

# Basic Concepts and Outcomes Learning

## English Language

### Sixth Grade



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## Introduction

Based on the vision of the Ministry of Education; to achieve quality and distinguished education that suits the needs of students, and potentially provides learners with the basic skills necessary to adapt to the requirements and challenges of life, equipped with knowledge, skills and values that help build their personalities in a balanced way, this learning material was based on basic concepts and outcomes of the English language subject for sixth graders. This material forms the basis of students' competence, and focuses on the most important concepts that enable the student to smoothly move to the next stage, thus, without a learning gap. The concepts were selected and condensed, then presented in a light manner to ensure more indulgence in the learning process through activating self-learning strategy. In addition, parents are invited to participate in this learning process.

The educational content in this booklet includes four topics, each of which includes the basic concepts of learning English language skills.

Therefore, this content was based on achieving the following outcomes:

- participate in in conversations about one's activities using adverbs of frequency
- identify different shapes through short conversations
- express features of the national (Jordanian) identity using present and past tenses

# Lesson 1

## Frequency of activities

### Outcome

Students are expected to:  
participate in a conversation about frequency of one's activities

### Wordlist

always - usually - never - sometimes - activities - help - go - throw - tidy

The diagram features a ladder with four rungs. A man in a light blue shirt and dark blue pants is climbing the ladder. To the right of the ladder, the following frequency levels are listed: 100% ALWAYS (green), 80% USUALY (purple), 50% SOMETIMS (green), and 0% NEVER (red). To the right of the ladder, a woman wearing a light blue hijab, glasses, and a purple long-sleeved shirt is holding a red book. She has two speech bubbles: the top one says "I always work hard." and the bottom one says "I never wear jeans at the school."

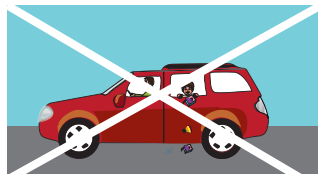
**1 Write and match**

sometimes goes usually help never throw always tidies

a- I ... usually help ... my father in the garden.



b- My brother .....his room.



c- My mother..... to the market.



d- We .....garbage from the car window.



**2 Order and write**

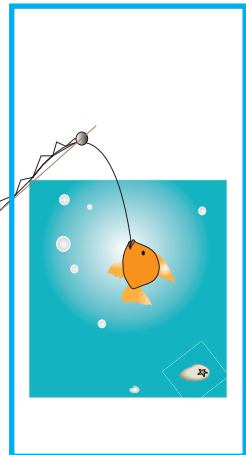
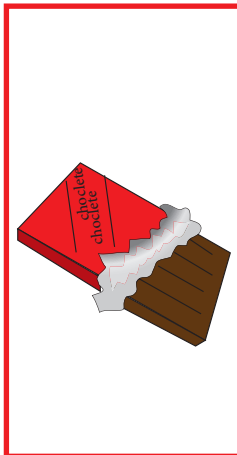
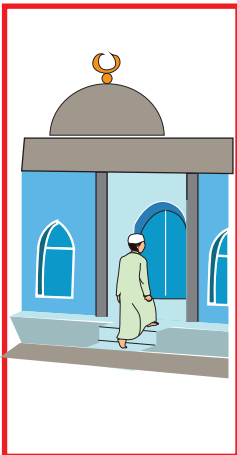
the museum. go to I usually

I usually

in the evening. sometimes watch We TV

and fruits. eats Ali always vegetables

3 Read and answer



a- How often do you eat chocolate?

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b- How often does your father go fishing?

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c- How often do you visit your Grandpa and Grandma?

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d- How often does Kareem go to the mosque?

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**Lesson 2**

**Shapes**

**Outcome**

Students are expected to:  
identify different shapes

**wordlist**

shapes – circle - square - rectangle - hexagon-triangle -sides-round

<p>The shape of the clock is a circle.</p>	<p>The shape of the gift box is a square.</p>
<p>The shape of the candy jar is a hexagon.</p>	<p>The shape of this silce of pizza is a triangle.</p>
<p>The shape of the basket is a rectangle.</p>	

**1 Match and say**

- a- circle
- b- hexagon
- c- rectangle
- d- square
- e- triangle



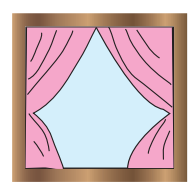
**2 Read and complete**

Hexagon   Circle   Square   Triangle   Rectangle

- a- ... Rectangle .....has four sides. Its parallel sides are equal.
- b- .....has four equal sides.
- c- .....is a round shape.
- d- .....has three sides.
- e- .....has six sides

**3 Read, look and complete**

a- The window



is square .

b- The moon



is \_\_\_\_\_ .

c- The sign



is \_\_\_\_\_ .

d- The tree



is \_\_\_\_\_ .

e. The door



is \_\_\_\_\_ .

# Lesson 3

## National identity

### Outcome

Students are expected to:  
express features of the national (Jordanian) identity using present and past tenses

### wordlist

national identity- museum – flag- Independence Day -fireworks- customs

This is Jordan. I live in Jerash. I visited Ma'an last week.

I live in Madaba. I like my city. I went to Irbid.



1 Read, look and match

Museum



Independence Day



Fireworks



Customs



2 Read and answer



His Majesty king Abdullah II was born on 30 January 1962, in Amman. He began his schooling in Amman and continued his education abroad. He is married to Her Majesty Queen Rania in 1993. They have four children: Crown Prince Hussein, Princess Iman, Princess Salma and Prince Hashem. He became the King of Jordan in 1999.

a- When was king Abdullah born?

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b- Where did he start his schooling?

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c- Who is king Abdullah married to?

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d- How many children do they have?

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e- When did king Abdullah become the king of Jordan?

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3 Read, look and match

<p>1) The national flower of Jordan</p>	<p>C</p>	<p>A) 25th of May.</p>	
<p>2) The Independence Day is on the</p>		<p>B) Sinai rose finch.</p>	
<p>3) The national bird of Jordan is</p>		<p>C) is the black iris.</p>	
<p>4) Petra was built</p>		<p>D) has three rectangles, a triangle, and a star.</p>	
<p>5) The flag of Jordan</p>		<p>E) by Arab Nabataeans.</p>	

# What I have learnt

## Lesson 1

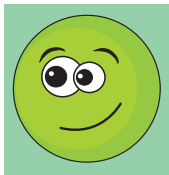
### Frequency of activities

- 1- I never /always go to school.
- 2- I usually / sometimes play with my friends.

## Lesson 2

### Shapes

Circle



Triangle



Square



Rectangle





Hexagon



## Lesson 3

### National identity

Hi! I am from Jordan  . I am Jordanian  . I like Petra  .

I c a n		
I can use adverbs of frequency (always, usually, sometimes and never).		
I can identify different shapes (circle, square, triangle and hexagon).		
I can express features of the national identity (The King of Jordan, the Independence Day).		



