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Primary Teachers of English All Over the World



نواتج التعلم للمرحلة الابتدائية بالكامل - الفصل الدراسي الأول :

- 1 - الصف الأول الابتدائي (5 وحدات)
- 2 - الصف الثاني الابتدائي (6 وحدات)
- 3 - الصف الثالث الابتدائي (6 وحدات)
- 4 - الصف الرابع الابتدائي (6 وحدات)
- 5 - الصف الخامس الابتدائي (6 وحدات)
- 6 - الصف السادس الابتدائي (5 وحدات)

Learning Outcomes

Intended Learning Outcomes (ILOs) Plan Grade 1

Learning outcomes	Content	Strategies	Activities	Assessments	Evidence
Unit 1 : My Friends					
Introduce oneself	Unit (1) L. 1	Discussion Cooperative work	Chant	Match	Student Book
Introduce oneself Sing a song	Unit (1) L. 2	Discussion Cooperative work	Sing	Read then match	Student Book
Read words Give and respond to commands Identify different hand movements	Unit (1) L. 3	Brain storming Discussion Cooperative work	Circle the same picture	Read and match	Student Book
Trace letters Recognize in writing English small and capital letters (a/A-b/B)	Unit (1) L.4	Brain storming Discussion Cooperative work	Listen and point	Circle Yes/ No	Student Book Notebook

Learning outcomes	Content	Strategies	Activities	Assessments	Evidence
Unit 2 : Numbers					
Identify numbers 1-5 Count to 5	Unit (2) L. 1	Brain storming Cooperative work	Chant	Read and match	Student Book
Describe oneself in terms of ages Read words and phrases	Unit (2) L. 2	Brain storming Discussion	Sing	Read and circle	Student Book
Use some action verbs correctly Give and respond to commands	Unit (2) L. 3	Brain storming Cooperative work	Chant	Read and circle	Student Book
Trace letters Recognize in writing English small and capital letters (c/C-d/D)	Unit (2) L. 4	Brain storming Discussion Cooperative work	Listen and point	Match	Student Book Notebook

Learning outcomes	Content	Strategies	Activities	Assessments	Evidence
Unit 3 : My Family					
Identify members of their family Sing a song	Unit (3) L. 1	Brain storming Cooperative work	Listen and chant	Read	Student Book
Identify members of their family Use this correctly	Unit (3) L. 2	Cooperative work Brain storming	Chant	Match	Student Book
Identify members of their family Sing a song	Unit (3) L. 3	Pair work Cooperative work	Chant	Match	Student Book
Trace letters Recognize in writing English small and capital letters (e/E-f/F)	Unit (3) L. 4	Brain storming Cooperative work	Listen and point	Match	Student Book Notebook

Learning outcomes	Content	Strategies	Activities	Assessments	Evidence
Unit 4 : Shapes					
Identify shapes : circle, heart, star, square Trace shapes	Unit (4) L. 1	Brain storming Cooperative work	Chant	Trace	Student Book
Read words and phrases	Unit (4) L. 2	Brain storming Cooperative work	Sing	Match	Student Book
Use some motion words correctly Give and respond to commands	Unit (4) L. 3	Brain storming Cooperative work	Number	Match	Student Book
Trace letters Recognize in writing English small and capital letters (g/G - h/H)	Unit (4) L. 4	Brain storming Cooperative work	Sing	Trace	Student Book Notebook

Learning outcomes	Content	Strategies	Activities	Assessments	Evidence
Unit 5 : Colours					
Identify Colours	Unit (5) L. 1	Brain storming Cooperative work	Chant colour	Match	Student Book Sheet
Identify Colours Use it's + colour	Unit (5) L. 2	Brain storming Cooperative work	Sing	Match	Student Book Sheet
Use art actions correctly :count ,draw, colour Give and respond to commands	Unit (5) L. 3	Brain storming Cooperative work	Chant	Match	Student Book Sheet
Trace letters Recognize in writing English small and capital letters (g/G - h/H)	Unit (5) L. 4	Brain storming Cooperative work	Sing	Trace	Student Book Notebook

Intended Learning Outcomes (ILOs) Plan Grade 2

Learning outcomes (Objectives)	The content of the syllabus (Topics)	Learning and self learning strategies		Assessment &Evaluation
		Skills	Activities & Tools	
Respond to & use classroom Language Recognize small and capital letters associate sound of letters with written form	<ul style="list-style-type: none"> Do you Remember? 	<p>LISTENING/ SPEAKING</p> <p>READING/ WRITING</p> <p>PHONICS</p>	<ul style="list-style-type: none"> Listen and find (audio visual Recourses- cassette) Role-play (Forming Groups and Pairs) Listen and practice(affective class questions) Listen and sing (audio visual Recourses) Listen and write letter Point and say (Picture and Word Cards) Write the words Circle the letter 	<p>Oral questions</p> <p>Observations tasks</p>
Greet and Respond to greetings Describe themselves in term	<p>Unit 1</p> <p>Meeting People</p>	LISTENING/	<ul style="list-style-type: none"> Listen and find (audio visual Recourses- cassette) Role-play (Forming Groups 	<p>Oral questions</p> <p>Observations</p>

<p>of gender</p> <p>Introduce oneself Identify speakers in a conversation trace words copy words read words vocabulary people animals</p>		<p>SPEAKING</p> <p>READING/ WRITING</p> <p>PHONIC</p>	<p>and Pairs)</p> <ul style="list-style-type: none"> Listen and practice(affective class questions) Listen and sing (audio visual Recourses) Listen and write letter Point and say (Picture and Word Cards) Write the words Circle the letter Unscramble, match, and write Draw and write 	<p>Tasks</p> <p>Portfolio</p> <p>Using the language in natural situation</p>
<p>use appropriate courtesy Expressions identify objects</p>	Unit 2	<p>LISTENING/ SPEAKING</p>	<ul style="list-style-type: none"> Listen and find (audio visual Recourses- cassette) Role-play (Forming Groups and Pairs) Listen and practice(affective class questions) Listen and sing (audio visual 	<p>Oral questions</p> <p>Observations</p> <p>Tasks</p> <p>Portfolio</p> <p>Using the</p>

	In the Field	READING/ WRITING PHONIC	Recourses) <ul style="list-style-type: none"> • Listen and write letter • Point and say (Picture and Word Cards) • Write the words • Circle the letter • Unscramble, match, and write • Draw and write 	language in natural situation
give commands apologizing ask about objects identify objects	Unit 3 On the Farm	LISTENING/ SPEAKING READING/ WRITING	<ul style="list-style-type: none"> • Listen and find (audio visual Recourses- cassette) • Role-play (Forming Groups and Pairs) • Listen and practice(affective class questions) • Listen and sing (audio visual Recourses) • Listen and write letter • Point and say (Picture and 	Oral questions Observations Tasks Portfolio Using the language in natural situation

		PHONIC	<p>Word Cards)</p> <ul style="list-style-type: none"> • Write the words • Circle the letter • Unscramble, match, and write • Draw and write 	
Telling a story or dramatizing it as a play.	Review		<ul style="list-style-type: none"> • Listen and point • Role-play 	Students performance tests
<p>give & receive objects</p> <p>express gratitude</p> <p>ask about & identify objects</p> <p>write words</p> <p>read words</p> <p>vocabulary: school supplies</p>	<p>Unit 4</p> <p>At the Store</p>	<p>LISTENING/ SPEAKING</p> <p>READING/ WRITING</p> <p>PHONIC</p>	<ul style="list-style-type: none"> • Listen and find (audio visual Recourses- cassette) • Role-play (Forming Groups and Pairs) • Listen and practice(affective class questions) • Listen and sing (audio visual Recourses) • Listen and write letter • Point and say (Picture and 	<p>Oral questions</p> <p>Observations</p> <p>Tasks</p> <p>Portfolio</p> <p>Using the language in natural situation</p>

		Word Cards) <ul style="list-style-type: none"> • Write the words • Circle the letter • Unscramble, match, and write • Draw and write 	
Unit 5 asking someone's name count 1-12 ask about numbers At School	LISTENING/ SPEAKING READING/ WRITING PHONIC	<ul style="list-style-type: none"> • Listen and find (audio visual Recourses- cassette) • Role-play (Forming Groups and Pairs) • Listen and practice(affective class questions) • Listen and sing (audio visual Recourses) • Listen and write letter • Point and say (Picture and Word Cards) • Write the words • Circle the letter 	Oral questions Observations Tasks Portfolio Using the language in natural situation

		<ul style="list-style-type: none"> • Unscramble, match, and write • Draw and write 	
<p>express pain express concern ask about & express feelings FORM A POSSITIVE ATTITUDE TOWARS HIS PARTENERS write words read words identify antonyms of word</p>	<p>Unit 6</p> <p>Sports Time</p>	<p>LISTENING/S PEAKING</p> <p>READING/ WRITING</p> <p>PHONIC</p> <ul style="list-style-type: none"> • Listen and find (audio visual Recourses- cassette) • Role-play (Forming Groups and Pairs) • Listen and practice(affective class questions) • Listen and sing (audio visual Recourses) • Listen and write letter • Point and say (Picture and Word Cards) • Write the words • Circle the letter • Unscramble, match, and write • Draw and write 	<p>Oral questions Observations Tasks Portfolio Using the language in natural situation</p>
<p>Telling a story or dramatizing it as a play.</p>	<p>Review</p>	<ul style="list-style-type: none"> • Listen and point • Role-play 	<p>Students performance tests</p>

Intended Learning Outcomes (ILOs) Plan Grade 3

Learning outcomes (Objectives)	The content of the syllabus (Topics)	Learning and self learning strategies		Assessment &Evaluation
		Skills	Activities & Tools	
<p>Respond to & use classroom Language</p> <p>Recognize small and capital letters</p> <p>Associate sound of letters with written form</p> <p>introduce oneself</p> <p>give personal information</p>	<ul style="list-style-type: none"> Do you Remember? 	<p>LISTENING/ SPEAKING</p> <p>READING/ WRITING</p> <p>PHONICS</p>	<ul style="list-style-type: none"> Listen and find (audio visual Recourses- cassette) Role-play (Forming Groups and Pairs) Listen and practice (affective class questions) Listen and sing (audio visual Recourses) Listen and write letter Point and say (Picture and Word Cards) Write the words Circle the letter 	<p>Oral questions</p> <p>Observations</p> <p>tasks</p>

<p>ask and tell age ask about people identify people identify speakers in a Conversation</p> <p>write short sentences read short sentences vocabulary: family Members</p> <p>distinguish between sounds of letters: j & y associate sound of letters with written form</p>	<p>Unit 1</p> <p>At Home with Mona</p>	<p>LISTENING/ SPEAKING</p> <p>READING/ WRITING</p> <p>PHONIC</p>	<ul style="list-style-type: none"> Listen and find (audio visual Recourses- cassette) Role-play (Forming Groups and Pairs) Listen and practice(affective class questions) Listen and sing (audio visual Recourses) Listen and write letter Point and say (Picture and Word Cards) Write the words Circle the letter Unscramble, match, and write Draw and write 	<p>Oral questions</p> <p>Observations</p> <p>Tasks</p> <p>Portfolio</p> <p>Using the language in natural situation</p>
<p>ask & tell about days of the week</p>	<p>Unit 2</p>		<ul style="list-style-type: none"> Listen and find (audio visual Recourses- cassette) Role-play (Forming Groups 	<p>Oral questions</p> <p>Observations</p>

<p>describe what one/someone else is doing</p> <p>identify speakers in a Conversation write short sentences</p> <p>read short sentences</p> <p>vocabulary: actions</p> <p>distinguish between sounds of letters: l & r</p> <p>associate sound of letters with written form</p> <p>I'm ... ing</p> <p>(Present continuous)</p>	In the Classroom	<p>LISTENING/ SPEAKING</p> <p>READING/ WRITING</p> <p>PHONIC</p>	<p>and Pairs)</p> <ul style="list-style-type: none"> Listen and practice (affective class questions) Listen and sing (audio visual Recourses) Listen and write letter Point and say (Picture and Word Cards) Write the words Circle the letter Unscramble, match, and write Draw and write 	<p>Tasks</p> <p>Portfolio</p> <p>Using the language in natural situation</p>
<p>give a gift</p> <p>birthday greetings</p> <p>express & receive gratitude</p> <p>describe what</p>	Unit 3	LISTENING/ SPEAKING	<ul style="list-style-type: none"> Listen and find (audio visual Recourses- cassette) Role-play (Forming Groups and Pairs) 	<p>Oral questions</p> <p>Observations</p> <p>Tasks</p> <p>Portfolio</p>

words (vocabulary)				
Have telephone conversations Ask what someone is doing Identify speakers in a Conversation write short sentences Read short sentences vocabulary: actions Identify sound of long a Associate sound of letters with written form What's he/she doing? What are you / they doing? He / She's ... They're	Unit 4 At the Shop Window	LISTENING/ SPEAKING READING/ WRITING PHONIC	<ul style="list-style-type: none">Listen and find (audio visual Recourses- cassette)Role-play (Forming Groups and Pairs)Listen and practice(affective class questions)Listen and sing (audio visual Recourses)Listen and write letterPoint and say (Picture and Word Cards)Write the wordsCircle the letterUnscramble, match, and writeDraw and write	Oral questions Observations Tasks Portfolio Using the language in natural situation

<p>Ask personal information Give compliments Express gratitude Ask & state the time Identify speakers in a Conversation</p> <p>Write short sentences Read short sentences vocabulary: numbers 13-50</p> <p>Identify sound of long e associate sound of letters with written form</p> <p>What time is it? It's</p>	<p>Unit 5</p> <p>At the Airport</p>	<p>LISTENING/ SPEAKING</p> <p>READING/ WRITING</p> <p>PHONIC</p>	<ul style="list-style-type: none"> Listen and find (audio visual Recourses- cassette) Role-play (Forming Groups and Pairs) Listen and practice(affective class questions) Listen and sing (audio visual Recourses) Listen and write letter Point and say (Picture and Word Cards) Write the words Circle the letter Unscramble, match, and write Draw and write 	<p>Oral questions Observations Tasks Portfolio Using the language in natural situation</p>
<p>ask where someone lives express where one lives express likes agree identify objects</p>	<p>Unit 6</p>	<p>LISTENING/ SPEAKING</p>	<ul style="list-style-type: none"> Listen and find (audio visual Recourses- cassette) Role-play (Forming Groups and Pairs) 	<p>Oral questions Observations Tasks</p>

<p>identify speakers in a Conversation</p> <p>write short sentences</p> <p>read short sentences</p> <p>vocabulary: colours</p> <p>identify sound of long i</p> <p>associate sound of letters</p> <p>with written form This / That ...</p> <p>These / Those</p>	<p>At the Flower Shop</p>	<p>NG</p> <p>READING/ WRITING</p> <p>PHONIC</p>	<ul style="list-style-type: none"> • Listen and practice(affective class questions) • Listen and sing (audio visual Recourses) • Listen and write letter • Point and say (Picture and Word Cards) • Write the words • Circle the letter • Unscramble, match, and write • Draw and write 	<p>Portfolio</p> <p>Using the language in natural situation</p>
<p>participate in a conversation</p> <p>identify meaning of a conversation. recognise and produce words (vocabulary)</p>	<p>Review</p>		<ul style="list-style-type: none"> • Listen and point • Role-play 	<p>Students</p> <p>performance tests</p>

Intended Learning Outcomes (ILOs) Plan Grade 4

Learning outcomes (Objectives)	The content of the syllabus (Topics)	Learning and self learning strategies		Assessment &Evaluation
		Skills	Activities & Tools	
introduce oneself give personal information	<ul style="list-style-type: none"> Do you Remember? 	LISTENING/SPEAKING READING/WRITING PHONICS	<ul style="list-style-type: none"> Listen and find (audio visual Recourses-cassette) Role-play (Forming Groups and Pairs) Listen and practice (affective class questions) Listen and sing (audio visual Recourses) Point and say (Picture and Word Cards) Match and write 	Oral questions Observations tasks

<ul style="list-style-type: none"> - ask about and describe people's appearance . - express wants. - identify speakers in a conversation. - write short sentences. - read short sentences. - vocabulary pets. - distinguish between short (u) and long (u) - associate sound of letters with written form . - I want – I don't want - he – she wants – doesn't want . 	<p>Unit 1</p> <p>At the pet shop</p>	<p>LISTENING/SPEAKING</p> <p>READING/WRITING</p> <p>PHONIC</p>	<ul style="list-style-type: none"> • Listen and find (audio visual Recourses- cassette) • Role-play (Forming Groups and Pairs) • Listen and practice(affective class questions) • Listen and sing (audio visual Recourses) • Listen and write sentences • Point and say (Picture and Word Cards) • Circle and write questions • Read and write 	<p>Oral questions</p> <p>Observations</p> <p>Tasks</p> <p>Portfolio</p> <p>Using the language in natural situation</p>
<ul style="list-style-type: none"> - ask for help . - ask about and describe 	<p>Unit 2</p>		<ul style="list-style-type: none"> • Listen and find (audio visual Recourses- cassette) 	<p>Oral questions</p>

<p>location .</p> <ul style="list-style-type: none"> - ask about wants. - identify speakers in a conversation . - write short sentences . - read short sentences . - vocabulary : food items . - distinguish between short vowels and long vowels . - associate sound of letters with written form . - do you want ? <p>Does he – she want?</p> <p>Yes – no</p>	<p>At the Supermarket</p>	<p>LISTENING</p> <p>READING/ WRITING</p> <p>PHONIC</p>	<ul style="list-style-type: none"> • Role-play (Forming Groups and Pairs) • Listen and practice(affective class questions) • Listen and sing (audio visual Recourses) • Listen and write letter • Point and say (Picture and Word Cards) • write the words in the correct category • Unscramble, match, and write • Read and answer the questions 	<p>Observations</p> <p>Tasks</p> <p>Portfolio</p> <p>Using the language in natural situation</p>
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<ul style="list-style-type: none"> - make an invitation . - accept and turning down an invitation . - ask about daily routine . - identify speakers in a conversation . - write short sentences . - read short sentences . - vocabulary : everyday actions . - distinguish sounds of consonants . - associate sound of letters with written form . - wh- questions with when . - simple present . 	Unit 3	<p>LISTENING/SPEAKING</p> <p>READING/WRITING</p> <p>PHONIC</p>	<ul style="list-style-type: none"> • Listen and find (audio visual Recourses- cassette) • Role-play (Forming Groups and Pairs) • Listen and practice(affective class questions) • Listen and sing (audio visual Recourses) • Point and say (Picture and Word Cards) • write the words in the correct category • Unscramble, match, and write • Read and answer the questions 	<p>Oral questions</p> <p>Observations</p> <p>Tasks</p> <p>Portfolio</p> <p>Using the language in natural situation</p>
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<p>participate in a conversation</p> <p>identify meaning of a conversation.</p> <p>Recognize and produce -words .</p>	<p>Review 1</p>		<ul style="list-style-type: none"> • Listen and point • Role-play 	<p>Students performance tests</p>
<p>- ask for and give information about travel .</p> <p>- buy travel tickets .</p> <p>- ask about means of transport .</p> <p>- identify speakers in a conversation .</p> <p>- write short sentences .</p> <p>- read short sentences .</p> <p>- vocabulary :means of transport .</p> <p>- distinguish between</p>	<p>Unit 4</p> <p>Around Town</p>	<p>LISTENING/SPEAKING</p> <p>READING/WRITING</p> <p>PHONIC</p>	<ul style="list-style-type: none"> • Listen and find (audio visual Recourses- cassette) • Role-play (Forming Groups and Pairs) • Listen and practice(affective class questions) • Listen and sing (audio visual Recourses) • Point and say (Picture and Word Cards) • write the words in the correct category 	<p>Oral questions</p> <p>Observations</p> <p>Tasks</p> <p>Portfolio</p> <p>Using the language in natural situation</p>

<p>sounds of (ch – tch – sh) .</p> <ul style="list-style-type: none"> - associate sound of letters with written form . - wh- questions with how . - simple present . 			<ul style="list-style-type: none"> • Unscramble, match, and write • Read and answer the questions 	
<ul style="list-style-type: none"> - give one's address . - ask for clarification . - describe physical pain . - identify speakers in a conversation . - write short sentences . - read short sentences . - vocabulary : body parts . - distinguish between voice and voiceless (th) . - associate sound of letters with written form . 	<p>Unit 5</p> <p>At the Hospital</p>	<p>LISTENING/SPEAKING</p> <p>READING/WRITING</p> <p>PHONIC</p>	<ul style="list-style-type: none"> • Listen and find (audio visual Recourses- cassette) • Role-play (Forming Groups and Pairs) • Listen and practice (affective class questions) • Listen and sing (audio visual Recourses) • Point and say (Picture and Word Cards) • write the words in the correct category 	<p>Oral questions</p> <p>Observations</p> <p>Tasks</p> <p>Portfolio</p> <p>Using the language in natural situation</p>

<ul style="list-style-type: none"> - possessive adjectives (my – your – his – her – our – their) 			<ul style="list-style-type: none"> • Unscramble, match, and write • Read and answer the questions 	
<ul style="list-style-type: none"> - offer help . - express thanks . - describe colour of objects . - ask about possessions . - identify speakers in a conversation . - write short sentences . - read short sentences . - vocabulary : personal items . - identify sound of final (y) . - associate sound of 	<p>Unit 6</p> <p>At the Lost and Found table</p>	<p>LISTENING/SPEAKING</p> <p>READING/WRITING</p> <p>PHONIC</p>	<ul style="list-style-type: none"> • Listen and find (audio visual Recourses- cassette) • Role-play (Forming Groups and Pairs) • Listen and practice(affective class questions) • Listen and sing (audio visual Recourses) • Point and say (Picture and Word Cards) • write the words in the correct category • Unscramble, match, 	<p>Oral questions</p> <p>Observations</p> <p>Tasks</p> <p>Portfolio</p> <p>Using the language in natural situation</p>

letters with written form . - possessive pronouns (mine – yours – his – hers – ours – theirs) - demonstrate pronouns (this – that – these – those)			and write <ul style="list-style-type: none"> • Read and answer the questions 	
participate in a conversation identify meaning of a conversation. Recognize and produce words ..	Review 2		<ul style="list-style-type: none"> • Listen and point • Role-play 	Students performance tests

Intended Learning Outcomes (ILOs) Plan Grade 5

Learning outcomes (Objectives)	The content of the syllabus (Topics)	Learning and self learning strategies		Assessment &Evaluation
		Skills	Activities & Tools	
introduce oneself give personal information	<ul style="list-style-type: none"> Do you Remember? 	LISTENING/SPEAKING READING/WRITING PHONICS	<ul style="list-style-type: none"> Listen and find (audio visual Recourses-cassette) Role-play (Forming Groups and Pairs) Listen and practice(affective class questions) Listen and sing (audio visual Recourses) Point and say (Picture and Word Cards) Match and write 	Oral questions Observations tasks

ask & tell time state what one will eat express a favourite food inquire about past activities identify speakers in a conversation write sentences read sentences vocabulary: camping activities use Yes / No questions with did Simple past	Unit 1 At the Campsite	LISTENING/SPEAKING READING/WRITING PHONIC	<ul style="list-style-type: none"> • Listen and find (audio visual Recourses- cassette) • Role-play (Forming Groups and Pairs) • Listen and practice (affective class questions) • Listen and sing (audio visual Recourses) • Listen and write sentences • Point and say (Picture and Word Cards) • Circle and write questions • Read and write 	Oral questions Observations Tasks Portfolio Using the language in natural situation
express physical	Unit 2		<ul style="list-style-type: none"> • Listen and find (audio 	Oral

states make suggestions express preferences ask about & state a problem use Simple past with irregular verbs (affirmative and negative statements)	At the Amusement Park	LISTENING/SPEAKING READING/WRITING PHONIC	visual Recourses- cassette) <ul style="list-style-type: none"> • Role-play (Forming Groups and Pairs) • Listen and practice(affective class questions) • Listen and sing (audio visual Recourses) • Listen and write letter • Point and say (Picture and Word Cards) • write the words in the correct category • Unscramble, match, and write • Read and answer the questions 	questions Observations Tasks Portfolio Using the language in natural situation
offer help			<ul style="list-style-type: none"> • Listen and find (audio 	Oral

express gratitude express a physical state inquire about past activities identify sound of final ed use Wh-questions with what Irregular simple past	Unit 3 Around the House	LISTENING/SPEAKING READING/WRITING PHONIC	visual Recourses- cassette) <ul style="list-style-type: none"> • Role-play (Forming Groups and Pairs) • Listen and practice(affective class questions) • Listen and sing (audio visual Recourses) • Point and say (Picture and Word Cards) • write the words in the correct category • Unscramble, match, and write • Read and answer the questions 	questions Observations Tasks Portfolio Using the language in natural situation
participate in a conversation	Review		<ul style="list-style-type: none"> • Listen and point • Role-play 	Students performance

identify meaning of a conversation. ask about location give directions request clarification express gratitude describe future activities identify speakers in a conversation use Future with going to (affirmative and negative statements)	Unit 4 In Town	LISTENING/SPEAKING READING/WRITING PHONIC	<ul style="list-style-type: none"> • Listen and find (audio visual Recourses- cassette) • Role-play (Forming Groups and Pairs) • Listen and practice(affective class questions) • Listen and sing (audio visual Recourses) • Point and say (Picture and Word Cards) • write the words in the correct category • Unscramble, match, and write • Read and answer the questions 	tests Oral questions Observations Tasks Portfolio Using the language in natural situation
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<p>ask about & offer food</p> <p>ask questions about future meals</p> <p>identify speakers in a conversation</p> <p>use Wh-questions with what</p> <p>Future with going to</p>	<p>Unit 5</p> <p>At the Food Festival</p>	<p>LISTENING/SPEAKING</p> <p>READING/WRITING</p> <p>PHONIC</p>	<ul style="list-style-type: none"> • Listen and find (audio visual Recourses- cassette) • Role-play (Forming Groups and Pairs) • Listen and practice(affective class questions) • Listen and sing (audio visual Recourses) • Point and say (Picture and Word Cards) • write the words in the correct category • Unscramble, match, and write • Read and answer the questions 	<p>Oral questions</p> <p>Observations</p> <p>Tasks</p> <p>Portfolio</p> <p>Using the language in natural situation</p>
<p>elicit & express personal opinion</p> <p>ask for & give directions</p> <p>describe future activities related</p>	<p>Unit 6</p> <p>During the Year</p>	<p>LISTENING/SPEAKING</p>	<ul style="list-style-type: none"> • Listen and find (audio visual Recourses- cassette) • Role-play (Forming Groups and Pairs) • Listen and practice(affective class 	<p>Oral questions</p> <p>Observations</p> <p>Tasks</p> <p>Portfolio</p> <p>Using the</p>

<p>to seasons Future with will use)affirmative &negative Statements write sentences read sentences</p>		<p>READING/ WRITING</p> <p>PHONIC</p>	<p>questions)</p> <ul style="list-style-type: none"> • Listen and sing (audio visual Recourses) • Point and say (Picture and Word Cards) • write the words in the correct category • Unscramble, match, and write • Read and answer the questions 	<p>language in natural situation</p>
<p>participate in a conversation.</p>	<p>Review</p>		<ul style="list-style-type: none"> • Listen and point • Role-play 	<p>Students performance tests</p>

Intended Learning Outcomes (ILOs) Plan Grade 6

Learning outcomes	Content	Strategies	Activities	Assessments	Evidence
Unit 1 : Places We Go					
Ask about a museum's hours, entrance fees & exhibits over the telephone Offer help	Unit (1) L. 1	Discussion Brain storming Cooperative work	Role-play Games & activities	Read and circle	Student Book Work Book
Identify speakers in a conversation Ask about places using v. to be in the past	Unit (1) L. 2	Discussion Cooperative work	Listen and point	Look and write	Student Book Work Book
Use prepositions of locations Use (there was & n there were) correctly	Unit (1) L. 3	Brain storming Discussion Cooperative work	Listen and repeat	Read and circle	Student Book Work Book
Ask about locations using (is, was, are, were) there Sing a song	Unit (1) L.4	Brain storming Discussion Cooperative work	Listen and chant	Write questions & answers	Student Book Work Book
Read a historical narrative vocabulary: public buildings & structures	Unit (1) L.5	Brain storming Discussion	Listen and read	Write & draw	Student Book Work Book
Answer questions using a map Draw a picture of a town	Unit (1) L.6	Brain storming Discussion Cooperative work	Draw an old town	Read and circle	Student Book Work Book

Unit 2 : In the Restaurant

Order food in a restaurant	Unit (2) L. 1	Brain storming Cooperative work Discussion	Role-play	Unscramble & fill in the blanks	Student Book Work Book
Identify speakers in a conversation Use simple past correctly	Unit (2) L. 2	Brain storming Discussion	Listen and point	fill in the blanks	Student Book Work Book
Express quantities of food & drink Use how many / much correctly	Unit (2) L. 3	Brain storming Cooperative work	Listen and point	Read and write	Student Book Work Book
Use how many / much correctly Sing a song	Unit (2) L. 4	Discussion Cooperative work	Listen and chant	Read and write	Student Book Work Book
Read a restaurant review	Unit (2) L.5	Brain storming Discussion Cooperative work	Listen and read	Read questions & Write answers	Student Book Work Book
Write what they want for dinner	Unit (2) L.6	Brain storming Discussion	Read questions & Write answers	Write & draw	Student Book Work Book

Unit 3 : Daily Activities

Offer help Use how much is / are? shop for a pie at a bakery	Unit (3) L. 1	Brain storming Cooperative work Discussion	Role-play	Read questions & Write answers	Student Book Work Book
Use future with going to Identify speakers in a conversation	Unit (3) L. 2	Cooperative work Brain storming	Listen and point	Look & write	Student Book Work Book
Express activities in the past Use reflexive pronouns correctly	Unit (3) L. 3	Pair work Cooperative work	Listen and repeat	Read and write	Student Book Work Book
Use reflexive pronouns correctly Sing a song	Unit (3) L. 4	Brain storming Cooperative work	Listen and repeat	Read and write	Student Book Work Book
Read a short story	Unit (3) L.5	Brain storming Discussion Cooperative work	Listen and read	Read questions & Write answers	Student Book Work Book
Write what they can do by themselves	Unit (3) L.6	Brain storming Discussion Pair work	Listen and answers	Draw some pies	Student Book Work Book

Unit 4 : Visiting a Film Studio

Make a telephone call Leave a message	Unit (4) L. 1	Brain storming Cooperative work	Role-play	Unscramble & write	Student Book Work Book
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Identify speakers in a conversation	Unit (4) L. 2	Brain storming Cooperative work	Listen and point	Use the code to write the words	Student Book Work Book
Exchange information about the frequency of activities in the present Use present simple correctly	Unit (4) L. 3	Brain storming Cooperative work	Listen and point	Read & match	Student Book Work Book
Use Do /Does correctly Sing a song	Unit (4) L. 4	Brain storming Cooperative work	Listen and chant	Write questions & answers	Student Book Work Book Notebook
Write a postcard or a letter read a postcard	Unit (4) L.5	Brain storming Discussion Cooperative work	Listen and read	fill in the blanks	Student Book Work Book
Use Do /Does correctly	Unit (4) L.6	Brain storming Discussion Pair work	Listen and answers	Write a letter	Student Book Work Book

Unit 5 : In Town

Talk about the weather Inquire after family	Unit (5) L. 1	Brain storming Cooperative work	Role-play	Circle the mistakes	Student Book Work Book
Use present continuous correctly Use future with going to	Unit (5) L. 2	Brain storming Cooperative work	Circle the mistakes	Look & write	Student Book Work Book Sheet

Use adverbial phrases of frequency (once a day, twice a week, three times a month) Use how often correctly	Unit (5) L. 3	Brain storming Cooperative work	Listen and repeat	Use the code to write the words	Student Book Work Book Sheet
Use how often correctly Sing a song	Unit (5) L. 4	Brain storming Cooperative work	Listen and sing	Look & write	Student Book Work Book
Read a newspaper advice column	Unit (5) L.5	Brain storming Discussion Cooperative work	Listen and read	Read & match	Student Book Work Book
Use how often correctly	Unit (5) L.6	Brain storming Discussion Pair work	Listen and answers	Read questions & Write answers	Student Book Work Book