

Kingdom of Saudi Arabia

Ministry of Education

School :



department of

English



Preparation of
(LIFT OFF 4)

department of

English

Head M's name				Sup Vis ' name			
sig	date	unit	lesson	sig	date	unit	lesson
1				1			
2				2			
3				3			
4				4			
5				5			
6				6			
7				7			
8				8			

Teacher's name :

The distribution of the syllabus Lift Off 4

WEEKS	DATES		Distribution of the syllabus (Lift Off 4)
	FROM	TO	
1	4/6/1442	8/6/1442	Unit1 trips and Journeys
2	11/6/1442	15/6/1442	Unit2 People, animals, places, things
3	18/6/1442	22/6/1442	Reverse
4	25/6/1442	29/6/1442	Unit3 Decisions, decisions
5	2/7/1442	6/7/1442	Unit4 Past, present and future
6	9/7/1442	13/7/1442	Reverse
7	16/7/1442	20/7/1442	Unit5 Be prepared
8	23/7/1442	27/7/1442	Unit6 Omar in England
9	1/8/1442	5/8/1442	Reverse
10	8/8/1442	12/8/1442	Unit7 Finding out about things
11	15/8/1442	19/8/1442	Unit8 Learn about yourself and the world
12	22/8/1442	26/8/1442	Reverse
13	29/8/1442	3/9/1442	Unit9 Careful and popular but not wasteful
14	6/9/1442	10/9/1442	Unit10 Home, home, home sweet home
15	13/9/1442	17/9/1442	Reverse General Reverse
16	6/10/1442	8/10/1442	Reverse General Reverse
17-18	11/10/1442	22/10/1442	- the exams

The General Objectives of Teaching English Language in Saudi Arabia

Students should be able to:-

- 1 - Develop their intellectual, personal and professional abilities .
- 2 - Acquire basic language skills (listening , speaking , reading and writing) in order to communication with speakers of English language .
- 3 - Acquire the linguistic competence necessarily required in various life situation .
- 4 - Acquire the linguistic competence required in different professions.
- 5 - Develop their awareness of the importance of English as a means of international communication .
- 6 - Develop positive attitudes towards learning English .
- 7 - 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 solution .
- 8 - Develop the linguistic competence that enables them ,in the future , to present and explain the
Islamic concepts and issues and participate in spreading Islam .
- 9 - Develop the linguistic competence that enables them, in the future, to present the culture and civilization of their nation.
- 10 -Benefit from English-speaking nations, in order to enhance the concepts of international cooperation that develop understanding and respect of cultural differences among nations.
- 11 - Acquire the linguistic bases that enable them to participate in transferring the scientific and technological advances of other nations to their nation.
- 12 - Acquire the linguistic bases that enable them to present and explain Islamic concepts and issues, and participate in the dissemination of them.

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Subject: English

Intermediate School:

Title of the unit: 1 Trips and Journeys

Time Frame:

Unit Summary

This unit talks about: Indefinite pronouns and adverbs, irregular simple verbs, and methods of transport.

The general objectives:

- Talking about future plans
- Expressing opinions
- Narrating and commenting
- Talking about transport and travel

Enduring Understanding: Students will understand:

- How to talk about future plans
- How to express opinions
- How to narrate and comment on something
- How to talk about transport and travel

Knowledge: Students will know:

- *Going to* used to talk about future plans
- Present continuous in future uses
- The preposition (by) to express methods of transport

Skills: Students will:

- Write about future plans
- Read a schedule
- Learn falling intonation

Essential Questions:

- What are you going to?
- Have you ever made a trip? When? Where did you go?
- Greet the students

Vocabulary:

Bowling, diving, plan, trip, journey, tower, at the moment, comment, facility, airport, balloon, motorbike, scooter

Learning plan:

- **The approach:** is to help learners to know where the unit will go, and what is expected of them, and the level of performance required of them to achieve the stated results.
- **Introductory activities:** activities designed attractively and variably (listening, speaking, reading, writing) to encourage learners to reflect on and analyze the different ways of using pictures and examples **to ask about indefinite pronouns and adverbs future plans** and make conversations using them.
- **Educational and learning activities:** training learners on the skills of grammar, spelling, and structures of language through classroom activities and home to follow up these activities to make sure of their ability **to use present continuous in future use**. We engage students in self-evaluation, goal setting, and self-reflection. We have to focus on basic questions continuity before the learners to gauge their understanding of it. I ask the students the following questions: **introduce yourself. Greet the students tell about a trip you made.... And etc.**). And implement activities in the form of individual, in pairs and groups.
- **Assigned learners to do the performance tasks:** Learners carry out tasks according to the standards, and present their works on.

Classroom Worksheet

Underline the correct answer in the sentences

1-I couldn't find (nothing, anything, everything) in the house over there.

2-Ahmed has gone (nowhere, everywhere, anywhere) yesterday. He stayed at home.

3-I'm going to call (no one, everyone, anyone) to invite him to the party.

4- I looked for the lost car (everywhere, nowhere, anywhere).

5-Ali is sad. (no one, everyone, anyone) loves him.

6-we went to the new mall in Riyadh last month, we found (nothing, everything, anything) there.

Answer Key

1-anything

2-nowhere

3-everyone

4-everywhere

5-no one

6-everything

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