

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

# Preparation Of Get Ready (2)

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
1				
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WEEKS	DATES		Distribution of the syllabus <b>Get Ready 2</b>
	FROM	TO	
1	4/6/1442	8/6/1442	Unit 1
2	11/6/1442	15/6/1442	Unit 1
3	18/6/1442	22/6/1442	Unit 2
4	25/6/1442	29/6/1442	Unit 2
5	2/7/1442	6/7/1442	Unit 3
6	9/7/1442	13/7/1442	Unit 3
7	16/7/1442	20/7/1442	Unit 4
8	23/7/1442	27/7/1442	Unit 4
9	1/8/1442	5/8/1442	Unit 5
10	8/8/1442	12/8/1442	Unit 5
11	15/8/1442	19/8/1442	Unit 6
12	22/8/1442	26/8/1442	Unit 6
13	29/8/1442	3/9/1442	Unit 7
14	6/9/1442	10/9/1442	Unit 7
15	13/9/1442	17/9/1442	Unit 8
16	6/10/1442	8/10/1442	Unit 8
17-18	11/10/1442	22/10/1442	The Exams

## Bloom's Taxonomy of Cognitive Levels

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

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



## Welcome & Unit 1: The body

## Lessons: Welcome, Lessons 1 & 2

### (Unit Goals)

#### Big Picture

The parts of the body

**Know:** names of parts of the body

**Do:** greeting, giving and receiving commands and instructions.

#### Learning adjectives:

To use *Touch ... Don't touch ... big/small*

To Recognise these sounds & letters: b, h and p

To ask and respond about personal information using the verb to be and wh questions.

### Key Words:

body, head, arm, hand, finger, leg, foot, toe

### Unit Assessment

discussion, portfolios, quizzes, classroom observations, work sheets

#### Assessing Progress (AFL)

Do general revision of Level 1 numbers, colours, animals and objects using the flashcards.

#### Assessing Progress (AFL)

Give and follow simple instructions.

#### Assessing Progress (AFL)

Describe personal appearance.

### 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

- Say and write numbers, letters and colours.
- Say and write the names of the animals, objects, food, and actions

##### How?

Individually/group/pair

##### T/s Led?

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

T. hold up the flashcards and ask the students to name the pictures.

#### Activity – L1 exercises

##### Key learning Point

S.B. Activities PP. 6:7

- Identify some body parts.
- Read and write the letters (b, h, p) and examples.
- Compare some new adjectives: "big head, small head".
- Identify words and respond with actions (Touch /Don't touch).

##### How?

Group/pair

##### T/s Led?

S. Group work, applying, led learning as possible  
T. Co-construction, key word building

#### Activity – L2 exercises

##### Key learning Point

S.B. Activities PP. 8:9

- Describe personal appearance using (small - big).
- Match words (pen, head, boy) with the pictures.
- Trace and copy the letters (p, h, b).
- Listen and repeat the body parts and match.

##### How?

Group/pair

##### T/s Led?

S. Linking, discussion, comparison, peer and self assessment  
T. use PowerPoint

### Final Learning Check

#### (Closure)

- Whip Around: Students quickly and verbally share one thing they learned in the class today.
- Quiz: 2-4 questions to show what student have learned.
- Numbered Heads Together: Students in groups of up to five are numbered sequentially.
- Jeopardy: I give answers on the board. Students create the questions.

### Unit Strategies

- Group work
- Pair work
- Think-pair-share
- Songs
- Games
- TPR (Total physical response)
- Teach–Okay
- Drillings
- Questioning
- Concept map
- Brain storming
- The speed train
- Popsicle sticks

**Differentiation:** I say one of these letters (a c d e g i l o t) and the children find a word starting with this letter on the Welcome pages.

**Differentiation:** Advanced Ss work with intermediate and beginner Ss to have word cards with tricky words on.

#### Differentiation:

Write some words that begin with letters (b, h, p).

### 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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8001852539

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SA2740000000008001852539

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بنك الرياض

2052558759940

(اي بان)

SA3520000002052558759940

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البنك السعودي الفرنسي

K2213000185

(اي بان)

SA82550000000K2213000185

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بنك البلاد

900127883010006

(اي بان)

SA4715000900127883010006

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البنك السعودي للإستثمار

0101001926001

(اي بان)

SA6065000000101001926001

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بنك الجزيرة

030680161166001

(اي بان)

SA6760100030680161166001

بنك الانماء

68202882885000

(اي بان)

SA2805000068202882885000

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