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حل المناهج الدراسية بشكل متميز لترتقي بمجال التعليم  
على الإنترنت ويستطيع الطلاب تصفح حلول الكتب مباشرة  
لجميع المراحل التعليمية المختلفة

جميع الحقوق محفوظة للقائمين على الموقع



*Distribution of the Syllabus( Get Ready 2 1439-1440 7 )*

The distribution of the syllabus <b>get ready 2</b> for <b>4<sup>th</sup> Elementary</b> grade			
WEEK S	DATES		Distribution of the syllabus ( <b>get ready 2</b> )
	FROM	TO	
1	24/5/1441	28/5/1441	Unit1
2	1/6/1441	5/6/1441	Unit1:
3	8/6/1441	12/6/1441	Unit2:
4	15/6/1441	19/6/1441	Unit2:
5	22/6/1441	26/6/1441	Unit3
6	29/6/1441	3/7/1441	Unit3
7	6/7/1441	10/7/1441	Unit4:
8	13/7/1441	17/7/1441	Unit4:
9	20/7/1441	24/7/1441	<i>Mid-Term Holiday</i>
10	27/7/1441	2/8/1441	Unit5:
11	5/8/1441	9/8/1441	Unit6:
12	12/8/1441	16/8/1441	Unit7:
13	19/8/1441	23/8/1441	Unit8:
14	25/8/1441	30/8/1441	Unit9:
15	3/9/1441	7/9/1441	Unit9: Unit10: Unit10:
16	10/9/1441	14/9/1441	<b>the exams</b>
17-18	8/10/1441	19/10/1441	<b>the exams</b>

**Subject: English**

**Intermediate School:**

**Title of the unit: 1 The body.**

**Time Frame:**

## Unit Summary

**This unit talks about:** parts of the body, adjectives with body parts, imperatives, (b,h,p) letters, and phrases of parts of the body.

### The general objectives:

- Recognising parts of the body.
- Using phrases (a big head).
- Using imperatives.
- Copying( b, h, p) letters.

### Enduring Understanding: Students will understand:

- How to use body parts in talks.
- How to use phrases of body parts.
- How to express imperatives.
- How to write letters (b, h, p).

### Knowledge: Students will know:

- Names of parts of the body by matching.
- Examples of word using (b, h, p) letters.
- Using phrases with bod parts (a big head- a small arm).
- Imperative forms (touch your arm).

### **Skills:** Students will:

- Match body parts with its name.
- Listen to letters and phrases using body parts.
- Copy letters. (b, h, p).
- Mention body parts: (*hand, leg, toe* and, *etc.*).

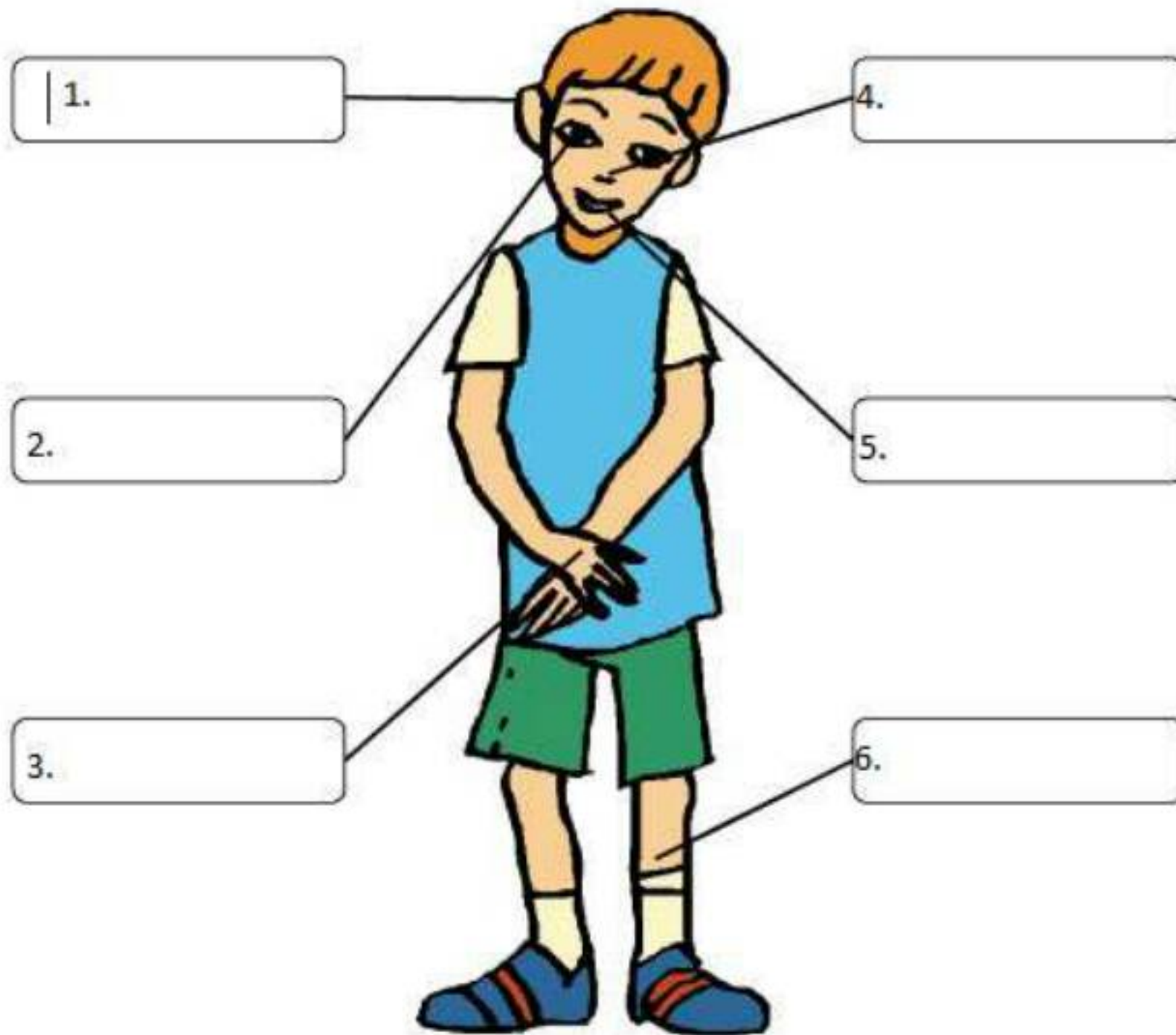
Classroom worksheet

- Match body parts with actions you can do with them.

Name \_\_\_\_\_

### Body Part Actions Worksheet

Match body parts with actions you can do with them. Use the word bank below and fill in the action that goes with each body part.



Talk Listen Throw Sneeze Run Blink

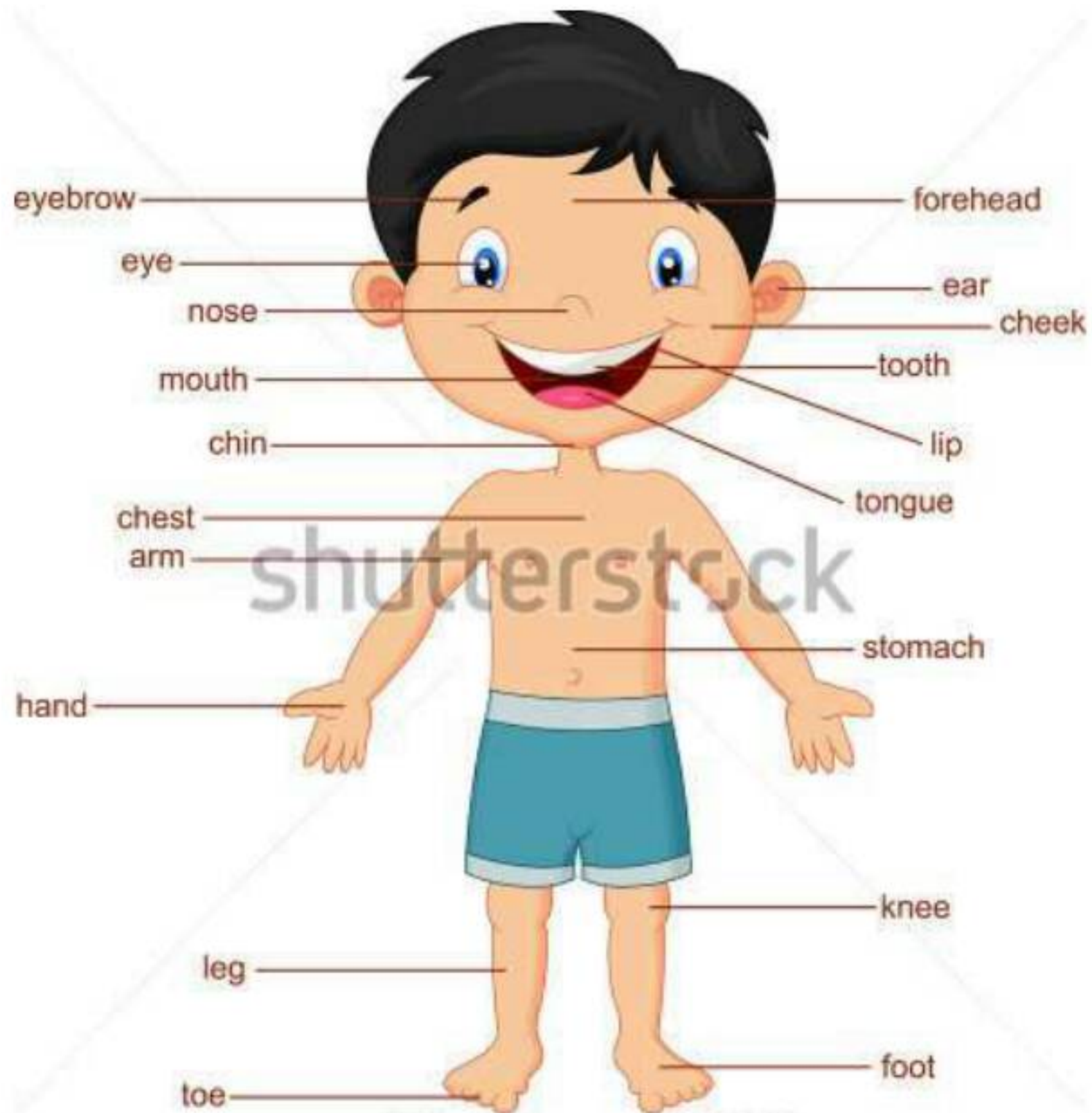
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**Answer Key**

1-listen 2-blink 3-throw 4-sneeze 5-talk 6-run

Read and learn the body parts in the following picture.



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Get Ready 2

**Subject:** English

**Intermediate School:**

**Title of the unit:** 2 My Face.

**Time Frame:**

## Unit Summary

**This unit talks about:** parts of the face, letters (*m, n, r*), phrases with face parts, colors with face parts, imperatives, and (It's my..., and they're my...).

### The general objectives:

- Recognising parts of the face.
- Using phrases (pink nose).
- Using imperatives.
- Copying(*m, n, r*) letters.
- Using colours with face parts.
- Using (It's my..., and they're my...).

### Enduring Understanding: Students will understand:

- How to use face parts in talks.
- How to use phrases of face parts.
- How to express imperatives.
- How to write letters (*m, n, r*).
- How to use (It's my..., and they're my...).

### Knowledge: Students will know:

- Names of parts of the face by matching.
- Examples of word using (*m, n, r*) letters.
- Using colours with face parts (brown eyes, black hair).
- Imperative forms (touch your nose).

### Skills: Students will:

- Match face parts with its name.
- Listen to letters colours and phrases using face parts.
- Copy letters. (*m, n, r*).
- Mention face parts: (*mouth, nose hair* and, *etc.*).
- Say colours with face parts (*brown eyes*).

**Essential questions:**

- What's this (pointing at any of the face parts).
- What are these (pointing at any of the face parts).

**Vocabulary:**

Hair, eyes, nose, ear, mouth, brown eyes, black hair, and big ears

**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 show and identify possessions, express preferences 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 show and identify possessions, express preferences. 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: (Do you like to go shopping? Where do you usually shop? What are popular places for shopping?(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

Name \_\_\_\_\_

Body Part Matching Worksheet

Trace the letters in each row to write a body part action. Then draw a line to match the actions with each body part.



• watch



• listen



• write



• sneeze



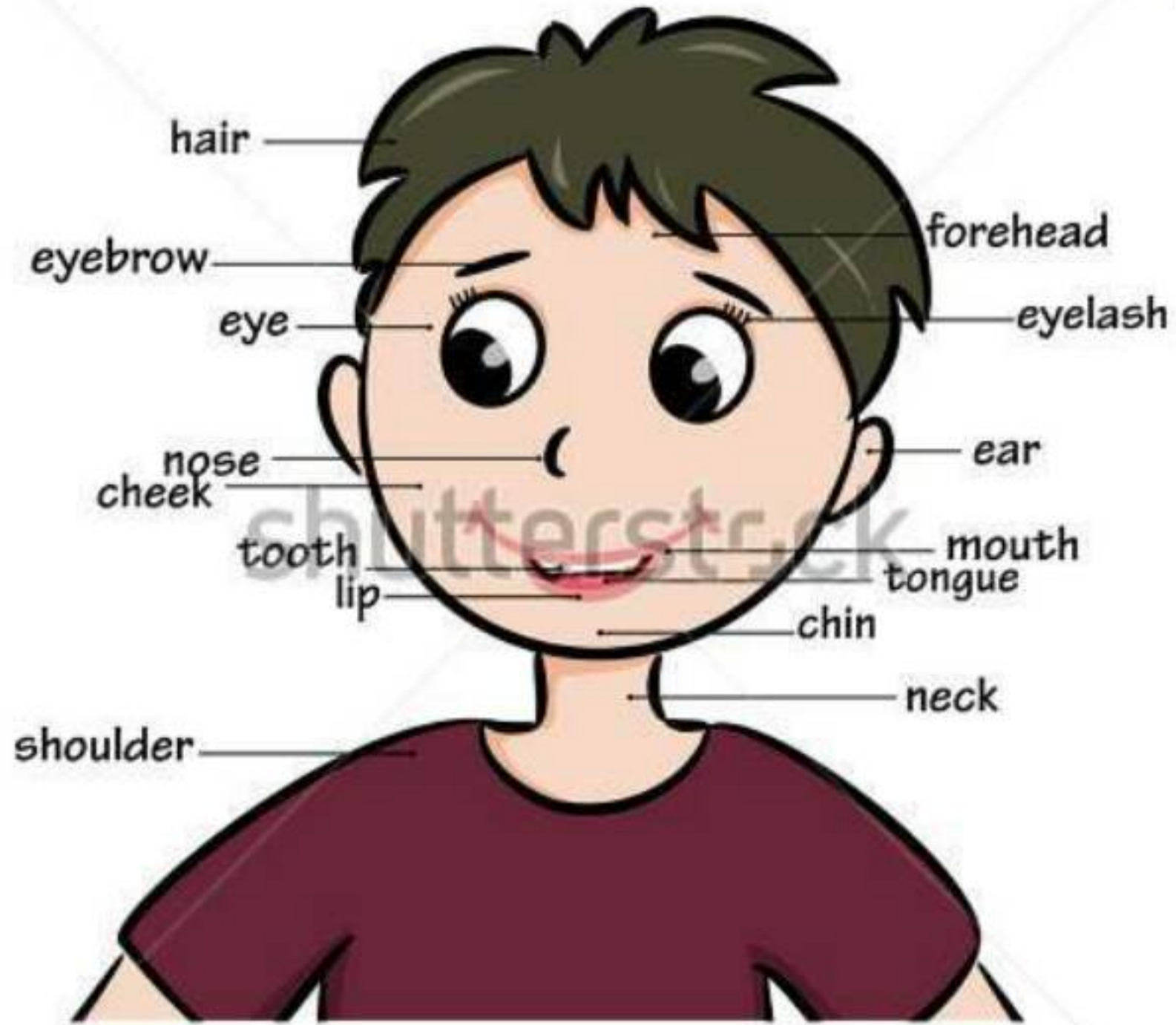
• talk



• walk

**Answer key:**

Ear = listen Mouth= Talk Foot= Walk Hand= Write Eye= watch Nose= sneeze.



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**Title of the unit: : 3 My House**

**Time Frame:**

## Unite Summary

**This unit talks about:** rooms in a house, letters (j, u, y), *there is*, and questions with (where is..) and names of some furniture and house equipment.

### The general objectives:

- Knowing names of rooms and equipment.
- Asking questions using (where is..).
- Using preposition of place (*in*).
- Copying (j, u, y) letters.
- Using (*there is*).

### Enduring Understanding: Students will understand:

- How to give names for rooms.
- How to ask about place of things.
- How to use (*there is*) with preposition (*in*).
- How to write letters (*j, u, y*).

### Knowledge: Students will know:

- Names of rooms in a house (bedroom, living room kitchen, etc.).
- Names of some house equipment (chair, door).
- Examples of word using (*j, u, y*) letters.
- Questions with (*where is..*) and answers with (*there is...*).

### **Skills:**

#### Students will:

- Match rooms with their names.
- Listen to names of rooms.
- Copy letters. (*j, u, y*).
- Speak using (*where is..*, and *there is..*).
- Say colours with face parts (*brown eyes*).

**Essential Questions:**

- Where is the (something)?
- Where do we watch TV?
- Where do we sleep?

**Vocabulary:**

Bedroom, living room, kitchen, bathroom, garden, key, book, chair, door, jacket, umbrella, yellow.

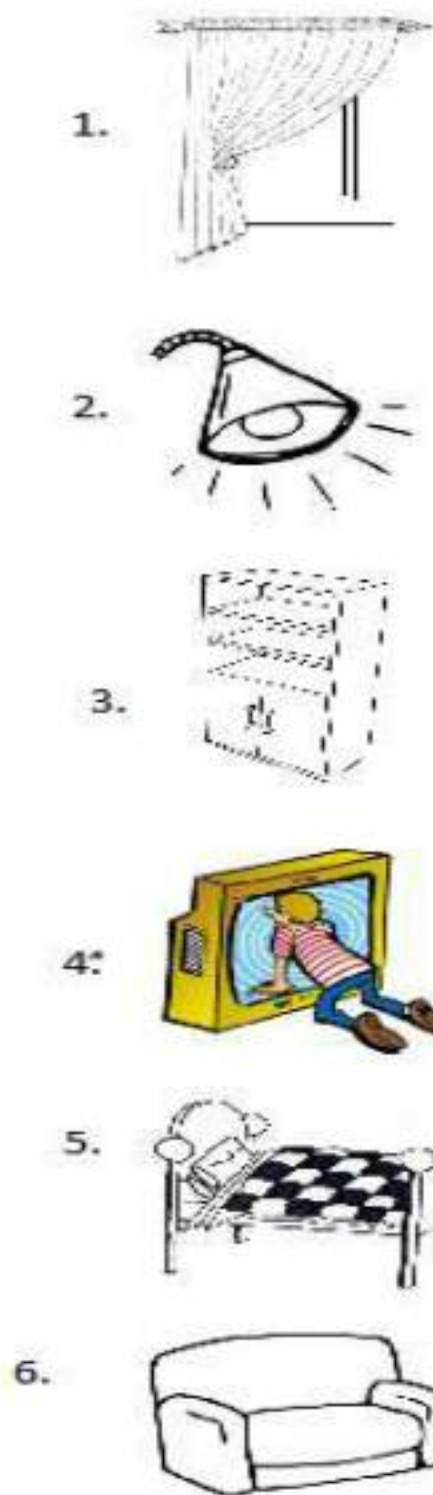
**Learning plan:**

- **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 make comparisons and use descriptive adjectives** 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 make comparisons and use descriptive**. 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: **(Who is the youngest / oldest student in your class? Which is the hottest / coldest city in your country?(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

Match the pieces of furniture with their names.

MATCH!!



lamp

TV

curtains

bed

table

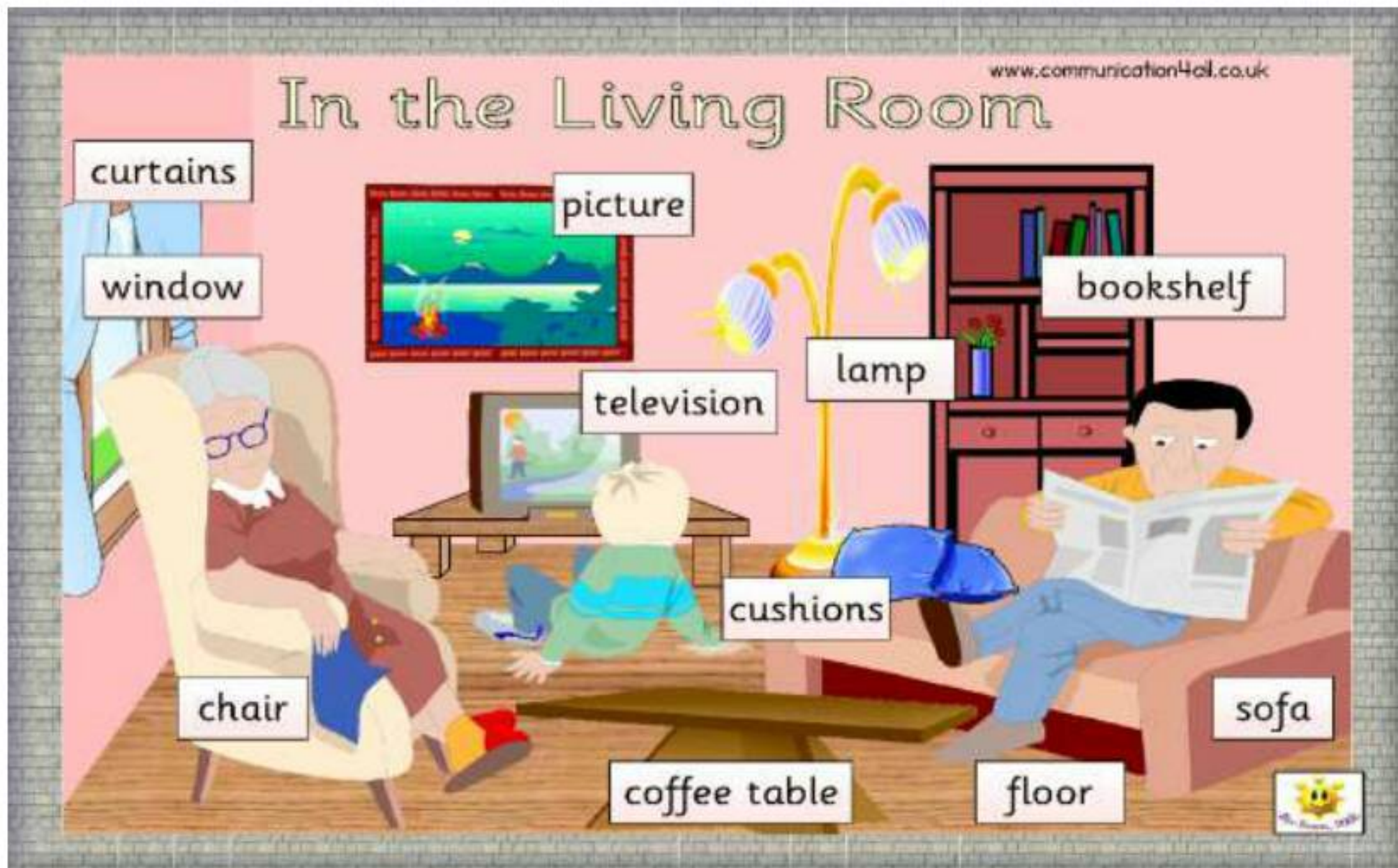
cupboard

sofa

**Answer key:**

1. Curtains 2.Lamp 3.Cupboard 4.TV 5.Bed 6.Sofa.

Read and learn the furniture of the living room in the following picture.



## Get Ready 2

**Subject:** English

**Intermediate School:**

**Title of the unit:** 4- Food.

**Time Frame:**

## Unit Summary

**This unit talks about:** foods and drinks, count nouns, *how many*, letters (v, w, x), questions with (do you like...?), and short answers.

### The general objectives:

- Saying names of foods and drinks.
- Knowing some count nouns.
- Using questions with *how many*.
- Copying letters (v, w, x).
- Using (do you like...?).

### Enduring Understanding: Students will understand:

- How to use foods and drinks in talks.
- How to deal with count nouns.
- How to form questions with (*how many*).
- How to make questions and answers with (*do you...?*).
- How to copy letters (v, w, x).

### Knowledge: Students will know:

- Names of food, fruit and drinks (*rice, apple*).
- Some count nouns (*apples, eggs*).
- Examples of word using (v, w, x) letters.
- (*How many*) to ask about count nouns.
- (*Do you like..?*) to ask about preferences

### Skills: Students will:

- Match food and drinks by listening.
- Listen to names of foods and drinks.
- Copy letters. (v, w, x).
- Speak using (*how many and do you like*).

**Essential Questions:**

- How many oranges (*count noun*)?
- Do you like (*food-drink?*).

**Vocabulary:**

Apple, orange, egg, juice, rice, eat, drink.

**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 and talk about vacations and future plans, to also use information questions** 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 (going to) for future plans and information question words.** 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 are you going to go on your vacation? Who are you going with? How are you going to go?(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

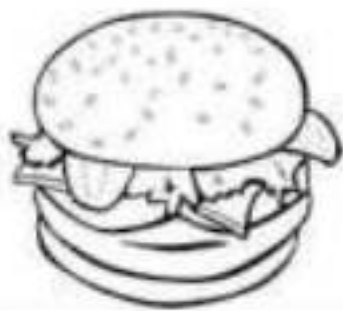
- Match the food with the pictures

FOOD

Mi Cuaderno de Inglés  
comunicacona.blogspot.com

Put the names:

Apple	Chocolate	Chicken	Chips	Salad
Banana	Pizza	Ice Cream	Yogurt	Hamburger



1.



2.



3.



4.



5.



6.



7.



8.



9.





















10.

**Answer key:**

1.hamburger 2.chips 3.chicken 4.chocolate 5.salad 6.pizza 7.banana 8.Yogurt 9.ice cream  
10.apple.

- Read and learn the names of these pictures

Look & See  
Shop With Me  
Bingo

 Lettuce	 Cereal	 Apple	 Juice
 Eggs	 Milk	 Butter	 Yogurt
 Bread	 Corn	 Cookies	 Ice Cream
 Banana	 Hot Dog	 Chicken	 Cheese
 Bacon	 Chocolate	 Tomato	 Bagel

Happy Go Lucky - Read With Me

## Get Ready 2

**Subject: English**

**Intermediate School:**

**Title of the unit : 5 In the Street**

**Time Frame:**

### Unit Summary

**This unit talks about: transport means, names of vehicles, places in a town, directions, where is..?, and letters (f, k, s, z).**

#### The general objectives:

- Saying names of some vehicles.
- Asking for and giving directions.
- Using (*where is*) to ask about places.
- Copying letters (f, k, s, z).

#### Enduring Understanding: Students will understand:

- How to ask for and give directions.
- How to identify places in a town.
- How to use questions with (*where is*).
- How to copy letters (f, k, s, z).

#### Knowledge: Students will know:

- Names of some vehicles on street (*bus, taxi*).
- Identifying places by directions.
- Directions (go left, it's on ... street).
- (*Where is ...?*) is used to ask for directions.

#### **Skills:**

##### Students will:

- Speak asking for and giving directions.
- Listen for specific information about traffic.
- Copy letters. (f, k, s, z).
- Read and match sentences about directions.

**Essential Questions:**

- Where is (place)?
- Where is the shop?
- Where is the mosque?

**Vocabulary:**

Bus, taxi, shop, traffic lights, mosque, zoo, street, go right/left/straight, stop.

**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 express future plans and use future expressions** 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 express future plans**. 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: (**What kind of clothes do you like to wear? What clothes do I need to buy for (a place) in (a season)? And, etc.**).
- **Assigned learners to do the performance tasks:** Learners carry out tasks according to the standards, and present their works on.

Classroom worksheet

- Match the means of transport with its picture.

**MEANS OF TRANSPORT**

Match letters on pictures with numbers below:

1 BUS – 2 TRAIN – 3 UNDERGROUND – 4 MOTORBIKE – 5 TRAM – 6 CAR – 7 BIKE  
8 PLANE – 9 TRACTOR – 10 SHIP – 11 HELICOPTER – 12 SCOOTER – 13 SAILBOAT

iSLCollective.com

**Answer key:**

1. L 2. D 3. G 4. F 5. K 6. I 7. M 8. B 9. H 10. A 11. C 12. J 13. E

Write the names of these transports.



Answer key:

Plane

Subway train

Bus

Train

Car

## Get Ready 2

**Subject:** English

**Intermediate School:**

**Title of the unit:** 6 Day and Weather.

**Time Frame:**

### Unit Summary

**This unit talks about:** Times of the day, weather conditions, daily routines, greetings, letters (*th, ch, sh*), and *it's ... and ... today* form.

#### The general objectives:

- Recognizing times of the day.
- Talking about daily routines.
- Using greeting expressions.
- Practising words with letters (*th, ch, sh*).
- Talking about weather conditions.

#### Enduring Understanding: Students will understand:

- How to express daily activities.
- How to greet people.
- How to describe the weather.

#### Knowledge: Students will know:

- Expressions of greeting such as:  
(Good morning, good afternoon, good evening, and good night).
- Adjectives to describe weather. For example:  
(Sunny, rainy, cold and hot).
- Words with letters (*th, ch, sh*), such as:  
(thobe, chair and shoes).
- Use (*its adjective* and *adjective+ today*) form to talk about weather.

#### Skills: Students will:

- Speak using greeting expressions.
- Match sentences with pictures about the weather.
- Listen to times of the day and weather conditions.
- Write sentences describing weather conditions.

**Essential Questions:**

- When do you wake up?
- What do you do in the afternoon?
- What's the weather like today?

**Vocabulary:**

Day, night, sun, moon, start, sleep, get up, rainy, cloudy, thobe, chair, shoes, sunny, cold, hot, umbrella.

**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 **for making and responding to requests, using modals for requests and learning forms of getting people do things** 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 make and respond to requests use modals for requests and learn forms of getting people do things.** 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: (**Can you do me a favor? Will you get me something to drink? Would you help me? (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.



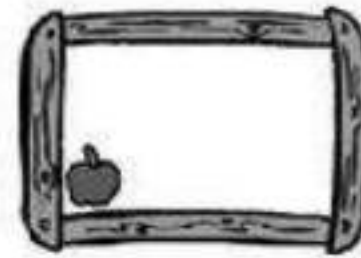
Classroom worksheet

**Circle the correct weather word**

adoortoenglish.blogspot.com



Circle the words!



Name: \_\_\_\_\_

1.



sunny

hot

snowy

2.



snowy

hot

stormy

3.



cold

rainy

sunny

4.



stormy

cold

rainy

5.



hot

sunny

snowy

6.



hot

cold

rainy



**Answer key:**

1. Snowy 2. Stormy 3. Sunny 4. Rainy 5. Hot 6. Cold.

Read and learn these weather adjectives


3 1 6 8


9 0


# Today's Weather Report


Today's weather is **Sunny**.


The temperature is **24°C / 75°F**.


**Sunny** 

**Rainy** 

**Cloudy** 

**Windy** 

**Snowy** 

**Foggy** 

## Get Ready 2

**Subject:** English

**Intermediate School:**

**Title of the unit : 7. My School.**

**Time Frame:**

### Unit Summary

**This unit talks about:** school rooms, school equipment, (*this and these*), questions with (*what is this? And what are these?*), questions with (*How many*), and letters (A-M).

#### The general objectives:

- Recognizing names of people and thing in a school.
- Identifying thing (*this and these*).
- Asking about things at school.
- Practising words with letters (*A to M*).
- Asking questions using (*How many*).

#### Enduring Understanding: Students will understand:

- How to identify things at schools.
- How to ask about things at a school.
- How to make questions using count nouns.

#### Knowledge: Students will know:

- Some of school rooms (classroom, office, and library).
- (*This is*) is used with singular nouns. (*This is a bag*).
- (*These are*) is used with plural nouns. (*These are my pens*).
- (*How many*) is used to ask about count nouns. (*How many desks are there?*).

#### **Skills:** Students will:

- Speak using (*How many, what's this and what are these*).
- Match letters (A- M) with pictures.
- Listen to identify things at a school.
- Write in spaces names of things and rooms in a school.

**Essential Questions:**

- What is this?
- What are these?
- How many (count noun)...?

**Vocabulary:**

Office, classroom, gate, library, whiteboard, desk, pen, pencil, bag.

**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 express past ongoing activities and to report past events** 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 past progressive to express ongoing activities**. 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:(**What were you doing? What were you doing when + verb 2? 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

Match a question with an answer about these pictures

## Writing Worksheet



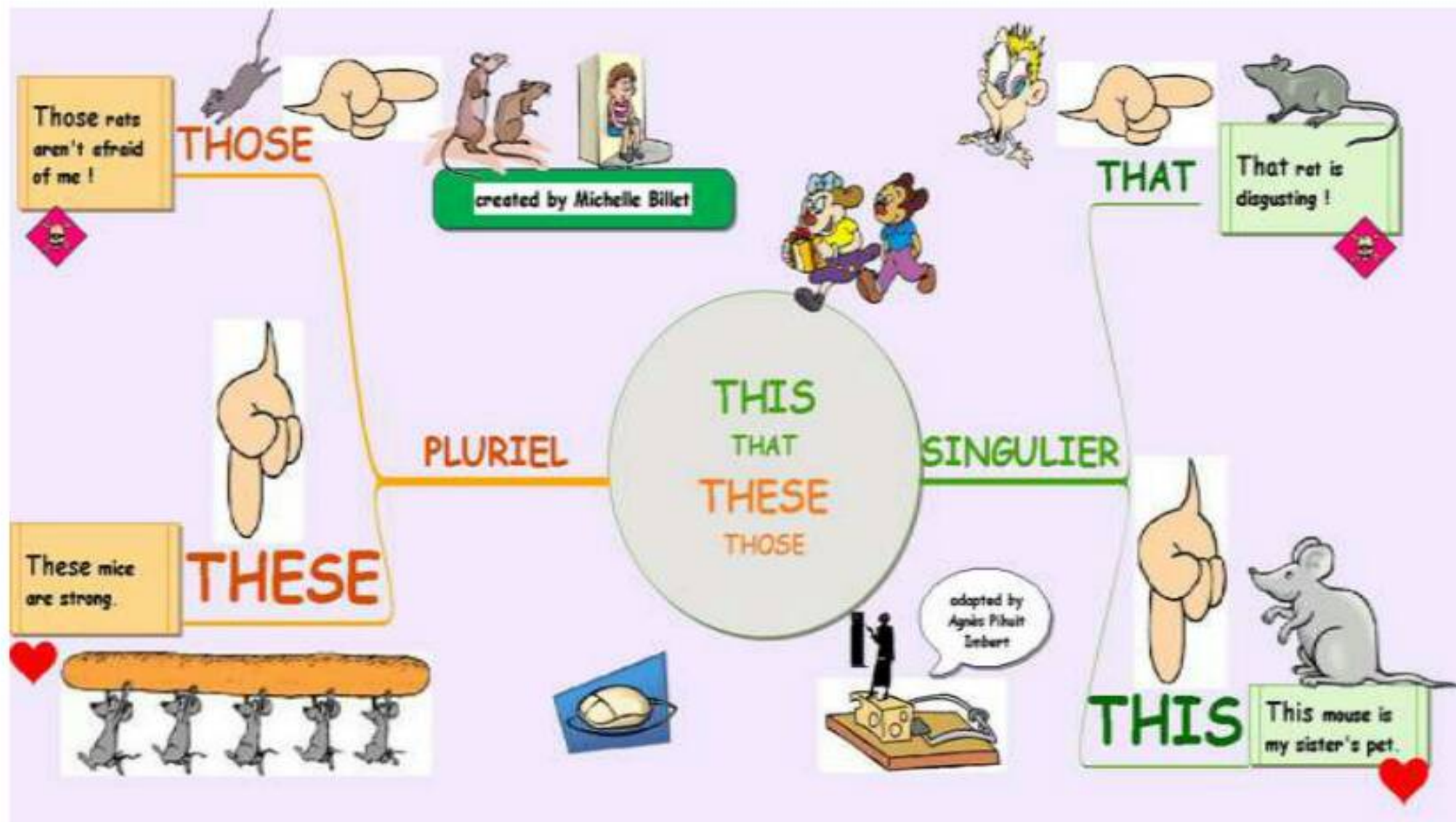
<p>1. What`s this ?</p>  <p>_____</p> <p>_____</p> <p>_____</p>	<p>2. What`s this ?</p>  <p>_____</p> <p>_____</p> <p>_____</p>
<p>3. What`s this ?</p>  <p>_____</p> <p>_____</p> <p>_____</p>	<p>4. What are these ?</p>  <p>_____</p> <p>_____</p> <p>_____</p>
<p>5. What are these ?</p>  <p>_____</p> <p>_____</p> <p>_____</p>	<p>6. What are these ?</p>  <p>_____</p> <p>_____</p> <p>_____</p>

It`s a bus.	They are birds.	It`s an apple.
iSLCollectors.com They are cars.	It`s a cake.	They are lions.

**Answer key:**

1. it`s an apple. 2. It`s a cake. 3. It`s a bus. 4. They are lions. 5. They are birds. 6. They are cars.

Read the sentences and learn the use of *this, that, these, those*



## Get Ready 2

**Subject:** English

**Intermediate School:**

**Title of the unit 8: My Country**

**Time Frame:**

## Unit Summary

**This unit talks about:** cities of Saudi Arabia, terms related to Saudi Arabia, letters (N-Z), *here is* and *there is*, and questions with (*where*).

### The general objectives:

- Asking to identify cities in Saudi Arabia.
- Knowing cities in Saudi Arabia.
- Saying letters (N to Z).
- Practising questions with (where is...?)
- Using (*here is* and *there is*) with places.

### Enduring Understanding: Students will understand:

- How to identify places and cities.
- How to ask about places.
- How to use (*here is* and *there is*) with places.
- How to say where are they from an undone activities.

### Knowledge: Students will know:

- Names of some cities in Saudi Arabia (Makkah, Riyadh, Dammam, Jazan).
- Names of things related to Saudi Arabia (The Holy Qur'an, Saudi flag, Saudi map...).
- Letters from (N) to (Z).
- Where is (a place?) is used to identify a place.
- (*Here is* and *there is*) are used with places.

### **Skills:**

#### Students will:

- Speak using (*here is* and *there is*).
- Use colours to identify cities.
- Listen to letters (N- Z) and cities in Saudi Arabia.
- Write in an exercise things related to Saudi Arabia.

**Essential Questions:**

- Where is (a city?).
- Where is Riyadh?
- Where are you from?
- What city are you from?

**Vocabulary:**

Saudi Arabia, Riyadh, Makkah, Al-Madinah, flag, city, town, map, the Holy Qur'an.

**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 definite and indefinite past events** 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 perfect in comparison with simple past**. 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: **(Have you ever been to (somewhere)? Have you ever seen (something)? Have you ever tried (something)? 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

### Saudi Arabia quiz!!

- Choose the correct information in the following questions.

- What is the capital city of Saudi Arabia?

1. Jerusalem
2. Riyadh
3. Mecca

---

- In What city in Saudi Arabia did the prophet Mohammed receive the word of Allah?

1. Mecca
2. Riyadh
3. Jeddah

---

**Answer key: Question 1. Riyadh.**

**Question 2.Mecca.**

Classroom worksheet 2

- **Look at this map and see the *Cities of Saudi Arabia***

