



Directorate of Curricula and School-Textbooks

## Basic Concepts and Outcomes Learning

# English Language

## Ninth Grade

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منهاجي  
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## Introduction

Based on the vision of the Ministry of Education to achieve quality and distinguished education that suits the needs of students, and potentially provides learners with the basic skills necessary to adapt to the requirements and challenges of life, equipped with knowledge, skills and values that help build their personalities in a balanced way, this learning material was based on basic concepts and outcomes of the English language subject for ninth graders. This material forms the basis of students' competence, and focuses on the most important concepts that enable the student to smoothly move to the next stage, thus, without a learning gap. The concepts were selected and condensed, then presented in a light manner to ensure more indulgence in the learning process through activating self-learning strategy. In addition, parents are invited to participate in this learning process.

The educational content in this booklet includes four topics, each of which includes the basic concepts of learning English language skills.

Therefore, this content was based on achieving the following outcomes:

- read a text for different purposes (e.g., get information, understand ideas, understand the author's viewpoint, etc.)
- apply knowledge of language (e.g., spelling, punctuation, grammar and usage)
- write to communicate information and ideas clearly and correctly for specific purposes

# 1

## Be active, make and do



### You will be able to

- read an informational text for general and detailed information
- express routines and attitudes by using present or past simple tenses
- write a paragraph(profile) by expanding notes or answering a series of questions

### Concept

Present simple tense

Past simple tense

### Essential question:

What makes people choose different styles of different activities?





## Reading

**1- Read about Fatima and her grandmother. Then, answer the questions below.**

Fatima is 14 and she lives with her family in Amman. They go to Karak at the weekends to see her grandparents and relatives. What she enjoys best there is helping her grandmother in handmade works.

Fatima's grandmother learned how to make traditional crafts when she was young. When she grew up, she participated in bazaars and attracted the attention of the women in her village. When the municipality established an association for the productive women in the town, she volunteered to help the poor and disabled women and gave courses in designing traditional clothes, making traditional dishes, baskets and rugs.

“Traditional products reflect the culture of the country and give a sense of comfort and belonging,” says Fatima's grandmother. Fatima feels very proud of her skillful grandmother and she decided to follow her steps.

- a- Where does Fatima live?
- b- When does Fatima go to Karak?
- c- When did her grandmother learn to make traditional crafts?
- d- How did she help the women in her town?
- e- “Traditional products reflect the culture of the country and give a sense of belonging,” Do you agree with this? Explain.

### Key words

attracted  
traditional  
participated  
disabled  
municipality  
culture



## Language in Use

Tense		form	
Present Simple	expresses actions which take place in the present or which occur regularly (routines)	Subject + Verb(-s)	My aunt speaks four languages fluently.
Past Simple	expresses actions complete in the past; these actions do not continue in the present, it states them only as completed actions.	Subject + Regular Verb (-ed). / Irregular verb (went)	Mazen went to the store in the afternoon.

### 2- Choose the correct form of the verb: use simple present and simple past.

- a- You were there, I \_\_\_\_\_ you. (see)
- b- Sarah \_\_\_\_\_ the questions. (not – answer)
- c- It was hot in the room, so I \_\_\_\_\_ the window. (open)
- d- You \_\_\_\_\_ around the world every year. (travel)
- e- My sister \_\_\_\_\_ (read) a book every month.
- f- My friend \_\_\_\_\_ (live) in a big house.

### Write



### Writing a profile

#### 1- Read Ahmad's profile, and then answer the following questions.

Ahmad is 14 and has two sisters and one brother. His father is a vet and his mother is a teacher. He lives with his family in Rabat, Morocco. His best friend is Omar who is 14 years old, from Amman, Jordan. He loves science and shares ideas with friends through the social media. He is friendly and helpful.

- a- How old is Ahmad? \_\_\_\_\_
- b- Where is he from? \_\_\_\_\_
- c- Where does he live? \_\_\_\_\_
- d- How many brothers and sisters does he have? \_\_\_\_\_
- e- What is he interested in? \_\_\_\_\_
- f- What traits does he have? \_\_\_\_\_

**2- Write a similar profile of one of your friends in your notebook.**

### **Writing Tips**

**Use** the Present Simple to give information.

**Make** your profile short.

**Check** your spelling and punctuation



# 2

## It is time for a hero



**Heroes are ordinary people who make extraordinary things**

**You will be able to**

- interpret reading materials by asking and answering questions
- narrate events in the past by using the past continuous tense
- write a short story using appropriate organizational patterns

**Concept**

Past continuous tense

**Essential question:**

Can anyone become a hero? Why?





## Reading

- Look at the pictures and try to guess what the story is about.



1- Read the story about a hero.

### A young man saves a girl from fire

A young man talked about the details of how he saved a girl from a fire that started at a building in Amman.

During a radio interview, the young man described how he saved the 11 years old girl when her parents were out at work after they locked the door and left the girl alone.

The young man was at his apartment on the top floor when he noticed the flames that were at the lower floor. He immediately went downstairs after the elevators stopped working, and while he was helping people, he heard the voice of the girl asking for help behind the door.

He rushed to the door and pushed it many times until it opened and he saved the girl just before the help arrived. his heroic act trended on social media and he was given an award for his bravery.

#### Key words

locked  
apartment  
rushed  
heroic  
trended  
bravery

**2- Read the sentences. Then, underline and correct the wrong information.**

- a- The story took place in Egypt. \_\_\_\_\_
- b- The young man used the elevator to get down. \_\_\_\_\_
- c- The girl couldn't run away from the fire because the door was opened.  
\_\_\_\_\_
- d- He heard the girl asking for help, but he ran from the fire and left her.  
\_\_\_\_\_
- e- No one admired the young man's bravery. \_\_\_\_\_

**Language in Use**

**While and Past Continuous Tense**

“While” is used to connect two actions that continued in the past.

**Form**

*While + Past Continuous Tense +, Simple Past Tense*

**Or**

*Simple Past Tense + while + Past Continuous Tense*

**Example**

- While the girl **was running**, she **fell** down.
- The girl **fell** down while she **was running**.

**When and Past Continuous Tense**

“When” is used to connect two short- and long-term actions to express a past time frame.

**Form**

*(When) + (Simple Past Tense) (,) (Past Continuous Tense)*

**Or**

*(Past Continuous Tense) (When) + (Simple Past Tense)*

**Example**

- The girl **was running** when she **fell** down.
- When the girl **fell** down, she **was running**.



**3- Complete the following sentences using the correct form of the verbs in the brackets.**

- a- He heard the girl asking for help **while** he \_\_\_\_\_ (help) the people.  
b- The fire \_\_\_\_\_ (start) **while** the girl's parents were working outside the house.  
c- He \_\_\_\_\_ (push) the door **when** the help arrived.

**Writing**



**1- Read a Book Summary "The boy who harnessed the wind." Then, answer the following questions.**

**The boy who harnessed the wind**

The book tells the true story of William Kamkwamba who lived in a very poor African country: Malawi. William went to school until he was 13 years old, then his father couldn't pay the fees and he had to leave school. The village where William lived suffered from drought and this led to famine and suffering in his family and among the people of the village.

As a result of William's love for science, and through reading some books at the small library at school, William discovered a way to build a windmill to use for extracting underground water.

However, he faced many problems because he couldn't buy the expensive parts for the windmill. That's why he used parts from a discarded motor and an old bicycle wheel to build it.

He was successful in providing water for the farmers in his village and he saved their lives with his persistence and hard work.



2- Reread the text. Then, put the following events in the correct order.

Events	NO.
William used an old bicycle wheel to build the windmill.	
The village suffered from drought and famine.	
William was successful in building the windmill.	
William had to leave school.	
The story takes place in Malawi, Africa.	1
After reading books at the school library, William learnt how to build the windmill.	

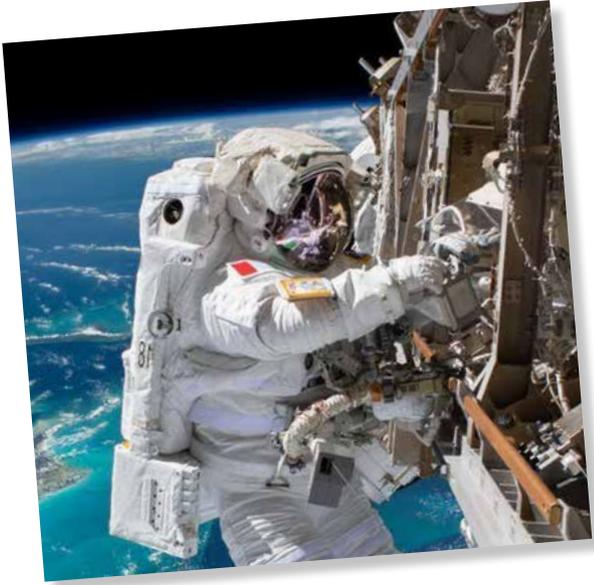
3- Write a short story in your notebook about someone who acted bravely during a time of danger.

**Remember** to use suitable connectors between sentences, e.g., *and, so, as a result, however, although, yet, finally.*



# 3

## A Message to the Future



### You will be able to

- identify relevant information in a reading text about space travel
- make predictions using the Future Simple
- write a paragraph by expanding notes or answering a series of questions

### Concept

predictions

### Essential question:

What will the world be like in fifty years?





1- Read the text, and then circle the correct answers below.

### Dreams and challenges

Humans' dream of travelling to the outer space has become true since 1957 when the Soviet Union launched Sputnik, the first artificial satellite to orbit Earth. Then, astronauts from many countries have been in space for scientific missions.

The great development of space technology has helped universe exploration and inspired people to travel higher, not only to learn about the universe, but also to have fun and settle there.

However, a close view shows how the outer space is crowded with hundreds of artificial satellites and spacecrafts. Further, it shows the orbital debris, pieces of broken space crafts and other objects, which may fall back to Earth one day and make space flights unsafe. The high costs of space flights could be another challenge behind achieving Earth's citizen's dreams.

#### Key words

launch,  
artificial  
mission,  
exploration  
atmosphere  
orbital  
debris

a- '*Sputnik*' is a name of

1. spaceship    2. an astronaut    3. satellite    4. a planet

b- The fast technology development motivated people to

1. explore the universe    2. have fun in space    3. live on other planets  
4. 1,2 and 3

c- "Pieces of broken space crafts and other objects." This refers to

1. orbital debris    2. artificial satellites    3. flights    4. crafts

2- According to the text, what challenges could space travelers face? Do you think scientists will be able to overcome them?

## Language in Use

### Future Simple/ Predictions

1- We can use 'will' or 'll' to talk about the future and make future predictions. For the negative, we can say 'will not' or 'won't'

Affirmative	Subject+ will/won't+ base v	People will drive flying cars in the future.
Negative	Subject+ will/won't+ base v	People will not (won't) drive flying cars in the future.
Question	Will+ Subject+ base v...?	Will people drive flying cars in the future?

**Prediction expressions:** think, possibly, probably , predict in the future, every day... etc.

2- You are going to read some students' predictions about life in 2050. Read the sentences and fill in the blanks with the correct verb form.

**Teacher:** What will life look like in 2050?

**Omar:** I think life \_\_\_\_\_ (change) completely.

We \_\_\_\_\_ (see) advances in communication, medicine and technology.

**Salma:** Yes, but it is possible that people \_\_\_\_\_ (increase) in number and there \_\_\_\_\_ (not / be) enough food or water for them.

**Ahmad:** Earth \_\_\_\_\_ probably \_\_\_\_\_ (become) very crowded, so people \_\_\_\_\_ (use) flying cars. It \_\_\_\_\_ (not /take) long time to travel between cities. I'm sure robots \_\_\_\_\_ (walk) down streets in 2050 and people \_\_\_\_\_ (travel) to far destinations by their own space crafts.



**1- You are going to read a message written by someone to people who will be living on Earth in 2070.**

**Dear people in 2070,**

Hello to you all. I am writing this letter in the year 2021. It will be recorded and preserved in the Jordan Museum and I hope that you will be able to read it and learn about the life in our times.

We have tall buildings, hospitals and schools. We also have access to technology and social media. However, we suffer from global problems, pollution and infectious diseases. We are working hard to solve these problems and keep our planet Earth beautiful and safe.

I am sure that your life will be different and I hope it will be better.

**2- Follow the model above to write your message to someone that will be living in the year 2070. Read the following tips to help you.**

- Include the date
- Identify the people who will read your message
- Give the reason why you are sending the message
- Use clear and simple language
- Include information and predictions



# 4

## Play by the rules



### You will be able to

- read for specific information and respond to questions after reading a text
- express obligations using *have to* and *don't have to*
- express ability using *can* and *can't* to discuss the rules of different sports
- write a paragraph about your favourite sport

### Concept

obligation

ability

### Essential question:

Do players have to follow a game rules? Why?





## Reading

**1- Read the following text about the rules of chess. Do you think these rules will change in the future?**

### We have to play by the rules!

Chess is believed to have been invented 1500 years ago in India. The ultimate aim in the chess game is delivering a checkmate – trapping your opponent’s king. Chess players have to play the game by the rules. There has to be two teams. White is always first to move and players take turns alternately moving one piece at a time. Players have to move. If a player’s turn is to move, he is not in check but has no legal moves, this situation is called “Stalemate” and it ends the game in a draw. Each type of piece has to have its own method of movement. A piece may be moved to another position or may capture an opponent’s piece, replacing on its square. With the exception of the knight, a piece may not move over or through any of the other pieces. It’s called “check” when a king is threatened with capture. Checkmate ends the game and the side whose king was checkmated loses.



**2- Read the text again, then answer these questions.**

- What is the ultimate aim of the chess game?
- When does the game end?
- What does the underlined word (it) refer to?
- What is it called when a king is threatened with capture?
- Does this text contain mainly facts or opinions? Give examples from the text to support your answer.



### Obligation:

We use *have to* and *must* to express **obligation**.

- **Must** expresses a strong obligation or necessity. It often shows us that the obligation comes from the speaker (or the authority that wrote the sentence).
  - (Teacher to student) You *must* hand in your homework on Tuesday.
  - (Sign on a plane) Seat belts *must be* worn by all passengers.

### Ability

- We use **can and can't** to talk about our ability to do something at **a specific time in the present: I can drive = I know how to drive**
  - She *can speak* several languages.
  - He *can swim* like a fish.
  - They *can't draw* very well.

- **Have to** shows us that the obligation comes from outside the speaker.
  - We *have to* wear a uniform at school.
  - (Student to teacher) When do we *have to* hand in our homework?
- **Don't have to** shows that there is no obligation. You can do something if you want to but it's not compulsory.  
You *don't have to* come with me, honestly. I'll be fine!

### 3- Choose the correct answer.

- You \_\_\_\_\_ play the game by the rules.
  - don't have to
  - has to
  - have to
- In chess, there \_\_\_\_\_ be two teams.
  - have to
  - has to
  - don't have to
- In chess, each type of piece \_\_\_\_\_ its own method of movement.
  - has to have
  - have to have
  - have to has
- (Parent to child) You \_\_\_\_\_ do your homework before watching television.
  - have to
  - has to
  - must





**1- Read the text below about Nader's favourite sport, and choose the best answer.**

I started playing football last summer, when I went to Aqaba with my family. In football, there are two teams. Each team has to have 10 players and a goalkeeper. A player **have to /has to** wear a shirt and shorts. Their shorts **have to / has** to be comfortable. The two teams **have to / has to** wear different colours to be differentiated on the pitch. Playing football is really enjoyable. It's my favourite sport. I play football every day with my friends.

**2- Write a paragraph about your favourite sport. Use the above text as a model.**

- a- When did you become interested in this sport?
- b- What clothes/ equipment do you need?
- c- What are the basic rules: what do you have to do and what you don't have to do?
- d. How often do you play it?

