



تم تحميل وعرض المادة من :

# موقع واجباتي

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موقع واجباتي منصة تعليمية تساهم بنشر  
حل المناهج الدراسية بشكل متميز لترتقي بمجال التعليم  
على الإنترنت ويستطيع الطلاب تصفح حلول الكتب مباشرة  
لجميع المراحل التعليمية المختلفة

\* جميع الحقوق محفوظة للقائمين على الموقع \*

Material	Smart Class 6	Class	6 <sup>th</sup> Elementary	Term	Second
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Unit	Goals	Big Picture
1 Out and about	<ul style="list-style-type: none"> <li>* to ask and answer about places.</li> <li>* to ask for and give direction.</li> <li>* to use imperatives.</li> <li>* to talk about time.</li> <li>* to pronounce o blends ( oy - oi ), long vowels and the schwa sound : ( ar - or - er ).</li> </ul>	<ul style="list-style-type: none"> <li>* to identify some rules for different places.</li> <li>* to read and write the numbers ( 100 – 1000 ).</li> <li>* to ask and answer about the time.</li> </ul>

Lesson	1	Date	Lesson	2	Date	Lesson	3	Date	Lesson	4	Date
Learning Objectives:			Learning Objectives:			Learning Objectives:			Learning Objectives:		
<ul style="list-style-type: none"> <li>* to ask and answer about places.</li> <li>* to ask for and give direction .</li> <li>* to talk about one's collections.</li> <li>* to read and write the numbers from ( 100 - 1000 ).</li> </ul>			<ul style="list-style-type: none"> <li>* to identify some rules for different places - at home , in class , etc....</li> <li>* to use the imperative.</li> <li>* to talk, ask and answer about time.</li> </ul>			<ul style="list-style-type: none"> <li>* to practise the pronunciation of o blends ( oy - oi ).</li> <li>* to listen and read for pleasure.</li> <li>* to revise and consolidate vocabulary and structures.</li> </ul>			<ul style="list-style-type: none"> <li>* to write a paragraph about one's favourite sport.</li> <li>* to recognize and produce long vowels and the schwa sound ( ar - or - er ).</li> </ul>		
Know:			Know:			Know:			Know:		
<ul style="list-style-type: none"> <li>* how to ask for and give direction .</li> <li>* how to talk about one's collections.</li> <li>* how to ask and answer about places.</li> <li>* how to read and write the numbers from ( 100 - 1000 ).</li> </ul>			<ul style="list-style-type: none"> <li>* how to use the imperative.</li> <li>* how to talk, ask and answer about time.</li> <li>* how to identify some rules for different places.</li> </ul>			<ul style="list-style-type: none"> <li>* how to pronounce o blends ( oy - oi ).</li> </ul>			<ul style="list-style-type: none"> <li>* how to produce long vowels and the schwa sound ( ar - or - er ).</li> <li>* how to write a paragraph about one's favourite sport.</li> </ul>		
Do:			Do:			Do:			Do:		
<ul style="list-style-type: none"> <li>* Students, in pairs, write the correct words next to the pictures.</li> <li>* Students , in pairs , look to the pictures and complete the crossword.</li> </ul>			<ul style="list-style-type: none"> <li>* Students , in pairs , read the rules then tick (✓) where they can see these rules.</li> <li>* Students, in pairs , complete the sentences with the correct objective pronouns from the box.</li> </ul>			<ul style="list-style-type: none"> <li>* Students read and circle the words that doesn't belong.</li> <li>* Students, in pairs , match the pictures with the correct phonics.</li> <li>* Students write the missing letters to complete the words.</li> </ul>			<ul style="list-style-type: none"> <li>* Students look at the signs and match them with the two phrases to make instructions or direction.</li> <li>* Students look at the map and complete the sentences with the words or phrases in the box .</li> </ul>		

Unit Assessment	<ul style="list-style-type: none"> <li>▪ Students write a paragraph about their favourite sport, when and where they often play it, what they wear, how they play it and what the general rules of the game are.</li> </ul>	Reflection
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Teacher	Supervisor	The Leader
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Material	Smart Class 6	Class	6 <sup>th</sup> Elementary	Term	Second
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Unit	Goals	Big Picture
<p>2</p> <p>Where were you yesterday?</p>	<ul style="list-style-type: none"> <li>* to identify places in a town using the past simple of verb to be.</li> <li>* to ask for and answer using the Past Simple of verb to <i>be</i>.</li> <li>* to talk about one's feelings and describe past experiences.</li> <li>* to talk about the past events and activities.      * to talk about the different times of the day.</li> <li>* to pronounce long vowels : ( ur - ir - u - ue ).</li> </ul>	<p>In this module students will learn how identify places in a town, talk about the past events and activities, ask for and answer using the past simple of verb to <i>be</i>, talk about one's feelings and describe past experiences, talk about the different times of the day and how to pronounce long vowels : ( ur - ir - u - ue ).</p>

Lesson	1	Date	Lesson	2	Date	Lesson	3	Date	Lesson	4	Date
Learning Objectives:			Learning Objectives:			Learning Objectives:			Learning Objectives:		
<ul style="list-style-type: none"> <li>* to pronounce o blends ( oy - oi ) and the schwa sound ( ar - or - er ).</li> <li>* to identify places in a town using the past simple of verb to <i>be</i>.</li> <li>* to ask for and answer using the past simple of verb to <i>be</i>.</li> </ul>			<ul style="list-style-type: none"> <li>* to talk about the past events and activities.</li> <li>* to talk about some places of entertainment.</li> <li>* to talk about the different times of the day.</li> </ul>			<ul style="list-style-type: none"> <li>* to practice the pronunciation of long vowels ( ur - ir ) .</li> <li>* to listen and read for pleasure .</li> <li>* to revise and consolidate vocabulary and structures.</li> </ul>			<ul style="list-style-type: none"> <li>* to ask and answer yes / no questions using the past simple of verb to be.</li> <li>* to make your own diary card.</li> <li>* to recognize and produce long vowels ( u - ue ) .</li> </ul>		
Know:			Know:			Know:			Know:		
<ul style="list-style-type: none"> <li>* how to ask for and answer using the past simple of verb to <i>be</i>.</li> <li>* how to identify places in a town using the past simple of verb to <i>be</i>.</li> <li>* how to pronounce o blends ( oy - oi ) and the schwa sound ( ar - or - er ).</li> </ul>			<ul style="list-style-type: none"> <li>* how to talk about the past events and activities.</li> <li>* how to talk about the different times of the day.</li> <li>* how to talk about one's feelings and describe past experiences.</li> </ul>			<ul style="list-style-type: none"> <li>* how to pronounce long vowels ( ur - ir ) .</li> </ul>			<ul style="list-style-type: none"> <li>* how to make your own diary card.</li> <li>* how produce long vowels ( u - ue ) .</li> <li>* how to ask and answer yes / no questions.</li> </ul>		
Do:			Do:			Do:			Do:		
<ul style="list-style-type: none"> <li>* Students listen and match the people with the places they went to.</li> <li>* Students , in pairs , read the sentences and complete them using ( was - were ).</li> </ul>			<ul style="list-style-type: none"> <li>* Students read the paragraph describing the old town and tick (✓) the correct picture .</li> <li>* Students complete the sentences with the correct words from the box .</li> </ul>			<ul style="list-style-type: none"> <li>* Students read and circle the words that doesn't belong .</li> <li>* Students write the missing letters to complete the words .</li> </ul>			<ul style="list-style-type: none"> <li>* Students read and complete sentences with words from the box .</li> <li>* Students read the questions and match them with the answers given in the box .</li> </ul>		

Unit Assessment	<ul style="list-style-type: none"> <li>▪ Students make their own diaries. They write days of the week, draw and write their activities during these days. When they finish, they should talk about their activities and show their diaries to the class.</li> </ul>	Reflection	
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Teacher		Supervisor		The Leader	
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Material	Smart Class 6	Class	6 <sup>th</sup> Elementary	Term	Second
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Unit	Goals	Big Picture
3 On holiday	<ul style="list-style-type: none"> <li>* to talk about past activities and events using The Past Simple.</li> <li>* to make sentences in the past simple (negative).</li> <li>* to ask and answer Yes / No questions in the past.      * to write a letter to a friend.</li> <li>* to recognize and produce consonant endings : ( nk - ng - ck - nd - nt ).</li> </ul>	In this module students will learn how talk about past activities and events using The Past Simple, make negative sentences in the past simple, ask and answer Yes / No questions in the past, write a letter to a friend and how to recognize and produce the consonant endings : ( nk - ng - ck - nd - nt ).

Lesson	1	Date	Lesson	2	Date	Lesson	3	Date	Lesson	4	Date
Learning Objectives:			Learning Objectives:			Learning Objectives:			Learning Objectives:		
* to talk about past activities and events using the past simple of regular / irregular verbs. * to talk about one's activities at the weekend.			* to identify how to write a letter to a friend. * to make sentences in the past simple. * to identify how to ask and answer yes / no questions in the past.			* to recognize and produce the consonant endings ( nk - ng - ck ). * to listen and read for pleasure. * to revise and consolidate vocabulary and structures.			* to write a letter to a friend. * to produce the consonant endings ( nk - ng - ck - nd - nt ).		
Know:			Know:			Know:			Know:		
* how to talk about one's activities at the weekend. * how to talk about past activities and events using the past simple of regular / irregular verbs.			* how to make sentences in the past. * how to identify how to write a letter to a friend. * how to identify how to ask and answer yes / no questions in the past.			* how to produce the consonant endings ( nk - ng - ck ).			* how to write a letter to a friend. * how to produce consonant endings ( nk - ng - ck - nd - nt ).		
Do:			Do:			Do:			Do:		
* Students listen, unscramble the words and write them under the pictures. * Students , in pairs , read the sentences and complete them using the words given in the box.			* Students read the letter and complete the sentences with the past simple of the verbs in brackets. * Students , in group , look at the picture and correct the sentences using the negative form of the past simple.			* Students read and circle the words that doesn't belong. * Students listen and number ( 1 - 6 ) under each picture. * Students write the missing letters to complete the words.			* Students read and complete the sentences with the words given in the box. * Students read and complete the dialogues with the phrases.		

Unit Assessment	<ul style="list-style-type: none"> <li>▪ Students write letters about their holiday to a friend. They should write where and when they went, who they went with, what they did and saw and if they liked the holiday or not.</li> </ul>	Reflection
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Material	Smart Class 6	Class	6 <sup>th</sup> Elementary	Term	Second
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Unit	Goals	Big Picture
4 The world around us	<ul style="list-style-type: none"> <li>* to make comparisons by using comparative form.</li> <li>* to make comparisons by using superlative form.</li> <li>* to talk about future plans by using : going to.</li> <li>* to recognize and produce consonant blend s ( sk - sc - squ ) and silent ( gh - k ).</li> </ul>	In this module students will learn how to talk about future plans by using : going to, make comparisons by using comparative and superlative form and how to recognize and produce the consonant blend s : ( sk - sc - squ ) and silent : ( gh - k ).

Lesson	1	Date	Lesson	2	Date	Lesson	3	Date	Lesson	4	Date
Learning Objectives:			Learning Objectives:			Learning Objectives:			Learning Objectives:		
<ul style="list-style-type: none"> <li>* to make comparisons using the comparative form.</li> <li>* to talk about a science project about sea animals.</li> <li>* to use the irregular comparative form.</li> </ul>			<ul style="list-style-type: none"> <li>* to make comparisons with people / animals by using the superlative form.</li> <li>* to talk about future plans by using going to.</li> </ul>			<ul style="list-style-type: none"> <li>* to recognize and produce the consonant blend s ( sk - sc - squ ).</li> <li>* to listen and read for pleasure.</li> <li>* to revise and consolidate vocabulary and structures.</li> </ul>			<ul style="list-style-type: none"> <li>* to recognize and produce the consonant blend s ( sk - sc - squ ).</li> <li>* to make a solar system mobile .</li> <li>* to recognize the silent ( gh - k ).</li> </ul>		
Know:			Know:			Know:			Know:		
<ul style="list-style-type: none"> <li>* how to make comparisons using the comparative form.</li> <li>* how to talk about a science project about sea animals.</li> </ul>			<ul style="list-style-type: none"> <li>* how to make comparisons with people / animals by using the superlative form.</li> <li>* how to talk about future plans by using going to.</li> </ul>			<ul style="list-style-type: none"> <li>* how produce the consonant blend s ( sk - sc - squ ).</li> </ul>			<ul style="list-style-type: none"> <li>* how to make a solar system mobile .</li> <li>* how to recognize the silent ( gh - k ).</li> <li>* how to produce the consonant blend s ( sk - sc - squ ).</li> </ul>		
Do:			Do:			Do:			Do:		
<ul style="list-style-type: none"> <li>* Students look at the pictures and the adjectives and write the comparative form of the adjectives .</li> <li>* Students , in pairs , look to the pictures and the adjectives in brackets to make comparisons.</li> </ul>			<ul style="list-style-type: none"> <li>* Students , in pairs , look to the pictures and write the correct words under each picture.</li> <li>* Students , in group , look at the picture and circle the correct comparison form of the adjectives.</li> </ul>			<ul style="list-style-type: none"> <li>* Students read and circle the words that doesn't belong .</li> <li>* Students listen and number ( 1 - 6 ) under each picture .</li> <li>* Students write the missing letters to complete the words .</li> </ul>			<ul style="list-style-type: none"> <li>* Students read the paragraph and write the children's names under the correct pictures .</li> <li>* Students complete the sentences with the superlative form of the adjectives.</li> </ul>		

Unit Assessment	<ul style="list-style-type: none"> <li>▪ Students make their own solar system. They draw, colour and cut the planets out. They tie the planets up with pieces of string. When they finish, they describe the solar system pointing to the planets they drew.</li> </ul>	Reflection
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Teacher		Supervisor		The Leader	
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