## An analysis of English for Palestine Grade 9

Month Un	t Aims	Contents	Resources	Assessment	Feedback
Uni (1)		1) A conversation about the journey of Haifawi family from America to Gaza, and several related activities & exercises about it & about travel  2) A reading passage about Gaza, as an ancient city of trade, as well as several related activities  3) A grammatical prompt illustrating the use of "used to", along with supportive activities  4) Recorded texts for listening and pronunciation practices  5) Several activities tackling the various assigned vocabulary and structural points included in the unit  6) Illustrative pictures and maps	1) The activities and exercises (along with some texts, attached pictures & maps) of the SB and WB 2) The teacher's efforts, guidance and support 3) Recorded materials 4) Some extra supplementary materials (e.g., pictures showing past vs. present scenes, the monolingual dictionary, extensive reading material [dialogues] for practising rising & falling intonation, etc.)	1) Oral observation of students' participations and elicitations 2) Carrying out the assigned activities and exercises in the SB and WB 3) Carrying out the extra suggested activities and exercises by the teacher( e.g., writing a paragraph about the naughty things that students used to do when they were young, writing diaries including the activities that they did last week, etc.)	

Month	Unit	Aims	Contents	Resources	Assessment	Feedback
	Unit (2)	Students will be able to:  1) Practise new vocabulary	<ol> <li>A conversation about the journey of Haifawi family to Istanbul, and several related activities</li> <li>Variety of activities concerning asking for &amp; giving directions, and others about describing locations &amp; places</li> <li>A grammatical prompt illustrating the use of "a" &amp; "the", along with supportive activities</li> <li>Several activities tackling the various grammatical &amp; vocabulary items, included in the unit</li> <li>Illustrative pictures &amp; maps</li> <li>Recorded texts that support the listening &amp; pronunciation practices</li> </ol>	<ol> <li>The activities and exercises (along with some texts, attached pictures &amp; maps) of the SB and WB</li> <li>The teacher's efforts, guidance and support</li> <li>Recorded materials</li> <li>Some optional supplementary materials such as a map of the neighborhoods around students' school, a picture that illustrates the use of prepositions, a poster of minimal pairs of the two sound: \θ\ and \δ etc.</li> </ol>	1) Oral observation of students' participations and elicitations 2) Carrying out the assigned activities and exercises in SB and WB 3) Carrying out the extra suggested activities and exercises by the teacher (e.g., asking for & giving directions to certain places in ss' town, and in their school,etc.\ writing a summary of the reading passage\ preparing a list of words including consonant clusters)	
Month	Unit	Aims	Contents	Resources	Assessment	Feedback

	Unit (3)	Students will be able to:  1) Practise using some vocabulary (pieces of furniture and rooms & places in a school) as well as practising the use of some words opposites  2) Express positive & negative emphasis using "already" & "stillnot", with the present perfect tense  3) Skim, scan & interfere from a reading passage about different kinds of houses, as well as practise using related vocabulary  4) Write a summary of a reading text  5) Distinguish between past tense & present perfect in use  6) Discuss a topic about school using two listening texts ( passage & poem)  7) Write a progress report using the present perfect to express positive & negative emphasis	1) Several activities tackling the various grammatical items & vocabulary, included in the unit  2) A conversation between the members of Kamal's family, , along with several related activities and exercises  3) A reading passage about "home" as a special place and how& what for different houses are built around the world, as well as related activities & exercises  4) Grammatical prompts on the use of past tense & present perfect, as well as supportive activities  5) Recorded passage & poem about school , along with some discussion activities for developing speaking fluency  6) Some illustrative pictures and lists of	1) The activities and exercises (along with some texts, attached pictures, maps & lists) of the SB and WB 2) The teacher's efforts, guidance and support 3) Recorded materials 4) Some optional supplementary materials such as posters &\or pictures of different houses, lists of actions that ,frequently, carried by students, posters &\or pictures of pieces of furniture,etc.	1) Observing students' participations and elicitations 2) Carrying out the activities and exercises in SB and WB 3) Carrying out the extra suggested activities and exercises by T. (e.g., drawing &\or sticking drawings of pieces of furniture on posters, showing the rooms and the pieces of furniture in their own houses, writing lists of some frequent actions carried by students & developing them into	
Month	Unit	Aims	frequent actions  Contents	Resources	progress reports  Assessment	Feedback

Month	Unit (4)	<ol> <li>Students will be able to:</li> <li>Practise using some new vocabulary, related to illness &amp; sport</li> <li>Compare between things and actions using variety of comparison grammatical forms</li> <li>Skim, scan and interfere from a reading text about how to be fit &amp; safe</li> <li>Take notes from a listening text about the healthy heart</li> <li>Distinguish between &amp; practise pronouncing the sounds:         <ul> <li>\θ\ and \δ\</li> </ul> </li> <li>Describe an experiment, write and discuss the results</li> </ol>	(1)A conversation between Sami, Mike and their teacher describing a situation related to illness and sport, along with related activities & exercises (2)Variety of vocabulary and grammatical exercises (3)Two grammatical prompts illustrating how to make comparisons using: (as +adj. \adv. + as), (adj. + er + than), (the + adj. + est), (more + adj. + than), (the most + adj.), (not +adj. +enough for + pro.\n.) and (too + adj. +to + infinitive v.)  (4)A reading text about fitness and safety, as well as variety of related activities (5)A recorded text about the healthy heart and some related activities (6)Few speaking tasks tackling developing the skill of pronouncing the two sounds: \θ\ and \δ\ (7)Illustrative pictures and diagrams (8)Writing task tackling the topic of heart experiment (9)Some illustrative pictures and diagrams	<ol> <li>The activities and exercises (along with some texts, attached pictures &amp; diagrams) of the SB and WB</li> <li>The teacher's efforts, guidance and support</li> <li>Recorded materials</li> <li>Some extra supplementary materials such as a poster of minimal pairs of the two sound: \θ\ and \δ posters &amp;\or pictures showing the various sports, etc.</li> </ol>	<ol> <li>Oral observation of students' participations and elicitations</li> <li>Carrying out the assigned activities and exercises in the SB and WB</li> <li>Carrying out the extra suggested activities and exercises by the teacher (e.g., preparing a list of minimal pairs of the two sound: \θ\ and \δ writing about their experiences with illness, safety and fitness,etc.)</li> </ol>	Facellacela
Month	Unit	Aims	Contents	Resources	Assessment	Feedback

	IIni4	Students will be able to:	1) Two recorded toyte	1) The activities	1) Orol	
	Unit (5)	Students will be able to:  1) Discuss two stories about treasure hunt 2) Work out vocabulary puzzles 3) Practise using some new vocabulary related to nature, as well as practising some related words opposites 4) Distinguish between, and practise using past simple, present perfect & present perfect continuous in use 5) Skim, scan, summarize and interfere from a reading text about global positioning system 6) Ask and answer questions about travel, positions and distances (in past simple, present perfect & present perfect continuous tenses) using illustrative maps and satnav information 7) Practise providing punctuation marks to a short dialogue 8) Take notes from a recorded material about what Omar and Tony did in the holiday 9) Practise sentence stress 10) Write a post card	1) Two recorded texts about treasure hunt, along with variety of related activities 2) Variety of exercises Tackling the vocabulary and grammatical items included in the unit 3) Two grammatical prompts about past tense, present perfect & present perfect continuous, as well as variety of related supportive activities 4) A reading text about the global positioning system, and related activities 5) A recorded conversation about what Omar and Tony did in the holiday, and related activities 6) Several activities about sentence stress 7) Guided and free writing activities (post card) 8) Illustrative pictures and	1) The activities and exercises (along with some texts, attached pictures & maps ) of the SB and WB 2) The teacher's efforts, guidance and support 3) Recorded materials 4) Some extra supplementary materials (e.g., posters of vocabulary riddles, some real post cards, extensive reading material [dialogues]for practising sentence stress, etc.)	observation of students' participations and elicitations  Carrying out the assigned activities and exercises in the SB and WB  Carrying out the extra suggested activities and exercises by the teacher (e.g., writing & \ or acting out a dialogue about what they did in the holiday, similar to that of Omar and Tony, writing & \ or telling a short story about treasure hunt,etc.)	
			maps			
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	Unit (6)	Students will be able to:	(1)A listening text about Haifawi family's visit to Jenin, and related activities	1) The activities and exercises	Oral     observation of     students'	

		<ol> <li>Discuss, skim and interfere from a listening text about Haifawi family's visit to Jenin</li> <li>Compare between the old and new ways of living</li> <li>Express several language functions using a variety of modals</li> <li>Practise using some new vocabulary</li> <li>Discuss and skim a reading text about the old vs. modern City of Manchester, as well as practising related vocabulary</li> <li>Practise using quantifiers to refer to a part of the whole group [using: one\ some\ many\ most of]</li> <li>Discuss, take notes and write a summary of a recorded conversation between Kate and Paul about their past and present activities</li> <li>Practise pronouncing the full sound \d\</li> <li>Write a comparative paragraph about life in the past and present</li> </ol>	(2) Variety of exercises about making comparisons (3) Several activities tackling the various grammatical items & vocabulary, included in the unit (3) A reading text about the old vs. modern City of Manchester, and related activities (4) A grammatical prompt about the use of modals to express various language functions, along with supportive activities (5) A grammatical prompt about the use of quantifiers to refer to a part of a whole group [using:one\some\some\many\most of], as well as supportive activities (6) A recorded conversation between Kate and Paul about their past and present actions and activities Pronunciation tasks about the production of the full sound \d\ Composition tasks (guided and free) about life in the past and present	(along with some texts, attached pictures & maps ) of the SB and WB 2) The teacher's efforts, guidance and support 3) Recorded materials 4) Some extra supplementary material such as posters and cards about the new vocabulary on page 37,etc)	participations and elicitations  2) Carrying out the assigned activities and exercises in the SB and WB  3) Carrying out the extra suggested activities and exercises by the teacher (e.g., writing a summary of the text about Manchester	
Month	Unit	Aims	Contents	Resources	Assessment	Feedback
	Unit (7)	Students will be able to:  1) Discuss, skim and interfere from a listening text about a school	Several activities     tackling the various     grammatical items &	The activities and exercises (along with some texts,	1) Oral observation of students'	

project, as well as practising new	vocabulary, included in	attached	participations	ヿ
related vocabulary	the unit	pictures &	and elicitations	
2) Practise using past simple and	2) A conversation between	maps ) of the	2) Carrying out	
past continuous to express a	Sami and Mike about	SB and WB	the assigned	
longer action that was continuing	Mike's school project,	2) The teacher's	activities and	
when a short action happened	and related activities	efforts,	exercises in	
3) Discuss, scan and take notes from	3) A reading text about	guidance and	the SB and	
a reading text about Salah Al-Din	Salah Al-Din, and	support	WB	
4) Practise using the past simple and	related activities	3) Recorded	3) Carrying out	
past perfect to emphasize that	4) A recorded short story,	materials	the extra	
something happened before	and some supportive	4) Some extra	suggested	
something else in the past	activities for	supplementary	activities and	
5) Predict the events of a story and	developing listening	material such	exercises by	
write it using a recorded material	comprehension and oral	as illustrative	the teacher	
6) Practise using strong stress and	fluency	posters of the	( e.g., taking	
intonation by acting out dialogues	5) A grammatical prompt	assigned	notes from	
7) Write captions about few great	about the use of past	grammatical	extensive	
leaders	simple and past	items included	reading	
8) Writing a paragraph about Salah	continuous to express a	in the unit,	materials about	
Al-Din	longer action that was	extensive	some great	
1 1 1	continuing when a short	reading	leaders,	
1 1 1	action happened, and	materials about	writing a short	
1 1 1	supportive activities	Salah Al-Din	story or a	
1 1 1	6) A grammatical prompt	and some other	paragraph	
1 1 1	about the use of past	great leaders	about an	
1 1 1	simple and past perfect		important	
	to emphasize that		person,etc.)	
	something happened			
	before something else			
1 1 1	in the past, along with			1
	supportive activities			

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## Students will be able to: Unit (1)Discuss, skim and scan a reading text **(8)** about Abu Bakr Al-Siddig (2)Describe, and then identify some pictures of previous units (1-7) using: an, some & the (3) Make comparisons (using : too + adj. + to + infinitive verb) (4)Describe some famous persons(in a narrative tone), and guess whom they are (5)Practise using a sample of the vocabulary of units (1-7) (6)Talk about a situation in the airport (7) Take notes about travel information from a recorded material (8)Express several language functions using a variety of modals (9) Write a passage of two paragraphs about a place that they enjoyed visiting in the past (10)Practise test – taking: \*Skim, scan and take notes using a comprehension reading passage \*Practise a variety of exercises tackling the main vocabulary and structural items of units (1-7) \*Answer some "wh" questions and complete some sentences, using a recorded material \*Complete a number of short dialogues \*Write a three paragraph-essay entitled " The Biggest Change of my Life"

## Student Book

Work Book

(1)A reading text about Abu Bakr Al-Siddig, and some related activities (2)An activity that supports the use of "an", "some" & "the", when making descriptions (3)An activity that supports the use of " too + adj. + to +infinitive verb", attached with illustrative picture (4)A game for developing aural\oral skills (5) Several "fill-in gaps" activities tackling a sample of the new vocabulary, included in units (1-7) (6)An activity that introduces a situation in an airport for developing listening comprehension & oral fluency (7)An activity for developing the expression of various language functions (8)A composition writing activity

An example test of a sample of

including a variety of exercises

that assess students' learning of

the various skills and aspects

the contents of units (1-7),

- 1) The activities and exercises (along with some texts and attached pictures) of the SB and WB
- 2) The teacher's efforts. guidance and support
- 3) Recorded materials
- 4) Some extra supplementary materials such as: vocabulary games extensive reading and listening texts e.g., short stories & conversations\ pictures,...etc.)
- (1)Oral observation of students' participations and elicitations (2)Carrying out the assigned activities and exercises of the SB and WB (3)Carrying out the extra suggested revision exercises by the teacher, for example:
  - What would you say in the following situations?
  - Close procedures
  - Sentence \paragraph building
  - Story-telling
  - Vocabulary categorizing
  - Describing pictures
  - Role playing
  - Writing a variety of compositions

,...etc.