







Subject	English 6 <sup>th</sup> G.		Unit Title		3 My school is cool!	Lesson	Finding out time				
Chapter - Class						Date					
Vocabulary	School bus- school uniform- big- yellow										
Objectives	Aids			Procedure				Verification			
1. To ask about school.  2. To write about school.	❖ Student's book  ❖ Workbook  ❖ Poster (s)  ❖ Flashcards  ❖ Wordcards  ❖ CD			<ul style="list-style-type: none"><li>I greet the students.</li><li>I revise the previous lesson and check the homework.</li><li>I write the date and the title on the board.</li></ul> ❖ Page 18: <u>1 Listen and practice.</u> <ul style="list-style-type: none"><li>I play the CD with pause.</li><li>I read the dialogue.</li><li>I identify the questions.</li><li>I ask the students to read.</li></ul> <u>2 Practice in pairs and change the information.</u> <ul style="list-style-type: none"><li>I ask the students to act the dialogue in activity 1.</li><li>I make sure the students are saying the dialogue correctly.</li></ul> ❖ Page 19: <u>3 My school.</u> <u>Can you fill in the blanks and then talk about your school.</u> <ul style="list-style-type: none"><li>I ask them to read and fill in the blanks.</li><li>I ask them to talk about their school.</li><li>I check the answers.</li></ul>				<u>Evaluation:</u> 1. Ask your friend about his school.  2. Write about your school.  			
Homework	Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework.										


Subject	English 6 <sup>th</sup> G.	Unit Title	3 My school is cool!	Lesson	Grammar in action				
Chapter - Class					Date				
Vocabulary	Math- PE- grade- Najran- Riyadh- like- do- go- went- which								
Objectives	Aids		Procedure				Verification		
1. To ask with [Where].  2. To identify school subjects.  3. To say the school grade.	❖ Student's book  ❖ Workbook  ❖ Poster (s)  ❖ Flashcards  ❖ Wordcards  ❖ CD		<ul style="list-style-type: none"><li>I greet the students.</li><li>I revise the previous lesson and check the homework.</li><li>I write the date and the title on the board.</li></ul> ❖ Page 20: <u>1 Listen and chant which + Present and past tense.</u> <ul style="list-style-type: none"><li>I play the CD.</li><li>I play the CD again with a pause after each sentence so that students have time to chant.</li><li>I identify how to ask with [Which].</li><li>I revise the past tense.</li><li>I read and ask them to read.</li></ul> <u>2 Ask a partner the questions and get the real answers.</u> <ul style="list-style-type: none"><li>I ask them to make dialogues about school.</li><li>I make sure that they can make the dialogues.</li></ul> <u>3 Listen and practice. Then do it in pairs.</u> <ul style="list-style-type: none"><li>I ask them to read the verbs.</li><li>I ask them to do it in pairs.</li></ul> ❖ Page 21: <u>4 Subject race.</u> <u>Can you write and play Subject race and beat a partner?</u> <ul style="list-style-type: none"><li>I ask them to play a subject race.</li><li>I identify the game.</li><li>I ask them to beat the partner.</li></ul>				<u>Evaluation:</u> 1. Ask with where.  2. Say your favorite subject.  3. Say your grade last year.  		
Homework	Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework.								


Subject	English 6 <sup>th</sup> G.	Unit Title	3 My school is cool!	Lesson	Reading and writing					
Chapter - Class					Date					
Vocabulary	Lamb- fleece- snow- followed- against- rules- made- children- laugh- play- see									
Objectives	Aids		Procedure					Verification		
1. To practice the past tense. 2. To rewrite the chant to the present tense. 3. To identify the English class rules and make posters.	❖ Student's book  ❖ Workbook  ❖ Poster (s)  ❖ Flashcards  ❖ Wordcards  ❖ CD		<ul style="list-style-type: none"><li>I greet the students.</li><li>I revise the previous lesson and check the homework.</li><li>I write the date and the title on the board.</li></ul> ❖ Page 22: <u>1 Listen and read. Then chant.</u> <ul style="list-style-type: none"><li>I play the CD twice.</li><li>I read the chant.</li><li>I identify the new verbs.</li><li>I revise the past tense.</li><li>I ask the students to read then chant.</li></ul> <u>2 Practice in pairs. Then change the verb tense to the present and chant.</u> <ul style="list-style-type: none"><li>I identify the new verbs.</li><li>I read the words.</li><li>I ask them to practice in pairs.</li><li>I ask them to change the verb tense and chant.</li></ul> ❖ Page 23: <u>3 Listen, match and present.</u> <u>Can you copy the rules, add pictures and make a poster?</u> <ul style="list-style-type: none"><li>I play the CD twice.</li><li>I identify the meaning of the rules.</li><li>I ask them to match.</li><li>I ask them to copy the rules and add pictures.</li><li>I ask them to make a poster for every rule.</li></ul>					<u>Evaluation:</u> 1. Say a sentence in the past tense.  2. Rewrite the chant to the present tense.  3. Write English class rules and make posters.  		
Homework	Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework.									




Subject	English 6 <sup>th</sup> G.	Unit Title	3 My school is cool!	Lesson	Phonics					
Chapter - Class					Date					
Vocabulary	Scarf- sky- square- skate- squeeze- scary- skirt- squid- scan- town- library- yard- art workshop- principal's office- teacher's lounge- projector- computer- interactive board									
Objectives	Aids		Procedure					Verification		
1. To say the sounds sc, sk and sq with examples.  2. To read and write about school.	❖ Student's book  ❖ Workbook  ❖ Poster (s)  ❖ Flashcards  ❖ Wordcards  ❖ CD		<ul style="list-style-type: none"> <li>I greet the students.</li> <li>I revise the previous lesson and check the homework.</li> <li>I write the date and the title on the board.</li> </ul> ❖ Page 24: <u>1 Listen, point and practice.</u> <ul style="list-style-type: none"> <li>I read the sounds.</li> <li>I play the CD twice.</li> <li>I ask the students to repeat.</li> <li>I ask them to practice the sounds.</li> </ul> <u>2 Listen and complete the words. Use sc, sk or sq.</u> <ul style="list-style-type: none"> <li>I play the CD twice.</li> <li>I ask them to listen and say the words and complete.</li> <li>I check the answers.</li> </ul> <u>3 Write what they're doing.</u> <ul style="list-style-type: none"> <li>I ask them to read the sentences.</li> <li>I encourage them to complete the words according to the pictures.</li> </ul> ❖ Page 25: <u>3 My school.</u> <u>Can you read and then write about your school?</u> <u>Use photos or draw pictures.</u> <ul style="list-style-type: none"> <li>I read the text.</li> <li>I ask them to read.</li> <li>I encourage them to write about school.</li> <li>I check the answers.</li> </ul>					<u>Evaluation:</u> 1. Say the spelling of sun and cut.  2. Write about your school.   SC  scarf		
Homework	Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework.									

Subject	English 6 <sup>th</sup> G.	Unit Title	4 A healthy life	Lesson	Finding out time					
Chapter - Class					Date					
Vocabulary	Get up- should- drink- eat- brush- do- go to bed- stay up- play- watch- skip- outside- teeth									
Objectives	Aids		Procedure					Verification		
1. To say things should or shouldn't do to live a healthy life.  2. To ask if it's a healthy life or not.	❖ Student's book  ❖ Workbook  ❖ Poster (s)  ❖ Flashcards  ❖ Wordcards  ❖ CD		<ul style="list-style-type: none"> <li>I greet the students.</li> <li>I revise the previous lesson and check the homework.</li> <li>I write the date and the title on the board.</li> </ul> ❖ Page 26: <u>1 Listen and practice. Then test a partner.</u> <ul style="list-style-type: none"> <li>I practice [Should/ shouldn't].</li> <li>I explain good and bad things to do.</li> <li>I identify the new verbs.</li> <li>I play the CD twice.</li> <li>I read the sentences.</li> <li>I ask the students to read.</li> </ul> ❖ Page 27: <u>2 Healthy life test.</u> <u>Can you say if you live a healthy life every day?</u> <ul style="list-style-type: none"> <li>I identify the healthy life.</li> <li>I ask the students to practice the frequency markers.</li> <li>I ask to do the questionnaire.</li> <li>I ask them to talk in pairs about the score.</li> </ul>					<u>Evaluation:</u> 1. Put should in a sentence.  2. Say a bad thing you shouldn't do.  3. Ask if your friend's life is healthy or not. <div>   </div>		
Homework	Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework.									


Subject	English 6 <sup>th</sup> G.	Unit Title	4 A healthy life	Lesson	Grammar in action					
Chapter - Class					Date					
Vocabulary	Get up- drink- eat- brush- morning- followed- stayed- brushed									
Objectives	Aids		Procedure					Verification		
1. To answer for the past tense questions.  2. To ask about what they did this morning.	❖ Student's book  ❖ Workbook  ❖ Poster (s)  ❖ Flashcards  ❖ Wordcards  ❖ CD		<ul style="list-style-type: none"> <li>I greet the students.</li> <li>I revise the previous lesson and check the homework.</li> <li>I write the date and the title on the board.</li> </ul> ❖ Page 28: <u>1 Listen and chant past tense questions and answer.</u> <ul style="list-style-type: none"> <li>I identify the new verbs.</li> <li>I identify how to ask for the past tense.</li> <li>I play the CD twice.</li> <li>I ask the students to read.</li> </ul> <u>2 Ask a partner the questions and get the real answers.</u> <ul style="list-style-type: none"> <li>I revise how to ask for the past tense.</li> <li>I ask them to ask a partner the questions and get the real answers.</li> </ul> <u>3 Listen and practice. Then do it in pairs.</u> <ul style="list-style-type: none"> <li>I play the CD.</li> <li>I ask them to read.</li> <li>I identify the new verbs.</li> <li>I ask them to practice in pairs.</li> </ul> ❖ Page 29: <u>3 Verb game.</u> <u>Can you write and play the verb game and beat a partner?</u> <ul style="list-style-type: none"> <li>I read the verbs.</li> <li>I ask them to read.</li> <li>I identify the game.</li> <li>I ask them to make dialogues, play the verb game and beat a partner.</li> </ul>					<u>Evaluation:</u> 1. Answer past tense questions.  2. Ask your partner about what he did this morning. <div>  </div>		
Homework	Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework.									

Subject	English 6 <sup>th</sup> G.		Unit Title	4 A healthy life		Lesson	Reading and writing				
Chapter - Class						Date					
Vocabulary	Early- bed- healthy- wealthy- wise- rise- late- sleepy- grumpy- tired- headache- exciting- toothache- stomachache- hungry- earache										
Objectives	Aids			Procedure				Verification			
1. To differentiate between early/ late.  2. To ask for aches.  3. To give reasons for aches.	❖ Student's book  ❖ Workbook  ❖ Poster (s)  ❖ Flashcards  ❖ Wordcards  ❖ CD			<ul style="list-style-type: none"><li>I greet the students.</li><li>I revise the previous lesson and check the homework.</li><li>I write the date and the title on the board.</li></ul> ❖ Page 30: <u>1 Listen and read. Then chant.</u> <ul style="list-style-type: none"><li>I use the flashcards to identify the words.</li><li>I hold the flashcard and ask the students to say.</li><li>I play the CD with a pause after each item so that the students have time to repeat.</li><li>I ask them to chant.</li><li>I ask the students to point at the correct picture.</li></ul> <u>2 Practice in pairs. Person A says early to bed first, then person B says late to bed. Then change.</u> <ul style="list-style-type: none"><li>I put the students in pairs.</li><li>I ask A to say early to bed first, then person B say late to bed.</li><li>I ask them then to change.</li></ul> ❖ Page 31: <u>3 What's the matter?</u> <ul style="list-style-type: none"><li>I play the CD.</li><li>I ask them to listen.</li><li>I read the texts.</li><li>I ask them to listen.</li><li>I identify the new words using flashcards.</li><li>I ask them to match the texts with the pictures.</li><li>I encourage them to practice in pairs.</li></ul>				<u>Evaluation:</u> <b>1. Put early in a sentence.</b>  <b>2. Ask your friend about aches.</b>  <b>3. Give reasons for an ache.</b>  			
Homework	Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework.										

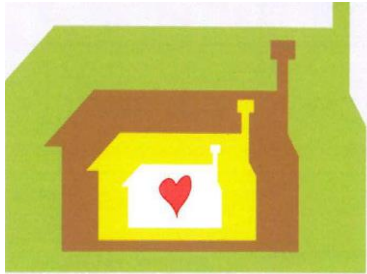




Subject	English 6 <sup>th</sup> G.	Unit Title	4 A healthy life	Lesson	Phonics
Chapter - Class				Date	
Vocabulary	Purple- bird- shirt- turtle- girl- burger- storekeeper- scarf- belt- uniform- skirt- jacket- trousers- T-shirt- sweater				
Objectives	Aids	Procedure			Verification
1. To say words start with the sounds [ur and ir]. 2. To identify some clothes. 3. To do a shopping dialogue.	❖ Student's book ❖ Workbook ❖ Poster (s) ❖ Flashcards ❖ Wordcards ❖ CD	<ul style="list-style-type: none"> <li>I greet the students.</li> <li>I revise the previous lesson and check the homework.</li> <li>I write the date and the title on the board.</li> </ul> ❖ Page 32: <u>1 Listen, point and practice.</u> <ul style="list-style-type: none"> <li>I play the CD with a pause after each item so that the students have time to repeat.</li> <li>I use the flashcards to identify the sounds [ur and ir].</li> <li>I say examples for the sounds.</li> <li>I ask them to look at the pictures.</li> <li>I ask them to say examples for the sounds.</li> </ul> <u>2 Listen and complete the words. Use ur or ir.</u> <ul style="list-style-type: none"> <li>I revise the sounds [ur and ir].</li> <li>I play the CD twice.</li> <li>I ask them to listen and complete the missing letters.</li> <li>I revise the answers.</li> </ul> <u>3 Read and then listen.</u> <ul style="list-style-type: none"> <li>I ask them to read the story.</li> <li>I play the CD.</li> <li>I ask them to listen and read again.</li> </ul> ❖ Page 33: <u>3 Clothing store.</u> <u>Can you be a storekeeper and do the shopping dialogue with a partner.</u> <ul style="list-style-type: none"> <li>I identify some kinds of clothes.</li> <li>I use the flashcards to identify the clothes.</li> <li>I ask the students to read the dialogue.</li> <li>I encourage them to be storekeepers and do the shopping dialogue.</li> </ul>			<u>Evaluation:</u> 1. Say two words with the sound ur. 2. Say three kinds of clothes. 3. Do a shopping dialogue. <div style="text-align: center;">  <p>purple</p> </div>
Homework	Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework.				




<i>Subject</i>	English 6 <sup>th</sup> G.	<i>Unit Title</i>	5 Hanging out in town	<i>Lesson</i>	Finding out time
<i>Chapter - Class</i>				<i>Date</i>	
<i>Vocabulary</i>	Train station- post office- bus stop- elementary school- supermarket- convenience store				
<i>Objectives</i>	<i>Aids</i>	<i>Procedure</i>			<i>Verification</i>
1. To ask with [Where]. 2. To say some places. 3. To identify the directions.	❖ Student's book ❖ Workbook ❖ Poster (s) ❖ Flashcards ❖ Wordcards ❖ CD	<ul style="list-style-type: none"> <li>I greet the students and say "Hello"</li> <li>I introduce myself to the class and encourage them to do the same.</li> <li>I write the date and the title on the board.</li> </ul> ❖ Page 34: <u>1 Listen and practice. Then act out in pairs.</u> <ul style="list-style-type: none"> <li>I play the CD twice and ask them to listen.</li> <li>I use the flashcards to identify the place.</li> <li>I ask them to repeat the words.</li> <li>I identify how to ask with [Where].</li> <li>I read the dialogue.</li> <li>I ask them to read the dialogue.</li> </ul> ❖ Page 35: <u>2 Showing the way.</u> <u>Can you give a partner directions to a place?</u> <u>Use the map on page 34. Start at the yellow circle.</u> <ul style="list-style-type: none"> <li>I revise the places.</li> <li>I identify the directions.</li> <li>I ask with [Where].</li> <li>I ask them to look at the map on page 34 and say the direction.</li> <li>I ask them to make dialogues.</li> </ul>			<u>Evaluation:</u> 1. Ask with [Where]. 2. Say two places. 3. Say the directions to the post office. 
<i>Homework</i>	Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework.				

<b>Subject</b>	<b>English 6<sup>th</sup> G.</b>	<b>Unit Title</b>	<b>5</b> <b>Hanging out in town</b>	<b>Lesson</b>	<b>Grammar in action</b>
<b>Chapter - Class</b>				<b>Date</b>	
<b>Vocabulary</b>	Stapler- going to- staples- stationery store- candy store- DVD store- bakery- bread- cake- bookstore- flower- pot- flower store				
<b>Objectives</b>	<b>Aids</b>	<b>Procedure</b>			<b>Verification</b>
<b>1. To say names of stores.</b>  <b>2. To say names of things and where can buy it.</b>	❖ Student's book  ❖ Workbook  ❖ Poster (s)  ❖ Flashcards  ❖ Wordcards  ❖ CD	<ul style="list-style-type: none"> <li>I greet the students.</li> <li>I revise the previous lesson and check the homework.</li> <li>I write the date and the title on the board.</li> </ul> ❖ <b>Page 36:</b> <u><b>1 Listen and chant going to.</b></u> <ul style="list-style-type: none"> <li>I ask the students to listen to the CD twice.</li> <li>I identify going to.</li> <li>I read the chant.</li> <li>I ask the students to read.</li> <li>I ask them to say the chant.</li> </ul> <u><b>2 Listen and practice. Then do it in pairs.</b></u> <ul style="list-style-type: none"> <li>I play the CD twice.</li> <li>I identify going to with the personal pronouns.</li> <li>I read and ask them to read.</li> <li>I ask them to practice in pairs.</li> </ul> ❖ <b>Page 37:</b> <u><b>3 Shopping game.</b></u> <u><b>Can you play the shopping game and beat a partner?</b></u> <ul style="list-style-type: none"> <li>I read the names of stores.</li> <li>I ask them to read.</li> <li>I put them in pairs.</li> <li>I ask them to play the shopping game and beat a partner.</li> </ul>			<u><b>Evaluation:</b></u> <b>1. Say two names of stores.</b>  <b>2. Say two things and where he can buy it.</b>
<b>Homework</b>	Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework.				

Subject	English 6 <sup>th</sup> G.	Unit Title	5 Hanging out in town	Lesson	Reading and writing					
Chapter - Class					Date					
Vocabulary	Green- house- brown- yellow- white- red- heart- box- bottle fish- book- doll- letter- bedroom- floor- living room									
Objectives	Aids		Procedure					Verification		
1. To present the colors.  2. To say the rooms of the house.	❖ Student's book  ❖ Workbook  ❖ Poster (s)  ❖ Flashcards  ❖ Wordcards  ❖ CD		<ul style="list-style-type: none"> <li>I greet the students.</li> <li>I revise the previous lesson and check the homework.</li> <li>I write the date and the title on the board.</li> </ul> ❖ Page 38: <u>1 Listen and read. Then chant.</u> <ul style="list-style-type: none"> <li>I play the CD twice and ask the students to listen.</li> <li>I use the flashcards to present the colors.</li> <li>I read the chant.</li> <li>I ask the students to repeat.</li> <li>I ask them to listen and chant.</li> </ul> <u>2 Change "house" to something else and chant in pairs.</u> <ul style="list-style-type: none"> <li>I read the words.</li> <li>I ask them to change "house" to something else.</li> <li>I ask them to chant in pairs.</li> </ul> ❖ Page 39: <u>3 Write, draw and present.</u> <u>Can you write your own version of the There was a little green house chant add pictures?</u> <u>Use words for rooms and things in the rooms.</u> <ul style="list-style-type: none"> <li>I identify the house rooms.</li> <li>I identify things in the rooms.</li> <li>I encourage them to write their own version of the chant and add pictures.</li> <li>I ask them to use the sentences.</li> </ul>					<u>Evaluation:</u> 1. Say the chant "There was a little green house"  2. Say your own version of chant "There was a little green house" <div>  </div>		
Homework	Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework.									

Subject	English 6 <sup>th</sup> G.	Unit Title	5 Hanging out in town	Lesson	Phonics					
Chapter - Class					Date					
Vocabulary	Cube- barbecue- garden- June- gave- glue- huge- bottle- sign									
Objectives	Aids		Procedure					Verification		
<p>1. To say the sounds [u_e and ue] with examples.</p> <p>2. To identify the meaning of some signs.</p>	<p>❖ Student's book</p> <p>❖ Workbook</p> <p>❖ Poster (s)</p> <p>❖ Flashcards</p> <p>❖ Wordcards</p> <p>❖ CD</p>		<ul style="list-style-type: none"> <li>I greet the students.</li> <li>I revise the previous lesson and check the homework.</li> <li>I write the date and the title on the board.</li> </ul> <p>❖ Page 40:</p> <p><u>1 Listen, point and practice.</u></p> <ul style="list-style-type: none"> <li>I use the flashcards to identify the sounds.</li> <li>I hold the flashcard and say the word.</li> <li>I ask the students to repeat.</li> </ul> <p>● I play the CD twice.</p> <p>● I ask them to repeat the words.</p> <p><u>2 Listen and number. Then unscramble the letters and write.</u></p> <ul style="list-style-type: none"> <li>I play the CD.</li> <li>I ask them to look at the pictures.</li> <li>I ask them to play the CD again and unscramble the letters.</li> </ul> <p><u>3 Unscramble the words and write the sentences. Begin with a capital letter.</u></p> <ul style="list-style-type: none"> <li>I ask them to read the words.</li> <li>I ask them to rearrange the words to make correct sentences.</li> <li>I check the sentences.</li> </ul> <p>❖ Page 41:</p> <p><u>4 Signs.</u></p> <p><u>Can you read the signs?</u></p> <ul style="list-style-type: none"> <li>I identify the signs.</li> <li>I ask them to try to guess the meaning of the signs.</li> <li>I ask them to read what is written in the sign.</li> </ul>					<p><u>Evaluation:</u></p> <p>1. Say two examples for the sounds [u_e and ue].</p> <p>2. Read two signs.</p> <div style="text-align: center;">  <p><b>No Parking</b></p>  </div>		
Homework	Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework.									

Subject	English 6 <sup>th</sup> G.		Unit Title	6 My dream vacation		Lesson	Finding out time				
Chapter - Class						Date					
Vocabulary	How long- sightseeing- skiing- diving- stay at a camp- juice- noodles- tea- coffee- green tea										
Objectives	Aids			Procedure				Verification			
1. To ask with [How long].  2. To make dialogues between flight attendants and customers.	❖ Student's book  ❖ Workbook  ❖ Poster (s)  ❖ Flashcards  ❖ Wordcards  ❖ CD			<ul style="list-style-type: none"><li>I greet the students.</li><li>I revise the previous lesson and check the homework.</li><li>I write the date and the title on the board.</li></ul> ❖ Page 42: <u>1 Listen and practice. Then do it in pairs.</u> <ul style="list-style-type: none"><li>I play the CD with a pause.</li><li>I ask the students to listen.</li><li>I read the dialogue.</li><li>I ask the students to repeat.</li><li>I identify how to ask with [where/ how long and what].</li></ul> ❖ Page 43: <u>2 In-flight ordering.</u> <u>Can you be a flight attendant and take an order from a partner.</u> <ul style="list-style-type: none"><li>I read the dialogue.</li><li>I identify the meaning of flight attendant.</li><li>I ask them to be in pairs and make the dialogue.</li></ul>				<u>Evaluation:</u> <b>1. Ask your friend how long will take the trip.</b>  <b>2. Do a dialogue between a flight attendant and a customer.</b>  			
Homework	Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework.										

<i>Subject</i>	English 6 <sup>th</sup> G.	<i>Unit Title</i>	6 My dream vacation	<i>Lesson</i>	Grammar in action					
<i>Chapter - Class</i>					<i>Date</i>					
<i>Vocabulary</i>	Visit- city- watch- camel race- visit- kingdom tower- rock- climbing- traditional dishes									
<i>Objectives</i>	<i>Aids</i>		<i>Procedure</i>					<i>Verification</i>		
1. To practice going to + verb.  2. To say places and cities.	❖ Student's book  ❖ Workbook  ❖ Poster (s)  ❖ Flashcards  ❖ Wordcards  ❖ CD		<ul style="list-style-type: none"> <li>I greet the students.</li> <li>I revise the previous lesson and check the homework.</li> <li>I write the date and the title on the board.</li> </ul> ❖ Page 44: <u>1 Listen and chant Going to + verb.</u> <ul style="list-style-type: none"> <li>I identify the traffic lights.</li> <li>I play the CD twice and ask the students to listen.</li> <li>I identify going to + verb.</li> <li>I identify the new verbs.</li> <li>I read the chant.</li> <li>I ask the students to repeat.</li> </ul> <u>2 Listen and practice. Then chant in pairs.</u> <ul style="list-style-type: none"> <li>I practice going to + verb.</li> <li>I read and ask them to read.</li> <li>I play the CD again.</li> <li>I ask them to practice and chant in pairs.</li> </ul> ❖ Page 45: <u>3 Travel and do.</u> <ul style="list-style-type: none"> <li>I identify the task.</li> <li>I ask them to read.</li> <li>I encourage them to play the game in pairs.</li> </ul>					<u>Evaluation:</u> 1. Put going to in a correct sentence.  2. Recommend a place to go in the trip.		
<i>Homework</i>	Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework.									

<b>Subject</b>	<b>English 6<sup>th</sup> G.</b>	<b>Unit Title</b>	<b>6</b> <b>My dream vacation</b>	<b>Lesson</b>	<b>Reading and writing</b>					
<b>Chapter - Class</b>					<b>Date</b>					
<b>Vocabulary</b>	Small- beautiful- world- astronaut- floated- sky- quiet- dark- cloud- sea- shining- sunlight- small- cry- laugh- sleepy- hungry- thirsty- cute									
<b>Objectives</b>	<b>Aids</b>		<b>Procedure</b>					<b>Verification</b>		
<b>1. To chant a Beautiful world chant.</b>  <b>2. To say some adjectives.</b>	❖ Student's book  ❖ Workbook  ❖ Poster (s)  ❖ Flashcards  ❖ Wordcards  ❖ CD		<ul style="list-style-type: none"> <li>I greet the students.</li> <li>I revise the previous lesson and check the homework.</li> <li>I write the date and the title on the board.</li> </ul> ❖ <b>Page 46:</b> <u><b>1 Listen and read. Then chant.</b></u> <ul style="list-style-type: none"> <li>I play the CD with a pause after each item so the students can find the pictures.</li> <li>I read the chant.</li> <li>I ask them to repeat.</li> </ul> <u><b>2 Match with the pictures.</b></u> <ul style="list-style-type: none"> <li>I identify the meaning of the words.</li> <li>I ask them to read.</li> <li>I ask them to match the words with the pictures.</li> </ul> ❖ <b>Page 47:</b> <u><b>3 Read, match and present.</b></u> <u><b>Can you read, match and complete the chant with these phrases? Listen and check.</b></u> <ul style="list-style-type: none"> <li>I read the chant.</li> <li>I ask them to read.</li> <li>I use flashcards to identify the adjectives.</li> <li>I ask them to complete.</li> <li>I play the CD.</li> <li>I ask them to listen and check the answers.</li> </ul>					<u><b>Evaluation:</b></u> <b>1. Chant the Beautiful world chant.</b>  <b>2. Say two adjectives.</b>		
<b>Homework</b>	Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework.									