

Kingdom Of Saudi Arabia
Ministry of Education
Public Administration Of Education
School:



وزارة التعليم
Ministry of Education



Preparation Of
Get Ready (4)

Teacher

.....

Session 1439 - 1440

General Goals

Students should be able to . . .

- Learn the basics of the English language that would form the foundation for its mastery in the future.
- Use the basic structures of English sentences.
- Learn the core vocabulary assigned for this stage.
- Listen to and understand simple English.
- Express themselves orally using simple English.
- Read and understand simple written English materials.
- Write simple guided sentences in English.
- Develop an awareness of the importance of the English language as an international mean of communication in order to be able to introduce Islam, the Islamic nation's culture and the cultural achievements of Muslims to other nations.
- Develop an awareness of the importance of the English language as an international mean of communication in order to benefit from the achievements of other cultures in accordance to the precepts of Islam..

Special Goals

Students should be able to:

- **Develop their intellectual, personal and professional abilities.**
- **Acquire basic language skills (listening, speaking, reading and writing) in order to**
- **Communicate with speakers of English language.**
- **Acquire the linguistic competence necessarily required in various life situations.**
- **Acquire the linguistic competence required in different professions.**
- **Develop their awareness of the importance of English as a means of international communication.**
- **Develop positive attitudes towards learning English.**
- **Develop the linguistic competence that enables them to be aware of the cultural, economical and social issues of their society in order to contribute in giving solutions.**
- **Develop the linguistic competence that enables them, in the future, to present and explain the Islamic concepts and issues, and participate in spreading Islam.**
- **Develop the linguistic competence that enables them, in the future, to present the cultural and civilization of their nation.**
- **Benefit from English – speaking nations, in order to enhance the concepts of international cooperation of their nation.**
- **Acquire the linguistic bases that enable them to participate in transferring the scientific and technological advances of their nations to their nation.**
- **Acquire their linguistic bases that enable them to present and explain Islamic concepts and issues, and participate in the programme of Islam.**

معلومات عن المعلمة

المؤهل:



التخصص:



الصفوف التي تدرسها:



مواد التدريس:



أسم المدرسة:



المسرد

| م | اسم الدرس | التاريخ | توقيع المعلمة | توقيع المديرية |
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| WEEKS | DATES | | Distribution of the syllabus Get Ready 4 |
|-------|-----------|-----------|---|
| | FROM | TO | |
| 1 | 30/4/1440 | 4/5/1440 | Unit 1 |
| 2 | 7/5/1440 | 11/5/1440 | Unit 1 |
| 3 | 14/5/1440 | 18/5/1440 | Unit 2 |
| 4 | 21/5/1440 | 25/5/1440 | Unit 2 |
| 5 | 28/5/1440 | 2/6/1440 | Unit 3 |
| 6 | 5/6/1440 | 9/6/1440 | Unit 3 |
| 7 | 12/6/1440 | 16/6/1440 | Unit 4 |
| 8 | 19/6/1440 | 23/6/1440 | Unit 4 |
| 9 | 26/6/1440 | 30/6/1440 | Unit 5 |
| 10 | 3/7/1440 | 7/7/1440 | Unit 5 |
| 11 | 10/7/1440 | 14/7/1440 | Unit 6 |
| 12 | 17/7/1440 | 21/7/1440 | Unit 6 |
| 13 | 24/7/1440 | 28/7/1440 | Unit 7 |
| 14 | 2/8/1440 | 6/8/1440 | Unit 7 |
| 15 | 9/8/1440 | 13/8/1440 | Unit 8 Unit 8 |
| 16+17 | 16/8/1440 | 27/8/1440 | The Exams |

Bloom's Taxonomy of Cognitive Levels

| Remembering (Knowledge) | | |
|---|---|---|
| Useful Verbs | Sample Question Stems | Potential activities |
| tell list describe write find state name | <ul style="list-style-type: none"> • What happened after...? • How many...? • Who was it that...? • Can you name the...? • Describe what happened at...? • Who spoke to...? • Can you tell why...? • Find the meaning of...? | <ul style="list-style-type: none"> • Make a list of the main events. • Make a timeline of events. • Make a facts chart. • Write a list of information you can remember. • List all the.... in the story. • Make a chart showing... • Recite (words starting with the A letter). |
| Understanding (Comprehension) | | |
| explain interpret outline distinguish predict restate compare describe | <ul style="list-style-type: none"> • Can you write in your own words? • Can you write a brief outline? • What do you think could happen next? • What was the main idea? • Who was the key character? • Can you distinguish between? • What differences exist between..? • Can you provide an example of....? • Can you provide a definition for....? | <ul style="list-style-type: none"> • Draw pictures to show a particular event. • Illustrate what you think the main idea was. • Perform a play based on the story. • Retell the story in your words. • Paint a picture of some aspect you like. • Write a summary report of an event. • Prepare a flow chart to illustrate the sequence of events. |
| Applying (Application) | | |
| solve show use illustrate construct complete | <ul style="list-style-type: none"> ❖ Could this have happened in.....? ❖ Can you group by characteristics such as...? ❖ What questions would you ask of.....? ❖ From the information given, can you develop a set of? ❖ Would this information be useful if you had a...? | <ul style="list-style-type: none"> ❖ Make a scrapbook about the areas of study.. ❖ Take a collection of photographs to demonstrate a particular point. ❖ Make up a puzzle game using the ideas from the study area. ❖ Design a strategy forusing a known strategy as a model. ❖ Dress a doll in national costume. |
| Analyzing (Analysis) | | |
| analyze distinguish examine | <ul style="list-style-type: none"> ❖ What might the ending have been? ❖ How was this similar to...? ❖ What do you see as other possible outcomes? | <ul style="list-style-type: none"> ❖ Design a questionnaire to gather information. ❖ Make a flow chart to show the critical stages. ❖ Construct a graph to illustrate selected |

| | | |
|--|---|--|
| <p>compare contrast investigate categorize identify explain separate</p> | <ul style="list-style-type: none"> ❖ Why did ... changes occur? ❖ Can you compare ... with that presented in...? ❖ What are some of the problems of...? ❖ Can you distinguish between...? ❖ What were some of the motives behind...? ❖ What was the turning point in the game? ❖ What was the problem with...? | <p>information.</p> <ul style="list-style-type: none"> ❖ Make a jigsaw puzzle. ❖ Make a family tree showing relationships. ❖ Write a biography of the study person. ❖ Prepare a report about the area of study. ❖ Arrange a party and record the steps needed |
| <p>Evaluating (Evaluation)</p> | | |
| <p>judge decide justify debate argue assess rate prioritize determine</p> | <ul style="list-style-type: none"> ❖ Is there a better solution to...? ❖ Judge the value of... ❖ Can you defend your position about...? ❖ Do you think ... is a good or a bad thing? ❖ How would you have handled...? ❖ What changes to ... would you recommend? ❖ How would you feel if...? | <ul style="list-style-type: none"> ❖ Prepare a list of criteria to judge a.... ❖ Indicate priority and ratings. ❖ Make a booklet about 5 rules you see as important. ❖ Convince others..... ❖ Prepare a case to present your view about... |
| <p>Creating (Synthesis)</p> | | |
| <p>create invent compose predict plan construct design imagine propose formulate</p> | <ul style="list-style-type: none"> ❖ Can you design a ... to ...? ❖ Why not compose a paragraph about...? ❖ Can you see a possible solution to...? ❖ What would happen if...? ❖ How many ways can you...? ❖ Can you create new uses for...? ❖ Can you write a new recipe for a tasty dish? ❖ Can you develop a plan which would...? | <ul style="list-style-type: none"> ❖ Invent a machine to do a specific task. ❖ Design a building to house your study. ❖ Create a new product and give it a name. ❖ Write about your feelings in relation to... ❖ Write a TV show, play, puppet show, role play about... ❖ Design a card or a magazine cover for... |

| <i>Subject</i> | <i>English 5th G.</i> | <i>Unit Lesson</i> | <i>Intro</i> | <i>Title</i> | <i>Welcome</i> | | | | |
|--|---|--------------------|--|--------------|----------------|--|--|---|--|
| <i>Chapter - Class</i> | | | | | <i>Date</i> | | | | |
| <i>Vocabulary</i> | Good morning- Saudi Arabia - England- Good morning – Hello – Hi - My name is ... - I'm from ... - How are you? - What's your name? - Do you like English? - How old are you? - Where are you from? - Are you from Saudi Arabia? | | | | | | | | |
| <i>Objectives</i> | <i>Aids</i> | | <i>Procedure</i> | | | | | <i>Verification</i> | |
| 1. To introduce themselves 2. To greet others and get respond 3. To ask about people's names 4. To ask about their ages and nationalities | ❖ Student's book ❖ Workbook ❖ Poster (s) ❖ Flashcards ❖ Wordcards ❖ CD | | <ul style="list-style-type: none"> I greet the students and say “Welcome” I introduce myself to the class and encourage them to do the same. I write the date and the title on the board. ❖ Page 4: <ul style="list-style-type: none"> I ask the students to open their books. I read the dialogues and ask the students to repeat. I ask them to read. I encourage the students to introduce themselves and greet each others. In pairs, they ask: "Where are you from?" I encourage the students to respond. I ask the students “How old are you?” and ask them to respond. ❖ Page 5: <ul style="list-style-type: none"> I read the dialogues and ask the students to repeat. I ask them to read. I ask the students: "What’s your name?" and let them practice the question in pairs. I revise nationalities. I ask the students to ask in pairs about their nationalities. I encourage the students to introduce their families. | | | | | <u>Evaluation:</u> <ol style="list-style-type: none"> Introduce yourself to your classmates. Greet your friend and get respond. Ask your friend about his/ her name. Ask your friend about his/ her age and nationality. | |
| <i>Homework</i> | Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework. | | | | | | | | |



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