

An analysis of *English for Palestine grade 6* 2013

Month	Unit	Aims	Contents	Resources	Assessment	Feedback
	Unit (1)	<u>Students will be able to:</u> 1) Practise new vocabulary related to summer holiday. 2) Develop an understanding of a listening material. 3) Skim and scan a conversation about Amy's summer holiday , as well as practising related vocabulary. 4) Answering questions based on a reading text. 5) Asking and answering questions about summer holiday. 6) Practise using punctuation marks. 7) Practise using past simple tense. 8) Practise writing a story about an accident.	1) Some vocabulary related to summer holiday such as: [accident, awful, back, summer camp,...etc] along with a variety of activities and exercises (e.g., repetition, matching, completion, crossword puzzle). 2) A conversation about Amy's summer holiday, as well as several activities (e.g., repetition, answering questions, multiple choice, completion, (T) or (F)) . 3) Several activities about past simple tense. 4) Several activities tackling the various assigned vocabulary and structural points included in the unit 5) Many Illustrative pictures . 6) some activities about punctuation marks: full stop and capital letters.	1) A recorded material about Amy's summer holiday. 2) The activities and exercises along with some texts and pictures in SB. 3) A recorded material about an accident. 4) The various activities and exercises of the SB about past simple tense. 5) Some extra exercises and worksheets prepared by the teacher about past simple tense. 6) Posters, flash cards, and realia.	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 activities and exercises given by the teacher. 4) Ss' involvement and participation. 5) Teacher's guidance and observation. 6) Ss' answers and writings.	

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	Unit (2)	<u>Students will be able to:</u> 1) Practise new vocabulary related to good friends. 2) Develop an understanding of a listening material about good friends. 3) Skim, scan and discuss some conversations about good friends, as well as practising related vocabulary. 4) Practise asking and answering questions about good friends. 5) Practise using past tense. 6) Practise using new vocabulary based on listening. 7) Practise using punctuation marks : capital letters and full stop. 8) Practise using(but) . 9) Practise writing a quiz.	1) Some vocabulary related to good friends such as: {anyone, argue, but, understand, Etc}, along with various activities and exercises (e.g., repetition, matching, completion, crossword puzzle). 2) Two conversations about good friends, along with many activities (e.g., completion, answering questions, (T) or (F)). 3) Several activities in the SB about past simple tense. 4) Some Illustrative pictures . 5) An exercise about punctuation marks and (but).	1) A recorded material about vocabulary. 2) A recorded material about good friends. 3) The activities and exercises of the SB in addition to some exercises and worksheets prepared by the teacher. 4) A recorded poem about good friends. 5) Posters, flash cards, and realia.	1) Oral observation of students' participations and elicitations 2) Carrying out the assigned activities and exercises in SB and the exercises given by the teacher. 3) Ss' involvement and participation. 4) Ss' answers and T's feedback. 5) Teacher's guidance and support.	
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	Unit (3)	<u>Students will be able to:</u> 1) Practise using some vocabulary related to summer adventure.	1) Some vocabulary related to summer adventure such as; { adventure, burst, turn over, ...etc}, along with	1) A recorded material about vocabulary. 2) A recorded material about	1) Observing students' participations and elicitations	

		2) Develop an understanding of a listening material about summer adventure. 3) Skim and scan a reading material about summer adventure. 4) Practise asking and answering questions about summer adventures. 5) Recall past simple tense. 6) Practise using past continuous tense. 7) Practise new vocabulary based on listening. 8) Practise using (when). 9) Practise using punctuation marks.	- several activities and exercises (e.g., repetition, matching, multiple choice, and completion) 2) Four conversations related to summer adventures, along with various activities and exercises (e.g., completion, wh questions, (T) or (F)). 3) Many activities and exercises about past simple tense and past continuous tense. 4) Some exercises about (when) 5) An exercise about punctuation marks: capital letters and full stops.	- summer adventures. 3) The activities and exercises of the SB. 4) A recorded material about an adventure. 5) Some extra activities and worksheets prepared by the teacher. 6) Posters, flash cards, pictures, and realia.	2) Carrying out the assigned activities and exercises in SB. 3) Carrying out some activities and work sheets prepared by the teacher. 4) Teacher's guidance , support, and observation. 5) Ss' participation and answers.	
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	Unit (4)	<u>Students will be able to:</u> 1) Practise using some new vocabulary, related to films. 2) Develop an understanding of a listening material about films. 3) Skim and scan some conversations related to films. 4) Practise asking and answering questions about films. 5) Practise using past continuous and past simple tense. 6) Practise using (while). 7) Practise new vocabulary based on listening. 8) Recall using punctuation marks. 9) Practise making a comic strip.	1) Some vocabulary related to films such as { diver, fight, attack,..., etc}, along with various activities and exercises (e.g., repetition, matching, completion, and spelling) . 2) A listening material about films along with some exercises and activities. 3) Some conversations related to films along with many exercises (e.g., wh questions, completion, (T) or (F)). 4) Several activities and exercises about past tense. 5) Some activities about (while). 6) An activity about punctuation marks: capital letter and full stop.	1) A recorded material about new vocabulary. 2) A recorded material related to films. 3) The various activities and exercise of the SB in addition to some extra activities and work sheets prepared by the teacher. 4) Posters, word cards, pictures, and realia.	1) Oral observation of students' participations and elicitions 2) Carrying out the assigned activities and exercises in the SB. 3) Ss' involvement and participation. 4) Teacher's guidance, support, and observation. 5) Ss' answers. 6) elicitation	
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	Unit (6)	<u>Students will be able to:</u> 1) Practise using some new vocabulary, related to healthy food. 2) Develop an understanding of a listening material about healthy food. 3) Skim and scan some conversations related to healthy food. 4) Practise asking and answering questions about healthy food . 5) Practise using modal verbs: should and shouldn't. Practise new vocabulary based (6 on listening. 7) Practise using(because). 8) Recall using punctuation marks. 9) Practise writing a poster about healthy food.	1) Some vocabulary related to healthy food such as { advice, because, soup, a little,..., etc}, along with various activities and exercises (e.g., repetition, matching, completion, and spelling) . 2) A listening material about films along with some exercises and activities. 3) Some conversations related to healthy food along with many exercises (e.g., wh questions, completion, (T) or (F)). 4) Several activities and exercises about modal verbs: should and shouldn't. 5) Some activities about (because). 6) An activity about punctuation marks: capital letter and full stop.	1) A recorded material about new vocabulary. 2) A recorded material related to healthy food . 3) The various activities and exercise of the SB, in addition to some extra activities and work sheets prepared by the teacher. 4) Posters, word cards, pictures, and realia.	1) Oral observation of students' participations and elicitations. 2) Carrying out the assigned activities and exercises in the SB. 3) Ss' involvement and participation. 4) Teacher's guidance, support, and observation. 8) Ss' answers. 9) Elicitation	
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	Unit (7)	<u>Students will be able to:</u> 1) Practise using some new vocabulary, related to the olive trees of Palestine. 2) Develop an understanding of a listening material about the olive trees of Palestine. 3) Skim and scan some conversations related to the olive trees of Palestine. 4) Practise asking and answering questions about the olive trees of Palestine . 5) Practise using modal verbs: May and should. 6) Practise making offers. Practise new vocabulary based (7 on listening. 8) Practise using past form. 9) Practise using punctuation marks. 10) Practise making a brochure About the olive trees of Palestine.	1) Some vocabulary related to the olive trees of Palestine such as { dish, harvest, hundred years old ,..., etc}, along with various activities and exercises (e.g., repetition, matching, completion, and spelling) . 2) A listening material about the olive trees of Palestine along with some exercises and activities. 3) Some conversations related to the olive trees of Palestine, along with many exercises (e.g., wh questions, completion,(T) or (F)). 4) Several activities and exercises about modal verbs: May and should. 5) Some activities about Making offers.. 6) An activity about punctuation marks: capital letter and full stop, exclamation and question mark.	1) A recorded material about new vocabulary. 2) A recorded material related to the olive trees of Palestine . 3) The various activities and exercise in the SB, in addition to some extra activities and work sheets prepared by the teacher. 4) Posters, word cards, pictures, and realia.	1) Oral observation of students' participations and elicitations. 2) Carrying out the assigned activities and exercises in the SB. 3) Ss' involvement and participation. 4) Teacher's guidance, support, and observation. 5) Ss' answers. 6) elicitation
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	Unit (8)	<u>Students will be able to:</u> 1) Practise using some new vocabulary, related to the signs around us. 2) Develop an understanding of a listening material about the signs around us. 3) Skim and scan some conversations related to the signs around us. 4) Practise asking and answering questions about the signs around us. 5) Practise making offers using (could). 6) Practise using modal verbs: must and mustn't. Practise new vocabulary based (7 on listening. 8) Practise using apostrophe. 9) Practise making a poster of signs .	1) Some vocabulary related to signs around us such as { boil, fire, garlic, grass,..., etc}, along with various activities and exercises (e.g., repetition, matching, completion, and spelling) . 2) A listening material about the signs around us along with some exercises and activities. 3) Some conversations related to the signs around us, along with many exercises (e.g., wh questions, completion,(T) or (F)). 4) Several activities and exercises about modal verbs: must and mustn't. 5) Some activities about Making offers using could. 6) An activity about punctuation marks: capital letter and full stop, and apostrophe..	1) A recorded material about new vocabulary. 2) A recorded material related to the signs around us. 3) The various activities and exercise in the SB, in addition to some extra activities and work sheets prepared by the teacher. 4) Posters, word cards, pictures, and realia.	1) Oral observation of students' participations and elicitations. 2) Carrying out the assigned activities and exercises in the SB. 3) Ss' involvement and participation. 4) Teacher's guidance, support, and observation. 5) Ss' answers. 6) elicitation
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