

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</i> - Lesson 1 + WB
2	11/6/1442	15/6/1442	<i>Unit 1 - Family and work</i> - Lesson 2 + WB
3	18/6/1442	22/6/1442	<i>Unit 2 - My plans</i> - Lesson 1 + WB
4	25/6/1442	29/6/1442	<i>Unit 2 - My plans</i> - Lesson 2 + WB - Revision 1
5	2/7/1442	6/7/1442	<i>Unit 3 - An Arabian story</i> - Lesson 1 + WB
6	9/7/1442	13/7/1442	<i>Unit 3 - An Arabian story</i> - Lesson 2 + WB
7	16/7/1442	20/7/1442	<i>Unit 4 - Night Safari 1</i> - Lesson 1 + WB
8	23/7/1442	27/7/1442	<i>Unit 4 - Night Safari 1</i> - Lesson 2 + WB
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</i> - Lesson 1 + WB
11	15/8/1442	19/8/1442	<i>Unit 5 - Night Safari 1</i> - Lesson 1 + WB
12	22/8/1442	26/8/1442	<i>Unit 6 - My grandfather</i> - Lesson 1 + WB
13	29/8/1442	3/9/1442	<i>Unit 6 - My grandfather</i> - Lesson 2 + WB - <i>Revision 2</i>
14	6/9/1442	10/9/1442	<i>Unit 7 - A special day</i> - Lesson 1 + WB
15	13/9/1442	17/9/1442	<i>Unit 7 - A special day</i> - Lesson 2 + WB
			<i>Unit 8 - A town</i> - Lesson 1 + WB <i>Unit 8 - A town</i> - Lesson 2 + WB
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

Lessons: Welcome, Lessons 1 & 2

(Unit Goals)

Big Picture

Family, friends, homes, and occupations

Know: Family members, places at homes, occupations

Do: Describe location. / Talk about everyday activities, family and friends, homes and occupations.

Learning adjectives: To revise characters, vocabulary and grammar from Level 5

To describe location / To talk about everyday activities, family, friends, homes and occupations / To recognise /3:/ sound / To spell words with: ur and ir

Key Words:

a software engineer, an oil engineer, an oil rig, a businessman/a businesswoman, a shop, a flat, a garage, the ground floor, a police station, work, a job, very (hot), Riyadh, Jeddah, Dammam, Qatif, burger, purple, shirt, thirty

Unit Assessment

discussion, portfolios, quizzes, classroom observations, work sheets

Assessing Progress (AFL)

Introduce yourself to your classmates.

Assessing Progress (AFL)

Say two places of work.

Assessing Progress (AFL)

What does your dad do?

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

- Revise characters from Level 5
- Revise the way people introduce themselves.
- Revise occupations.
- Revise asking "Who is that?" – "That's ... He/She lives in ..."

How?

Group/pair

T/s Led?

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

T. Oral presentation, procedures

Activity – L1 exercises

Key learning Point

S.B. Activities PP. 6:7

- Revise names of places and characters.
- Ask questions using What, Who, Where, Why, Whose
- Talk about places in homes and places of work.
- Talk about occupations.

How?

Group/pair / role play

T/s Led?

S. Classroom routine/read, listen, repeat, answer and write

T. Key word building, procedures, questioning strategies

Activity – L2 exercises

Key learning Point

S.B. Activities PP. 8:9

- Revise jobs and places of work.
- Revise asking "Wh" questions.
- Revise names of cities in Saudi Arabia.
- Use (V. To be) in present simple
- Recognise /3:/ sound
- Spell words with: ur and ir

How?

Individually / group/pair / role play

T/s Led?

S. Linking, co-construction, Peer and self assessment

T. Procedures, Questioning strategies

Final Learning Check

(Closure)

- Flash Cards: I ask students to create a flash card that contains the key concept or idea. Toward the end of the class, have students work in pairs to exchange ideas and review the material.
- 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?

Unit Strategies

- Games
- Teach–Okay
- Group work
- Pair work
- Think-pair-share
- Drillings
- Questioning
- Concept map
- Role play
- Brain storming
- Loud reading
- The speed train

Differentiation:

Write three occupations.

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

Differentiation: I invite pupils in pairs to take the question wordcard: "What does your dad do?" Each pupil answers: "My dad's a ... + work"

Independent Learning (Homework)

Do the assigned exercises at their W.B.

Next Learning Steps

Whip Around: Students quickly and verbally share one thing they learned in the class today.

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