



English Language Booklet

Ninth Grade

Second Semester



(Recovery Stage)

Stage 2



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Introduction

This booklet is provided by the Ministry of Education (MOE) to the students of the Ninth grade with an essential summary of English language textbook (Action Pack 9) for the second semester. This summary is designed to reinforce self-learning and to compensate what students in Jordan schools missed for varied reasons.

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

Content

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Module 4

A short history of written communication

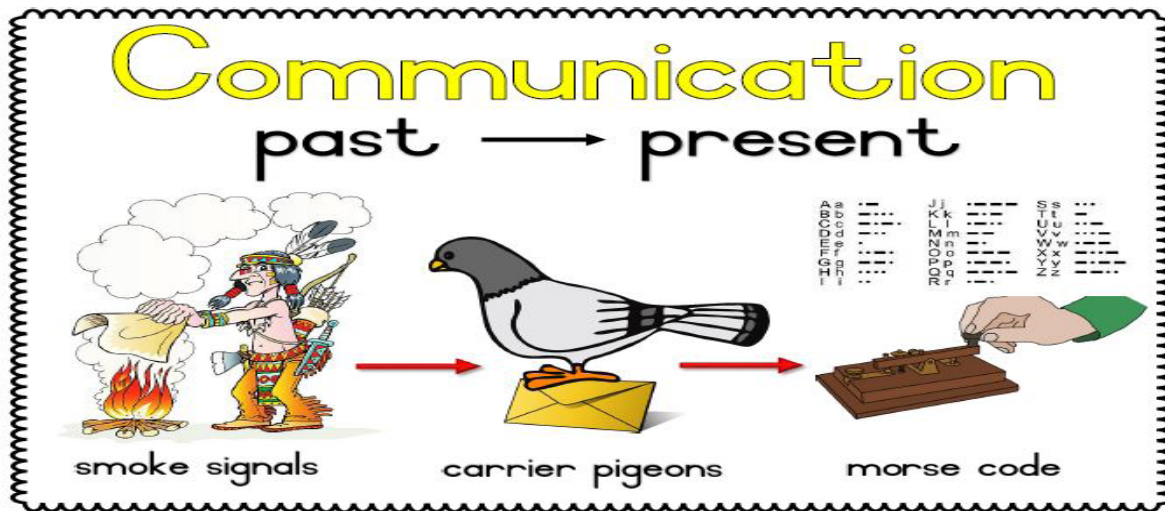
Lesson : 1

Activity title : *Reading a text about the history of written communication.*

1. Words and Meanings :

Clay	a soft ,sticky type of earth that is used for making pottery, brick, etc
Portable	light and small to be easily carried
To collapse	to fail suddenly and completely
Papyrus	a kind of paper used in ancient Egypt
Messenger	a person who carries letters or information from one place to another
Reign	to rule

2. Look at the picture then answer the question that follows :



Mention two ways of communication that were used in the past ?

1.

2.

Exercise 1 :

Read the article to answer the following question :

_ What are the main stages of writing ?.....

When people talk about the most important developments of civilization, they usually mention writing. Writing makes it possible for people to send messages over long distances and across time. Thousands of years pass , and writing moves from drawings to hieroglyphics and then alphabets. As written language develops , people realize they can communicate with other people further away to send letters. But if you want to send a letter , you should use a postal service. The earliest example of a postal service was found in ancient Egypt _ a clay letter nearly 4,000 years old. The first government postal service began in China about 3,000 years ago, but people still needed something suitable to write on . Then 2,500 years ago , The Egyptians discovered a light , **portable** writing material: papyrus. Soon afterwards , messengers on foot or horseback carried messages in Egypt and China .During the **reign** of Augustus Caesar (27 BC _ 14 CE), the Romans organized Europe's first postal service , but after the Roman Empire collapsed , the service stopped. In the last Middle Ages , private postal systems carried personal and business mail. People still send letters today , but if they want others to get their news right away , they send an email .

Exercise 2:

_ Scan the text then answer the questions :

- 1.In which country did the first postal service begin?.....
- 2.What was the earliest example of a postal service ?How old is it ?.....
- 3.What did the Egyptians discover 2500 years ago ?.....
4. Find a word in the text which means “ to fail suddenly and completely”(.....)
- 5.What do the words in **bold** mean ?1. 2.
- 6.What does the underlined pronoun they refer to ?(.....)

Exercise 3:

_ Write a short summary using your own words about the history of communication.

.....

.....

.....

.....

.....

.....

Guessing the meaning of words within a context




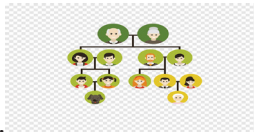


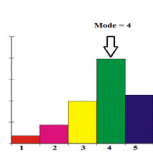
Lesson : 2

Learn these words then do the activities that follow :

Primitive , efficient , Sumerian , ancestor , communicate ,hieroglyphics , mode

Exercise 1 :

Match each word with its correct definition and picture.

Definition	Word	Picture
1 .a manner of acting or doing method ; way	1.Sumerian	a. 
2 .being the first or earliest of the kind or in existence , especially in an early age of the world	2.primitive	b. 
3. share or exchange information , news , or ideas	3.efficient	c. 
4. relating to Sumer , its ancient language , or the element it contributed to Babylonian civilization	4.mode	d. 
5. achieving maximum productivity with minimum wasted effort or expense	5.communicate	e. 
6. a person ,typically one more remote than grandparent, from whom one is descended	6.hieroglyphics	f. 
7. writing consisting of hieroglyphs	7.ancestor	g. 

Exercise 2 :

Complete the following sentences with the suitable word from the box.

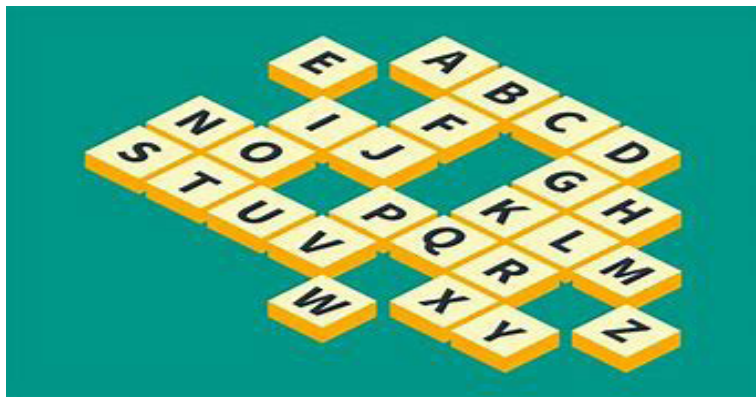
communicate _ ancestors _ hieroglyphics _ Sumerian _ efficient

1. The company needs someoneto organize the work and make it run smoothly .
2. Archaeology can tell us a lot about how ourlived .
3.is a system of writing that uses pictures instead of words, especially in ancient Egypt .
4. People using mobile phones .
5. In ancient time ,used to write on soft clay .

Exercise 3 :

letter scramble game

_ Put the following letters in their correct order to have a meaningful word .



1. ievimtrp

2. Hrigoeypihlsc

3. seatornc

(.....)

(.....)

(.....)

Possible condition and probable result in the future.

Lesson : 3

First Conditional

Type 1 Possible actions in the future	Present simple (s. + V1)	Future (will + base form)
---	-----------------------------	------------------------------

The function:

If Clauses - type 1 is used to express a possibility in the future (It is not certain that it will happen, but it is possible). We use it to talk about real and possible situations in the future.

Form:

Affirmative:

If + Simple Present , will+ base form verb

Example: If I **find** her address, I **will send** her an invitation.

The main clause can also be at the beginning of the sentence. In this case, don't use a comma.

Example: I **will send** her an invitation if I **find** her address.

Negative:

1) **If + he , she , it + (doesn't) + base form , (will+ base form verb)**
(won't + base form)

2) **If + they , we , you , I + (don't) + base form , (will+ base form verb)**
(won't + base form)

Examples : If my friend **doesn't come** to pick me up , I **will need** the car.

If you **don't hurry**, you'll **miss** the bus.

If we **don't save** money this year , we **won't be** able to buy a new car.

Exercise 1: *What will happen if?*

Answer the following questions using first conditional .

1. What will happen if you miss your school bus in the morning ?

.....

2. What will happen if you eat too much sweets ?

.....

Exercise 2: *Look at the pictures and write sentences using first conditional.*



1. I must exercise regularly to keep fit .

If
.....



2. I want to take the bus to arrive early .

If
.....



I have to work hard in order to succeed .

If
.....



Sami eats too much sweets and he feels sick .

If
.....

Module Five

Money doesn't bring happiness

Lesson : 1

A miser's final wish



Before you start : Learn the following words

Words and Meaning :

Word	Meaning
Bank account	An arrangement made with a bank whereby one may deposit and withdraw money in some cases be paid interest .
Bank note	A piece of paper money , constituting a central bank's promissory note to pay a stated sum to the bearer on demand .
Ceremony	A formal religious or public occasion , especially one celebrating a particular event , achievement , or anniversary .
Cheque	An order to a bank to pay a stated sum from the drawer's account , written on a specially printed form .
Coffin	A long narrow box , typically of wood , in which a dead body is buried or cremated .
Miser	A person who hoards wealth and spends as little money as possible .
Penny	A British bronze coin and monetary unit equal to one hundredth of a pound .
To lead (a life)	Typified by some quality , condition , or style .



Think and answer



“Imagine that you received a pocket of money from your parents”

1. Do you prefer to spend your money or save it ?

.....

2. How would you spend it ?

.....

Exercise 1:

Skim this story *A miser's final wish* to answer this question :

What did Mrs. Lin do with her husband's money?

.....

Mr. Lin was a really hard –working man. Every day, he worked for ten or twelve hours and he slept for just a few. Mr. Lin had only one purpose in mind: to make a lot of money, and spend as little of it as possible. He was a miser.

As he did not trust in banks, Mr. Lin kept all of the bank notes that he saved inside shoe boxes. Every night, before going to sleep, Mr. Lin sat and looked at his money. One night, he called his wife and said: “When I die, I want you to take all of my money and place it inside my coffin. I want to take all of my money with me, even the few pennies I have saved”.

Mrs. Lin, who was a very good wife and loved him in spite of the miserly life he was leading, said :

“I promise you that when you die I will put all of the money in the coffin with you” .

One day Mr. Lin died . Mrs. Lin was sitting next to her closest friend during the ceremony. When the ceremony finished and before the coffin was closed, Mrs. Lin said: “ Wait just a minute!” She had a large shoe box with her . She stood up, went to the coffin, and placed the shoe box inside it. Then , the coffin was closed and buried .Her friend said: “I hope you weren't crazy enough to put all that money in the coffin!” I am a good wife”, said Mrs. Lin, “I promised him that I was going to put his money in that coffin with him, and I did it”. “ you mean to tell me you put every penny of his money in the coffin with him ?” “Of course”, said the wife. “I got it all together, put it into my bank account and then wrote him a cheque”.

Exercise 2:

Scan the story to answer the following questions.

1. Why did Mr. Lin keep all the banknotes inside shoeboxes ?

.....

2. What did Mr. Lin ask his wife to do after his death ?

.....

3. Where did Mrs. Lin place the shoebox ?

.....

4. Find a word from the text that means : “**a large narrow box , typically of wood , in which a dead body is buried or cremated**” . (.....)

5) What does the underlined pronoun (he) refer to ?

Exercise 3:

Complete the following sentences using the suitable quantity words and expressions:

1) Asma wanted to have money .

A. a lot of B. few C. a few

2) I want to spendmoney as possible to help the poor.

A. as much B. as little C. a little

3) My mother keeps pennies inside her pocket .

A. a few B. a little C .many

4) She neededsugar in her coffee to be healthy .

A. a lot of B. a few C. a little

Using expressions of agreement and disagreement

Lesson :2

Exercise 1: Look at these pictures about possessions then answer the question.

Write a short description about possessions that you don't need any more and explain the best ways to use them in order to help the poor.(Use these linking words : so, and, but, although)



.....

.....

.....

.....

A model example :



Last week , I decided to donate some of my possessions that I no more needed to a charity organization . **Although** I don't use most of them now , I never thought of giving them away . Two of the unwanted items that I owned were my trainers and my favourite yellow T-Shirt . I loved them when I was younger **but** I can't wear them anymore now . I thought someone else could find them more useful to own . They were quite expensive, **and** I'm sure there are lots of children who can't afford to buy new ones , **so** I would like to give away my old ones.

Expressions of agreement and disagreement :

Agreement	Disagreement
<i>You've got a point there!</i>	<i>OK, but</i>
<i>Absolutely !</i>	<i>I suppose.... but</i>
<i>That's true !</i>	<i>I'm afraid I disagree</i>
<i>You're right !</i>	<i>I don't think so</i>

Exercise 2:

According to the previous table , complete this dialogue with the suitable expression of agreement and disagreement.

Samar : What do you think about starting a charitable campaign at our school , Miss Rima ?

Miss Rima : What is the idea of this charitable campaign ?

Samar : It's about asking students to bring their old DVDs and books that they no longer want in order to give them to old people's home , Do you like the idea ?

Miss Rima : I will ask the headmaster first to tell her about the campaign .

Samar : We must take her permission first .

Module Six

They have made important discoveries

Lesson : 1

Exercise 1: Look at this map then answer the following questions.

When did Scott and his crew reach the South Pole ?

.....

Mention the places that Scott went through in his journey?

.....



Exercise 2:

Scan the following article about Scott's race to the pole then answer the questions.

When they reached the South Pole on 17 January , 1912 , they found a small tent with a Norwegian flag . The Norwegian explorer Roald Amundsen reached the pole a month before Scott. Like all people who have been beaten, the men were extremely disappointed when they started their return journey. They struggled through blizzards. Evans died in February and then Oates, who had severe frostbite, walked out into the freezing conditions on his thirty-second birthday. He didn't return. The remaining three men finally died of starvation and exposure on 29 March, 1912. Tragically, they were only twenty kilometers from a food supply. Eight months later, a search party found their tent and their diaries. Their notebooks, letters and diaries described the tragic events. Since then, Scott's bravery has been greatly admired by the British people ,and he became a national hero.

1) What did Scott's and his crew find when they reached the South Pole ?

.....

2) When did the remaining three men die? and how?

.....

3) How did people know about the tragic events of Scott's journey?

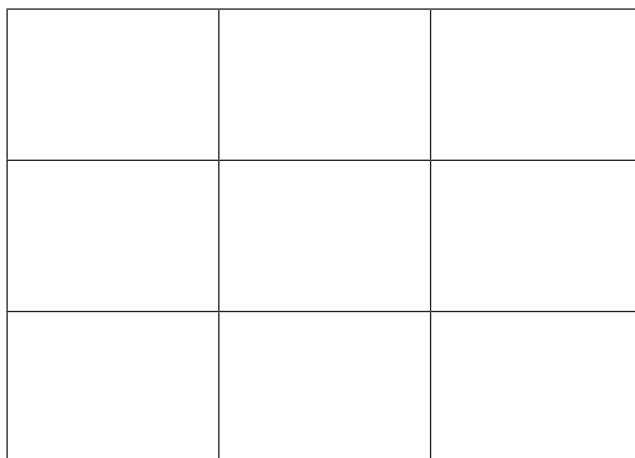
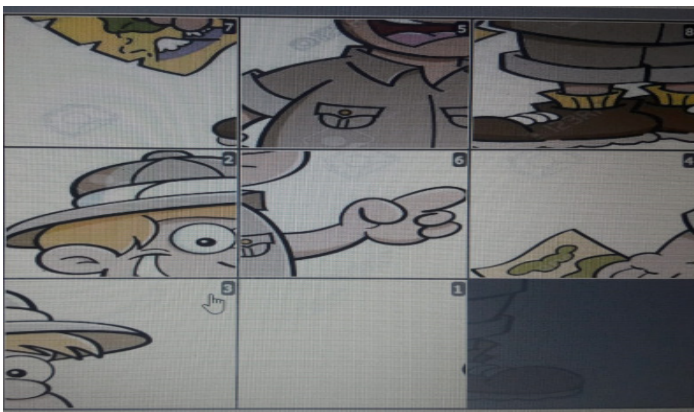
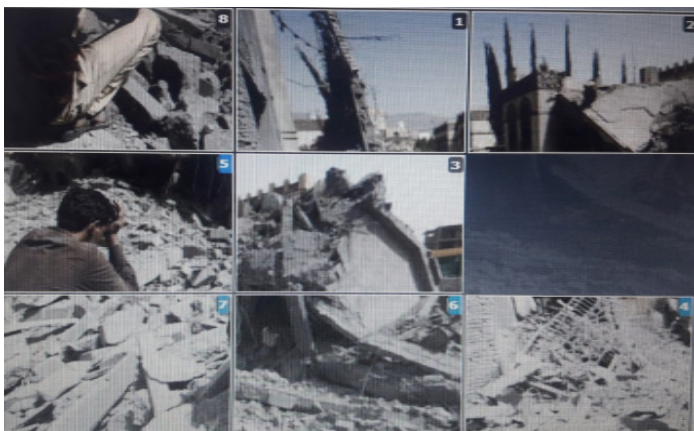
.....

4) Find a word in the text that means (*a person who is among the first to research and develop a new area of knowledge or activity*).....

5) What does the underlined pronoun he refer to ?.....

Exercise 3:

Do the following sliding game to have a completed picture



Using expressions for/ since with present perfect tense

Lesson :2

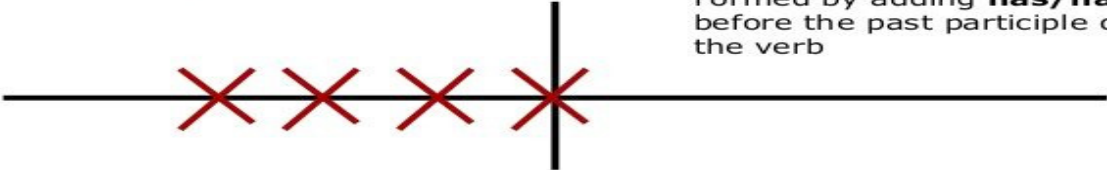
The present perfect simple

The function :

We use present perfect tense to talk about action which started in the past and continues up to the present .



The Present Perfect

The present perfect is used to talk about an event that began in the past and continues up to the present.



Formed by adding **has/have** before the past participle of the verb

He has lived in Rabat for two years.
(He began living in Rabat two years ago and he still lives there.)



1. We use **for** to talk about a period of time (a few days / half an hour / two weeks/three years.....)
2. We use **since** to talk about a point in past until now : (3 o'clock , July , Tuesday, I was a child , last holiday, yesterday , 2010.....)

Form :

1. he/she/it+(has/hasn't + p. p)..... **for / since + time**
they/we/you/I+(have/haven't +p. p).... **For / since + time**

- _ He has studied in America for three years .
- _ They have worked in this company since 2015 .
- _ She hasn't slept for two days .

Exercise 1:

Put the words between brackets in the correct order to have a meaningful sentence .

- 1.(lived , all , life . , She , has , her , England , in)
2. (have , three , already , They , written , letters).....
- 3.(graduated , here , I , have worked , from school ,I , since).....

Exercise 2:

Correct the verbs between brackets.

1. Amal (buy)..... a new car since last month .
2. They (not / plan) our journey yet.
3. Where (be / you).....?
4. Ali (write) five books .
5. She (not / see).....her friend for a long time.
6. Firas(finish) his project .

Exercise 3:

Fill in the blanks with (for) and (since) :

1. Nobody has visited us last Monday .
2. The weather has been rainy some days.
3. I have studied English..... four o'clock.
4. My family has lived in Jordaneight years.

Exercise 4:

Read the dialogue to substitute the wrong time expressions (since / for) in their correct place.

Ali: How long have you been here in Jordan ?

Firas : I have been here(1) since three days . I have seen many interesting things here .

Ali: How long have you decided to stay here ?

Firas : I've decided to stay here(2) since five weeks .

Ali: Have you visited historical places in Jordan ?

Firas : Yes, I have . I went to Petra . I haven't been there (3) for last summer .

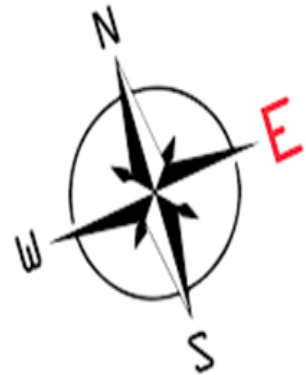
Ali : Have you enjoyed your time here ?

Firas :Yes , of course . I have done a lot of things (4) for I've got here .

They have made important dicoveries

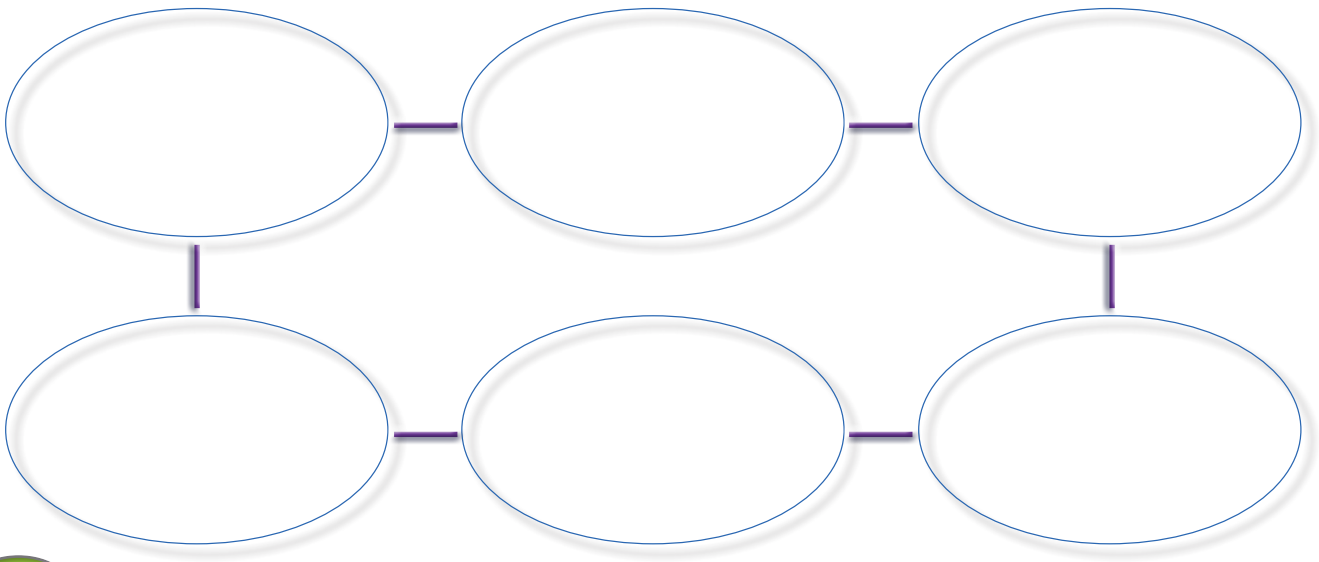
Lesson :3

Look at these pictures then answer the question that follows :



Exercise 1:

Write six words describing the previous pictures using this mind map :



Look at the following model example for a letter that refers to a person who describes his journey .

My dear mother,

I am sorry that I haven't written to you for many months .Our journey has been exciting and I have seen many new lands and met their people since we left Plymouth in August. As a result, for two weeks now we haven't seen land. We left the island of Tahiti several days ago.

One of the crew has been ill for three days now. I think he ate some strange vegetables when we were on one of the other islands. I have been well since we've been on the ship. Further more ,we are now sailing towards the east, exploring this huge sea. We hope we will find the new southern continent. What have they written in England about our voyage since our departure? What do they say about Captain Cook?

He is a brilliant navigator and scientist.

Best wishes

Tom

Body of a letter :

Greeting

Dear (First name),

1st paragraph

An introduction explaining why you haven't been in touch .

2nd paragraph

A further explanation of why you are writing : to tell about your achievement ;adding specific details and information

3rd paragraph

Thanking the reader

Closing

→ *Best regards , / Best wishes,*

Signature

→ *Signature*

Enrichment Activities: Write two paragraphs using the correct punctuation marks and linking words as the ones in the previous model example to describe your own journey and things you have discovered on it .

.....

.....

.....

.....

Answer Key

Module 4:

- Lesson 1 :** Ex. 1 1. cave writings 2. hieroglyphics 3. Alphabet
Ex. 2 1. Egypt 2. A clay letter . Nearly 4.000 years old .
3. A light portable writing material papyrus .
4. To collapse
5. **Portable** : able to be easily carried or moved . **reign** : to rule 6. People
Ex. 3 Ss' answer
- Lesson 2 :** Ex. 1 1. (1/4/ g) 2. (2/2/f) 3. (3/5/e) 4. (4/1/c) 5. ((5/3/b) 6.(6/7/d) 7. (7/ 6/a)
Ex. 2 1. Efficient 2. Ancestor 3. Hieroglyphics 4. Communicate 5. Sumerian
Ex. 3 1. primitive 2. Hieroglyphics 4. ancestor
- Lesson 3:** Ex.1 **Suggested answers** 1. (I will take a taxi) 2. I will get fat
Ex. 2 1. If I exercise regularly , I will keep fit .
2.If I take the bus , I will arrive early to work .
3. If I work hard , I will succeed ,
4. If Sami eats too much , he will feel sick .

Module 5:

- Lesson 1 :** Ex. 1 She put a cheque in her husband's coffin .
Ex. 2 1. Because he didn't trust in a bank . 2. To put all his money in the coffin with him .
3. In the coffin 4. Coffin 5. Mr. Lin
Ex. 3 1. A) a lot of 2. B) as much 3. A) a few 4. C) a little
- Lesson 2 :** Ex .1 Ss' answer
Ex.2 Ss' answer

Module 6:

- Lesson 1 :** Ex. 1 1. 7th January ,1912 2. England , Antarctica , South pole
Ex . 2 1. A small tent with a Norwegian flag 2. The remaining three men finally died of
starvation and exposure on 29th march,1912 3. From the crew's notebook ,
letters and diaries . 4. Pioneer 5. Scott
- Lesson 2 :** Ex.1 1. She has lived all her life in England
2. They have already written three letters .
3. I have worked here since I graduated from school .
Ex. 2 1. has bought 2. haven't planned 3. have you been
4. has written 5. hasn't seen 5. has finished
Ex. 3 1. since 2. for 3. since 4. for
Ex. 4 1. for 2. for 3. since 4. since
- Lesson 3:** Ex.1 1. The beginning of a journey 2. Places 3. Kinds of food
4. The time 5. People 6. The route of a journey

