

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 (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	<ul style="list-style-type: none"> ❖ What might the ending have been? 	<ul style="list-style-type: none"> ❖ Design a questionnaire to gather information.

distinguish examine compare contrast investigate categorize identify explain separate	<ul style="list-style-type: none"> ❖ How was this similar to...? ❖ What do you see as other possible outcomes? ❖ 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...? 	<ul style="list-style-type: none"> ❖ Make a flow chart to show the critical stages. ❖ Construct a graph to illustrate selected information. ❖ 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
Evaluating (Evaluation)		
judge decide justify debate argue assess rate prioritize determine	<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...
Creating (Synthesis)		
create invent compose predict plan construct design imagine propose formulate	<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...

Welcome & Unit 1: Time

Lessons: Welcome, Lessons 1 & 2

Key Words:

- time, o'clock, one fifteen, one thirty, very late/early
- Numbers: 21-30
- Revise: numbers: 1-20
- orange, plane, apple, glass, English

(Unit Goals)

Big Picture

What's the time, please?

Know: numbers as words and figures, clock times
Do: Ask about and tell the time.

Learning adjectives: To revise characters and vocabulary from previous levels / To Ask and respond about everyday activities in the present simple tense/ To use the intensifier *very*, modals: *can/can't*. To ask questions with "What, Who, Where, Whose"

Unit Assessment

discussion, portfolios, quizzes, classroom observations, work sheets

Assessing Progress (AFL)

In pairs, ask your partner: "Where are you from?"

Assessing Progress (AFL)

In pairs, ask your partner: What's the time?

Assessing Progress (AFL)

What do you say if you are late? What do you say if you are early?

Learning Hook (Starter)

Check the homework of the previous lesson.
 Warm up for every new lesson.

Activity – Welcome exercises

Key learning Point

S.B. Activities PP. 4:5

- Ss introduce themselves
- Greet others and get respond
- Ask about people's names
- Ask about their ages and nationalities

How?

Group/pair

T/s Led?

S. Read, listen, repeat, ask and answer.

T. Oral presentation, procedures

Differentiation:

Ask in pairs: What's your name?

Activity – L1 exercises

Key learning Point

S.B. Activities PP. 6:7

- Revise time and characters' names.
- Ask and respond about time: "What's the time?"
- Write the times in numbers.

How?

Group/pair

T/s Led?

S. Classroom routine/read, listen, repeat, answer and write, peer mark each other's work, using the Three Stars

T. Key word building, Questioning strategies

Differentiation: I encourage the excellent students to play roles and give extra attention to students who need care by doing exercises in groups.

Activity – L2 exercises

Key learning Point

S.B. Activities PP. 8:9

- Revise telling the time.
- Revise asking and answering about the time.
- Ss ask and answer using the model dialogue and clock faces on the page 8.
- Recognise these sounds: / /eɪ/, /æ/, /ə/, /v/, /pl/ and /gl/
- Spell words with: a, o, pl and gl

How?

Group/pair

T/s Led?

S. Linking, co-construction

T. Procedures, classroom routine

Differentiation: Invite children to arrange wordcards on the board to make the sentences. Get children to correct their own work.

Final Learning Check

(Closure)

- Find the fib: I write two correct statements about the lesson and one fib. I ask students to tell me which one is the fib and why?
- Fishbowl: Students write one question they have about the topic of the current lesson. Share question with the person in front of them to see if they know the answer, switch who is asking the questions.
- Quiz: 2-4 questions to show what student have learned.

Independent Learning (Homework)

Do the assigned exercises at their W.B.

Next Learning Steps

Write your five favorite new words from Unit 1.

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