

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

رؤية  
VISION  
2030  
المملكة العربية السعودية  
KINGDOM OF SAUDI ARABIA



وزارة التعليم  
Ministry of Education

# Preparation Of Get Ready

**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 <b>Get Ready 4</b>
	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

<b>Welcome &amp; Unit 1: Time</b>	<b>Subject: English (Get Ready 4)</b>
<b>Lessons: (1 : 2)</b>	<b>5<sup>th</sup> Elementary</b>
<b>Time Frame: 2 lessons</b>	
<b>Unit Summary</b>	
This unit presents the greeting, asking about name, age and nationality, asking about time and writing the time in number.	
<b>Stage 1: Identify Desired Results</b>	
<b>The General Objectives:</b>	
<b>By the end of "unit", students will be able:</b>	
<ul style="list-style-type: none"> <li>▪ To introduce themselves</li> <li>▪ To greet others and get respond</li> <li>▪ To ask about people's names</li> <li>▪ To ask about their ages and nationalities</li> <li>▪ To revise time and characters' names.</li> <li>▪ To ask and respond about time: "What's the time?"</li> <li>▪ To write the time in numbers.</li> <li>▪ To revise telling the time.</li> <li>▪ To revise asking and answering about the time</li> <li>▪ To recognise these sounds: /ei/, /æ/, /ə/, /ɒ/, /pl/ and /gl/</li> <li>▪ To spell words with: a, o, pl and gl</li> </ul>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<b>Students will understand that:</b> <ul style="list-style-type: none"> <li>▪ The greeting "Welcome"</li> <li>▪ Name, age and nationality.</li> <li>▪ The time.</li> <li>▪ The time in numbers.</li> <li>▪ Examples for the sound /pl and /gl/.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Greet your friend.</li> <li>▪ Ask your friend about his name.</li> <li>▪ Ask your friend about his/ her age and nationality.</li> <li>▪ Ask your friend about the time.</li> <li>▪ Say the time now.</li> <li>▪ Write the time in numbers.</li> <li>▪ Say two examples for the sound /pl/ and /gl/.</li> </ul>
<b>Knowledge and Skills</b>	
<b>Students will know...</b>	<b>Students will be able to...</b>
<ul style="list-style-type: none"> <li>▪ New vocabulary about nationalities.</li> <li>▪ The greeting "Welcome"</li> <li>▪ The time in numbers.</li> <li>▪ Asking about time.</li> <li>▪ The sounds /pl and /gl/.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write the time.</li> <li>▪ Say name, age and nationality.</li> <li>▪ Listen to the sounds /pl and /gl/.</li> <li>▪ Read examples for the sounds /pl and /gl/.</li> <li>▪ Ask about time.</li> </ul>
<b>Stage 2: Assessment Evidence</b>	
<b>Performing Tasks:</b>	
<ul style="list-style-type: none"> <li>• Use vocabulary in a variety of sentences.</li> <li>• Listening tests.</li> <li>• Oral tests.</li> <li>• Written tests.</li> </ul>	

- Dialogues.
- Express themselves orally.
- Ask and answer questions.
- Summarize a comprehension.

#### **Performance Standards:**

- Achieve advanced degrees in the tests and quizzes.
- Show the ability to answer the exercises of Student's book and Workbook.
- They are done through the follow up table (expectations table).

#### **Other Evidence:**

- Observation to evaluate the performance of learners in the oral presentation.
- Tests.
- Quizzes.
- Self-evaluation according to their self-evaluation forms.
- Workbook activities: to ensure the understanding of the basic points in the unit.
- Homework.

### **Stage 3: Teaching and learning experiences Plan**

#### **The approach:**

- Prepare the pupils for this unit, what expected for them and the level of performance required for them to achieve the stated results.

#### **Introductory activities:**

- Activities designed attractively and variable (listening, speaking, reading and writing) are encourage learners to express themselves in simple, correct English and cultivate in them the habit of listening to passages containing many words and the habit of writing in a correct way.

#### **Educational learning activities:**

- Training learners on the skills of grammar, spelling and structures of language through classroom activities and homework.
- Training learners of the rules for writing techniques.
- Engage the pupils with self-evaluation of the students to achieve the stated results.
  - We have to focus on basic questions:
- Greet your friend.
- Ask your friend about his name.
- Ask your friend about his/ her age and nationality.
- Ask your friend about the time.
- Say the time now.
- Write the time in numbers.
- Say two examples for the sound /pl/ and/gl/.

#### **Assigned learners to do performance task:**

- Learners carry out tasks according to the standards and present their works on the class according to specific standards.



**(Table of Learning Plan)**

<u>Warm-up questions:</u>	<u>Work individually:</u>	<u>Work in pairs:</u>	<u>Work in groups:</u>
<ul style="list-style-type: none"><li>• Greet your friend and get respond.</li></ul>	<ul style="list-style-type: none"><li>• Say name, age and nationalities.</li><li>• Ask about the time.</li><li>• Practice the sounds /pl/ and /gl/.</li><li>• Write the time you see in the pictures.</li><li>• Write the time you see in the pictures.</li><li>• Read and complete.</li><li>• Read and match.</li></ul>	<ul style="list-style-type: none"><li>• Ask your friend where he comes from.</li><li>• Ask your friend about his name and age.</li><li>• Ask and answer and give the time.</li></ul>	<ul style="list-style-type: none"><li>• Read the examples of the sound /pl/ and /gl/.</li></ul>

## Title of unit: Time

<b>A.</b>	<p><b><u>Performance tasks:</u></b></p> <ul style="list-style-type: none"><li>• Listen to the CD and read the dialogues.</li><li>• Listen to the CD and say the time.</li><li>• Listen to the CD and write the number.</li><li>• Listen and ask about time.</li><li>• Draw a clock.</li><li>• Read and complete the missing words.</li><li>• Listen and match.</li><li>• Listen to the sounds and say the words.</li><li>• Listen and tick the correct picture.</li></ul> <p><b><u>Objective:</u></b></p> <ul style="list-style-type: none"><li>• Achieve the general objectives of the unit.</li></ul> <p><b><u>The problem and the challenge:</u></b></p> <ul style="list-style-type: none"><li>• Help students to know / understand their learning goals and evaluate their own progress.</li></ul>
<b>B.</b>	<p><b><u>Students' role-play:</u></b></p> <ul style="list-style-type: none"><li>• Implementation of the activities related to the lessons.</li><li>• Participate in an educational game.</li><li>• Echo an educational chant.</li><li>• Match words with pictures.</li><li>• Collect information.</li><li>• Use the tape to listen then write.</li></ul> <p><b><u>The way to carry out the task:</u></b></p> <ul style="list-style-type: none"><li>• Use poster, flashcards and board.</li><li>• Cooperative and linguistic communication strategy.</li><li>• Motivate the students to listen and answer.</li><li>• Ask questions.</li><li>• Motivate the students to make simple conversation.</li><li>• Check the students answer and correct their mistakes.</li></ul>
<b>C.</b>	<p><b><u>Audience:</u></b></p> <p><input checked="" type="checkbox"/> Pupils of the class, school or community.</p> <p><b><u>Need to present:</u></b></p> <p><input checked="" type="checkbox"/> Unit vision.</p>
<b>D.</b>	<p><b><u>The situation:</u></b></p> <ul style="list-style-type: none"><li>• The context of the educational curriculum.</li></ul> <p><b><u>The challenge:</u></b></p> <ul style="list-style-type: none"><li>• To discuss the topic (Time) and do the tasks related to the unit.</li></ul>
<b>E.</b>	<p><b><u>Output, performance and purpose:</u></b></p> <ul style="list-style-type: none"><li>• Learn, know and be familiar with everything in the unit.</li><li>• Carry out the activities related to the unit.</li></ul>
<b>F.</b>	<p><b><u>Standards and criteria of success:</u></b></p> <p><input checked="" type="checkbox"/> Students must learn how to read, write, speak, listen, and use language effectively in a variety of content areas.</p>

<b>Expectations</b>	<b>(1) Beginner</b>	<b>(2) Intermediate</b>	<b>(3) Efficient</b>	<b>(4) Advanced</b>	<b>Evidence and total points</b>
<b>Language notes</b>	<b>Dominated by slang words</b>	<b>Language has some slang words</b>	<b>Correct language/ slang-free</b>	<b>Fluent language free of grammatical errors.</b>	
<b>Acting of the module</b>	<b>Confused in giving examples and answering the questions.</b>	<b>Fairly good examples and answers.</b>	<b>Very good examples and answers.</b>	<b>Excellent examples and answers.</b>	
<b>Approach</b>	<b>Linguistic Communication method/ cooperative method/ role play/ brainstorming</b>	<b>Linguistic Communication method/ cooperative method/ role play/ brainstorming</b>	<b>Linguistic Communication method/ cooperative method/ role play/ brainstorming</b>	<b>Linguistic Communication method/ cooperative method/ role play/ brainstorming</b>	

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للأخوة أصحاب المكتبات الراغبين في أن يكونوا وكلاء لتحاضير فواز الحربى فى مدنهم الاتصال

بجوال المدير

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