

An analysis of *English for Palestine Grade 9*

Month	Unit	Aims	Contents	Resources	Assessment	Feedback
	Unit (1)	<u>Students will be able to:</u> 1) Practise new vocabulary related to air travel 2) Practise using the two terms: "ahead of" & "behind", referring to distance and time differences around the world 3) Skim, scan, interfere and take notes of a reading text about Gaza City, as well as practising related vocabulary 4) Express repeated actions in the past using "used to" 5) Express past events and experiences (describing a journey\ trip) 6) Distinguish between simple present and present continuous in use 7) Practise using the monolingual English dictionary in terms of identifying the various meanings of an entry 8) Practise providing punctuation marks to a short dialogue 9) Skim, scan and interfere from a recorded conversation about travel 10) Practise and distinguish between rising and falling intonational patterns ("yes/no" and "wh" questions)	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.)	

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	Unit (2)	<u>Students will be able to:</u> 1) Practise new vocabulary (prepositions, adjectives, adverbs & nouns) that are related to asking for & giving directions, and describing locations 2) Practise giving and asking for directions, and describing locations (orally and in writing) 3) Skim, scan and discuss a reading passage about Istanbul City, as well as practising related vocabulary 4) Distinguish between "a" and "the" when describing some important places 5) Scan a recorded material [about directions], and follow the included instructions of it (drawing the route on a road map) 6) Distinguish between the sounds: \θ\ and \ð\ and practise them 7) Practise pronouncing consonant clusters (e.g., street, experience, text, ...etc.) 8) Write titles and books' titles providing suitable punctuation marks (initial capital letters for content words) 9) Practise providing punctuation marks to a short dialogue	1) A conversation about the journey of Haifawi family to Istanbul, and several related activities 2) Variety of activities concerning asking for & giving directions, and others about describing locations & places 3) A grammatical prompt illustrating the use of "a" & "the", along with supportive activities 4) Several activities tackling the various grammatical & vocabulary items, included in the unit 5) Illustrative pictures & maps 6) Recorded texts that support the listening & pronunciation practices	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 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 \ð\, ...etc.	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)	
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	Unit (3)	<u>Students will be able to:</u> 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" & "still...not", 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 frequent actions	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 progress reports	
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	Unit (4)	<u>Students will be able to:</u> 1) Practise using some new vocabulary, related to illness & sport 2) Compare between things and actions using variety of comparison grammatical forms 3) Skim, scan and interfere from a reading text about how to be fit & safe 4) Take notes from a listening text about the healthy heart 5) Distinguish between & practise pronouncing the sounds: \θ\ and \ð\ 6) Describe an experiment , write and discuss the results	(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 \ð\ (7)Illustrative pictures and diagrams (8)Writing task tackling the topic of heart experiment (9)Some illustrative pictures and diagrams	1) The activities and exercises (along with some texts, attached pictures & diagrams) of the SB and WB 2) The teacher's efforts, guidance and support 3) Recorded materials 4) Some extra supplementary materials such as a poster of minimal pairs of the two sound: \θ\ and \ð\ ,posters &\or pictures showing the various sports, ...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., preparing a list of minimal pairs of the two sound: \θ\ and \ð\ , writing about their experiences with illness, safety and fitness, ...etc.)	
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	Unit (5)	<u>Students will be able to:</u> 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 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., posters of vocabulary riddles, some real post cards, extensive reading material [dialogues]for practising sentence stress, ... 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 & \ 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.)	
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	Unit (6)	<u>Students will be able to:</u>	(1)A listening text about Haifawi family's visit to Jenin, and related activities	1) The activities and exercises	1) Oral observation of students'	

		1) Discuss, skim and interfere from a listening text about Haifawi family's visit to Jenin 2) Compare between the old and new ways of living 3) Express several language functions using a variety of modals 4) Practise using some new vocabulary 5) Discuss and skim a reading text about the old vs. modern City of Manchester, as well as practising related vocabulary 6) Practise using quantifiers to refer to a part of the whole group [using: one\ some\ many\ most of] 7) Discuss, take notes and write a summary of a recorded conversation between Kate and Paul about their past and present activities 8) Practise pronouncing the full sound \d\ 9) Write a comparative paragraph about life in the past and present	(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\ 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	
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	Unit (7)	<u>Students will be able to:</u> 1) Discuss, skim and interfere from a listening text about a school	1) Several activities tackling the various grammatical items &	1) The activities and exercises (along with some texts,	1) Oral observation of students'	

		project, as well as practising new related vocabulary 2) Practise using past simple and past continuous to express a longer action that was continuing when a short action happened 3) Discuss, scan and take notes from a reading text about Salah Al-Din 4) Practise using the past simple and past perfect to emphasize that something happened before something else in the past 5) Predict the events of a story and write it using a recorded material 6) Practise using strong stress and intonation by acting out dialogues 7) Write captions about few great leaders 8) Writing a paragraph about Salah Al-Din	vocabulary, included in the unit 2) A conversation between Sami and Mike about Mike's school project, and related activities 3) A reading text about Salah Al-Din, and related activities 4) A recorded short story, and some supportive activities for developing listening comprehension and oral fluency 5) A grammatical prompt about the use of past simple and past continuous to express a longer action that was continuing when a short action happened, and supportive activities 6) A grammatical prompt about the use of past simple and past perfect to emphasize that something happened before something else in the past , along with supportive activities	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 illustrative posters of the assigned grammatical items included in the unit, extensive reading materials about Salah Al-Din and some other great leaders	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., taking notes from extensive reading materials about some great leaders, writing a short story or a paragraph about an important person,...etc.)	
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	Unit (8)	<u>Students will be able to:</u> (1)Discuss, skim and scan a reading text about Abu Bakr Al-Siddiq (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"	<u>Student Book</u> (1)A reading text about Abu Bakr Al-Siddiq, 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 <u>Work Book</u> An example test of a sample of the contents of units (1-7), including a variety of exercises that assess students' learning of the various skills and aspects	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.	
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