

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

Welcome & Unit 1: Family and work	Subject: English (Get Ready 6)
Lessons: (1 : 2)	6th Elementary
Time Frame: 3 lessons	
Unit Summary	
This unit presents some kinds of jobs, the greeting welcome, planning for a day, family members, writing a message and examples for the sounds ur/ir, oy/oi and ow/ou.	
Stage 1: Identify Desired Results	
The General Objectives:	
By the end of "unit", students will be able:	
<ul style="list-style-type: none"> ▪ To revise characters from Level 5 ▪ To revise names of places and characters ▪ To ask questions using What, Who, Where, Why, Whose ▪ To talk about places in homes and places of work ▪ To talk about occupations ▪ To revise jobs and places of work ▪ To revise asking "Wh" questions ▪ To revise names of cities in Saudi Arabia. ▪ To use (V. To be) in present simple ▪ To recognise /ɜ:/ sound ▪ To spell words with: ur and ir 	
Enduring Understandings	Essential Questions
Students will understand that: <ul style="list-style-type: none"> ▪ The greeting "Welcome" ▪ Some jobs. ▪ Write a message. ▪ The phrase "going to" ▪ The family members. ▪ Examples for the sounds ur/ir. ▪ Examples for the sounds oy/oi and ow/ou. 	<ul style="list-style-type: none"> ▪ Say three jobs. ▪ Write a message. ▪ Write a plan for a day using the phrase "going to" ▪ Say two family members. ▪ Say and write three verbs. ▪ Say two examples for the sounds ur/ir. ▪ Say two examples for the sounds oy/oi and ow/ou.
Knowledge and Skills	
Students will know... <ul style="list-style-type: none"> • New vocabulary about jobs and place of work. • The greeting "Welcome" • The family members. • The use of (going to) • The sounds ur/ir. • The sounds oy/oi and ow/ou. 	Students will be able to... <ul style="list-style-type: none"> • Write a message. • Say three jobs. • Listen to the sounds oy/oi and ow/ou. • Read examples for the sounds ur/ir. • Ask and answer jobs.
Stage 2: Assessment Evidence	
Performing Tasks:	
<ul style="list-style-type: none"> • Use vocabulary in a variety of sentences. • Listening tests. 	

- Oral tests.
- Written tests.
- Dialogues.
- Express themselves orally.
- Ask and answer questions.
- Summarize a comprehension.

Performance Standards:

- Achieve advanced degrees in the tests and quizzes.
- Show the ability to answer the exercises of Student's book and Workbook.
- They are done through the follow up table (expectations table).

Other Evidence:

- Observation to evaluate the performance of learners in the oral presentation.
- Tests.
- Quizzes.
- Self-evaluation according to their self-evaluation forms.
- Workbook activities: to ensure the understanding of the basic points in the unit.
- Homework.

Stage 3: Teaching and learning experiences Plan

The approach:

- Prepare the pupils for this unit, what expected for them and the level of performance required for them to achieve the stated results.

Introductory activities:

- Activities designed attractively and variable (listening, speaking, reading and writing) are encourage learners to express themselves in simple, correct English and cultivate in them the habit of listening to passages containing many words and the habit of writing in a correct way.

Educational learning activities:

- Training learners on the skills of grammar, spelling and structures of language through classroom activities and homework.
- Training learners of the rules for writing techniques.
- Engage the pupils with self-evaluation of the students to achieve the stated results.
 - We have to focus on basic questions:
 - Say some jobs.
 - Say the family members.
 - Make dialogues.
 - Write a message.
 - Ask and answer.
 - Guess the sound which matches with the picture.
 - Ask the students to write the number of the room which they hear.

Assigned learners to do performance task:

- Learners carry out tasks according to the standards and present their works on the class according to specific standards.

(Table of Learning Plan)

<u>Warm-up questions:</u>	<u>Work individually:</u>	<u>Work in pairs:</u>	<u>Work in groups:</u>
<ul style="list-style-type: none"> • Say a job. • Say the family members. • Greet each other using "Welcome" 	<ul style="list-style-type: none"> • Read the words then match. • Ask the students to write the number of the room which they hear. • Choose the missing word from the words. • Ask them to answer the question and write it. • Write the Correct job which match with the picture. 	<ul style="list-style-type: none"> • Role-play planning for a day. • Role-play asking about jobs and place of work. • Read the messages individually then write messages in groups. 	<ul style="list-style-type: none"> • Read the paragraph individually then answer the questions in groups. • Read the messages individually then write messages in groups. • Read the examples of the sounds oy/ui and ow/ou.

Title of unit: Family and work

<p>A.</p>	<p><u>Performance tasks:</u></p> <ul style="list-style-type: none"> • Listen to the CD and answer the paragraph questions. • Listen to the CD and number the pictures. • Listen to the CD and ask and answer the questions. • Read and write the number of the room which they hear. • Read and write messages. • Ask and answer to make dialogues about jobs. • Number the picture with word, and then complete the missing words. • Writing information about a person. • Read and match the sound with the pictures. • Revise by listening to the CD and saying the answers. <p><u>Objective:</u></p> <ul style="list-style-type: none"> • Achieve the general objectives of the unit. <p><u>The problem and the challenge:</u></p> <ul style="list-style-type: none"> • Help students to know / understand their learning goals and evaluate their own progress.
<p>B.</p>	<p><u>Students' role-play:</u></p> <ul style="list-style-type: none"> • Implementation of the activities related to the lessons. • Participate in an educational game. • Write paragraphs. • Echo an educational chant. • Match words with pictures. • Collect information. • Use the CD to listen then write. <p><u>The way to carry out the task:</u></p> <ul style="list-style-type: none"> • Use poster, flashcards and board. • Cooperative and linguistic communication strategy. • Motivate the students to listen and answer. • Ask questions. • Motivate the students to make simple conversation. • Check the students answer and correct their mistakes.
<p>C.</p>	<p><u>Audience:</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Pupils of the class, school or community. <p><u>Need to present:</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Unit vision.
<p>D.</p>	<p><u>The situation:</u></p> <ul style="list-style-type: none"> • The context of the educational curriculum. <p><u>The challenge:</u></p> <ul style="list-style-type: none"> • To discuss the topic (Family and work) and do the tasks related to the unit.
<p>E.</p>	<p><u>Output, performance and purpose:</u></p> <ul style="list-style-type: none"> • Learn, know and be familiar with everything in the unit. • Carry out the activities related to the unit.
<p>F.</p>	<p><u>Standards and criteria of success:</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Students must learn how to read, write, speak, listen, and use language effectively in a variety of content areas.

Expectations	(1) Beginner	(2) Intermediate	(3) Efficient	(4) Advanced	Evidence and total points
Language notes	Dominated by slang words	Language has some slang words	Correct language\ slang-free	Fluent language free of grammatical errors.	
Acting of the module	Confused in giving examples and answering the questions.	Fairly good examples and answers.	Very good examples and answers.	Excellent examples and answers.	
Approach	Linguistic Communication method/ cooperative method/ role play/ brainstorming	Linguistic Communication method/ cooperative method/ role play/ brainstorming	Linguistic Communication method/ cooperative method/ role play/ brainstorming	Linguistic Communication method/ cooperative method/ role play/ brainstorming	
Content	The examples and answers are lacked the correct structure of sentences.	The examples and answers have some incorrect structure of sentences.	The examples and answers are mostly correct in the structure of sentences.	The examples and answers are correct in the structure of sentences.	

Unit 2: My plans	Subject: English (Get Ready 6)
Lessons: (1 : 2)	6th Elementary
Time Frame: 2 lessons	
Unit Summary	
This unit focuses on planning for a day, writing a message, means of transportation, examples for the sounds oy/oi and ow/ou and using the phrase "going to" to speak about something you decided to do.	
Stage 1: Identify Desired Results	
<p>The General Objectives: By the end of "unit", students will be able:</p> <ul style="list-style-type: none"> ▪ To identify the unit vocabulary ▪ To identify Ask for future plans using "Do you want to...?" ▪ To use (can/ can't) ▪ To talk and ask about future plans using (going to). ▪ To identify the lesson vocabulary. ▪ To revise different forms of transport. ▪ To differentiate between present simple and future simple (uses and time expressions) ▪ To recognise these sounds: /ɔɪ/ and /aʊ/ ▪ To spell words with: oi/oy and ou/ow 	
Enduring Understandings	Essential Questions
<p>Students will understand that:</p> <ul style="list-style-type: none"> ▪ Planning for a day. ▪ Writing a message. ▪ The phrase "going to" ▪ Some verbs. ▪ The means of transportation. ▪ Examples for the sounds oy/oi and ow/ou. ▪ Asking about plans. 	<ul style="list-style-type: none"> ▪ Plan for a day. ▪ Write a message. ▪ Practice the phrase "going to" ▪ Say and write verbs. ▪ Say three means of transportation. ▪ Say examples for the sounds oy/oi and ow/ou. ▪ Ask about plans.
Knowledge and Skills	
<p>Students will know...</p> <ul style="list-style-type: none"> ▪ New vocabulary about means of transportation. ▪ Planning for a day. ▪ The phrase "going to" ▪ Some verbs. ▪ The means of transportation. ▪ Examples for the sounds oy/oi and ow/ou. ▪ Asking about plans. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ▪ Write simple sentences. ▪ Write plan for a day. ▪ Write a message. ▪ Practice "going to" ▪ Say the sounds oy/oi and ow/ou. ▪ Ask and answer about plans.
Stage 2: Assessment Evidence	
<p>Performing Tasks:</p> <ul style="list-style-type: none"> • Use vocabulary in a variety of sentences. • Listening tests. • Oral tests. • Written tests. 	

- Dialogues.
- Express themselves orally.
- Ask and answer questions.
- Summarize a comprehension.

Performance Standards:

- Achieve advanced degrees in the tests and quizzes.
- Show the ability to answer the exercises of Student's book and Workbook.
- They are done through the follow up table (expectations table).

Other Evidence:

- Observation to evaluate the performance of learners in the oral presentation.
- Tests.
- Quizzes.
- Self-evaluation according to their self-evaluation forms.
- Workbook activities: to ensure the understanding of the basic points in the unit.
- Homework.

Stage 3: Teaching and learning experiences Plan

The approach:

- Prepare the pupils for this unit, what expected for them and the level of performance required for them to achieve the stated results.

Introductory activities:

- Activities designed attractively and variable (listening, speaking, reading and writing) are encourage learners to express themselves in simple, correct English and cultivate in them the habit of listening to passages containing many words and the habit of writing in a correct way.

Educational learning activities:

- Training learners on the skills of grammar, spelling and structures of language through classroom activities and homework.
- Training learners of the rules for writing techniques.
- Engage the pupils with self-evaluation of the students to achieve the stated results.
- We have to focus on basic questions:
- Read the words then match with the pictures.
- Read the message, and then ask the students to guess the answers.
- Listen and read, then circle the different words.
- Role play the plans.
- Listen to the cassette and say the sounds oy/oi and ow/ou.

Assigned learners to do performance task:

- Learners carry out tasks according to the standards and present their works on the class according to specific standards.

(Table of Learning Plan)

<u>Warm-up questions:</u>	<u>Work individually:</u>	<u>Work in pairs:</u>	<u>Work in groups:</u>
<ul style="list-style-type: none"> • Read the words then match with the pictures. • Listen to the cassette and write the number of the word. 	<ul style="list-style-type: none"> • Read and complete the sentences from the words above. • Listen and read, then circle the different words. 	<ul style="list-style-type: none"> • Role-play the plans. • Listen to the cassette and say the sounds oy/ui and ow/ou. 	<ul style="list-style-type: none"> • Read the message individually and then answer in groups.

Title of unit: My plans

<p>A.</p>	<p><u>Performance tasks:</u></p> <ul style="list-style-type: none"> • Read the words then match with the pictures. • Read and complete the sentences from the words above. • Read the message about planning for a day, and then ask the students to guess the answers. • Listen and read, then circle the different words. • Listen to the cassette and write the number of the word. • Choose the missing word from the words above. • Ask the students to complete the sentences according to them. • Listen to the cassette and say the sounds oy/oi and ow/ou. • Ask and answer about plans. <p><u>Objective:</u></p> <ul style="list-style-type: none"> • Achieve the general objectives of the unit. <p><u>The problem and the challenge:</u></p> <ul style="list-style-type: none"> • Help students to know / understand their learning goals and evaluate their own progress.
<p>B.</p>	<p><u>Students' role-play:</u></p> <ul style="list-style-type: none"> • Implementation of the activities related to the lessons. • Participate in an educational game. • Write paragraphs. • Answer worksheets. • Echo an educational chant. • Match words with pictures. • Collect information. • Use the CD to listen then write. <p><u>The way to carry out the task:</u></p> <ul style="list-style-type: none"> • Use poster, flashcards and board. • Role play and linguistic communication strategy. • Motivate the students to listen and answer. • Ask questions. • Motivate the students to make simple conversation. • Check the students answer and correct their mistakes.
<p>C.</p>	<p><u>Audience:</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Pupils of the class, school or community. <p><u>Need to present:</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Unit vision.
<p>D.</p>	<p><u>The situation:</u></p> <ul style="list-style-type: none"> • The context of the educational curriculum. <p><u>The challenge:</u></p> <ul style="list-style-type: none"> • To discuss the topic (My plans) and do the tasks related to the unit.
<p>E.</p>	<p><u>Output, performance and purpose:</u></p> <ul style="list-style-type: none"> • Learn, know and be familiar with everything in the unit. • Carry out the activities related to the unit.
<p>F.</p>	<p><u>Standards and criteria of success:</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Students must learn how to read, write, speak, listen, and use language effectively in a variety of content areas.

Expectations	(1) Beginner	(2) Intermediate	(3) Efficient	(4) Advanced	Evidence and total points
Language notes	Dominated by slang words	Language has some slang words	Correct language\ slang-free	Fluent language free of grammatical errors.	
Acting of the module	Confused in giving examples and answering the questions.	Fairly good examples and answers.	Very good examples and answers.	Excellent examples and answers.	
Approach	Linguistic Communication method/ cooperative method/ role play/ brainstorming	Linguistic Communication method/ cooperative method/ role play/ brainstorming	Linguistic Communication method/ cooperative method/ role play/ brainstorming	Linguistic Communication method/ cooperative method/ role play/ brainstorming	
Content	The examples and answers are lacked the correct structure of sentences.	The examples and answers have some incorrect structure of sentences.	The examples and answers are mostly correct in the structure of sentences.	The examples and answers are correct in the structure of sentences.	

Unit 3: An Arabian story	Subject: English (Get Ready 6)
Lessons: (1 : 2)	6th Elementary
Time Frame: 2 lessons	
Unit Summary	
This unit revolves around the great Arabian stories, some adjectives, the sounds are/air/ear in examples, the house rooms and asking with who/ where.	
Stage 1: Identify Desired Results	
The General Objectives:	
By the end of "unit", students will be able:	
<ul style="list-style-type: none"> ▪ To identify the unit vocabulary. ▪ To talk about past activities and events, using past simple. ▪ To identify some adjectives. ▪ To use Past Simple of the verb (to be). ▪ To revise the story ▪ To revise the use of the past simple. ▪ To revise the use of (verb to be) in the past simple. ▪ To recognise /eə/ sound ▪ To spell words with: ere/air/ear. 	
Enduring Understandings	Essential Questions
Students will understand that: <ul style="list-style-type: none"> ▪ Arabian stories. ▪ The phrase "Let's ..." ▪ Some adjectives. ▪ The house rooms. ▪ Examples for the sounds are/air/ear. ▪ Asking with who/ where. 	<ul style="list-style-type: none"> ▪ Say an Arabian story. ▪ Practice the phrase "Let's ..." ▪ Say some new adjectives. ▪ Say the house rooms. ▪ Say some adjectives. ▪ Give examples for the sounds are/air/ear. ▪ Ask with who/ where.
Knowledge and Skills	
Students will know... <ul style="list-style-type: none"> • New vocabulary about house rooms. • The sounds are/air/ear. • The use of “ Let’ s ...” • Asking with [who/ where]. 	Students will be able to... <ul style="list-style-type: none"> • Write the house rooms. • Say “ Let’ s ...” • Listen to the examples for the sounds are/air/ear. • Read an Arabian story. • Ask using [who/ where].
Stage 2: Assessment Evidence	
Performing Tasks:	
<ul style="list-style-type: none"> • Use vocabulary in a variety of sentences. • Listening tests. • Oral tests. • Written tests. • Dialogues. • Express themselves orally. • Ask and answer questions. • Summarize a comprehension. 	

Performance Standards:

- Achieve advanced degrees in the tests and quizzes.
- Show the ability to answer the exercises of Student's book and Workbook.
- They are done through the follow up table (expectations table).

Other Evidence:

- Observation to evaluate the performance of learners in the oral presentation.
- Tests.
- Quizzes.
- Self-evaluation according to their self-evaluation forms.
- Workbook activities: to ensure the understanding of the basic points in the unit.
- Homework.

Stage 3: Teaching and learning experiences Plan

The approach:

- Prepare the pupils for this unit, what expected for them and the level of performance required for them to achieve the stated results.

Introductory activities:

- Activities designed attractively and variable (listening, speaking, reading and writing) are encourage learners to express themselves in simple, correct English and cultivate in them the habit of listening to passages containing many words and the habit of writing in a correct way.

Educational learning activities:

- Training learners on the skills of grammar, spelling and structures of language through classroom activities and homework.
- Training learners of the rules for writing techniques.
- Engage the pupils with self-evaluation of the students to achieve the stated results.
- We have to focus on basic questions:
 - Say any Arabian story.
 - Role play who/ where.
 - Role play a plan.
 - Listen and match the pictures with the rooms.
 - Make dialogues using the information in the exercise.
 - Practice "Let's ..."
 - Listen to the CD and say the words they hear.
 - Match the adjective with its picture.

Assigned learners to do performance task:

- Learners carry out tasks according to the standards and present their works on the class according to specific standards.

(Table of Learning Plan)

<u>Warm-up questions:</u>	<u>Work individually:</u>	<u>Work in pairs:</u>	<u>Work in groups:</u>
<ul style="list-style-type: none"> • Say any Arabian story. 	<ul style="list-style-type: none"> • Practice "Let's ..." • Listen to the CD and say the words they hear. • Read the new words. • Match the adjective with its picture. • Listen and match the pictures with the rooms. 	<ul style="list-style-type: none"> • Role play who/ where. • Role-play a plan. • Make dialogues using the information in the previous exercise. 	<ul style="list-style-type: none"> • Say the examples for the sounds are/air/ear in group.

Title of unit: An Arabian story

<p>A.</p>	<p><u>Performance tasks:</u></p> <ul style="list-style-type: none"> • Say any Arabian story. • Practice "Let's ..." • Make a dialogue about plans. • Listen to the CD and say the words they hear. • Listen to the CD and write the word which match with the picture. • Find the picture which match with the word, then write it. • Read the new words. • Match the adjective with its picture. • Listen and match the pictures with the rooms. • Tick the correct adjective. • Make dialogues using the information in the previous exercise. • Guess the correct sound and tick it. • Say the words with the sounds are/air/ear. <p><u>Objective:</u> Achieve the general objectives of the unit.</p> <p><u>The problem and the challenge:</u></p> <ul style="list-style-type: none"> • Help students to know / understand their learning goals and evaluate their own progress.
<p>B.</p>	<p><u>Students' role-play:</u></p> <ul style="list-style-type: none"> • Implementation of the activities related to the lessons. • Participate in an educational game. • Write paragraphs. • Echo an educational chant. • Match words with pictures. • Collect information. • Use the CD to listen then write. <p><u>The way to carry out the task:</u></p> <ul style="list-style-type: none"> • Use poster, flashcards and board. • Motivate the students to listen and answer. • Ask questions. • Motivate the students to make simple conversation. • Check the students answer and correct their mistakes.
<p>C.</p>	<p><u>Audience:</u></p> <p><input checked="" type="checkbox"/> Pupils of the class, school or community.</p> <p><u>Need to present:</u> Unit vision.</p>
<p>D.</p>	<p><u>The situation:</u></p> <ul style="list-style-type: none"> • The context of the educational curriculum. <p><u>The challenge:</u></p> <ul style="list-style-type: none"> • To discuss the topic (An Arabian story) and do the tasks related to the unit.
<p>E.</p>	<p><u>Output, performance and purpose:</u></p> <ul style="list-style-type: none"> • Learn, know and be familiar with everything in the unit. • Carry out the activities related to the unit.
<p>F.</p>	<p><u>Standards and criteria of success:</u></p> <p><input checked="" type="checkbox"/> Students must learn how to read, write, speak, listen, and use language effectively in a variety of content areas.</p>

Expectations	(1) Beginner	(2) Intermediate	(3) Efficient	(4) Advanced	Evidence and total points
Language notes	Dominated by slang words	Language has some slang words	Correct language\ slang-free	language free of gram matic	
Acting of the module	Confused in giving examples and answering the questions.	Fairly good examples and answers.	Very good examples and answers.	Excellent examples and answers.	
Approach	hod/ coop erati ve met met	hod/ coop erati ve met	hod/ coop erati ve met	hod/ coop erati ve met	
Content	The examples and answers are lacked the correct structure of sentences.	The examples and answers have some incorrect structure of sentences.	The examples and answers are mostly correct in the structure of sentences.	The examples and answers are correct in the structure of sentences.	

Unit 4: Night safari (1)	Subject: English (Get Ready 6)
Lessons: (1 : 2)	6th Elementary
Time Frame: 2 lessons	
Unit Summary	
This unit presents information about night safari, some kinds of animals, dialogues using the question "What was that?", the answer "It was a ..." and examples for the sounds or/er.	
Stage 1: Identify Desired Results	
<p>The General Objectives: By the end of "unit", students will be able:</p> <ul style="list-style-type: none"> ▪ To talk about past events ▪ To identify animals ▪ To describe past experiences using the Past Simple of the verb to be (was / were) ▪ To revise the names of animals ▪ To revise asking and answering, using the Past Simple of the verb to be ▪ To ask and answer about animals: (What was that? It was ...) / (What animals eat ...?) ▪ To recognise these sounds: /ɔ:/ and /ə/ ▪ To spell words with: or and er 	
Enduring Understandings	Essential Questions
<p>Students will understand that:</p> <ul style="list-style-type: none"> ▪ Night safari. ▪ Some animals in the safari. ▪ The question "What was that?" and answer "It was a ..." ▪ The sounds or/er. 	<ul style="list-style-type: none"> ▪ Say information about night safari. ▪ Say three wild animals you can see in the safari. ▪ Ask using the question "What was that?" ▪ Say two examples for the sounds or/er.
Knowledge and Skills	
<p>Students will know...</p> <ul style="list-style-type: none"> • New vocabulary about night safari. • The sounds or/er. • Some kinds of animals. • The use of "What was that?" 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Say examples for the sounds or/er. • Listen to information about night safari. • Read wild animals. • Ask and answer "What was that?"
Stage 2: Assessment Evidence	
<p>Performing Tasks:</p> <ul style="list-style-type: none"> • Use vocabulary in a variety of sentences. • Listening tests. • Oral tests. • Written tests. • Dialogues. • Express themselves orally. • Ask and answer questions. • Summarize a comprehension. 	
<p>Performance Standards:</p> <ul style="list-style-type: none"> • Achieve advanced degrees in the tests and quizzes. 	

- Show the ability to answer the exercises of Student's book and Workbook.
- They are done through the follow up table (expectations table).

Other Evidence:

- Observation to evaluate the performance of learners in the oral presentation.
- Tests.
- Quizzes.
- Self-evaluation according to their self-evaluation forms.
- Workbook activities: to ensure the understanding of the basic points in the unit.
- Homework.

Stage 3: Teaching and learning experiences Plan

The approach:

- Prepare the pupils for this unit, what expected for them and the level of performance required for them to achieve the stated results.

Introductory activities:

- Activities designed attractively and variable (listening, speaking, reading and writing) are encourage learners to express themselves in simple, correct English and cultivate in them the habit of listening to passages containing many words and the habit of writing in a correct way.

Educational learning activities:

- Training learners on the skills of grammar, spelling and structures of language through classroom activities and homework.
- Training learners of the rules for writing techniques.
- Engage the pupils with self-evaluation of the students to achieve the stated results.
- We have to focus on basic questions:
 - Listen to the dialogue and find.
 - Read the words and match the words with the pictures in the previous exercise.
 - Listen to the cassette and match with the correct picture.
 - Role play kinds of animals.
 - Role play the question "What was that?" and answer "It was a ...!"

Assigned learners to do performance task:

- Learners carry out tasks according to the standards and present their works on the class according to specific standards.

(Table of Learning Plan)

<u>Warm-up questions:</u>	<u>Work individually:</u>	<u>Work in pairs:</u>	<u>Work in groups:</u>
<ul style="list-style-type: none"> • Listen to the dialogue and find. • Listen and try to say the words. 	<ul style="list-style-type: none"> • Read the words and match the words with the pictures in the previous exercise. • Listen to the cassette and match with the correct picture. • Read the message and complete the missing words. 	<ul style="list-style-type: none"> • Role-play kinds of animals. • Role play the question "What was that?" and answer "It was a ..." 	<ul style="list-style-type: none"> • Read individually then answer in groups.

Title of unit: Night safari (1)

<p>A.</p>	<p><u>Performance tasks:</u></p> <ul style="list-style-type: none"> • Listen to the cassette and try to say the words. • Read the words and match the words with the pictures in the previous exercise. • Listen to the cassette and match with the correct picture. • Read the message and complete the missing words. • Listen and match with the correct word. • Make dialogues like the dialogue in the exercise using kinds of animals in the pictures. • Listen to the cassette and write the number next to the correct picture. • Make dialogues using the question "What was that?" and answer "It was a • Listen and guess the correct sound then circle it. • Read the sentence and say the words with the sounds or/er. <p><u>Objective:</u></p> <ul style="list-style-type: none"> • Achieve the general objectives of the unit. <p><u>The problem and the challenge:</u></p> <ul style="list-style-type: none"> • Help students to know / understand their learning goals and evaluate their own progress.
<p>B.</p>	<p><u>Students' role-play:</u></p> <ul style="list-style-type: none"> • Implementation of the activities related to the lessons. • Participate in an educational game. • Write paragraphs. • Echo an educational chant. • Match words with pictures. • Collect information. • Use the CD to listen then write. <p><u>The way to carry out the task:</u></p> <ul style="list-style-type: none"> • Use poster, flashcards and board. • Role play and linguistic communication strategy. • Motivate the students to listen and answer. • Ask questions. • Motivate the students to make simple conversation. • Check the students answer and correct their mistakes.
<p>C.</p>	<p><u>Audience:</u></p> <p><input checked="" type="checkbox"/> Pupils of the class, school or community.</p> <p><u>Need to present:</u></p> <p><input checked="" type="checkbox"/> Unit vision.</p>
<p>D.</p>	<p><u>The situation:</u></p> <ul style="list-style-type: none"> • The context of the educational curriculum. <p><u>The challenge:</u></p> <ul style="list-style-type: none"> • To discuss the topic (Night safari (1)) and do the tasks related to the unit.
<p>E.</p>	<p><u>Output, performance and purpose:</u></p> <ul style="list-style-type: none"> • Learn, know and be familiar with everything in the unit. • Carry out the activities related to the unit.
<p>F.</p>	<p><u>Standards and criteria of success:</u></p> <p><input checked="" type="checkbox"/> Students must learn how to read, write, speak, listen, and use language effectively in a variety of content areas.</p>

Expectations	(1) Beginner	(2) Intermediate	(3) Efficient	(4) Advanced	Evidence and total points
Language notes	Dominated by slang words	Language has some slang words	Correct language\ slang-free	Fluent language free of grammatical errors.	
Acting of the module	Confused in giving examples and answering the questions.	Fairly good examples and answers.	Very good examples and answers.	Excellent examples and answers.	
Approach	Linguistic Communication method/ cooperative method/ role play/ brainstorming	Linguistic Communication method/ cooperative method/ role play/ brainstorming	Linguistic Communication method/ cooperative method/ role play/ brainstorming	Linguistic Communication method/ cooperative method/ role play/ brainstorming	
Content	The examples and answers are lacked the correct structure of sentences.	The examples and answers have some incorrect structure of sentences.	The examples and answers are mostly correct in the structure of sentences.	The examples and answers are correct in the structure of sentences.	

Unit 5: Night safari (2)	Subject: English (Get Ready 6)
Lessons: (1 : 2)	6 th Elementary
Time Frame: 2 lessons	
Unit Summary	

This unit focuses on mentioning some wild animals, the comparative with some examples, dialogues using the question "Which animal is bigger?" and examples for the silent sounds gh/k.

Stage 1: Identify Desired Results

The General Objectives:

By the end of "unit", students will be able:

- To identify wild animals.
- To make comparisons.
- To ask and answer to compare animals.
- To revise comparing two items.
- To make superlatives
- To recognise these sounds: ' silent' letters k and gh
- To spell words with: ' silent' letters k and gh

Enduring Understandings

Students will understand that:

- Wild animals.
- Asking: "What' s this?" and answering " It' s a ..."
- The comparative.
- The question "Which animal is bigger?"
- The silent sounds gh/k.

Essential Questions

- Write three wild animals.
- Ask: "What' s this?"
- Write three examples for the comparative.
- Write three examples for the silent sounds gh/k.

Knowledge and Skills

Students will know...

- New vocabulary about wild animals.
- The use of the question "What' s this?"
- The use of the comparative.
- The silent sounds gh/k.

Students will be able to...

- Write wild animals.
- Say a sentence for the comparative.
- Read examples for the silent sounds gh/k.
- Ask "What' s this?"

Stage 2: Assessment Evidence

Performing Tasks:

- Use vocabulary in a variety of sentences.
- Listening tests.
- Oral tests.
- Written tests.
- Dialogues.
- Express themselves orally.
- Ask and answer questions.
- Summarize a comprehension.

Performance Standards:

- Achieve advanced degrees in the tests and quizzes.
- Show the ability to answer the exercises of Student's book and Workbook.
- They are done through the follow up table (expectations table).

Other Evidence:

- Observation to evaluate the performance of learners in the oral presentation.

- Tests.
- Quizzes.
- Self-evaluation according to their self-evaluation forms.
- Workbook activities: to ensure the understanding of the basic points in the unit.
- Homework.

Stage 3: Teaching and learning experiences Plan

The approach:

- Prepare the pupils for this unit, what expected for them and the level of performance required for them to achieve the stated results.

Introductory activities:

- Activities designed attractively and variable (listening, speaking, reading and writing) are encourage learners to express themselves in simple, correct English and cultivate in them the habit of listening to passages containing many words and the habit of writing in a correct way.

Educational learning activities:

- Training learners on the skills of grammar, spelling and structures of language through classroom activities and homework.
- Training learners of the rules for writing techniques.
- Engage the pupils with self-evaluation of the students to achieve the stated results.
- We have to focus on basic questions:
- Give example for wild animal.
- Match the words with the pictures in the previous exercise.
- Read the sentences and complete the missing words from the words above.
- Ask the students to role play the question "Which animal is bigger: ...or ...?"
- Say the words with the silent sounds gh/k.
- Look at the pictures and choose the correct answer.
- Choose the correct word which match with the sentence.

Assigned learners to do performance task:

- Learners carry out tasks according to the standards and present their works on the class according to specific standards.

(Table of Learning Plan)

<u>Warm-up questions:</u>	<u>Work individually:</u>	<u>Work in pairs:</u>	<u>Work in groups:</u>
<ul style="list-style-type: none"> • Give example for wild animal. • Listen and find in the picture. 	<ul style="list-style-type: none"> • Match the words with the pictures in the previous exercise. • Read the sentences and complete the missing words from the words above. 	<ul style="list-style-type: none"> • Role play the question "Which animal is bigger: ...or ...?" • Say the words with the silent sounds gh/k. 	<ul style="list-style-type: none"> • Read individually then answer in groups.

(Performance Tasks)

Title of unit: Night safari (2)

<p>A.</p>	<p><u>Performance tasks:</u></p> <ul style="list-style-type: none"> • Listen to the CD and find in the picture. • Listen to the CD and say the animals. • Match the words with the pictures in the previous exercise. • Read the sentences and complete the missing words from the words above. • Make dialogues using the question "Which animal is bigger: ...or ...?" • Look at the pictures and choose the correct answer. • Choose the correct word which match with the sentence. • Listen and say the words. • Read the sentence and say the words with the silent sounds gh/k • Revise by listening to the CD. <p><u>Objective:</u></p> <ul style="list-style-type: none"> • Achieve the general objectives of the unit. <p><u>The problem and the challenge:</u></p> <ul style="list-style-type: none"> • Help students to know / understand their learning goals and evaluate their own progress.
<p>B.</p>	<p><u>Students' role-play:</u></p> <ul style="list-style-type: none"> • Implementation of the activities related to the lessons. • Participate in an educational game. • Write paragraphs. • Echo an educational chant. • Match words with pictures. • Collect information. • Use the CD to listen then write. <p><u>The way to carry out the task:</u></p> <ul style="list-style-type: none"> • Use poster, flashcards and board. • Cooperative and linguistic communication strategy. • Motivate the students to listen and answer. • Ask questions. • Motivate the students to make simple conversation. • Check the students answer and correct their mistakes.
<p>C.</p>	<p><u>Audience:</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Pupils of the class, school or community. <p><u>Need to present:</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Unit vision.
<p>D.</p>	<p><u>The situation:</u></p> <ul style="list-style-type: none"> • The context of the educational curriculum. <p><u>The challenge:</u></p> <ul style="list-style-type: none"> • To discuss the topic (Night safari (2)) and do the tasks related to the unit.
<p>E.</p>	<p><u>Output, performance and purpose:</u></p> <ul style="list-style-type: none"> • Learn, know and be familiar with everything in the unit. • Carry out the activities related to the unit.
<p>F.</p>	<p><u>Standards and criteria of success:</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Students must learn how to read, write, speak, listen, and use language effectively in a variety of content areas.

Expectations	(1) Beginner	(2) Intermediate	(3) Efficient	(4) Advanced	Evidence and total points
Language notes	Dominated by slang words	Language has some slang words	Correct language\ slang-free	Fluent language free of grammatical errors.	
Acting of the module	Confused in giving examples and answering the questions.	Fairly good examples and answers.	Very good examples and answers.	Excellent examples and answers.	
Approach	Linguistic Communication method/ cooperative method/ role play/ brainstorming	Linguistic Communication method/ cooperative method/ role play/ brainstorming	Linguistic Communication method/ cooperative method/ role play/ brainstorming	Linguistic Communication method/ cooperative method/ role play/ brainstorming	
Content	The examples and answers are lacked the correct structure of sentences.	The examples and answers have some incorrect structure of sentences.	The examples and answers are mostly correct in the structure of sentences.	The examples and answers are correct in the structure of sentences.	

Unit 6: My grandfather	Subject: English (Get Ready 6)
Lessons: (1 : 2)	6th Elementary
Time Frame: 2 lessons	
Unit Summary	
This unit presents new jobs, family members, the past tense with practicing regular verbs, dialogues asking about jobs using the question "What did he do?"	
Stage 1: Identify Desired Results	
<p>The General Objectives:</p> <p>By the end of "unit", students will be able:</p> <ul style="list-style-type: none"> To identify and talk about family and friends using possessive adjectives To talk about life in the past To recognise time expressions of the past simple tense To identify and talk about family and friends using the possessive ('s) To recognise regular past verbs formation To recognise these sounds: /s/, /z/ and /iz/ To spell words with: -s and -es 	
Enduring Understandings	Essential Questions
<p>Students will understand that:</p> <ul style="list-style-type: none"> New jobs. New family members; grandfather and grandmother. The regular past tense. The question "What did he do?" to ask about someone's job in the past. The question "Where do you live?" "Ago- long time ago" when we speak about past tense. <ul style="list-style-type: none"> The sounds; s/s/, s/z/, es/iz/. 	<ul style="list-style-type: none"> Write two kinds of jobs. Write three past verbs. Make dialogues about jobs. Write two examples for the sounds; s/s/, s/z/, es/iz/.
Knowledge and Skills	
<p>Students will know...</p> <ul style="list-style-type: none"> New vocabulary about jobs. New family members. The regular past tense. Examples for the sounds; s/s/, s/z/, es/iz/. Asking about job. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> Write simple sentences. Make dialogues. Write kinds of jobs. Practice "Ago- long time ago" Say examples for the sounds; s/s/, s/z/, es/iz/. Ask "What did he do?"
Stage 2: Assessment Evidence	
<p>Performing Tasks:</p> <ul style="list-style-type: none"> Use vocabulary in a variety of sentences. Listening tests. Oral tests. Written tests. Dialogues. Express themselves orally. Ask and answer questions. Summarize a comprehension. 	

Performance Standards:

- Achieve advanced degrees in the tests and quizzes.
- Show the ability to answer the exercises of Student's book and Workbook.
- They are done through the follow up table (expectations table).

Other Evidence:

- Observation to evaluate the performance of learners in the oral presentation.
- Tests.
- Quizzes.
- Self-evaluation according to their self-evaluation forms.
- Workbook activities: to ensure the understanding of the basic points in the unit.
- Homework.

Stage 3: Teaching and learning experiences Plan

The approach:

- Prepare the pupils for this unit, what expected for them and the level of performance required for them to achieve the stated results.

Introductory activities:

- Activities designed attractively and variable (listening, speaking, reading and writing) are encourage learners to express themselves in simple, correct English and cultivate in them the habit of listening to passages containing many words and the habit of writing in a correct way.

Educational learning activities:

- Training learners on the skills of grammar, spelling and structures of language through classroom activities and homework.
- Training learners of the rules for writing techniques.
- Engage the pupils with self-evaluation of the students to achieve the stated results.
- We have to focus on basic questions:
 - Write three jobs.
 - Listen to the CD and write the words after the numbers.
 - Listen and circle true (T) or false (F).
 - Read and write the verb according to the sentence tense.
 - Listen and say the greeting during the day.
 - Listen and number.
 - Role play the question "Where do you live?"
 - Read the paragraph and ask the students to complete from the past tense verbs above.

Assigned learners to do performance task:

- Learners carry out tasks according to the standards and present their works on the class according to specific standards.

(Table of Learning Plan)

<u>Warm-up questions:</u>	<u>Work individually:</u>	<u>Work in pairs:</u>	<u>Work in groups:</u>
<ul style="list-style-type: none"> • Write a job. • Write the number of the picture. 	<ul style="list-style-type: none"> • Listen and write the words after the numbers. • Listen and circle true (T) or false (F). • Read and write the verb according to the sentence tense. • Read the sentence and say the words with the sounds. 	<ul style="list-style-type: none"> • Listen and say the greeting during the day. • Listen and number. • Role-play the question "Where do you live?" 	<ul style="list-style-type: none"> • Read the paragraph individually then complete from the past tense verbs above in groups.

Title of unit: My grandfather

<p>A.</p>	<p><u>Performance tasks:</u></p> <ul style="list-style-type: none"> • Listen to the CD and write the number of the picture. • Listen to the CD and write the words after the numbers. • Listen and circle true (T) or false (F). • Read the paragraph and ask the students to complete from the past tense verbs above. • Listen to the CD and tick next to the sentence. • Read and write the verb according to the sentence tense. • Listen and repeat the words. • Make dialogues using the question "Where do you live?" • Listen and circle the correct sound. • Read the sentence and say the words with the sounds. <p><u>Objective:</u> Achieve the general objectives of the unit.</p> <p><u>The problem and the challenge:</u></p> <ul style="list-style-type: none"> • Help students to know / understand their learning goals and evaluate their own progress.
<p>B.</p>	<p><u>Students' role-play:</u></p> <ul style="list-style-type: none"> • Implementation of the activities related to the lessons. • Participate in an educational game. • Write paragraphs. • Answer worksheets. • Echo an educational chant. • Match words with pictures. • Collect information. • Use the CD to listen then write. <p><u>The way to carry out the task:</u></p> <ul style="list-style-type: none"> • Use poster, flashcards and board. • Role play and linguistic communication strategy. • Motivate the students to listen and answer. • Ask questions. • Motivate the students to make simple conversation. • Check the students answer and correct their mistakes.
<p>C.</p>	<p><u>Audience:</u> Pupils of the class, school or community.</p> <p><input checked="" type="checkbox"/> <u>Need to present:</u> Unit vision.</p>
<p>D.</p>	<p><u>The situation:</u></p> <ul style="list-style-type: none"> • The context of the educational curriculum. <p><u>The challenge:</u></p> <ul style="list-style-type: none"> • To discuss the topic (My grandfather) and do the tasks related to the unit.
<p>E.</p>	<p><u>Output, performance and purpose:</u></p> <ul style="list-style-type: none"> • Learn, know and be familiar with everything in the unit. • Carry out the activities related to the unit.
<p>F.</p>	<p><u>Standards and criteria of success:</u></p> <p><input checked="" type="checkbox"/> Students must learn how to read, write, speak, listen, and use language effectively in a variety of content areas.</p>

Expectations	(1) Beginner	(2) Intermediate	(3) Efficient	(4) Advanced	Evidence and total points
Language notes	Dominated by slang words	Language has some slang words	Correct language\ slang-free	Fluent language free of grammatical errors.	
Acting of the module	Confused in giving examples and answering the questions.	Fairly good examples and answers.	Very good examples and answers.	Excellent examples and answers.	
Approach	Linguistic Communication method/ cooperative method/ role play/ brainstorming	Linguistic Communication method/ cooperative method/ role play/ brainstorming	Linguistic Communication method/ cooperative method/ role play/ brainstorming	Linguistic Communication method/ cooperative method/ role play/ brainstorming	
Content	The examples and answers are lacked the correct structure of sentences.	The examples and answers have some incorrect structure of sentences.	The examples and answers are mostly correct in the structure of sentences.	The examples and answers are correct in the structure of sentences.	

Unit 7: A special day	Subject: English (Get Ready 6)
Lessons: (1 : 2)	6th Elementary
Time Frame: 2 lessons	
Unit Summary	
This unit presents a special day in your life that you enjoyed very much, practicing the past tense regular and irregular verbs, examples for the sound ph and making a telephone call.	
Stage 1: Identify Desired Results	
<p>The General Objectives: By the end of "unit", students will be able:</p> <ul style="list-style-type: none"> • To identify the lesson vocabulary • To talk about past activities and events • To revise irregular past verbs • To revise the past simple of verb to be • To ask and answer questions, using the past simple tense • To recognise these sound: /f/ • To spell words with: ph, gh 	
Enduring Understandings	Essential Questions
<p>Students will understand that:</p> <ul style="list-style-type: none"> • A special day. • The past tense. • Irregular verbs. • The telephone call. • The sound ph. 	<ul style="list-style-type: none"> • Speak about a special day. • Write three irregular verbs in the past. • Write a telephone dialogue. • Say two examples for the sound ph.
Knowledge and Skills	
<p>Students will know...</p> <ul style="list-style-type: none"> • New vocabulary about a special day . • The sound ph. • The use of past tense. • The telephone call. • Irregular verbs. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Write a telephone call. • Say examples for irregular verbs in the past. • Listen to the examples for the sound ph. • Read a special day.
Stage 2: Assessment Evidence	
<p>Performing Tasks:</p> <ul style="list-style-type: none"> • Use vocabulary in a variety of sentences. • Listening tests. • Oral tests. • Written tests. • Dialogues. • Express themselves orally. • Ask and answer questions. • Summarize a comprehension. 	
<p>Performance Standards:</p> <ul style="list-style-type: none"> • Achieve advanced degrees in the tests and quizzes. • Show the ability to answer the exercises of Student's book and Workbook. • They are done through the follow up table (expectations table). 	

Other Evidence:

- Observation to evaluate the performance of learners in the oral presentation.
- Tests.
- Quizzes.
- Self-evaluation according to their self-evaluation forms.
- Workbook activities: to ensure the understanding of the basic points in the unit.
- Homework.

Stage 3: Teaching and learning experiences Plan

The approach:

- Prepare the pupils for this unit, what expected for them and the level of performance required for them to achieve the stated results.

Introductory activities:

- Activities designed attractively and variable (listening, speaking, reading and writing) are encourage learners to express themselves in simple, correct English and cultivate in them the habit of listening to passages containing many words and the habit of writing in a correct way.

Educational learning activities:

- Training learners on the skills of grammar, spelling and structures of language through classroom activities and homework.
- Training learners of the rules for writing techniques.
- Engage the pupils with self-evaluation of the students to achieve the stated results.
- We have to focus on basic questions:
 - Speak about a special day.
 - Listen and find what they hear.
 - Listen to the CD and circle true or false.
 - Say examples for past tense.
 - Listen to the word then choose the correct sound and circle.
 - Read and complete the sentences with irregular past tense verbs.
 - Read and make the missing verbs in the past, then say them.

Assigned learners to do performance task:

- Learners carry out tasks according to the standards and present their works on the class according to specific standards.

(Table of Learning Plan)

<u>Warm-up questions:</u>	<u>Work individually:</u>	<u>Work in pairs:</u>	<u>Work in groups:</u>
<ul style="list-style-type: none"> • Speak about a special day. 	<ul style="list-style-type: none"> • Listen and find what they hear. • Listen to the CD and circle true or false. • Say examples for past tense. • Listen to the word then choose the correct sound and circle. 	<ul style="list-style-type: none"> • Role play the question "Where did you go?" • Role play the question "Did you see?" 	<ul style="list-style-type: none"> • Say examples for the sound ph in group. • Read the paragraph individually then answer in groups.

Title of unit: A special day

<p>A.</p>	<p><u>Performance tasks:</u></p> <ul style="list-style-type: none"> • Ask the students to speak about a special day. • Listen and find what they hear. • Listen to the CD and circle true or false. • Say examples for the past tense. • Read the sentence and match. • Listen and tick the correct answer. • Read and complete the sentences with irregular past tense verbs. • Read and make the missing verbs in the past, then say them. • Read and complete the missing verbs. • Make dialogues using "Where did you go?" and the question "Did you see?" • Listen to the sound ph then say the example. • Listen to the word then choose the correct sound and circle. • Read the sentence and say the words with the sounds. <p><u>Objective:</u> Achieve the general objectives of the unit.</p> <p><u>The problem and the challenge:</u></p> <ul style="list-style-type: none"> • Help students to know / understand their learning goals and evaluate their own progress.
<p>B.</p>	<p><u>Students' role-play:</u></p> <ul style="list-style-type: none"> • Implementation of the activities related to the lessons. • Participate in an educational game. • Write paragraphs. • Answer worksheets. • Echo an educational chant. • Match words with pictures. • Collect information. • Use the CD to listen then write. <p><u>The way to carry out the task:</u></p> <ul style="list-style-type: none"> • Use poster, flashcards and board. • Role play and linguistic communication strategy. • Motivate the students to listen and answer. • Ask questions. • Motivate the students to make simple conversation. • Check the students answer and correct their mistakes.
<p>C.</p>	<p><u>Audience:</u> Pupils of the class, school or community.</p> <p><input checked="" type="checkbox"/> <u>Need to present:</u> Unit vision.</p>
<p>D.</p>	<p><u>The situation:</u> The context of the educational curriculum.</p> <p><u>The challenge:</u></p> <ul style="list-style-type: none"> • To discuss the topic (A special day) and do the tasks related to the unit.
<p>E.</p>	<p><u>Output, performance and purpose:</u></p> <ul style="list-style-type: none"> • Learn, know and be familiar with everything in the unit. • Carry out the activities related to the unit.
<p>F.</p>	<p><u>Standards and criteria of success:</u></p> <p><input checked="" type="checkbox"/> Students must learn how to read, write, speak, listen, and use language effectively in a variety of content areas.</p>

Expectations	(1) Beginner	(2) Intermediate	(3) Efficient	(4) Advanced	Evidence and total points
Language notes	Dominated by slang words	Language has some slang words	Correct language\ slang-free	Fluent language free of grammatical errors.	
Acting of the module	Confused in giving examples and answering the questions.	Fairly good examples and answers.	Very good examples and answers.	Excellent examples and answers.	
Approach	Linguistic Communication method/ cooperative method/ role play/ brainstorming	Linguistic Communication method/ cooperative method/ role play/ brainstorming	Linguistic Communication method/ cooperative method/ role play/ brainstorming	Linguistic Communication method/ cooperative method/ role play/ brainstorming	
Content	The examples and answers are lacked the correct structure of sentences.	The examples and answers have some incorrect structure of sentences.	The examples and answers are mostly correct in the structure of sentences.	The examples and answers are correct in the structure of sentences.	

Unit 8: A town	Subject: English (Get Ready 6)
Lessons: (1 : 2)	6th Elementary
Time Frame: 2 lessons	
Unit Summary	
This unit revolves around the directions, helping someone to reach a place, new vocabulary, making dialogues using the question "Where is the ...?" and examples for the sound /u/.	
Stage 1: Identify Desired Results	
<p>The General Objectives: By the end of "unit", students will be able:</p> <ul style="list-style-type: none"> • To identify the lesson vocabulary • To ask about and give directions • To give directions • To use (must / mustn't) • To talk about rules using the imperative. • To recognise these sound: /ju:/ • To spell words with: u 	
Enduring Understandings	Essential Questions
<p>Students will understand that:</p> <ul style="list-style-type: none"> • New vocabulary about the town. • The directions. • The question "Where is the ...?" • The sound /u/. • The past tense. 	<ul style="list-style-type: none"> • Write the directions. • Make dialogue using the question "Where is the?" • Say examples for the sound /u/. • Say a sentence in the past tense.
Knowledge and Skills	
<p>Students will know...</p> <ul style="list-style-type: none"> • New vocabulary about the town. • The directions. • The question "Where is the ...?" • The sound /u/. • The use of the past tense. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Say examples for the sound /u/. • Write the directions. • Ask "Where is the ...?" • Say a sentence in the past tense.
Stage 2: Assessment Evidence	
<p>Performing Tasks:</p> <ul style="list-style-type: none"> • Use vocabulary in a variety of sentences. • Listening tests. • Oral tests. • Written tests. • Dialogues. • Express themselves orally. • Ask and answer questions. • Summarize a comprehension. 	
<p>Performance Standards:</p> <ul style="list-style-type: none"> • Achieve advanced degrees in the tests and quizzes. 	

- Show the ability to answer the exercises of Student's book and Workbook.
- They are done through the follow up table (expectations table).

Other Evidence:

- Observation to evaluate the performance of learners in the oral presentation.
- Tests.
- Quizzes.
- Self-evaluation according to their self-evaluation forms.
- Workbook activities: to ensure the understanding of the basic points in the unit.
- Homework.

Stage 3: Teaching and learning experiences Plan

The approach:

- Prepare the pupils for this unit, what expected for them and the level of performance required for them to achieve the stated results.

Introductory activities:

- Activities designed attractively and variable (listening, speaking, reading and writing) are encourage learners to express themselves in simple, correct English and cultivate in them the habit of listening to passages containing many words and the habit of writing in a correct way.

Educational learning activities:

- Training learners on the skills of grammar, spelling and structures of language through classroom activities and homework.
- Training learners of the rules for writing techniques.
- Engage the pupils with self-evaluation of the students to achieve the stated results.
- We have to focus on basic questions:
 - Listen to the CD and find the correct pictures.
 - Read the sentence first then match the directions with the second column.
 - Make dialogues using the question "Where is the ...?"
 - Say the direction and say what we have to do when we see it in the street.

Assigned learners to do performance task:

- Learners carry out tasks according to the standards and present their works on the class according to specific standards.

(Table of Learning Plan)

<u>Warm-up questions:</u>	<u>Work individually:</u>	<u>Work in pairs:</u>	<u>Work in groups:</u>
<ul style="list-style-type: none">• Say the directions.• Listen to the CD and find the correct pictures.	<ul style="list-style-type: none">• Read and complete the sentences with the words above.• Read the paragraph and answer.	<ul style="list-style-type: none">• Make dialogues using the question "Where is the ...?"• Say the direction.	<ul style="list-style-type: none">• Read the sentences individually then answer in groups.• Read the examples of the sounds in group.

Title of unit: A town

<p>A.</p>	<p><u>Performance tasks:</u></p> <ul style="list-style-type: none"> • Listen to the CD and find the correct pictures. • Listen to the CD and tick the correct answer. • Read the sentence first then match the directions with the second column. • Make dialogues using the question "Where is the ...?" • Read and complete the sentences with the words above. • Read the paragraph and answer. • Say the direction and say what we have to do when we see it in the street. • Complete the missing verbs. • Listen to the sound /u/ then say the example. • Listen to the word then tick if it is the sound /u/. • Read the sentence and say the words with the sounds. <p><u>Objective:</u></p> <ul style="list-style-type: none"> • Achieve the general objectives of the unit. <p><u>The problem and the challenge:</u></p> <ul style="list-style-type: none"> • Help students to know / understand their learning goals and evaluate their own progress.
<p>B.</p>	<p><u>Students' role-play:</u></p> <ul style="list-style-type: none"> • Implementation of the activities related to the lessons. • Participate in an educational game. • Echo an educational chant. • Match words with pictures. • Collect information. • Use the CD to listen then write. <p><u>The way to carry out the task:</u></p> <ul style="list-style-type: none"> • Use poster, flashcards and board. • Role play and linguistic communication strategy. • Motivate the students to listen and answer. • Ask questions. • Motivate the students to make simple conversation. • Check the students answer and correct their mistakes.
<p>C.</p>	<p><u>Audience:</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Pupils of the class, school or community. <p><u>Need to present:</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Unit vision.
<p>D.</p>	<p><u>The situation:</u></p> <ul style="list-style-type: none"> • The context of the educational curriculum. <p><u>The challenge:</u></p> <ul style="list-style-type: none"> • To discuss the topic (A town) and do the tasks related to the unit.
<p>E.</p>	<p><u>Output, performance and purpose:</u></p> <ul style="list-style-type: none"> • Learn, know and be familiar with everything in the unit. • Carry out the activities related to the unit.
<p>F.</p>	<p><u>Standards and criteria of success:</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Students must learn how to read, write, speak, listen, and use language effectively in a variety of content areas.

Expectations	(1) Beginner	(2) Intermediate	(3) Efficient	(4) Advanced	Evidence and total points
Language notes	Dominated by slang words	Language has some slang words	Correct language\ slang-free	Fluent language free of grammatical errors.	
Acting of the module	Confused in giving examples and answering the questions.	Fairly good examples and answers.	Very good examples and answers.	Excellent examples and answers.	
Approach	Linguistic Communication method/ cooperative method/ role play/ brainstorming	Linguistic Communication method/ cooperative method/ role play/ brainstorming	Linguistic Communication method/ cooperative method/ role play/ brainstorming	Linguistic Communication method/ cooperative method/ role play/ brainstorming	
Content	The examples and answers are lacked the correct structure of sentences.	The examples and answers have some incorrect structure of sentences.	The examples and answers are mostly correct in the structure of sentences.	The examples and answers are correct in the structure of sentences.	