



Collège des Sœurs des Saints-Cœurs.Tripoli

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School year: 2019 -2020
Quarter: 1st

Subject: English

Grade: 6

Teacher: Ms. Josiane Bou Daher

Coordinator: Mr. Rene Karam

Quarterly Lesson Plan

Date	Specific Outcomes	Objectives	Book reference
October-December	<ul style="list-style-type: none">Can read short and factual texts on familiar subjects.Can scan longer texts in order to locate information.Can locate general and specific details.	<p><u>Reading :</u></p> <ul style="list-style-type: none">To read and identify countries, numbers (1-55), classroom instructions, family members, time, activities, and school objects.To read a conversation about personal information.To read and match.To read an interview.To read about The Super-Rich.To read a report about traditions.To read a personal letter. <p><i>To read: Winter Cloud</i></p>	<p><u>Choices</u></p> <ul style="list-style-type: none">B: p. 6, 8, 10, 12, 14.B: p. 6B: p. 8,9,14,16B: p. 12B: p. 16B: p. 18B: p. 22

	<ul style="list-style-type: none"> ▪ Can catch the main points in short recorded materials dealing with everyday matters. 	<p><u>Listening :</u></p> <ul style="list-style-type: none"> ▪ To listen and complete the sentences. ▪ To listen and fill in the blank. ▪ To listen and answer factual questions. ▪ To listen and check guesses. ▪ To listen and spot the mistakes. 	<p style="text-align: center;"><u>Choices</u></p> <ul style="list-style-type: none"> ▪ B: p. 6,8,17 ▪ B: p. 6, 15 ▪ B: p. 6,10,12 ▪ B: p.21 ▪ B: p. 21
	<ul style="list-style-type: none"> ▪ Can give a simple description or mini presentation on familiar matters (family, possession, interests, technology, culture...) 	<p><u>Speaking:</u></p> <ul style="list-style-type: none"> ▪ To talk about personal information. ▪ To ask for repetition, meaning, and permission. ▪ To tell the time. ▪ To talk about their lifestyles and hobbies. ▪ To talk about traditions in a country. ▪ To use polite phrases to meet people, introduce friends and say goodbye (<i>Speaking Workshop 1</i>) ▪ To give a mini presentation about traditions in a certain country. (Cultural information Project) 	<p style="text-align: center;"><u>Choices</u></p> <ul style="list-style-type: none"> ▪ B: p. 6-14 ▪ B: p.6,8,12 ▪ B: p. 14 ▪ B: p.15 ▪ B: p.18-19 ▪ B: p.21
	<ul style="list-style-type: none"> ▪ Can combine sentences using linkers. ▪ Can write short and simple paragraphs on familiar topics. 	<p><u>Writing :</u></p> <ul style="list-style-type: none"> ▪ To describe the family members and their appearance. (note-taking) ▪ To write an informal letter to a friend. (<i>Writing workshop 1</i>) ▪ To combine sentences using coordinating conjunctions. ▪ To identify and write a well- developed paragraph. (<i>Writing Worksheet</i>) ▪ To edit and correct paragraphs. (<i>Writing workshops</i>) ▪ To exchange Christmas letters. (<i>Christmas Project</i>) 	<p style="text-align: center;"><u>Choices</u></p> <ul style="list-style-type: none"> ▪ B: p. 12 ▪ B: p. 22 ▪ B: p. 22

	<ul style="list-style-type: none"> • Can integrate grammar lessons in their writing, reading, speaking, and listening skills according to their learning objectives. 	<p><u>Grammar :</u></p> <ul style="list-style-type: none"> ▪ To use the verb ‘to be’ in 3 forms. ▪ To differentiate between subject pronouns and possessive adjectives. ▪ To use imperatives to give instructions. ▪ To identify the verb ‘can’. ▪ To use demonstrative pronouns to refer to objects. ▪ To describe family and possessions using the possessive’s. ▪ To use possessive pronouns. ▪ To identify the verb ‘have got’. ▪ To use object pronouns in simple sentences. ▪ To form the plural nouns. ▪ To use adverbs of frequency to talk about habits. ▪ To recognize the three forms of the Present simple tense. 	<p><u>Choices:</u> <u>Round- Up 3</u></p> <ul style="list-style-type: none"> ▪ B: p. 7 + R. up p. 8-9 ▪ B: p. 7 + R. up p. 15 ▪ B: p. 8 ▪ B: p. 9 + R. up p. 12-13 ▪ B: p. 10 ▪ B: p. 11+ R. up p. 17 ▪ B: p. 11+ R. up p. 15 ▪ B: p. 13+ R. up p. 10-11 ▪ B: p. 14+ R. up p. 15-16 ▪ B: p. 19 + R. up p. 3 ▪ B: p. 16,17 + R. up p.44 ▪ B: p. 16,17 + R. up p.40
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Quarter:2nd

Subject: English

Grade: 6

Teacher: Ms. Josiane Bou Daher

Coordinator: Mr. Rene Karam

Quarterly Lesson Plan

Date	Specific Outcomes	Objectives	Book reference
January-April	<ul style="list-style-type: none"> ▪ Can read texts on familiar topics. ▪ Can identify the gist in a short text or story. ▪ Can identify significant points about familiar subjects. 	<p><u>Reading :</u></p> <ul style="list-style-type: none"> ▪ To read about rooms, daily routine and technology. ▪ To read and identify meaning from context. ▪ To read an interview. ▪ To read an advertisement ▪ To read about places. ▪ To read a short story by O.Henry 	<p style="text-align: center;"><u>Choices</u></p> <ul style="list-style-type: none"> ▪ B: p. 24,26 ▪ B: p. 26 ▪ B: p. 28 ▪ B: p. 32 ▪ B: p. 36 ▪ B: p.96
	<ul style="list-style-type: none"> ▪ Can understand and follow simple instructions. ▪ Can listen and identify general and specific details in short recorded materials. 	<p><u>Listening :</u></p> <ul style="list-style-type: none"> ▪ To listen and match. ▪ To listen and fill in the blank. ▪ To listen and answer questions. ▪ To listen and order events. ▪ To listen and choose the right answer. 	<p style="text-align: center;"><u>Choices</u></p> <ul style="list-style-type: none"> ▪ B: p. 23,31 ▪ B: p. 23,31 ▪ B: p.37,96 ▪ B: p.29, 96 ▪ B: p. 96

<ul style="list-style-type: none"> ▪ Can give a simple description or mini presentation on familiar matters (family, possession, interests, technology, culture...) 	<p><u>Speaking:</u></p> <ul style="list-style-type: none"> ▪ To describe their homes, personal zones, and rooms. ▪ To talk about daily routine and technology. ▪ To make suggestions and accept or reject them. (<i>Speaking workshop 2</i>) ▪ To talk and describe cities. ▪ To ask for confirmation and information (<i>Speaking workshop3</i>) 	<p><u>Choices</u></p> <ul style="list-style-type: none"> ▪ B: p. 23,24 ▪ B: p.26 ▪ B: p.29 ▪ B: p. 31,32,34,96 ▪ B: p. 37
<ul style="list-style-type: none"> ▪ Can write a simple and short paragraph. ▪ Can link a series of shorter discreet elements into a linear sequence. 	<p><u>Writing :</u></p> <ul style="list-style-type: none"> ▪ To use proper linkers. ▪ To write a short email. ▪ To write notes and replies. ▪ To write well-developed paragraph about familiar topics. ▪ To edit and correct paragraphs. (<i>Writing workshops</i>) ▪ <i>My Culture Project</i> ▪ <i>Teachers' Project</i> 	<p><u>Choices</u></p> <ul style="list-style-type: none"> ▪ B:p 38 ▪ B:p 38 ▪ B:p 96
<ul style="list-style-type: none"> • Can integrate grammar lessons in their writing, reading, speaking, and listening skills according to their learning objectives. 	<p><u>Grammar :</u></p> <ul style="list-style-type: none"> ▪ To distinguish between countable and uncountable nouns. ▪ To distinguish between some, any. ▪ To identify prepositions of place. ▪ To identify prepositions of time. ▪ To identify quantifiers. ▪ To distinguish between comparative and superlative form. ▪ To identify yes/no and wh-questions. ▪ To identify the present continuous. 	<p><u>Choices:</u> <u>Round- Up 3</u></p> <ul style="list-style-type: none"> ▪ R. up p. 4+ B.p.28 ▪ B: p.24 + R.up p.31 ▪ B: p.27 + R.up p. 55 ▪ B: p.35+ R.up p. 55 ▪ R.up p. 29 ▪ B: p. 32,36 ▪ R.up p.117 ▪ R.up p.47