

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Preparation Of Get Ready (6)

TEACHER'S NAME

.....



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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The distribution of the syllabus get ready 6 for 6th Elementary grade

WEEKS	DATES		Distribution of the syllabus (get ready 6)
	FROM	TO	
1	4/6/1442	8/6/1442	<i>Unit 1 - Family and work - Lesson 1 + WB</i>
2	11/6/1442	15/6/1442	<i>Unit 1 - Family and work - Lesson 2 + WB</i>
3	18/6/1442	22/6/1442	<i>Unit 2 - My plans - Lesson 1 + WB</i>
4	25/6/1442	29/6/1442	<i>Unit 2 - My plans - Lesson 2 + WB - Revision 1</i>
5	2/7/1442	6/7/1442	<i>Unit 3 - An Arabian story - Lesson 1 + WB</i>
6	9/7/1442	13/7/1442	<i>Unit 3 - An Arabian story - Lesson 2 + WB</i>
7	16/7/1442	20/7/1442	<i>Unit 4 - Night Safari 1 - Lesson 1 + WB</i>
8	23/7/1442	27/7/1442	<i>Unit 4 - Night Safari 1 - Lesson 2 + WB</i>
9	1/8/1442	5/8/1442	<i>Revision 2 - Saudi stars 2 - Progress check 1</i>
10	8/8/1442	12/8/1442	<i>Unit 5 - Night Safari 2 - Lesson 1 + WB</i>
11	15/8/1442	19/8/1442	<i>Unit 5 - Night Safari 1 - Lesson 1 + WB</i>
12	22/8/1442	26/8/1442	<i>Unit 6 - My grandfather - Lesson 1 + WB</i>
13	29/8/1442	3/9/1442	<i>Unit 6 - My grandfather - Lesson 2 + WB - Revision 2</i>
14	6/9/1442	10/9/1442	<i>Unit 7 - A special day - Lesson 1 + WB</i>
15	13/9/1442	17/9/1442	<i>Unit 7 - A special day - Lesson 2 + WB</i>
			<i>Unit 8 - A town - Lesson 1 + WB</i>
			<i>Unit 8 - A town - Lesson 2 + WB</i>
16	6/10/1442	8/10/1442	<i>Revision 4</i>
17-18	11/10/1442	22/10/1442	the exams

Welcome & Unit 1: Family and work	Subject: English (Get Ready 6)
Lessons: (1 : 2)	6th Elementary
Time Frame: 3 lessons	
Unit Summary	
This unit presents some kinds of jobs, the greeting welcome, planning for a day, family members, writing a message and examples for the sounds ur/ir, oy/oi and ow/ou.	
Stage 1: Identify Desired Results	
The General Objectives:	
By the end of "unit", students will be able:	
<ul style="list-style-type: none"> ▪ To revise characters from Level 5 ▪ To revise names of places and characters ▪ To ask questions using What, Who, Where, Why, Whose ▪ To talk about places in homes and places of work ▪ To talk about occupations ▪ To revise jobs and places of work ▪ To revise asking "Wh" questions ▪ To revise names of cities in Saudi Arabia. ▪ To use (V. To be) in present simple ▪ To recognise /ɜ:/ sound ▪ To spell words with: ur and ir 	
Enduring Understandings	Essential Questions
Students will understand that: <ul style="list-style-type: none"> ▪ The greeting "Welcome" ▪ Some jobs. ▪ Write a message. ▪ The phrase "going to" ▪ The family members. ▪ Examples for the sounds ur/ir. ▪ Examples for the sounds oy/oi and ow/ou. 	<ul style="list-style-type: none"> ▪ Say three jobs. ▪ Write a message. ▪ Write a plan for a day using the phrase "going to" ▪ Say two family members. ▪ Say and write three verbs. ▪ Say two examples for the sounds ur/ir. ▪ Say two examples for the sounds oy/oi and ow/ou.
Knowledge and Skills	
Students will know...	Students will be able to...
<ul style="list-style-type: none"> • New vocabulary about jobs and place of work. • The greeting "Welcome" • The family members. • The use of (going to) • The sounds ur/ir. • The sounds oy/oi and ow/ou. 	<ul style="list-style-type: none"> • Write a message. • Say three jobs. • Listen to the sounds oy/oi and ow/ou. • Read examples for the sounds ur/ir. • Ask and answer jobs.
Stage 2: Assessment Evidence	
Performing Tasks:	
<ul style="list-style-type: none"> • Use vocabulary in a variety of sentences. • Listening tests. 	

- Oral tests.
- Written tests.
- 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:
- Say some jobs.
- Say the family members.
- Make dialogues.
- Write a message.
- Ask and answer.
- Guess the sound which matches with the picture.
- Ask the students to write the number of the room which they hear.

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">• Say a job.• Say the family members.• Greet each other using "Welcome"	<ul style="list-style-type: none">• Read the words then match.• Ask the students to write the number of the room which they hear.• Choose the missing word from the words.• Ask them to answer the question and write it.• Write the Correct job which match with the picture.	<ul style="list-style-type: none">• Role-play planning for a day.• Role-play asking about jobs and place of work.• Read the messages individually then write messages in groups.	<ul style="list-style-type: none">• Read the paragraph individually then answer the questions in groups.• Read the messages individually then write messages in groups.• Read the examples of the sounds oy/ui and ow/ou.

Title of unit: Family and work

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

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

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