We didn't talk about this last night, did we? | No, we didn't. |
| 5 Jack Hill wants to make a request on local radio, doesn't he? | Yes, he does. |

5 Complete the questions with tags. Then match answers a–f to 1–3.

- | | |
|---|--------------------------|
| 1 They don't usually watch TV, _____? | b Yes, they did. |
| 2 We didn't need to buy any fruit, _____? | d No, they don't. |
| 3 Khaled loves all kinds of sport, _____? | f Yes, you do. |

Unit 10

Aim : - To use the question tag in negative and positive sentences correctly .

I. Add a question tag :

- 1) We have seen an elephant , ?
- 2) Mu sister doesn't like apples ,?
- 3) They need a car , ?
- 4) The weather wasn't bad , ?
- 5) Maha sent the letters ,?
- 6) The boy buys a new hat , ?

II. Answer these questions :

- 1) She cut her finger last night , didn't she ?
.....
- 2) Sami doesn't paint a picture, does she ?
.....
- 3) Lana won't go to America, will she ?
.....
- 4) They have seen a dinasour, haven't they ?
.....



Thanks

1 Read and repeat.



be down cheer up cheerful depressed do well / badly
how come mood no one result suddenly

2 Read. Add new words from period 1. Make any changes needed.

- 1 **A** Your team _____ in the competition last year, didn't they?
B Yes, we lost every game. But this year, we _____.
We're winning every game!
- 2 **A** You looked really _____ yesterday.
B Yes, I _____ because the doctor sent Grandma to hospital. I was worried.
A Well, it's good to see that you've _____ a lot today. You look much happier. But why?
B Because they've done some medical tests on her now, and the _____ are very good. Now they're _____ saying that she can come home again!

3 Read and repeat.



attention definite(ly) dramatic explode
ignore negative positive scream selfish
Madrid Manama Melbourne

Word formation

upset (adj) upset (v)

4 Listen. Add new words from activity 1. Make any changes needed.



- 1 **A** Fuad talks a lot because he likes to be the centre of _____.
B And he really only thinks about himself. He's very _____.
- 2 **A** Are you _____ going to your cousin's party?
B Yes, I'm sure now. It'll _____ her if I don't, so I really have to.

5 Read the examples.

- 1 **A** I **enjoyed** working.
B I **did, too**.
- 2 **A** I **love** spring.
B **So do I**.
- 3 **A** I **am** really happy.
B **So am I**.
- 2 **A** I **didn't do** very well.
B I **didn't, either**.
- 4 **A** I **don't like** it.
B **Neither do I**.
- 6 **A** I **cannot** wait for sunny days again.
B **Neither can I**.

1 Work in pairs. Agree with each other. Use *too* or *either*.

Positive	Negative
love spring	don't like winter
am good at dancing	am not very good at singing

Student A *I love spring.*

Student B *I do, too. But I don't like ...*

2 Choose from the prepositions in brackets.

- We have to wait here _____ (by / for / from) the bus.
- I'm not very happy _____ (about / by / in) the plans for the new building.
- Where will we be _____ (at / in / on) six months from now?

3 Match pairs of opposites. Then complete the statements with the pairs.

- It's hard work to be good _____. But people do it because they love their _____ so much.
- I'm worried about Alan and Jill. They seem to _____ their older child now. They seem to give all their _____ to the new baby instead.

4 Read the examples.

- You're part of the problem **because** it's very negative to hide in your room.
- I really understand your feelings **since** I've got six!
- Please don't explode **as** that would just upset everyone.
- As** you're the oldest, your parents probably think you can look after yourself.
- They just ignore me.** I'm feeling very down **because of that**.
- You'll do a lot together. Because of that,** they'll definitely stop ignoring you!
- I love them, **so** I don't say anything.
- I don't say anything **because / as / since** I love them.

Look at the examples again. Add the correct words to complete the statements.

- We often use connectors _____ or _____ instead of *because* to introduce the cause of something.
- The cause may come in the sentence before. We can refer back to it with the phrase _____.
- The connector _____ is the opposite of *because / since / as*. It introduces the result, not the _____.

1 Write an email. Read the situation and do the tasks.

Situation: Ed Hill is very close to his older brother Tim. But Tim soon has to leave home and Ed is worried. He is writing to *Help, World!* for advice.

Complete the top of the email with these details.



Letter for the **Help, World!** page (the time now)
Your World Magazine Ed Hill (today's date)

NEW EMAIL
SEND ↗

From:

To:

Subject:

Date:

Time:

Name :

Worksheet

Grade : 9th

Unit 11

Aim : - to use too, either, so and neither for agreement .

I. Agree with the following . Use the words in brackets :

1) I love travelling . (so)

.....

2) I went to Amman last year . (too)

.....

3) I have played football . (too)

.....

4) I don't like sugar . (either)

.....

5) I won't go camping . (neither)

.....

6) I would like to be a policeman . (so)

.....

7) I am sleeping . (too)

.....

8) I didn't enjoy the film . (neither)

.....

9) I haven't cleaned the bedrooms . (either)

.....



Thanks

1 Listen and repeat.



able to	am / pm	around	favour
just	patient	successful	

Word formation

lucky (adj) luckily (adv)
possible (adj) possibly (adv)
urgent (adj) urgently (adv)

2 Listen and answer the questions.



- 1 Why did Mrs Masri go to hospital?
- 2 What is suddenly happening today?
- 3 What are the two problems?

3 Listen and read. Find the words from activity 1.



Sameera's mother had been sick for several weeks when she finally went to hospital for a big stomach operation. Luckily, it was successful, and she was soon able to get up and walk around. Then one day Sameera called Hadeel from the hospital.

Sameera The doctor's saying that my mum can go home. And they're asking when I can take her.

Hadeel That's just fantastic!

Sameera But it's just so sudden! And they're asking how soon they can have my mum's bed. They're saying they need it urgently for another patient by 2:00 pm, and it's 11:00 am now. They're asking me to take my mum as soon as possible.

Hadeel What's the problem?

Sameera I haven't brought her any clothes! Can I ask a favour?

Hadeel Of course.

Sameera Could you get my mum's clothes? They're on her bed.

Hadeel But I was planning to fetch the children from summer camp for you.

Sameera Could Nidal and Rami do that? And please, could they not be late?

The boys were out, so Hadeel called Nidal.

Hadeel Sameera's mum is coming home today, but she needs my help, and she needs yours, too. She wants me to get her mum's clothes.

Nidal Fine, what does she need us to do?

Hadeel She wants you to fetch the children from summer camp. And she's asking you not to be late.

Nidal We'll go straight there.

An hour later, Hadeel reached the hospital with Mrs Masri's things.

Mrs Masri Hello, Hadeel! It's lovely to see you.

Hadeel And it's lovely that you can go home now.

1 Read. Add new words from period 1. Make any changes needed.

- 1 **A** When are you going to get up? It's nearly midday!
B But I'm still so tired! I wasn't _____ sleep until 5:00 this morning.
- 2 **A** When will the doctor be back? I need to see her, and it's very _____.
B She'll be here soon. She's seeing some other _____ right now.
- 3 **A** I saw that your brother was trying to mend his car. Was he _____?
B Yes. _____, he was able to change the part that was broken.

2 Read again and answer the questions.

- 1 What kind of operation did Mrs Masri have?
- 2 What did Sameera want Hadeel to do?
- 3 When did Hadeel get to the hospital?

1 Read the examples.

- | | |
|--|---|
| 1 Your mother can go. | 2 He's saying that my mum can go. |
| 3 We need it urgently. | 4 They're saying they need it urgently. |
| 5 Could you get my mum's clothes? | 6 She wants me to get her mum's clothes. |
| 7 Please could they not be late? | 8 She is asking you not to be late. |

2 Put these requests into reported speech.

- 1 'Could you take your mother as soon as possible?' they are asking.
- 2 'Could Nidal and Rami fetch the children?' she is asking.

Look at page 64 to check your work.

3 Report the doctor's requests.

The doctor is talking to Mrs Masri. Sameera is reporting to her father.

- 1 Don't try to do too much at first. (ask ... to)
He's asking her not to ...
- 2 Don't start doing housework yet. (tell ... to)
- 3 Get lots of rest and sleep. (would like ... to)
- 4 Call your local doctor if anything seems wrong. (ask)

1 Listen and repeat. 

artificial athlete be born experience explain
 manage (to) nervous ordinary realize rely on

Word formation
 amazing (adj) amazed (adj)
 disabled (adj) disability (n)
 with (prep) without (prep)

2 Listen. Add new words from activity 1. Make any changes needed. 

- 1 **A** Who can we _____ to help us?
B No one. We'll have to do the job _____ any help from anyone.
- 2 **A** Have you had any _____ of sailing before?
B Yes, but only in an _____ little boat – not a huge racing boat like this!
- 3 **A** Is that an _____ hand that Ali is wearing?
B Yes, Ali _____ with no left hand. He's had that _____ all his life.
A But he _____ live quite a normal life. I'm _____!

beautiful brave early easy fast final gentle happy
 healthy late normal sensible simple strange strong

Adjective	Adverb	Adjective	Adverb
nervous	nervously	lucky	luckily

Adjective	Adverb	Adjective	Adverb	Adjective	Adverb
successful	successfully	possible	possibly	hard	hard

3 Add pairs of adjectives and adverbs from activity 1.

- 1 **A** _____, I was able to jump from rock to rock across the river.
B You were very _____ that you didn't fall into the water!
- 2 **A** How _____ can you go in this car?
B Very! It's a very, very _____ car!

1 Read the examples.

- | | |
|--|--|
| 1 What has it done to help you? | 2 I ask what it has done to help them. |
| 3 How do you feel? | 4 I want to find out how they feel . |
| 5 Were you nervous before that? | 6 I ask if she was nervous before that. |
| 7 Do you get worried? | 8 I ask whether they get worried. |

2 Put these Wh questions into reported speech.

Look at page 64 to check your work. Now change these in the same way.

- 1 'How do you feel now?' I ask Mrs Masri.
- 2 'When did you have your terrible accident?' I ask Osama Yousifi.

3 Report Dr Jabir's questions.

Dr Jabir has called Jenan to say that he has found some patients for her. Now he is asking about her and her grandparents. Jenan is reporting to them.

- 1 Are you planning to stay in Palestine all summer? (if)
- 2 Have they ever visited you and your family in London? (whether)



Unit 12

Aim: To use direct reported speech- statements, requests, and questions.

I. Report the following :

1. " Are you going to write about dinosaurs? "

She wants to know

2. "How soon can you send us your report ?"

They ask

3. "Where is your father going to stay in Jordan ? "

He wonders

4. "Could you open the window , please ?"

she asks me

5. "Does your grandmother still make her wonderful maftool ? "

He asks whether

6. "We are going to go shopping next week ."

They say

7. "My father wants to change some money ."

Maher says

Thanks



Sample Test

Total Mark (40)

Part 1

A- Reading

(10 marks)

Read the following text and do the tasks below :

Jinan Rashidi is visiting a large Palestinian hospital to ask patients how their time there has helped them. And she wants to find out how they feel about their experiences and about changes in their lives .

First she talks to Mrs Amal Masri who's leaving after a successful stomach operation. Mrs. Masri was nervous before she had it, but she trusts her doctors and relies on God. She feels she must use her new life well.

Next, she meets Samar and Anas Rammal. Samar's just become a mother - with twins who were safely born . The Rammals are very pleased to have two, beautiful, healthy babies and they're not worried about the hard work ahead .

Finally, she sees young Osama Yousifi. He lost his lower legs in an accident, but he was given new artificial legs. With these, he'll be faster than most other athletes. He's happy that he can live a normal life again !

1. Answer the following questions: (3 marks)

a- Where's Jinan Rashidi today ?

b- Why is she there ?.....

2. Decide whether the following sentences are True (✓) or False (✗): (2 marks)

a- Mrs Masri was nervous before the operation. ()

b- The twins are the Rammal's first babies . ()

c- Osama was born without lower legs. ()

d- Osama is still able to do sports. ()

3. Find the patient who : (2 marks)

a. Has had twins :

b. Has received new artificial legs :

4. Find from the text : (2 marks)

a. A word that means : 1. " very worried " 2. " not natural "

b. The opposite of : 1. "failure " 2. " sick "

5. Say what do the underlined words refer to: (1 mark)

a. Line(1): (there) refers toc. Line (4) : (it) refers to

b. Line (3) : (she) refer tod. Line (9) : (He) refers to

Part 2:

B- Vocabulary

(8 marks)

1- Complete the following sentences with the correct word form (adjective or adverb):

- a. The whole room is nice and now . (tidy) (4 marks)
 - b. We reached the west coast in September . (final)
 - c. This job is really work ! (hard)
 - d. The rain was terrible, and the wind screamed all night long . (horrible)
-

2- Complete the following sentences . Use make / do . Make any changes needed : (4 marks)

- a. In geography, we're going to a project on the weather .
- b. My baby brother's a mess with his food .
- c. My mother went to the supermarket and she some shopping .
- d. Rania's birthday is tomorrow, so I am going to a cake for her .

Part 3:

Language

(8 marks)

A. Add a question tag :

(3 marks)

- 1. Mrs Qadiri was trying to buy some tuna at the fish market ,?
- 2. Most countries stopped catching whales in 1985, ?
- 3. Fishing can't stop, ?

B. Choose the correct answer:

(2 marks)

- 1. I'd like to go to the zoo .
 - a. I would too
 - b. I would, too
 - c. I would, either
 - d. I had, too
 - 2. I've always loved the monkeys.
 - a. so has I
 - b. so have I
 - c. so I have
 - d. Neither have I
 - 3. Sameera is looking after her family her parents are ill .
 - a. because of that
 - b. so
 - c. because
 - d. too
 - 4. Jamie collapsed, Waleed called the teacher .
 - a. so
 - b. as
 - c. since
 - d. because
-

C. Report the following :

(3 marks)

- 1. " I think our readers will be very interested in it. "
She thinks that

2. "Have you planned your next piece yet ?"

She wants to know

3. "Could you send us photos of the patients, please? "

They ask me

Part 4: **Speaking** (6 marks)

- Complete the following conversations . Use the expressions from the box : (3 marks)

That's fantastic Who'd like to It's horrible! Let's say yes

That's fantastic Who'd like to It's horrible! Let's say yes

1. A: go sailing with me ?

B: It looks fun .

2. A: The doctor's saying that my mum can go home today.

B: !

Part 5 : **Writing** (8 marks)

Write a letter to your friend. Tell him / her about your garden project.

Your address : Qalqilia - Nablus Street - Palestine

Use the following notes : - clean up the site - repair the old fence - plant the trees and flowers
- construct the play area

Good Luck