

تم تحميل وتوفير المادة من
موقع كتبي المدرسية اونلاين



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جميع الحقوق محفوظة للقائمين على العمل

King Dom Of Saudi Arabia
Ministry Of Education
School



Preparation Of GET READY (6)

Shares Days	First	Second	Third	Fourth	Fifth	Sixth	Seventh
Sun.							
Mon.							
Tues.							
Wed.							
Thus.							

The second Studying Term

General Objective of Teaching English in Primary Stage

- 1. Learn the basics of the English language that would form the foundation for its mastery in the future.**
- 2. Use the basic structures of English sentences.**
- 3. Learn the core vocabulary assigned for this stage.**
- 4. Listen and understand simple English language.**
- 5. Express themselves orally using simple English language.**
- 6. Read and understand simple written English language materials.**
- 7. Write simple guided sentences in English language.**
- 8. Appreciate the importance of English language as an international language of communication, for introducing Islam, the Islamic nation's culture and the cultural achievements of Muslims to other nations.**
- 9. Appreciate the importance of English language as an international language of communication to benefit from the achievements of other cultures in accordance with Islam**

Day	SUN.	MON.	TUE..	WED.	THUS.	Get ready 6	sixth	class	
Date						Unit	1 Family and work		
Class - Share						Lesson	1		
						Warm Up	Where do you live ?		
Way	Dialogue and debate - conclusion - the division into groups					Presentation	Discuss the issue of the day - Showing activity - Teacher's Guide Book		
						Teaching	Get ready to discuss - I make sure with students		

OBJECTIVES	Teaching Aids	Content	EVALUATION
<p>To produce simple Sentences about routines</p> <p>To understand the main idea and details about family ad people</p> <p>To understand information about rooms</p> <p>To writ simple phrases</p>	<p>Blackboard</p> <p>The textbook</p> <p>Presentations</p> <p>CD</p> <p>Audio</p> <p><i>Learning Strategy</i></p> <p>Discussion Brainstorm role play</p> <p>drawing</p>	<p><i>Vocabulary:</i> a software engineer, an oil engineer, an oil rig, a businessman/a businesswoman, a shop, a flat, a garage</p> <p><i>Presentation:</i> 1 T plays the CD , and gets the pupils to follow in their books. T plays the track again, pausing in the order in which they hear the words so the pupils can write the number.2 T plays the CD, pausing after each question so that pupils have time to repeat and answer.3 T gets pupils to check their answers with a partner. elicits answers, uses word cards /gets pupils to write the answers on the board. T gets pupils to check and correct their own answers.4a T plays the CD, pausing after each item so that the pupils can listen and match the items and the rooms.4b T says, <i>What can you see?</i> and elicits: dolls' house. T says, <i>What can you see in a living room?</i> and elicits: table, chair and anything reasonable. T says, <i>Who can help me write the word bathroom?</i> T praises pupils who help . T writes the word on the board. T gets pupils to check their answers with a partner. T elicits feedback and invites a pupil to write the answers on the board. T gets pupils to check and correct their own work.5 T play the CD, pausing so pupils can find the picture and write the number. T gives feedback by asking, <i>What's number 1?</i> and elicits an oil engineer. T gets pupils to check and correct their answers.</p>	<p>Where do you live?</p> <p>What's your job?</p> <p>Who lives in Dammam ?</p>
Homework			

Day	SUN.	MON.	TUE..	WED.	THUS.	Get ready 6	sixth	class	
Date						Unit	1 Family and work		
Class - Share						Lesson	2		
						Warm Up	What's your job ?		
Way	Dialogue and debate - conclusion - the division into groups					Presentation	Discuss the issue of the day - Showing activity - Teacher's Guide Book		
						Teaching	Get ready to discuss - I make sure with students		

OBJECTIVES	Teaching Aids	Content	EVALUATION
<p>To understand the main idea in shorts dialogues about jobs.</p> <p>To write short simple sentences with personal information</p> <p>To ask and answer questions</p> <p>To fill a form with basic information</p> <p>To produce the sound /3: /</p>	<p>Blackboard</p> <p>The textbook</p> <p>Presentations</p> <p>CD</p> <p>Audio</p> <p><i>Learning Strategy</i></p> <p>Discussion</p> <p>Brainstorm</p> <p>role play</p> <p>drawing</p>	<p><i>Vocabulary:</i></p> <p><i>a shop, a flat, a garage, the ground floor, a police station, work, a job, very (hot), Riyadh, Jeddah, Dammam, Qatif</i></p> <p><i>Presentation:</i></p> <p>1 T plays the CD 8, pausing so that pupils can listen and tick what work each character does.</p> <p>2 T gets pupils to read the text and questions and answer.</p> <p>3 T displays word cards <i>What does your dad do? Where do you live?</i> and the name of works and cities. T invites a pupil to ask the question and a pupil to answer's gets pupils to divide into pairs and to take it in turns to ask and answer the questions and answers .</p> <p>4 T asks Ss <i>to read and write.</i></p> <p>5 T asks Ss <i>to work in pairs, asking and answering the questions on page 9.</i></p> <p>6a T plays the CD, pausing after each sound and after each word to allow time for the pupils to repeat.</p> <p>6b T plays the CD, pausing after each word to allow time for the pupils to tick the words if they need to.</p> <p>6c T reads the sentence and asks pupils to repeat, either individually or chorally as a class.</p>	<p>Where do you live ?</p> <p>What's your dad's job ?</p>
Homework			

Day	SUN.	MON.	TUE..	WED.	THUS.	Get ready 6	sixth	class	
Date						Unit	2 My plans		
Class - Share						Lesson	1		
						Warm Up	I'm going to visit Khalid.		
Way	Dialogue and debate - conclusion - the division into groups					Presentation	Discuss the issue of the day - Showing activity - Teacher's Guide Book		
						Teaching	Get ready to discuss - I make sure with students		

OBJECTIVES	Teaching Aids	Content	EVALUATION
<p>To understand the main idea in shorts dialogues</p> <p>To complete basic information</p> <p>To ask and answer questions</p> <p>To understand the main idea in simple texts</p>	<p>Blackboard</p> <p>The textbook</p> <p>Presentations</p> <p>CD</p> <p>Audio</p> <p><i>Learning Strategy</i></p> <p>Discussion</p> <p>Brainstorm</p> <p>role play</p> <p>drawing</p>	<p><i>Vocabulary:</i></p> <p><i>bath, by, close, grandma, island, later, laugh, message, TV, physics, together, tomorrow, volleyball</i></p> <p><i>Presentation:</i></p> <p>1 T plays the CD asks questions and elicits answers.</p> <p>2 T gets the class to read out the words in the word box. T gets pupils to read each word from word box until they find one that sounds right.</p> <p>3 T gets whole class to read out text aloud. T reads the text and questions and get the class to think of the answers.</p> <p>4a T gets Ss to read and answer.</p> <p>4b T plays the CD, pausing after a dialogue so that pupils can listen and understand.</p> <p>5 T plays the CD so the pupils can listen and understand the meaning.</p> <p>T plays the track again, pausing so the pupils can listen and tick.</p>	<p>Who is going to help his / her father ?</p> <p>Are you going to go shopping?</p>
Homework			

Day	SUN.	MON.	TUE..	WED.	THUS.	Get ready 6	sixth	class	
Date						Unit	2 My plans		
Class - Share						Lesson	2		
						Warm Up	We are going to play games .		
Way	Dialogue and debate - conclusion - the division into groups					Presentation	Discuss the issue of the day - Showing activity - Teacher's Guide Book		
						Teaching	Get ready to discuss - I make sure with students		

OBJECTIVES	Teaching Aids	Content	EVALUATION
<p>To spell common words</p> <p>To understand the main idea in plans</p> <p>Top write words to complete a written text</p> <p>To give personal information</p> <p>To ask and answer questions</p> <p>To produce the sounds /aʊ/ and /ɔɪ/</p>	<p>Blackboard</p> <p>The textbook</p> <p>Presentations</p> <p>CD</p> <p>Audio</p> <p><i>Learning Strategy</i></p> <p>Discussion Brainstorm role play drawing</p>	<p><i>Vocabulary:</i></p> <p>bath, by, close, grandma, island, later, laugh, message, TV, physics, together, tomorrow, volleyball</p> <p><i>Presentation:</i></p> <p>1a T gets the class to read out the words in the word box. T gets the pupils to look at the pictures, read and write. 1b T plays the CD, pausing after each dialogue so the pupils can look at the pictures and number the correct one. 2 T gets the pupils to read the text with the gap fills and the words in the word box. T gets the pupils to read the text and use the words in the word box to write the missing words. 3 T gets the pupils to read the sentences with missing words and write about themselves. 4 T gets the pupils to look at the pictures and read the captions. T gets pupils to look at the pictures and match them gets pupils to look at the matched pictures and write about them. 5 T invites two pupils to the front of the class and get them to take turns asking and answering questions using the flashcards. T gets pupils to work in pairs. 6a T plays the CD pausing after each sound and after each word and allow time for the pupils to repeat. 6b T plays the CD, pausing after each word to allow time for the pupils to circle the correct sound. 6c T reads the sentence and asks pupils to repeat, either individually or chorally as a class.</p>	<p>What are you going to do this afternoon ?</p> <p>Are you going to go shopping today ?</p>
Homework			

Day	SUN.	MON.	TUE..	WED.	THUS.	Get ready 6	sixth	class	
Date						Unit	Revision 1		
Class - Share						Lesson	1		
						Warm Up	Where do you live ?		
Way	Dialogue and debate - conclusion - the division into groups					Presentation	Discuss the issue of the day - Showing activity - Teacher's Guide Book		
						Teaching	Get ready to discuss - I make sure with students		

OBJECTIVES	Teaching Aids	Content	EVALUATION
<p>To understand the main idea in a dialogue about future plans</p> <p>To complete sentences about future plans and transport</p> <p>To produce the sounds /ɜ:/:, /ɔɪ/ and /aʊ/</p>	<p>Blackboard</p> <p>The textbook</p> <p>Presentations</p> <p>CD</p> <p>Audio</p> <p><i>Learning Strategy</i></p> <p>Discussion Brainstorm role play drawing</p>	<p><i>Vocabulary:</i></p> <p><i>Revision of vocabulary from Units 1-2</i></p> <p><i>Presentation:</i></p> <p>1a T plays the CD, pausing so pupils can find the pictures and understand the meaning. T plays the track against pupils can write the number in the correct boxes.</p> <p>1b T plays the CD, pausing so pupils can hear when the activity takes place.</p> <p>2 T gets pupils to read aloud and notice the pictures which show what a person is going to do and how they are going to get there.</p> <p>3 T asks them to look at the letters and to think about the sound each one represents. T asks them to read the words silently to themselves and to match each of the sounds with the correct symbol by drawing lines.</p>	<p>Where do you live?</p> <p>What are you going to do this afternoon?</p>
Homework			

Day	SUN.	MON.	TUE..	WED.	THUS.	Get ready 6	sixth	class	
Date						Unit	3 An Arabia story		
Class - Share						Lesson	1		
						Warm Up	Let's watch TV.		
Way	Dialogue and debate - conclusion - the division into groups					Presentation	Discuss the issue of the day - Showing activity - Teacher's Guide Book		
						Teaching	Get ready to discuss - I make sure with students		

OBJECTIVES	Teaching Aids	Content	EVALUATION
<p>To understand the main idea in shorts dialogues</p> <p>To produce simple sentences about people and objects</p> <p>To understand the specific information in the text</p> <p>To compete a written text</p>	<p>Blackboard</p> <p>The textbook</p> <p>Presentations</p> <p>CD</p> <p>Audio</p> <p><i>Learning Strategy</i></p> <p>Discussion</p> <p>Brainstorm</p> <p>role play</p> <p>drawing</p>	<p><i>Vocabulary:</i></p> <p>king, carpet, adventure, cartoon, palace, mice, people, funny, naughty, clever, brave, afraid</p> <p><i>Presentation:</i></p> <p>1 T plays CD track 23, and gets the pupils to follow in their books.</p> <p>2a T plays the CD, pausing after each sentence so that pupils have time to repeat.</p> <p>2b T gets pupils to read, find and write.</p> <p>3 T plays the CD, pausing after each item so that the pupils can listen, read and understand. T gets pupils to listen and match.</p> <p>4 T gets pupils to read the gap fill sentences and write . t gets pupils to check their answers with a partner.</p>	<p>T asks pupils to retell the story .</p>
Homework			

Day	SUN.	MON.	TUE..	WED.	THUS.	Get ready 6	sixth	class	
Date						Unit	3 An Arabia story		
Class - Share						Lesson	2		
						Warm Up	Was Raad brave ?		
Way	Dialogue and debate - conclusion - the division into groups					Presentation	Discuss the issue of the day - Showing activity - Teacher's Guide Book		
						Teaching	Get ready to discuss - I make sure with students		

OBJECTIVES	Teaching Aids	Content	EVALUATION
<p>To understand the main idea and short information in shorts dialogues</p> <p>To associate verbal with visual information</p> <p>To ask and answer questions</p> <p>To produce the sound /eə/</p>	<p>Blackboard</p> <p>The textbook</p> <p>Presentations</p> <p>CD</p> <p>Audio</p> <p><i>Learning Strategy</i></p> <p>Discussion Brainstorm role play drawing</p>	<p><i>Vocabulary:</i> king, carpet, adventure, cartoon, palace, mice, people, funny, naughty, clever, brave, afraid</p> <p><i>Presentation:</i> 1 T plays the CD, pausing so pupils can listen and understand. T plays the track again, pausing so pupils can match the place and the mice. 2 T plays the CD, pausing so pupils can read and understand. T plays the CD again so pupils can listen and tick the correct adjectives. 3 T gets the class to read out the example. 4 T puts the class into pairs. T gets the pupils to take it in turns to ask and answer the questions using their school timetable. 5a T plays the CD, pausing after each section to allow time for the pupils to repeat. 5b T plays the CD, pausing after each word to allow time for the pupils to tick the words if they need to. 5c T reads the sentence and asks pupils to repeat, either individually or chorally as a class.</p>	<p>Why were the mice naughty ?</p> <p>Who was brave ?</p> <p>Who was clever?</p>
Homework			

Day	SUN.	MON.	TUE..	WED.	THUS.	Get ready 6	sixth	class	
Date						Unit	4 Night safari (1)		
Class - Share						Lesson	1		
						Warm Up	Did you go to the zoo ?		
Way	Dialogue and debate - conclusion - the division into groups					Presentation	Discuss the issue of the day - Showing activity - Teacher's Guide Book		
						Teaching	Get ready to discuss - I make sure with students		

OBJECTIVES	Teaching Aids	Content	EVALUATION
<p>To understand the main idea in shorts dialogues</p> <p>To match verbal with visual information</p> <p>To produce simple sentences about people</p> <p>To understand information about animals</p>	<p>Blackboard</p> <p>The textbook</p> <p>Presentations</p> <p>CD</p> <p>Audio</p> <p><i>Learning Strategy</i></p> <p>Discussion</p> <p>Brainstorm</p> <p>role play</p> <p>drawing</p>	<p><i>Vocabulary:</i> <i>night safari, zebra, leopard, fox, hippo, deer, tram ,tree, grass, yesterday</i></p> <p><i>Presentation:</i> 1 T plays the CD, pausing after each animal sound, so the pupils can guess the animals before they hear the name. T pauses after each sentence so they can find the animal and confirm their guess. 2a T plays the CD, pausing so the pupils can listen and find the animal. T plays the CD again, pausing after each sentence so the pupils can listen and repeat. 2b Pupils read the text, look at the animal pictures in Activity 2a and match them. 3 T plays the CD, pausing after each item so that the pupils can listen and match the items they hear. 4 T invites pupils to read and fill in the answers .</p>	<p>Did you go to the zoo ?</p> <p>What did you see ?</p>
Homework			

Day	SUN.	MON.	TUE..	WED.	THUS.	Get ready 6	sixth	class	
Date						Unit	4 Night safari (1)		
Class - Share						Lesson	2		
						Warm Up	What did you see in the zoo ?		
Way	Dialogue and debate - conclusion - the division into groups					Presentation	Discuss the issue of the day - Showing activity - Teacher's Guide Book		
						Teaching	Get ready to discuss - I make sure with students		

OBJECTIVES	Teaching Aids	Content	EVALUATION
<p>To understand the main idea in shorts dialogues about animals</p> <p>To ask and answer questions about animals</p> <p>To practice ordinal numbers</p> <p>To associate verbal with visual information</p> <p>To produce the sounds /ɔ:/ and /ʒ:/</p>	<p>Blackboard</p> <p>The textbook</p> <p>Presentations</p> <p>CD</p> <p>Audio</p> <p><i>Learning Strategy</i></p> <p>Discussion</p> <p>Brainstorm</p> <p>role play</p> <p>drawing</p>	<p><i>Vocabulary:</i> <i>night safari, zebra, leopard, fox, hippo, deer, tram ,tree, grass, yesterday</i></p> <p><i>Presentation:</i> 1 T plays the CD ad gets the pupils to match the animals with the food they eat. 2 T gets the pupils to work in pairs taking in turns to ask and answer. 3 T gets the class to read the text aloud and look at the example given. T gets pupils to look at the pictures and write the correct number in the box on the pictures. 4 T plays the CD and gets pupils to listen and number the animals as they hear them. 5 T gets pupils to work in pairs asking and answering about the food the animals eat. 6a T plays the CD pausing after each sound and after each word and allow time for the pupils to repeat. 6b T plays the CD, pausing after each word to allow time for the pupils to circle the correct sound. 6c T reads the sentence and asks pupils to repeat, either individually or chorally as a class.</p>	<p>What animals eat grass ?</p> <p>What animals eat meat ?</p> <p>Were there any zebras at the night safari ?</p>
Homework			

Day	SUN.	MON.	TUE..	WED.	THUS.	Get ready 6	sixth	class	
Date						Unit	Revision 2		
Class - Share						Lesson	1		
						Warm Up	Where were you last night ?		
Way	Dialogue and debate - conclusion - the division into groups					Presentation	Discuss the issue of the day - Showing activity - Teacher's Guide Book		
						Teaching	Get ready to discuss - I make sure with students		

OBJECTIVES	Teaching Aids	Content	EVALUATION
<p>To practice common adjectives to describe feelings</p> <p>To write short sentences</p> <p>To understand the main idea in shorts dialogues</p> <p>To ash and answer questions</p> <p>To produce the sounds /eə/, /ɔ: / and /ɜ: /</p>	<p>Blackboard</p> <p>The textbook</p> <p>Presentations</p> <p>CD</p> <p>Audio</p> <p><i>Learning Strategy</i></p> <p>Discussion</p> <p>Brainstorm</p> <p>role play</p> <p>drawing</p>	<p><i>Vocabulary:</i></p> <p><i>Revision of vocabulary from Units 3–4</i></p> <p><i>Presentation:</i></p> <p>1 T gets pupils to read the words and look at the different activities and match the words and pictures. T tells pupils that one picture matches two words.2a T plays the CD, pausing after each dialogue so they can listen, read the text and circle the correct word.2b T gets pupils to fill in the gaps.</p> <p>3a T plays the CD, pausing so pupils understand the meaning. T plays the track again, pausing so the pupils can see the example in the pictures. T plays the track again, pausing so pupils can number.3b T invites two pupils to the front of the class and gets them to take it in turns to read the questions and answers.4 T gets the class to read the sentences aloud.t gets the class to read the complete sentence.5 T asks pupils to look at the letters and to think about the sound each one represents. T asks them to read the words silently to themselves and to match each of the sounds with the correct symbol by drawing lines.</p>	<p>Did you go on a safari last night ?</p> <p>What did you see ?</p>
Homework			

Day	SUN.	MON.	TUE..	WED.	THUS.	Get ready 6	sixth	class	
Date						Unit	5 Night safari (2)		
Class - Share						Lesson	1		
						Warm Up	What do you see in the zoo ?		
Way	Dialogue and debate - conclusion - the division into groups					Presentation	Discuss the issue of the day - Showing activity - Teacher's Guide Book		
						Teaching	Get ready to discuss - I make sure with students		

OBJECTIVES	Teaching Aids	Content	EVALUATION
<p>To understand the main idea in shorts dialogues</p> <p>To practice animal vocabulary</p> <p>To understand information in texts about animals</p> <p>To ask and answer questions to compare animals</p>	<p>Blackboard</p> <p>The textbook</p> <p>Presentations</p> <p>CD</p> <p>Audio</p> <p><i>Learning Strategy</i></p> <p>Discussion</p> <p>Brainstorm</p> <p>role play</p> <p>drawing</p>	<p><i>Vocabulary:</i></p> <p><i>fastest, heaviest, ostrich, rhino, cheetah, kangaroo, at the top of, Australia, wild (adj.), live (v), jump (n), horn (n)</i></p> <p><i>Presentation:</i></p> <p>1 T plays the CD and gets the pupils to look at the picture and to show with their finger where the giraffe is on the page.</p> <p>2a T plays the CD again, pausing after each sentences that children have time to repeat.</p> <p>2b T tells pupils to read and match words with pictures.</p> <p>3 T gets the pupils to read silently first and then aloud. T gets the pupils to read the words in the word box and complete the sentences.</p> <p>4 T invites two pupils to the front of the class, points to the word cards and encourages the pupils to take it in turns to point to an item and ask and answer.</p>	<p>Which animals is the biggest : a horse or an elephant ?</p> <p>Which animal is bigger : an elephant or a rhino ?</p>
Homework			

Day	SUN.	MON.	TUE..	WED.	THUS.	Get ready 6	sixth	class	
Date						Unit	5 Night safari (2)		
Class - Share						Lesson	2		
						Warm Up	Which is the fastest animal ?		
Way	Dialogue and debate - conclusion - the division into groups					Presentation	Discuss the issue of the day - Showing activity - Teacher's Guide Book		
						Teaching	Get ready to discuss - I make sure with students		

OBJECTIVES	Teaching Aids	Content	EVALUATION
<p>To understand the main idea in shorts dialogues about animals</p> <p>To understand and complete simple sentences about animals.</p> <p>To ask and answer questions to compare animals</p> <p>To recognize how the letters <i>k</i> and <i>gh</i> are often not pronounced in certain words.</p>	<p>Blackboard</p> <p>The textbook</p> <p>Presentations</p> <p>CD</p> <p>Audio</p> <p><i>Learning Strategy</i></p> <p>Discussion Brainstorm role play drawing</p>	<p><i>Vocabulary:</i> fastest, heaviest, ostrich, rhino, cheetah, kangaroo, at the top of, Australia, wild (adj.), live (v), jump (n), horn (n)</p> <p><i>Presentation:</i> 1 T plays the CD, pausing after each dialogue so that pupils can identify the animal and circle the correct one. T plays the CD again, pausing so pupils can find the correct animal and circle the word. 2 T asks pupils to read and complete sentences. 3 T reads all the text and gets the pupils to identify which words need to be circled. 4 T gets the pupils to use the flashcards, word cards and questions to take it in turns to ask and answer. 5a T plays the CD, pausing after each sound and after each word and allow time for the pupils to repeat. 5b T plays the CD, pausing after each word to allow time for the pupils to tick the words with the silent <i>g</i> or silent <i>k</i>. 5c T reads the sentence and asks pupils to repeat, either individually or chorally as a class.</p>	<p>Which animals is the biggest : a rhino or an elephant ?</p> <p>Which animal is bigger : an elephant or a horse ?</p>
Homework			

Day	SUN.	MON.	TUE..	WED.	THUS.	Get ready 6	sixth	class	
Date						Unit	6 My grandfather		
Class - Share						Lesson	1		
						Warm Up	My grandfather is a fisherman .		
Way	Dialogue and debate - conclusion - the division into groups					Presentation	Discuss the issue of the day - Showing activity - Teacher's Guide Book		
						Teaching	Get ready to discuss - I make sure with students		

OBJECTIVES	Teaching Aids	Content	EVALUATION
<p>To understand the main idea in shorts dialogues</p> <p>To produce simple sentences</p> <p>To follow detailed information about families</p> <p>To understand and complete simple texts</p>	<p>Blackboard</p> <p>The textbook</p> <p>Presentations</p> <p>CD</p> <p>Audio</p> <p><i>Learning Strategy</i></p> <p>Discussion Brainstorm role play drawing</p>	<p><i>Vocabulary:</i> started, moved, died, cried, alive, a long time ago ,a fisherman, same as, village, city, unhappy, was, born, year</p> <p><i>Presentation:</i> 1 T plays the CD, and get the children to follow in their books for understanding. T pauses the audio so they can find the word and number it.2 T plays the CD and gets pupils to read the text and listen and understand. T play the CD again, pausing so pupils can listen and repeat.3 T gets the pupils to read the family tree and words in the word box. T plays the CD, pausing so that pupils can write the family member in the correct place.4 T plays the CD, pausing so the pupils listen and read. Pause the audio so they can circle true or false.5 T gets the pupils to read the text aloud in both the word box and the gap fill sentences. T gets them to call out which word fits into numbers and write them.</p>	<p>When was your father born ?</p> <p>What did he do ?</p> <p>Where did he live ?</p>
Homework			

Day	SUN.	MON.	TUE..	WED.	THUS.	Get ready 6	sixth	class	
Date						Unit	6 My grandfather		
Class - Share						Lesson	2		
						Warm Up	What did your father do ?		
Way	Dialogue and debate - conclusion - the division into groups					Presentation	Discuss the issue of the day - Showing activity - Teacher's Guide Book		
						Teaching	Get ready to discuss - I make sure with students		

OBJECTIVES	Teaching Aids	Content	EVALUATION
<p>To understand the main idea in dialogues about families</p> <p>To complete sentences with correct past simple verb form.</p> <p>To say past tense verbs correctly.</p> <p>To ask and answer questions about familiar topics.</p> <p>To recognize and produce the sounds /s/ , /z/ and /iz/.</p>	<p>Blackboard</p> <p>The textbook</p> <p>Presentations</p> <p>CD</p> <p>Audio</p> <p><i>Learning Strategy</i></p> <p>Discussion Brainstorm role play drawing</p>	<p><i>Vocabulary:</i> started, moved, died, cried, alive, a long time ago ,a fisherman, same as, village, city, unhappy, was ,born, year</p> <p><i>Presentation:</i> 1 T plays the CD, pausing so the pupils can listen and understand. T pauses after the first dialogue so pupils can select which option is correct. T plays the track again, pausing so that pupils can listen and tick the correct option. 2 T gets the pupils to read the sentences aloud and give the past tense of the verb.3 T plays the CD, pausing so that pupils can listen, read and repeat. 4 T gets pupils to work in pairs taking it in turns to ask and answer. 5a T plays the CD, pausing after each sound and after each word and allow time for the pupils to repeat. 5b T plays the CD, pausing after each word to allow time for the pupils to circle the correct sound. 5c T reads the sentence and asks pupils to repeat, either individually or chorally as a class.</p>	<p>Where did your grandfather live ?</p> <p>What did he do ?</p>
Homework			

Day	SUN.	MON.	TUE..	WED.	THUS.	Get ready 6	sixth	class	
Date						Unit	Revision 3		
Class - Share						Lesson	1		
						Warm Up	Which is the biggest animal ?		
Way	Dialogue and debate - conclusion - the division into groups					Presentation	Discuss the issue of the day - Showing activity - Teacher's Guide Book		
						Teaching	Get ready to discuss - I make sure with students		

OBJECTIVES	Teaching Aids	Content	EVALUATION
<p>To identify animals.</p> <p>To write sentences with this /these to identify animals.</p> <p>To say sentences in the past.</p> <p>To complete a family tree.</p> <p>To ask and answer questions about families.</p> <p>To recognize how the letters k and gh are often not pronounced in certain words.</p> <p>To recognize and produce the sounds /s/ , /z/ and /iz/.</p>	<p>Blackboard</p> <p>The textbook</p> <p>Presentations</p> <p>CD</p> <p>Audio</p> <p><i>Learning Strategy</i></p> <p>Discussion Brainstorm role play drawing</p>	<p><i>Vocabulary:</i></p> <p><i>Revision of vocabulary from Units 5–6</i></p> <p><i>Presentation:</i></p> <p>1 T plays the CD, pausing so pupils can listen, find the animal and write the number. 2 T gets the pupils to read aloud. T gets the pupils to use the words in the word box to complete the missing words. 3 T gets the class to read sentences starter and read each of the other sentence halves. T gets the class to agree which half matches the best. 4a T plays the CD again, pausing after each beep to give pupils time to write in the answers. 4b T plays the CD, pausing so pupils can listen, read and repeat. T plays the CD again, pausing so pupils understand the dialogues and can repeat. 5a T gets pupils to look and write. 5b T gets pupils into pairs taking it in turns to ask and answer. 6 T asks pupils to look at the letters and to think about the sound each one represents. T asks them to read the words silently to themselves and to match each of the sounds with the correct symbol by drawing lines.</p>	<p>When did Tom go to Riyadh ?</p> <p>Did you meet your father ?</p> <p>Who's Jenny ?</p> <p>What's that animal ?</p>
Homework			

Day	SUN.	MON.	TUE..	WED.	THUS.	Get ready 6	sixth	class	
Date						Unit	7 A special day		
Class - Share						Lesson	1		
						Warm Up	What did you do ?		
Way	Dialogue and debate - conclusion - the division into groups					Presentation	Discuss the issue of the day - Showing activity - Teacher's Guide Book		
						Teaching	Get ready to discuss - I make sure with students		

OBJECTIVES	Teaching Aids	Content	EVALUATION
<p>To understand the main idea and specific information in dialogues / texts</p> <p>To understand and complete texts at sentence level.</p>	<p>Blackboard</p> <p>The textbook</p> <p>Presentations</p> <p>CD</p> <p>Audio</p> <p><i>Learning Strategy</i></p> <p>Discussion</p> <p>Brainstorm</p> <p>role play</p> <p>drawing</p>	<p><i>Vocabulary:</i></p> <p>ate, bought, drank, got, had, sat, saw, went, cake, exam, mineral, per cent, present, special</p> <p><i>Presentation:</i></p> <p>1 T plays the CD and gets the children to follow in their books.</p> <p>2 T plays the CD, pausing so pupils listen and circle True or False. T plays the CD again, pausing after each sentence so that the children have the time to circle.</p> <p>3 T gets pupils to read sentences and match.</p> <p>4 T plays the CD, pausing after each dialogue so the pupils can listen and read and decide which text is correct and tick it.</p> <p>5 T gets the pupils to read the sentences and fill in the spaces.</p>	<p>Did you buy lots of presents ?</p> <p>Where did you go ?</p> <p>Did you see a lion ?</p>
Homework			

Day	SUN.	MON.	TUE..	WED.	THUS.	Get ready 6	sixth	class	
Date						Unit	7 A special day		
Class - Share						Lesson	2		
						Warm Up	Did you see a lion ?		
Way	Dialogue and debate - conclusion - the division into groups					Presentation	Discuss the issue of the day - Showing activity - Teacher's Guide Book		
						Teaching	Get ready to discuss - I make sure with students		

OBJECTIVES	Teaching Aids	Content	EVALUATION
<p>To understand specific information in texts</p> <p>To understand and complete texts at sentence level to practice past tense verbs</p> <p>To pronounce irregular past tense verbs forms.</p> <p>To complete a paragraph with correct past tense verb forms.</p> <p>To ask and answer questions.</p> <p>To recognize and produce the sound /f/.</p>	<p>Blackboard</p> <p>The textbook</p> <p>Presentations</p> <p>CD</p> <p>Audio</p> <p><i>Learning Strategy</i></p> <p>Discussion</p> <p>Brainstorm</p> <p>role play</p> <p>drawing</p>	<p><i>Vocabulary:</i></p> <p>ate, bought, drank, got, had, sat, saw, went, cake, exam, mineral, per cent, present, special</p> <p><i>Presentation:</i></p> <p>1 T gets pupils to read and circle <i>True</i> or <i>false</i> 2 T gets pupils to read and write the right form of the verb. 3 T plays the CD so the pupils can listen, read and understand. T plays the CD again, pausing so that pupils can listen, read and repeat. 4 T gets pupils to read and fill the space with the correct verb. 5 T gets the pupils to take it in turns to ask and answer questions using the flashcards on the board. 6a T plays the CD, pausing after each sound and after each word and allow time for the pupils to repeat. 6b T plays the CD pausing after each word to allow time for the pupils to circle the sound. 6c T reads the sentence and asks pupils to repeat, either individually or chorally as a class.</p>	<p>Where did you go last night?</p> <p>What did you see ?</p>
Homework			

Day	SUN.	MON.	TUE..	WED.	THUS.	Get ready 6	sixth	class	
Date						Unit	8 A town		
Class - Share						Lesson	1		
						Warm Up	Where is the zoo ?		
Way	Dialogue and debate - conclusion - the division into groups					Presentation	Discuss the issue of the day - Showing activity - Teacher's Guide Book		
						Teaching	Get ready to discuss - I make sure with students		

OBJECTIVES	Teaching Aids	Content	EVALUATION
<p>To understand the main idea and specific information in dialogues / directions</p> <p>To understand specific information in dialogues giving locations and directions</p> <p>To practice giving locations and directions</p>	<p>Blackboard</p> <p>The textbook</p> <p>Presentations</p> <p>CD</p> <p>Audio</p> <hr/> <p><i>Learning Strategy</i></p> <hr/> <p>Discussion</p> <p>Brainstorm</p> <p>role play</p> <p>drawing</p>	<p><i>Vocabulary:</i></p> <p>town, across, in front, behind, bridge, block, building, park (n), seat belt, sign (n), stadium, think, so</p> <p><i>Presentation:</i></p> <p>1 T plays the CD, pausing so that pupils understand the meaning of dialogues. T plays the CD again, pausing so pupils can find items.</p> <p>2 T plays the CD, pausing so pupils can listen and circle.</p> <p>3 T gets the pupils to read out the split text and match the instructions.</p> <p>4 T get the pupils to listen to sentences and point to locations on the map.</p> <p>5 T puts the pupils in pairs, asking ad answering questions.</p>	<p>Where's the shopping mall ?</p>
Homework			

Day	SUN.	MON.	TUE..	WED.	THUS.	Get ready 6	sixth	class	
Date						Unit	8 A town		
Class - Share						Lesson	2		
						Warm Up	Where is the airport ?		
Way	Dialogue and debate - conclusion - the division into groups					Presentation	Discuss the issue of the day - Showing activity - Teacher's Guide Book		
						Teaching	Get ready to discuss - I make sure with students		

OBJECTIVES	Teaching Aids	Content	EVALUATION
<p>To complete short texts at sentence level.</p> <p>To ask and answer questions about familiar topics.</p> <p>To talk about driving and road safety.</p> <p>To recognize and produce the sound /ju: /.</p>	<p>Blackboard</p> <p>The textbook</p> <p>Presentations</p> <p>CD</p> <p>Audio</p> <p><i>Learning Strategy</i></p> <p>Discussion</p> <p>Brainstorm</p> <p>role play</p> <p>drawing</p>	<p><i>Vocabulary:</i></p> <p>town, across, in front, behind, bridge, block, building, park (n), seat belt, sign (n), stadium, think, so</p> <p><i>Presentation:</i></p> <p>1 T gets pupils to read out the text aloud, pausing at the gaps. T get the pupils to look at the map and write the answers . 2 T gets pupils to read and match sentences with pictures. 3 T gets the pupils to point and say <i>You must / mustn't</i> 4 T plays the CD, pausing so that pupils can listen and circle T or F. 5 T gets pupils to read the sentences with missing words and complete. T gets pupils to check their answers with a partner. 6a T plays the CD, pausing after each sound and after each word and allow time for the pupils to repeat. 6b T plays the CD, pausing after each word to allow time for the pupils to tick the words if they need to. 6c T reads the sentence and asks pupils to repeat, either individually or chorally as a class.</p>	<p>Match :</p> <ol style="list-style-type: none"> You mustn't park here. You must wear a seat belt. You mustn't turn left here. You mustn't drive very fast.
Homework			

Day	SUN.	MON.	TUE..	WED.	THUS.	Get ready 6	sixth	class	
Date						Unit	Revision 4		
Class - Share						Lesson	1		
						Warm Up	Where's the school ?		
Way	Dialogue and debate - conclusion - the division into groups					Presentation	Discuss the issue of the day - Showing activity - Teacher's Guide Book		
						Teaching	Get ready to discuss - I make sure with students		

OBJECTIVES	Teaching Aids	Content	EVALUATION
<p>To understand specific information about a special day.</p> <p>To complete texts with the correct form of past tense verbs.</p> <p>To ask and answer questions with did about a text in the past.</p> <p>To ask and answer where places are.</p> <p>To recognize and produce the sounds /ju:/ and /f/.</p>	<p>Blackboard</p> <p>The textbook</p> <p>Presentations</p> <p>CD</p> <p>Audio</p> <p><i>Learning Strategy</i></p> <p>Discussion Brainstorm role play drawing</p>	<p><i>Vocabulary:</i></p> <p><i>Revision of grammar from Units 7–8</i></p> <p><i>Presentation:</i></p> <p>1 T plays the CD so that pupils can listen and understand. T plays the CD again, pausing so pupils can listen and circle the correct choices. 2 T gets the pupils to read the test aloud, pausing at the gaps and calling out the past tense of the verbs. 3 T puts pupils in pairs and gets them to ask and answer questions. 4a T plays the CD, pausing so that pupils can listen and find the places on the map. Pupils should say, <i>Airport</i>, as their final destination. 4b T gets the pupils to work in pairs using the map to take turns asking and answering. 5 T gets the class to read the sentence halves and match them with the correct halves. 6 T plays the CD and ask the pupils to write the number next to each word as they hear the sound contained in that word.</p>	<p>Where's your house ?</p> <p>Where's the school ?</p>
Homework			