

Kingdom of Saudi Arabia

Ministry of Education

School :



department of
English



**Preparation of
(Get Ready 6)**



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 *get ready 6* for 4th Elementary grade

WEEK S	DATES		Distribution of the syllabus (<i>get ready</i>)
	FROM	TO	
1	4/6/1442	8/6/1442	Unit1
2	11/6/1442	15/6/1442	Unit1:
3	18/6/1442	22/6/1442	Unit2:
4	25/6/1442	29/6/1442	Unit2:
5	2/7/1442	6/7/1442	Unit3
6	9/7/1442	13/7/1442	Unit3
7	16/7/1442	20/7/1442	Unit4:
8	23/7/1442	27/7/1442	Unit4:
9	1/8/1442	5/8/1442	<i>Mid-Term Holiday</i>
10	8/8/1442	12/8/1442	Unit5:
11	15/8/1442	19/8/1442	Unit6:
12	22/8/1442	26/8/1442	Unit7:
13	29/8/1442	3/9/1442	Unit8:
14	6/9/1442	10/9/1442	Unit9:
15	13/9/1442	17/9/1442	Unit9:
16	6/10/1442	8/10/1442	Unit10:
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.

Get Ready 6

Subject: English

Intermediate School:

Title of the unit: 1 Family and work

Time Frame:

Unit Summary

This unit talks about: Families and people, routines, rooms in the house, jobs and titles, information questions, auxiliary verbs (Be).

The general objectives:

- Talking about families and people.
- Expressing daily routines.
- Talking about rooms in a house.
- Talking about jobs.
- Using information questions.
- Using vocabulary (Be).

Enduring Understanding: Students will understand:

- How to say information about people.
- How to ask about people and their jobs.
- How to express repeated activities.
- How to use wh/questions and auxiliary (Be).

Knowledge: Students will know:

- Names of jobs and careers: (Doctor, oil engineer).
- WH/ question words: (where, when, and etc.).
- Some names of rooms. (Bathroom, garden and etc.).
- Auxiliary verbs (am, is, are).

Skills: Students will:

- Speak in pairs using wh/ words.
- Read a passage (My family).
- Listen for specific information in dialogues.
- Listen to words with (ur/ ir) sounds.
- Write answers to wh/ questions about people.

Essential Questions:

- Where do you live?
- Where is your house/ flat?
- What's your job?
- What do you do?
- What does (someone) do?

Vocabulary:

Flat, brother, dad, garage, bathroom, clothes shop, oil rig, police station, ground, doctor, business- man, software engineer, oil engineer, hospital, school, job

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 people, their living, jobs, talk about families, routines,** 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/ wh questions to ask and talk about people's living and jobs and use auxiliaries.** 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: *Where do you live? Where is your house/ flat? What's your job? What do you do? What does (someone) do? 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

I. Select the correct Wh question word:

1. ___ is your name?
What / Where
When / Who
2. ___ is your favorite actress?
What / Why
When / Who
3. ___ are you from?
What / Where
When / Who
4. ___ is your birthday?
Whose / Where
When / Who
5. ___ color is your new car?
What / How
Where / Whose
6. ___ old are you?
What / How
Which / Whose
7. ___ books are these?
Why / How
Where / Whose
8. ___ did you quit your job?
Who / Which
Why / Whose
9. ___ are you going to America?
Who / What
When / Which
10. ___ aren't you going to Peter's party?
What / How
Where / Why

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Answer key:

1.what 2.Who 3.where 4.When 5.what 6.How 7.Whose 8.Why 9.When 10. Why

Practise the following questions

Who?

Who is that boy?

My brother Tom



When?

When is the party?

On Friday at 2 o'clock



What?

What is on the table?

There is a pencil.



Why?

Why are you late?

Because I missed my bus.



Where?

Where is your book?

It is in the bag.



Which?

Which is your apple?

The green one.



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