State of Palestine
Ministry of Education

NEW EDITION

English for Palestine

PUPIL'S BOOK 9B

Blended learning Module 4

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U1 2
U2 8
U3 14

Blended Learning Module Four Outcomes

1. To learn the new word.
2. To use tag questions .
3. To use expressions of agreement.
4. To use direct reported speech with statements ,requests , wh -Qs ,and Yes/ no questions.
5. To write an email.

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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)

3 Listen 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?

4 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.

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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* We need to discuss things. Is everyone free for a _____ tomorrow night?
B No, I'm not, but I could meet all of you _____ if you like.

3 *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.

4 *A* We're at this meeting to discuss our plans for a community party, so please feel free to _____ on them. Mrs Carter, would you like to speak first?
B Thanks. Well, I think we should _____ to have the best party of the year!

5 *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!

6 *A* Don't walk over there. There's some _____ glass.
B Well, we can't leave dangerous _____ like that. We need to sweep it up.
A You're right. Let's put it safely in a box and then put that in a _____ bin.

3 Read again and answer the questions.

1 What was the problem with the piece of waste ground?
2 What made Lana think that someone was doing something about the mess?
3 What was the writer of the notice inviting people to do?
4 What was the name of the notice writer's organization?
5 Where and when was the meeting?
6 What date was it when Lana and Lisa saw the notice?
7 What did the girls and Lana's father want to do?
8 Why didn't Lisa want to do this at first?

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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**.

Look at the examples again. Tick (✓) the best way to complete the statements.

1 We use tag questions like these when we think we know the answer. We believe the other person will **a)** agree ☐ **b)** not agree ☐ with us.
2 When we think the answer is *yes*, we use an affirmative sentence and **a)** a positive ☐ **b)** a negative ☐ tag.
3 When we think the answer is *no*, we use a negative sentence and **a)** a positive ☐ **b)** a negative ☐ tag.
4 When the sentence uses *is, are, was, were*, we **a)** use ☐ **b)** do not use ☐ the same verb again in the tag.
5 When the sentence uses a modal verb like *can, could, will, would, should, must*, we **a)** use ☐ **b)** do not use ☐ the same verb again in the tag.

2 Complete the questions with tags. Then match answers a–g to 1–7.

1 The garden project must start soon, _____?
2 It's March, so we can't wait any longer, _____?
3 You're right, we shouldn't waste any time, _____?
4 The garden will be ready by June, _____?
5 If we don't begin, we won't finish in time, _____?
6 We can have a lot of fun with this project, _____?

a No, we shouldn't.
b Yes, it will.
c Yes, it must.
d No, we won't.
e No, we can't.
f Yes, we certainly can!

3 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)

4 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*** I hear you've just joined the Garden Project _____.
B Yes, I've agreed to become the _____ and take notes.
3 ***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.
4 ***A*** We'll need a _____ – someone who can work with wood.
B Yes, of course, and his first job will be helping to _____ the fence.
A Yes, and we'll need a _____ to choose the trees and other plants.
5 ***A*** I'm sorry my room is a mess. I feel quite _____ _____ it!
B Don't worry. I'll help you _____ _____ everything. It won't take long.
6 ***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.

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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*** Rama used to play the piano very _____. She was terrible!
  B Yes, but now she plays very _____. She's much, much better.
3 ***A*** Nisma _____ training after school every afternoon.
  B Yes, and I've heard that she doesn't _____ until 6:00 in the evening!
4 ***A*** Let's look at the _____ sky and you'll see the sun rise.
  B It's beautiful! And it's amazing that the _____ sky is still dark.
5 ***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 *do*	Expressions with *make*
do some shopping	make a cake

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

1 In geography, we're going to _____ on the weather.
2 My baby brother's _____ with his food again. It's everywhere!
3 I went to the supermarket yesterday, and I _____.
4 We're all hungry, Dad, so can I _____? Can we eat now?
5 After dinner, I usually get out my books and _____.
6 It's Rana's birthday tomorrow, so I'm going to _____ for her.
7 The cooker isn't working. I need to _____ and get some help.
8 I won't be free until this evening. I have to _____ first.

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1 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**.

Look at the examples again. Tick (✓) the best way to complete the statements.

1 Sentences in the present simple and past simple form tag questions with the auxiliary verb **a)** *be* ☐ **b)** *do* ☐ – just as in normal questions.
2 When a sentence is in the present simple, we use **a)** *do, does* ☐ **b)** *am, is, are* ☐ to form tag questions.
3 When a sentence is in the past simple, we use **a)** *did* ☐ **b)** *was, were* ☐ to form tag questions.
4 When a main sentence in the present simple is affirmative, we use **a)** *do, does* ☐ **b)** *don't, doesn't* ☐ in the tag.
5 When a main sentence in the past simple is negative, we use **a)** *did* ☐ **b)** *didn't* ☐ in the tag.

2 Complete the questions with tags. Then match answers a–f to 1–6.

1 They bought some new shoes last week, _____?
2 They don't usually watch TV, _____?
3 I always do everything that he says, _____?
4 We didn't need to buy any fruit, _____?
5 Yasmeen doesn't want to come tomorrow, _____?
6 Khaled loves all kinds of sport, _____?

a No, she doesn't.
b Yes, they did.
c Yes, he does.
d No, they don't.
e No, we didn't.
f Yes, you do.

3 Copy and complete the next paragraph.

Guess what! I've just joined a local … of …, and we're going to build a … … on a piece of … … near my school. We're going to start on …

4 Write a paragraph about the schedule.

By the middle of April, we're going to … and … . We're also planning to … and … . Then by the middle of …, if all goes well, it should look like this.

Make a quick copy of the garden that Lana imagines in period 1. Use the following notes.

a
- ☐ clean up the site
- ☐ get rid of the rubbish
- ☐ build the new paths
- ☐ repair the old fence

b
- ☐ construct the play area
- ☐ prepare the ground for planting
- ☐ plant the trees and flowers
- ☐ put up the play area equipment

5 Copy and complete the end of the letter. Use letter 'pieces' from activity 1.

I must stop now because it's late. You'll write again soon, …? Please!
…
…

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Name : ..... Worksheet Grade : 9th

Unit 1

****

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

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1 Listen 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** What kind of thing puts you in a good _____?
B Oh, being with my friends. Then I always feel _____.

3 **A** You only left to go to your meeting twenty minutes ago, so _____ _____
you're home again already?
B Because _____ _____ else was there! The place was empty!

4 **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 Listen 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** That was a _____ end to the film, wasn't it?
B Yes, it was very exciting! In fact I almost _____ several times.

2 **A** Fuad talks a lot because he likes to be the centre of _____.
B And he really only thinks about himself. He's very _____.

3 **A** What was that loud noise? Something _____.
B Oh, _____ it. It was just the people at work in the quarry over there.

4 **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 **A** Why is Susie so _____? She doesn't want to do anything we suggest.
B And it's strange because she used to be the complete opposite. She used to be very
_____ about everything.

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1 Read the examples.

1 ***A*** I **enjoyed** working.
B I **did**, **too**.

2 ***A*** I **didn't do** very well.
B I **didn't**, **either**.

3 ***A*** I **love** spring.
B **So do** I.

4 ***A*** I **don't like** it.
B **Neither do** I.

5 ***A*** I **am** really happy.
B **So am** I.

6 ***A*** I **cannot** wait for sunny days again.
B **Neither can** I.

Look at the examples again. Tick (✓) the best way to complete the statements.

1 In 1, B uses *too* to agree with A's **a)** positive ☐ **b)** negative ☐ statement.
2 In 2, B uses *not … either* to agree with A's **a)** positive ☐ **b)** negative ☐ statement.
3 In 3 and 5, B uses *So* + verb to agree with A's **a)** positive ☐ **b)** negative ☐ statements.
4 In 4 and 6, B uses *Neither* + verb to agree with A's **a)** positive ☐ **b)** negative ☐ statements.
5 In 3 and 4, B uses auxiliary verb **a)** *do* ☐ **b)** *have* ☐ to reply to A's statements with the present simple.
6 In 5, B uses the same auxiliary verb **a)** *do* ☐ **b)** *be* ☐ to reply to A's statement with *be*.
7 In 6, B uses the same modal verb **a)** *can* ☐ **b)** *should* ☐ to reply to A's statement with *can*.

2 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 …*

3 Work in pairs. Agree with each other. Use *So* or *Neither*.

Positive	Negative
love warm weather	don't like cold, wet weather
went on the school trip last year	didn't go the year before
can cook simple meals	can't make big, traditional dishes
am pleased with my marks today	wasn't happy with my marks last week
have got two brothers	haven't got any sisters
have been to Cairo	haven't visited Amman

Student A *I love warm weather.*
Student B *So do I. But I don't like …*

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1 Complete the statements with expressions from the box. Make any changes needed. Then practise the dialogues.

cheer me up / feel really cheerful
get me down / feel really down
make me depressed / feel really depressed

1 ***A*** I don't like tests. They get _____.
B Me, too. I did badly in my maths test yesterday, and I felt _____.

2 ***A*** Dancing always _____.
B Me, too. I _____ when we were all dancing at my cousin's wedding last month.

3 ***A*** Cold, wet, grey winter days always _____.
B Me, too. January was very bad, and I _____ all month.

2 Work in pairs. Practise the dialogues together.

3 Choose from the prepositions in brackets.

1 How well did you do _____ (about / at / in) the science test?
2 We have to wait here _____ (by / for / from) the bus.
3 I like being _____ (at / through / with) other people.
4 I'm not very happy _____ (about / by / in) the plans for the new building.
5 What are you going to do _____ (at / in / on) Friday?
6 Where will we be _____ (at / in / on) six months from now?

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

positive	together
children	ignore

attention	parents
negative	alone

1 If you look cheerful, other people will feel _____ about you. Don't look depressed because that can create _____ feelings.
2 It's hard work to be good _____. But people do it because they love their _____ so much.
3 Wait a minute! Don't go home _____. Let's go _____, and then we can chat on the way.
4 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.

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1 Read the examples.

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

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

1 We often use connectors _____ or _____ instead of *because* to introduce the cause of something.
2 In examples ___, ___ and ___ the cause comes second, after the result. In example ___, the cause comes first, before the result.
3 The cause may come in the sentence before. We can refer back to it with the phrase _____.
4 In example ___, this phrase comes second, after the result. In example ___, the phrase comes first, before the result.
5 The connector _____ is the opposite of *because / since / as.* It introduces the result, not the _____ .

2 Add the correct connector – *because / as / since* or *so*.

1 I didn't understand the sentence, _____ I read it again.
2 Everyone went indoors _____ it was getting too cold outside.
3 Carrie loved the ice cream, _____ she asked for some more.
4 We're going home now _____ it's getting late.
5 I liked Tariq _____ he was very honest.
6 Mum was using the phone in the kitchen, _____ I used my mobile instead.

3 Change the second sentences. Use *Because of that*.

1 I could see dark rain clouds. As the weather was looking bad, I took my umbrella.
I could see dark rain clouds. Because of that, I took my umbrella.
2 I worked hard to get ready for the test. I got good marks since I had prepared well.
3 The trip takes four hours. Because it's a long way, we're taking a picnic lunch.
4 My sister is using our computer. I can't go online as she's using it.

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1 Listen and write down what you hear.

2 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.

1 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: Date:
To: Time:
Subject:

2 Read sentences 1–3. Then read and number 4–6 in the correct order.

[1] I'm feeling down _____ (because / and) my older brother has a new job in Istanbul, _____ (but / so) he soon has to move a long way from home.

[2] _____ (When / Although) he goes next week, we won't see him again for a whole year.

[3] _____ (Although / Since) the whole family will miss him a lot, I will miss him even more.

[ ] _____ (Because of that, / However,) I am thinking of sending a secret email to Istanbul _____ (to / but) tell them that he does not want the job.

[ ] He says he feels the same way, _____ (and / but) he says he has to go, _____ (so / even though) I know he does not want to leave.

[ ] That's _____ (if / because) we are much more than just brothers: we are also best friends.

3 Read sentences 1–6 again and choose the correct connectors to complete them.
4 Start Ed's email in the same way as Tom did on page 56.
5 Write the sentences from activity 2 in the right order to create a paragraph.
6 End the paragraph like Tom, with a request for advice.
7 End the email with a word like 'Upset' to describe Ed's feelings.

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Name : ..... Worksheet Grade : 9th

Unit 2

****

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

***I.* Agree with the follwoing . 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)**

.....

****

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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.

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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*** Nurse, I know it's late, but can I ask a big _____? Can I see my dad?

B I'm sorry, but that's not _____. He's sleeping now.

3 ***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.

4 ***A*** I hear you start work at the hospital at 8:00 _____ and work all night.

B That's right. I finish at 8:00 _____ the next day.

5 ***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.

6 ***A*** There were flowers all _____ the room, ready for the wedding party.

B Yes, and everything looked _____ beautiful!

2 Read again and answer the questions.

1 How long had Mrs Masri been sick before she went to hospital?
2 What kind of operation did Mrs Masri have?
3 How well did things go after the operation?
4 Why was Mrs Masri's bed urgently needed?
5 What did Sameera want Hadeel to do?
6 What did she want Nidal and Rami to do?
7 What did Nidal promise to do?
8 When did Hadeel get to the hospital?

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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.

Look at the examples again. Tick (✓) the best way to complete the statements.

1 When we use reported speech, we often change words. For example, in 1 and 2, *your* changes to **a)** *me.* ☐ **b)** *my.* ☐
2 In reported statements, we **a)** cannot ☐ **b)** can ☐ leave out *that* after the reporting verb.
3 In reported requests, request forms like **a)** *You could …* ☐ **b)** *Could you …?* ☐ disappear.
4 Instead, we use reporting forms like *ask someone* + infinitive, *tell someone* + infinitive, *would like* + infinitive and **a)** *want* + infinitive. ☐ **b)** *say* + infinitive. ☐
5 When a negative request like *Could they not be late?* is reported, the word *not* goes before **a)** the reporting verb. ☐ **b)** the infinitive. ☐

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 Take things very slowly at first. (want … to)
3 Don't start doing housework yet. (tell … to)
4 Get lots of rest and sleep. (would like … to)
5 Don't forget to take your medicine. (tell)
6 Call your local doctor if anything seems wrong. (ask)

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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** I'm _____ about using this machine. There's too much to remember.
B No, it's really quite simple. I'll _____ it to you again.

3 **A** Have you had any _____ of sailing before?
B Yes, but only in an _____ little boat – not a huge racing boat like this!

4 **A** Khaled is an amazing _____!
B I _____ that now, too. I've just seen him running for the first time.

5 **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** You have to be very _____ with the baby. Here you are.
B Thank you. I promise I'll hold her very _____.

3 **A** How _____ can you go in this car?
B Very! It's a very, very _____ car!

4 **A** This is the _____ day of the competition.
B So in a few hours from now, we'll _____ know who's won it!

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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.

Look at the examples again. Tick (✓) the best way to complete the statements.

1 When we report *Wh* questions, the word order usually changes. For example, in 1 and 2, *What* has it done … ? changes to the **a)** question form ☐ **b)** statement form ☐ *I ask what* it has done …

2 When we report *Yes / No* questions, the word order also changes. For example, in 5 and 6, *Were you* nervous …? changes to the **a)** question form ☐ **b)** statement form ☐ *I ask if* she was *nervous* …

3 In reported *Yes / No* questions, we can follow the reporting verb with the word **a)** *if* ☐ **b)** *whether* ☐, as in 6.

4 In reported *Yes / No* questions, we can also follow the reporting verb with the word **a)** *if* ☐ **b)** *whether* ☐, as in 8.

5 As with other reported questions, the sentence ends with **a)** a full stop. ☐ **b)** a question mark. ☐

2 Put these *Wh* questions into reported speech.

1 'When can you take her?' they are asking.
They are asking when I can take her.

2 'How soon can we have your mum's bed?' they are asking.

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

3 'How do you feel now?' I ask Mrs Masri.
4 'What are you going to call the babies?' I ask the Rammal family.
5 '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 Is this your first visit to Palestine? (if)
He's asking if this is …

2 Have you been here for very long? (whether)
He wants to know whether …

3 Are you planning to stay in Palestine all summer? (if)
4 Are you going to write about other things in Palestine? (whether)
5 Does your grandmother still make her wonderful maftool? (if)
6 Have they ever visited you and your family in London? (whether)
7 Would all of you like to come to eat with my family? (if)
8 Will you be free to come for dinner next Friday evening? (whether)

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Name : ..... Worksheet Grade : 9th

Unit 3

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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

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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 a head .

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 to .....*c. Line (4) : (it) refers to* …….

b. Line (3) : (she) refer to .....*d. Line (9) : (He) refers to* ……

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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 …….....……. .

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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

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