**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** |
| --- | --- | --- | --- | --- | --- |
|  | Introduction | Introducing course materials | | |  |
| **Module 1 – School & work** | | | | | |
| 1 | Sing a song  SB page 5  WB page 3 | To talk about everyday and free time activities | Present Simple – affirmative, negative, questions and short answers  Adverbs of frequency  How often .... ? | free time, hobby, make model (planes), collect comic books, early | **Listening, speaking, reading** |
| 2 | Smart kids  SB pages 6-7  WB 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 world  SB pages 8-9  WB 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 talk  SB page 10  WB page 6 | To talk plans in the near future  To 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 time  To revise and consolidate vocabulary and structures introduced in previous lessons |  |  | **Reading, listening, writing** |
| 6 | Reading time  SB pages 12-13  WB page 8 | To listen and read for pleasure  To revise and consolidate vocabulary and structures learnt in previous lessons |  | naughty, strict, friendly, sew, stick, problem | **Listening, reading** |
| 7 | Revision  SB 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 |
| 8  9 | TEST 1  Test correction and self- evaluation | Revision Test 1 | | | - rozwijanie kompetencji samooceny  - wspólne omówienie błędów w testach |
| **Module 2 – Faces and places** | | | | | |
| 10 | Guess  SB page 15  WB 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 kids  SB 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 world  SB pages 18-19  WB page 14 | To talk about rules of etiquette around the world  To 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 talk  SB page 20  WB page 15 | To talk about table manners  To 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 dish  To write about a traditional dish  To 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 22-23  WB page 17 | To listen and read for pleasure  To revise and consolidate vocabulary and structures learnt in previous lessons |  | snow sculpture, slide, lorry, statue, maze, tower, light up | **Listening, reading** |
| 16 | Revision  SB page 24  WB 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) |
| 17  18 | TEST 2  Test correction and self- evaluation | Revision Test 2 | | | - rozwijanie kompetencji samooceny  - wspólne omówienie błędów w testach |
| 19 | CLIL 1  SB page 105 | To provide students with cross-curricular information on social studies  To talk about the Olympic Games |  | compete, last, wreath, mascot, motto, bronze | **Listening, reading** |
| **Module 3 – Adventures** | | | | | |
| 20 | Sing a song  SB page 25  WB 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 26-27  WB 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 talk  SB page 30  WB page 24 | To talk about activities a person has done/hasn’t done yet  To 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 31  WB page 25 | To make a ‘My Adventures’ poster  To 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 32-33  WB page 26 | To listen and read for pleasure  To revise and consolidate vocabulary and structures learnt in previous lessons |  | dummy, studio, delivery boy, special effects, scream, haunted | **Listening, reading** |
| 26 | Revision  SB page 34  WB 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 |
| 27  28 | Test 3  Test correction and self- evaluation | Revision Test 3 | | | - rozwijanie kompetencji samooceny  - wspólne omówienie błędów w testach |
| **Module 4 – Material world** | | | | | |
| 29 | Do a quiz  SB 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 36-37  WB page 31 | To identify and describe occupations  To 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 world  SB pages 38-39  WB 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 talk  SB page 40  WB 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 41  WB page 34 | To read about an invention  To write about an invention  To revise and consolidate vocabulary and structures learnt in previous lessons |  |  | **Reading, writing, listening** |
| 34 | Reading time  SB pages 42-43  WB 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 | Revision  SB 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 |
| 36  37 | Test 4  Test correction and self- evaluation | Revision Test 4 | | | - rozwijanie kompetencji samooceny  - wspólne omówienie błędów w testach |
| 38 | CLIL 2  SB page 106 | To provide students with cross-curricular information on history  To talk about inventions that were made by mistake |  | glue, fry, machine popular | **Listening, reading** |
| **Module 5 – Looking back** | | | | | |
| 39 | Sing a song  SB 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 46-47  WB 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 48-49  WB 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 talk  SB page 50  WB page 42 | To ask about things that used to happen in the past that no longer happen now  To 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 51  WB 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 52-53  WB page 44 | To listen and read for pleasure  To 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** |
| 46  47 | Test 5  Test 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 song  SB page 55  WB page 48 | To read about the North Pole and the South Pole  To talk about winter  To 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 56-57  WB page 49 | To read about a day trip | too / enough | storm, rope, sailing boat, slippery, rough, calm, seasick, alone | **Reading, speaking, listening** |
| 50 | Our world  SB pages 58-59  WB page 50 | To talk about the Amazon rainforest  To make comparisons | Adjectives – comparative and superlative | tropical rainforest, frog, climate, temperature, large, poisonous, million | **Reading, listening, speaking** |
| 51 | Let’s talk  SB page 60  WB page 51 | To read about a desert trip in a travel brochure  To 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 | Project  SB page 61  WB 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 time  SB pages 62-63  WB page 53 | To listen and read for pleasure  To revise and consolidate vocabulary and structures learnt in previous lessons |  | clue, fountain, submarine, university, temple, search, shout, push | **Listening, reading** |
| 54 | Revision  SB page 64  WB 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 |
| 55  56 | TEST 6  Test correction and self- evaluation | Revision Test 6 | | | - rozwijanie kompetencji samooceny  - wspólne omówienie błędów w testach |
| 57 | CLIL 3  SB page 107 | To provide students with cross-curricular information on science  To talk about dinosaurs |  | dinosaur, fossil, horn, carnivore, herbivore, sharp, extinct | **Listening, reading** |
| **Module 7 – Fine arts** | | | | | |
| 58 | Sing a song  SB page 65  WB page 57 | To talk about different kinds of art  To sing a song about art  To 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 kids  SB pages 66-67  WB page 58 | To read about concert  To talk about types of music  To 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 world  SB pages 68-69  WB page 59 | To talk about beautiful buildings around the world  To give additional information relating to a place | Relative pronoun - where | building, sphere, architect, view, exhibition, steel, brick, design | **Speaking, listening, reading** |
| 61 | Let’s talk  SB page 70  WB page 60 | To talk about people, things and places  To revise and consolidate vocabulary learnt in previous lessons  To identity the silent letters in words | Question tags | microwave, acrobat, show, magician, clown, heat, do tricks, connect | **Speaking, listening** |
| 62 | Project  SB page 71  WB page 61 | To make a collage  To 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 time  SB pages 72-73  WB page 62 | To listen and read for pleasure  To revise and consolidate vocabulary learnt in previous lessons |  | stay close, whisper, play a trick, security guard, guide, pottery | **Listening, reading** |
| 64 | Revision  SB page 74  WB pages 6365 | To revise and consolidate vocabulary and structures learnt in previous lessons |  |  | **Listening, speaking** |
| 65  66 | 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 quiz  SB page 75  WB page 66 | To learn about space  To 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 kids  SB pages 76-77  WB 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 world  SB pages 78-79  WB page 68 | To read an interview with a firefighter  To talk about obligations in the past | Had to | hero, accident, smoke, study, take exams, rescue, cry | **Speaking, listening, reading** |
| 70 | Let`s talk  SB page 80  WB page 69 | To extend, accept and refuse an invitation/offer  To 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 | Project  SB page 81  WB page 70 | To read a text message about one’s problem, asking for advice and giving advice  To write a text message about one’s problem, asking for advice and giving advice  To revise and consolidate vocabulary and structures learnt in previous lessons |  |  | **Listening, reading, writing**  - plain sheets of A4 paper (enough for all students) |
| 72 | Reading time  SB pages 82-83  WB page 71 | To listen and read for pleasure  To 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 | Revision  SB page 84  WB 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) |
| 74  75 | TEST 8  Test correction and self- evaluation | Revision Test 8 | | | - rozwijanie kompetencji samooceny  - wspólne omówienie błędów w testach |
| 76 | CLIL 4  SB page 108 | To provide students with cross-curricular information on art  To talk about sand sculpting |  | sandcastle, object | **Listening, reading**  - masking tape |
| **Module 9 – Go green** | | | | | |
| 77 | Sing a song  SB page 85  WB page 75 | To sing a song about our planet  To make promises, spontaneous decisions and predictions | Will  Not will | destroy, pollute, bring, grow up, save, land, environment, alive | **Listening, speaking**  - a cloth bag |
| 78 | Smart kids  SB pages 86-87  WB page 76 | To talk about helping an animal  To express possibility | May  Might | shore, seal, fin, hurry up, protect, kill | **Reading, listening, speaking** |
| 79 | Our world  SB pages 88-89  WB page 77 | To learn about pollution  To 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 talk  SB page 90  WB page 78 | To give solutions for environmental problems  To talk about general truths  To differentiate between the sounds /Ʌ/, /uː/ and /ɜː/ |  | public transport, plant trees, bicycle lane, traffic, health problem, government | **Speaking, reading, listening** |
| 81 | Project  SB page 91  WB page 79 | To make a booklet about the environment  To 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 time  SB pages 92-93  WB page 80 | To listen and read for pleasure  To 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 | Revision  SB page 94  WB pages 81-83 | To revise and consolidate vocabulary and structures learnt in previous lessons |  |  | **Listening, speaking** |
| 84  85 | TEST 9  Test correction and self- evaluation | Revision Test 9 | | | - rozwijanie kompetencji samooceny  - wspólne omówienie błędów w testach |
| **Module 10 – Healthy body, healthy mind** | | | | | |
| 86 | Sing a song  SB page 95  WB page 84 | To report commands  To make polite requests  To 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 kids  SB pages 96-97  WB page 85 | To report a statement  To 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 world  SB pages 98-99  WB page 86 | To talk about triathlons  To 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 talk  SB page 100  WB page 87 | To report a statement  To differentiate between the sounds /eɪ/, /aɪ/ and /ǝʊ/ | Reported speech – Present Continuous | Lift weights, do aerobics, treadmill, rowing machine, yoga | **Speaking, reading** |
| 90 | Project  SB page 101  WB page 88 | To write about your favourite sport  To 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 time  SB pages 102-103  WB page 89 | To listen and read for pleasure  To revise and consolidate vocabulary and structures learnt in previous lessons |  | show-off, ramp, ambulance, crutches, rest, laugh, patient | **Reading, listening** |
| 92 | Revision  SB page 104  WB 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) |
| 93  94 | TEST 10  Test correction and self- evaluation | Revision Test 10 | | | - rozwijanie kompetencji samooceny  - wspólne omówienie błędów w testach |
| 95 | CLIL 5  SB page 109 | To provide students with cross-curricular information on science and geography  To talk about different climates around the world |  | monsoon, polar, wet season, dry season | **Listening, reading**  - masking tape |