**ROZKŁAD MATERIAŁU**

**Get Smart 6 plus**

**Opracowanie:** Anna Starzyńska

**Przeznaczenie:** prywatna szkoła językowa – dzieci 11-13-letnie, prywatna szkoła podstawowa – klasa 6

**Ilość lekcji:** przy wykorzystaniu Student's Book i Workbook około 90 lekcji 45minut. Przy dołączeniu Interactive Board Materials około 120 lekcji

 ***Program nauczania:*** GetSmart 6 plus

* Student Book + Workbook (with Student CD)
* Class CD

**Umiejętności:** zintegrowane rozwijanie umiętności słuchania, mówienia, czytania i pisania.

**Potrzebne sprzęty**: odtwarzacz CD, projektor, tablica interaktywna i sprzęty podane w książce nauczyciela.

PROPONOWANE:

1. Przestrzeganie zasad podanych w książce nauczyciela i realizowanie planu nauczania na każdej lekcji
2. Używanie na lekcjach języka angielskiego - tylko w uzasadnionym przypadku stosować język ojczysty
3. Przed rozpoczęciem lekcji przygotować klasę i potrzebny sprzęt
4. Dla uczniów zawsze zadać wyznaczone kopiowanie jako lekcje domowe
5. Na każdej lekcji bezwzględnie sprawdzać kopiowanie, ćwiczyć czytanie, a zaznaczone słowa dyktować. Książka zawiera ćwiczenia „Optional”, które w miarę możliwości warto zawsze wykonać.
6. Ċwiczenia z „Workbook” wykonać na lekcji albo zadać jako lekcje domowe. Należy jednak pamiętać, aby na następnej lekcji nie przeoczyć sprawdzenia zadanych lekcji domowych.
7. Raz w miesiącu warto poinformować rodziców o poziomie nauki języka angielskiego uczniów.

| **Lesson number** | **Topic** | **Aims of the lesson** | **Structures****and functions** | **Vocabulary** | **Skills development and materials** |
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|  | Introduction | Introducing course materials |  |
| **Module 1 – School & work** |
| 1 | Sing a songSB page 5WB page 3 | To talk about everyday and free time activities | Present Simple – affirmative, negative, questions and short answersAdverbs of frequencyHow often .... ? | free time, hobby, make model (planes), collect comic books, early | **Listening, speaking, reading** |
| 2 | Smart kids SB pages 6-7WB page 4 | To talk about chores and jobs | Present Continuous – affirmative, negative, questions and short answers  | dust, iron, mop, check e-mail, deliver letters, take the kids to school, postman, office | **Listening, reading, speaking, writing** |
| 3 | Our worldSB pages 8-9WB page 5 | To talk about events that happened in the past | Past Simple – regular and irregular verbs – affirmative, negative, questions and short answers | typist, furniture, factory, change | **Listening, speaking, reading** |
| 4 | Let’s talkSB page 10WB page 6 | To talk plans in the near futureTo differentiate between the sounds /s/, /z/ and /ɪz/  | Be going to – affirmative, negative, questions and short answers | team, band, babysitter, concert, order, look after, train | **Speaking, listening**- pieces of paper with activities students know written on them (one per student)- a cloth bag |
| 5 | Project SB page 11 WB page 7 | To read an e-mail about what someone does in their free time To write an e-mail about what we do in our free timeTo revise and consolidate vocabulary and structures introduced in previous lessons  |  |  | **Reading, listening, writing**  |
| 6 | Reading timeSB pages 12-13 WB page 8  | To listen and read for pleasureTo revise and consolidate vocabulary and structures learnt in previous lessons |  | naughty, strict, friendly, sew, stick, problem | **Listening, reading** |
| 7 | RevisionSB page 14 WB pages 9-11 | To revise and consolidate vocabulary and structures learnt in previous lessons |  |  | **Listening, reading**- pieces of paper with activities students know written on them (one per student)- a cloth bag |
| 89 | TEST 1 Test correction and self- evaluation | Revision Test 1 | - rozwijanie kompetencji samooceny - wspólne omówienie błędów w testach |
| **Module 2 – Faces and places** |
| 10 | GuessSB page 15WB page 12 | To talk about what people wear in different countries around the world  | me, you him, her, it, us, you, them | cotton, leather, straw, colourful, sandals, cloth | **Listening, speaking, reading, writing**- pieces of paper with items of clothing students know written on them (at least one per student) |
| 11 | Smart kidsSB pages 16-17 WB page 13 | To talk about birthday traditions in different countries | Andy sent me a message.Andy sent a message to me.  | classmates, waltz, chat room, tradition | **Listening, reading, speaking**- pieces of paper with items of clothing students know written on them (at least one per student) |
| 12 | Our worldSB pages 18-19WB page 14 | To talk about rules of etiquette around the worldTo talk about actions you are supposed to and not supposed to do | should, shouldn’t | chopsticks, gift, wrapping paper, shale hands, hug, kiss on the cheek, be on time, polite, impolite | **Listening, reading, speaking**  |
| 13 | Let’s talkSB page 20WB page 15 | To talk about table mannersTo differentiate between the sounds /Ʌ/, /ɒ/ and /æ/ | imperative | formal dinner, dessertspoon, napkin, lap | **Listening, speaking**- sheets of cardboard or construction paper (one per every group of 4 students)- felt-tipped markers (one per every group of 4 students)- a cloth bag- small pieces of paper with the following written on them: at home, at a formal dinner, in the classroom, meeting someone for the first time, visiting a friend’s house (one per every group of 4 students) |
| 14 | Project SB page 21 WB page 16 | To read about a traditional dishTo write about a traditional dishTo revise and consolidate vocabulary and structures learnt in previous lessons |  |  | **Speaking, writing, reading**- plain paper (one piece/sheet per each group of three to four students) |
| 15 | Reading Time SB pages 22-23WB page 17 | To listen and read for pleasureTo revise and consolidate vocabulary and structures learnt in previous lessons |  | snow sculpture, slide, lorry, statue, maze, tower, light up | **Listening, reading** |
| 16 | RevisionSB page 24WB pages 18-20 | To revise and consolidate vocabulary and structures learnt in previous lessons |  |  | **Listening, speaking**- plain paper (one sheet per student)- pieces of paper with items of clothing students know written on them (at least one piece per student) |
| 1718 | TEST 2Test correction and self- evaluation  | Revision Test 2 | - rozwijanie kompetencji samooceny - wspólne omówienie błędów w testach |
| 19 | CLIL 1SB page 105 | To provide students with cross-curricular information on social studiesTo talk about the Olympic Games |  | compete, last, wreath, mascot, motto, bronze | **Listening, reading** |
| **Module 3 – Adventures** |
| 20 | Sing a songSB page 25WB page 21 | To talk about experiences one had in the past | Present Perfect - affirmative  | parents, experience, contest, travel, dream, try, win | **Speaking**  |
| 21 | Smart Kids SB pages 26-27WB page 22  | To talk about experiences one had in the past  | Present Perfect – negative, questions and short answers | eagle, climbing boots, nest, rock climbing, helmet, mountain, trip, remember | **Listening, reading, speaking** |
| 22 | Our world SB page 28 WB page 23 | To talk about how long someone has done something | How long .... ?Since / for | Boy Scout, nature, badge, uniform, first aid, outside, survive, different | **Reading, listening, speaking** |
| 23 | Let’s talkSB page 30WB page 24 | To talk about activities a person has done/hasn’t done yetTo differentiate the sounds /aɪ/, /ɪ/ and /ɜː/ | Present Perfect - yet  | white-water rafting, horse riding, make a shelter, cook over a campfire, wild animals | **Speaking, listening** |
| 24 | Project SB page 31WB page 25 | To make a ‘My Adventures’ posterTo revise and consolidate vocabulary and structures learnt in previous lessons |  |  | **Listening, reading, writing**- sheets of white cardboard (one per student)- magazines for cutting up- scissors- glue- Blu tack- markers |
| 25 | Reading Time SB pages 32-33WB page 26 | To listen and read for pleasureTo revise and consolidate vocabulary and structures learnt in previous lessons |  | dummy, studio, delivery boy, special effects, scream, haunted | **Listening, reading** |
| 26 | RevisionSB page 34WB pages 27-29 | To revise and consolidate vocabulary and structures learnt in previous lessons |  |  | **Listening, speaking**- pieces of paper with prompts for sentences written on them relating to free time activities or any other kinds of activities using vocabulary students have learnt or already know |
| 2728 | Test 3Test correction and self- evaluation | Revision Test 3 | - rozwijanie kompetencji samooceny - wspólne omówienie błędów w testach |
| **Module 4 – Material world** |
| 29 | Do a quizSB page 35 WB page 30 | To talk about the materials things are made of |  ... is made of ...  | silk, wool, silver, belt, chain, ring, watch, neck  | **Speaking, listening**- pictures of different objects students know (at least one per student)- a desk bell |
| 30 | Smart kids SB pages 36-37WB page 31  | To identify and describe occupationsTo give additional information about someone in a sentence, while avoiding repetition | A lot of milk is used to make ice cream, The milk, cream and sugar are mixed together. | mixture, ingredients, flavour, vanilla, mix, freeze, melt | **Reading, listening, speaking** |
| 31 | Our worldSB pages 38-39WB page 32 | To talk about the origin of products and where they are produced/grown | Is ... grown in .... ?Are ... grown .... ?... aren’t found in .... | coffee, corn, avocado, produce, amazing | **Speaking, listening, reading** |
| 32 | Let’s talkSB page 40WB page 33  | To revise and consolidate vocabulary and structures learnt in previous lessons To differentiate between the sounds /ʊ/, /uː/ and /ǝʊ/ |  ... is used for ....... are used for ... | teapot, headphones, telescope, toothbrush, pot, sponge, scissors | **Listening, speaking** |
| 33 | Project SB page 41WB page 34 | To read about an inventionTo write about an inventionTo revise and consolidate vocabulary and structures learnt in previous lessons |  |  | **Reading, writing, listening** |
| 34 | Reading time SB pages 42-43WB page 35 | To listen and read for pleasure To revise and consolidate vocabulary and structures learnt in previous lessons  |  | note, stone, shapes, credit card, become, look like, round | **Listening, reading** |
| 35 | RevisionSB page 44 WB pages 36-38 | To revise and consolidate vocabulary and structures learnt in previous lessons |  |  | **Speaking, writing**- pictures of different objects students know (at least one picture per student)- a desk bell |
| 3637 | Test 4Test correction and self- evaluation | Revision Test 4 | - rozwijanie kompetencji samooceny - wspólne omówienie błędów w testach |
| 38 | CLIL 2SB page 106 | To provide students with cross-curricular information on historyTo talk about inventions that were made by mistake |  | glue, fry, machine popular | **Listening, reading** |
| **Module 5 – Looking back** |
| 39 | Sing a songSB page 45 WB page 39 | To talk about how life used to be in the past | Used to  | humans, animal skin, mammoth, spear, barefoot, thousand, prehistoric | **Speaking, listening** |
| 40 | Smart kids SB pages 46-47WB page 40  | To talk about things that didn’t use to happen in the past but happen now | When I was younger, I used to ...I didn’t used to ... , but now I do.  | neighbourhood, garden, flat, huge, hang out, cheer up, miss, show, surf the Net, care | **Reading, listening, speaking** |
| 41 | Our world SB pages 48-49WB page 41 | To talk about life in the past | There used to be ...  | hotel, grocer’s shop, motorway, carriage, streetcar, population, quiet, luxury | **Speaking, listening, reading** |
| 42 | Let’s talkSB page 50WB page 42  | To ask about things that used to happen in the past that no longer happen nowTo differentiate between sounds /æ/, /ɑː and /ǝ/ | Did ... use to ... ? + short answers | laptop, band, trumpet, pocket money, country, entertainment | **Speaking, listening, writing**  |
| 43 | Project SB page 51WB page 43 | To make a ‘flip book’To revise and consolidate vocabulary and structures learnt in previous lessons |  |  | **Listening, reading**- plain paper (at least 5 sheets per student)- a stapler- a ready- made flip book- strips of paper (one per student)- a cloth bag |
| 44 | Reading time SB pages 52-53WB page 44 | To listen and read for pleasureTo revise and consolidate vocabulary and structures learnt in previous lessons |  | canal, lake, chilli peppers, cocoa, warrior, enemy, jaguar, century, capital, exist | **Reading, listening**- Blu tack  |
| 45 | Revision SB page 54 WB pages 45-47 | To revise and consolidate vocabulary and structures learnt in previous lessons |  |  | **Listening, speaking** |
| 4647 | Test 5Test correction and self- evaluation | Revision Test 5 | - rozwijanie kompetencji samooceny - wspólne omówienie błędów w testach |
| **Module 6 – The four corners of the Earth** |
| 48 | Sing a songSB page 55WB page 48 | To read about the North Pole and the South PoleTo talk about winterTo talk about likes and dislikes | -ing form | polar bear, top, bottom, middle, North, South, East, West, pole, lonely, believe | **Listening, speaking** |
| 49 | Smart Kids SB pages 56-57WB page 49 | To read about a day trip | too / enough  | storm, rope, sailing boat, slippery, rough, calm, seasick, alone | **Reading, speaking, listening** |
| 50 | Our worldSB pages 58-59WB page 50 | To talk about the Amazon rainforestTo make comparisons | Adjectives – comparative and superlative | tropical rainforest, frog, climate, temperature, large, poisonous, million | **Reading, listening, speaking** |
| 51 | Let’s talkSB page 60WB page 51 | To read about a desert trip in a travel brochureTo compare two people, animals or things using (not) as ... as To identity silent vowels |  (not) as ... as ... | hot-air balloon, jeep, mountain biking, tour, tiring, safe | **Speaking, reading** |
| 52 | ProjectSB page 61WB page 52 | To read about a country and to write about your country To revise and consolidate vocabulary and structures learnt in previous lessons |  |  | **Listening, reading, writing**- magazine cut-outs or Internet printouts of maps of different countries- Blu tack |
| 53 | Reading timeSB pages 62-63WB page 53 | To listen and read for pleasureTo revise and consolidate vocabulary and structures learnt in previous lessons |  | clue, fountain, submarine, university, temple, search, shout, push | **Listening, reading** |
| 54 | RevisionSB page 64WB pages 54-56 | To revise and consolidate vocabulary and structures learnt in previous lessons |  |  | **Listening, speaking**- pictures of the animals introduced in the text and of any other animals students may know |
| 5556 |  TEST 6Test correction and self- evaluation | Revision Test 6 | - rozwijanie kompetencji samooceny - wspólne omówienie błędów w testach |
| 57 | CLIL 3SB page 107 | To provide students with cross-curricular information on scienceTo talk about dinosaurs |  | dinosaur, fossil, horn, carnivore, herbivore, sharp, extinct | **Listening, reading** |
| **Module 7 – Fine arts** |
| 58 | Sing a songSB page 65WB page 57 | To talk about different kinds of artTo sing a song about artTo talk about the dates and times that events take place | In During / after From ... to .... | sculptor, circle, square, art gallery, sculpt | **Listening, speaking** |
| 59 | Smart kidsSB pages 66-67WB page 58 | To read about concertTo talk about types of musicTo give additionainformation relating to someone or something | Relative pronoun – who, which, that  | talented, hold, sign, member, fan club, pop, rock, jazz, hip-hop, classical | **Listening, reading, speaking**  |
| 60 | Our worldSB pages 68-69WB page 59 | To talk about beautiful buildings around the worldTo give additional information relating to a place | Relative pronoun - where | building, sphere, architect, view, exhibition, steel, brick, design | **Speaking, listening, reading** |
| 61 | Let’s talkSB page 70WB page 60 | To talk about people, things and placesTo revise and consolidate vocabulary learnt in previous lessonsTo identity the silent letters in words |  Question tags | microwave, acrobat, show, magician, clown, heat, do tricks, connect | **Speaking, listening** |
| 62 | ProjectSB page 71WB page 61 | To make a collageTo revise and consolidate vocabulary learnt in previous lessons |  |  | **Listening, reading, writing**- a large sheet of cardboard (one per student)- scissors- glue- coloured paper, newspapers, pictures, buttons, flowers and any other materials appropriate for making a collage |
| 63 | Reading timeSB pages 72-73WB page 62 | To listen and read for pleasureTo revise and consolidate vocabulary learnt in previous lessons |  | stay close, whisper, play a trick, security guard, guide, pottery | **Listening, reading** |
| 64 | RevisionSB page 74WB pages 6365 | To revise and consolidate vocabulary and structures learnt in previous lessons |  |  | **Listening, speaking** |
| 6566 | TEST 7 Test correction and self- evaluation | Revision Test 7 | - rozwijanie kompetencji samooceny - wspólne omówienie błędów w testach |
| **Module 8 – Let’s learn** |
| 67 | Do a quizSB page 75WB page 66 | To learn about spaceTo talk about obligation | Have to  | astronauts, spacecraft, space suit, space, solar system, eclipse, moon, exercise, binoculars, scientist | **Listening, speaking**- sticky labels with occupations students know written on them (one per student) |
| 68 | Smart kidsSB pages 76-77WB page 67 | To talk about lack of obligation | Not have to  | keyboard, mouse, printer, press, turn on, download, print, recipe | **Listening, reading, speaking**  |
| 69 | Our worldSB pages 78-79WB page 68 | To read an interview with a firefighterTo talk about obligations in the past  | Had to  | hero, accident, smoke, study, take exams, rescue, cry | **Speaking, listening, reading** |
| 70 | Let`s talkSB page 80WB page 69 | To extend, accept and refuse an invitation/offerTo differentiate between the sounds /aʊ / and /ǝʊ/ | Would you like to ... ?That would be nice.I’d love to.I’m afraid I can’t.I don’t think so | planetarium, aquarium, bowling alley, skatepark, stadium | **Speaking, listening**- strips of paper with words/phrases form this lesson written on them placed in envelopes (an envelope per pair of students) |
| 71 | ProjectSB page 81WB page 70 | To read a text message about one’s problem, asking for advice and giving adviceTo write a text message about one’s problem, asking for advice and giving adviceTo revise and consolidate vocabulary and structures learnt in previous lessons |  |  | **Listening, reading, writing**- plain sheets of A4 paper (enough for all students) |
| 72 | Reading timeSB pages 82-83WB page 71 | To listen and read for pleasureTo revise and consolidate vocabulary and structures learnt in previous lessons |  | flag, history, collection, president, visitor, important | **Listening, reading**- posters/advertisements of events or places or, if not available, pieces of paper with places students know written on them (one per student) |
| 73 | RevisionSB page 84WB pages 72-74 | To revise and consolidate vocabulary and structures learnt in previous lessons |  |  | **Listening, speaking**- sticky labels with occupations students know written on them (one per student)- posters/advertisements of events or places or, if not available, pieces of paper with places students know written on them (one per student) |
| 7475 | TEST 8 Test correction and self- evaluation | Revision Test 8 | - rozwijanie kompetencji samooceny - wspólne omówienie błędów w testach |
| 76 | CLIL 4SB page 108 | To provide students with cross-curricular information on artTo talk about sand sculpting |  | sandcastle, object | **Listening, reading**- masking tape |
| **Module 9 – Go green** |
| 77 | Sing a songSB page 85WB page 75 | To sing a song about our planetTo make promises, spontaneous decisions and predictions  | WillNot will  | destroy, pollute, bring, grow up, save, land, environment, alive | **Listening, speaking**- a cloth bag |
| 78 | Smart kidsSB pages 86-87WB page 76 | To talk about helping an animalTo express possibility | MayMight  | shore, seal, fin, hurry up, protect, kill | **Reading, listening, speaking**  |
| 79 | Our worldSB pages 88-89WB page 77 | To learn about pollutionTo talk about something that is possible in the present or the future | Conditional sentences – type 1  | pollution, fumes, acid rain, harmful, turn into, breathe, instead, less | **Reading, listening, speaking** |
| 80 | Let`s talkSB page 90WB page 78 | To give solutions for environmental problemsTo talk about general truthsTo differentiate between the sounds /Ʌ/, /uː/ and /ɜː/ |   | public transport, plant trees, bicycle lane, traffic, health problem, government | **Speaking, reading, listening** |
| 81 | ProjectSB page 91WB page 79 | To make a booklet about the environmentTo revise and consolidate vocabulary and structures learnt in previous lessons |  |  | **Listening, reading, writing**- pieces of A4 paper (tree per student)- a few staplers- scissors- glue |
| 82 | Reading timeSB pages 92-93WB page 80 | To listen and read for pleasureTo revise and consolidate vocabulary and structures learnt in previous lessons |  | solar panel, judge, garage, starting line, energy, excited, fair, suddenly, smile, cheat, copy | **Reading, listening, speaking** |
| 83 | RevisionSB page 94WB pages 81-83 | To revise and consolidate vocabulary and structures learnt in previous lessons |  |  | **Listening, speaking** |
| 8485 | TEST 9Test correction and self- evaluation | Revision Test 9 | - rozwijanie kompetencji samooceny - wspólne omówienie błędów w testach |
| **Module 10 – Healthy body, healthy mind** |
| 86 | Sing a songSB page 95WB page 84 | To report commandsTo make polite requestsTo talk about health problems | Reported speech - commands and requests | ankle, cast, sprain, bleed, dizzy, afraid of, keep still, don’t worry | **Listening, speaking** |
| 87 | Smart kidsSB pages 96-97WB page 85 | To report a statementTo talk about eating habits | Reported speech – Present Simple  | (be) on a diet, healthy, unhealthy, vegetarian, junk food, veggie burgers | **Listening, reading, speaking, writing** |
| 88 | Our worldSB pages 98-99WB page 86 | To talk about triathlonsTo report a statement | Reported speech – will, will not, can, can’t | marathon, triathlete, triathlon, championship, take part, decide, advice, local | **Listening, reading, speaking** |
| 89 | Let’s talkSB page 100WB page 87 | To report a statementTo differentiate between the sounds /eɪ/, /aɪ/ and /ǝʊ/ | Reported speech – Present Continuous | Lift weights, do aerobics, treadmill, rowing machine, yoga | **Speaking, reading** |
| 90 | ProjectSB page 101WB page 88 | To write about your favourite sportTo revise and consolidate vocabulary and structures learnt in previous lessons |  |  | **Listening, writing**- pieces of paper with sports students know written on them- a bell for each pair/group of three students |
| 91 | Reading timeSB pages 102-103WB page 89 | To listen and read for pleasureTo revise and consolidate vocabulary and structures learnt in previous lessons |  | show-off, ramp, ambulance, crutches, rest, laugh, patient | **Reading, listening** |
| 92 | RevisionSB page 104WB pages 90-92 | To revise and consolidate vocabulary and structures learnt in previous lessons |  |  | **Listening, speaking**- strips of paper with sentences form the story of “TheShow-off” written on them (the same set per every group of 4 students) |
| 9394 | TEST 10Test correction and self- evaluation | Revision Test 10 | - rozwijanie kompetencji samooceny - wspólne omówienie błędów w testach |
| 95 | CLIL 5SB page 109 | To provide students with cross-curricular information on science and geographyTo talk about different climates around the world |  | monsoon, polar, wet season, dry season | **Listening, reading**- masking tape |