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على الإنترنت ويستطيع الطلاب تصفح حلول الكتب مباشرة
لجميع المراحل التعليمية المختلفة

جميع الحقوق محفوظة للقائمين على الموقع

Subject: English

Intermediate School:

Title of the unit: 1 **Time**

Time Frame:

Unite Summary

This unit talks about: Time, Asking about the time, Giving time, Adverbs of time, Times of the day, and sounds /pl/ and /gl/.

The general objectives:

- Asking about time.
- Giving and saying time.
- Using adverbs of time.
- Pronounce sounds /pl/ and /gl/.

Enduring Understanding: Students will understand:

- How to ask about time.
- How to give time.
- How to use adverbs with time.
- How to pronounce sounds /pl/ and /gl/.

Knowledge: Students will know:

- (*What's the time?*) is used to ask about time.
- (*It's..... o'clock*) is used to give time.
- (Early-Late) are time adverbs or expressions.

Skills: Students will:

- Speak using (*different times of the day*).
- Listen to and pronounce (pl- gl).
- Write times in spaces.
- Draw the correct time on clock picture.

Classroom worksheet

Name : _____

Score : _____

Teacher : _____

Date : _____

What Time Is It ?



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____

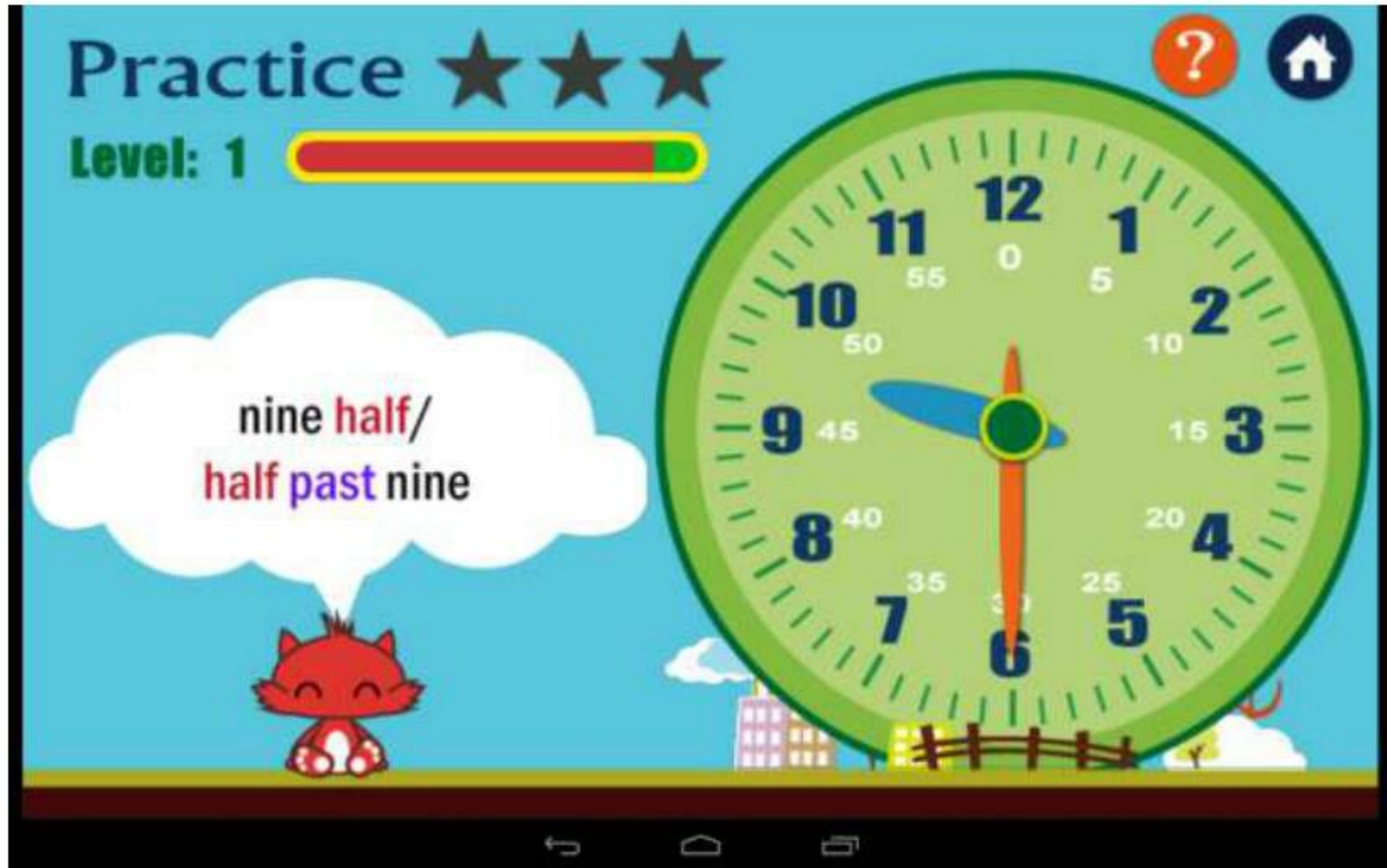
 Math-Aids.Com



Answer key:

1. It's 10.40 2. It's 5.20 3. It's one o'clock 4. It's 8.40 5. It's 7.40 6. It's 2.20 7. It's 9 o'clock 8. It's 4.40

Practise on the following o'clock



Get Ready 4

Subject: English

Intermediate School:

Title of the unit: 2 A meal.

Time Frame:

Unit Summary

This unit talks about: Meals, foods and drinks, times of eating, food requests, imperative forms, (*some- any*), and words with (*br-tr*).

The general objectives:

- Asking and responding to requests for food.
- Using times of eating.
- Using imperatives (*eat- pass me..*).
- Using expressions of quantity.
- Practicing words with (*br-tr*).

Enduring Understanding: Students will understand:

- How to ask and respond to food requests.
- How to use times with meals.(I eat at 7;15).
- How to use imperatives.
- How to use (*some and many*).

Knowledge: Students will know:

- Names of foods and drinks. (Salad, pasta, tea).
- (Do you have any...? Is used to ask for food.
- (Here you are) is a respond to a request for food.
- (Some) is used for small quantity with affirmatives.
(Any) is a quantity expression used with questions

Skills: Students will:

- Speak using questions and responses for food.
- Listen to and pronounce words with (*br- tr*).
- Match words with pictures about food.
Write and complete sentences with (*some- any*)

Essential questions:

- Do you have any (food-drink)?
- Do you have any rice?
- Do you have any water?

Vocabulary:

Bread, dinner, pasta, sweet, banana, salad, soap, tomatoes, hot, cheese, water, rice.

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 the names of food?(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

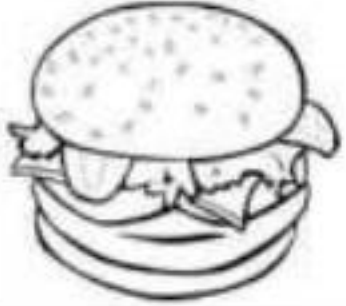








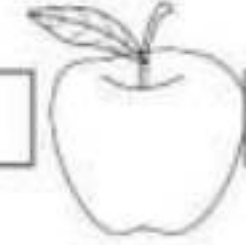
Match the names of these food with their pictures

FOOD

Mi Cuaderno de Inglés
comunicacona.blogspot.com

Put the names:

- | | | | | |
|--------|-----------|-----------|--------|-----------|
| Apple | Chocolate | Chicken | Chips | Salad |
| Banana | Pizza | Ice Cream | Yogurt | Hamburger |

			
1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>	4. <input type="text"/>
			
5. <input type="text"/>	6. <input type="text"/>	7. <input type="text"/>	
			
8. <input type="text"/>	9. <input type="text"/>	10. <input type="text"/>	

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 food and drinks



CARROT



SANDWICH



SOFT DRINK



LETTUCE



CHIPS



HAMBURGER



TOMATO



ORANGE JUICE



ICE-CREAM

Title of the unit: : 3 My hometown.

Time Frame:

Unite Summary

This unit talks about: Hometowns, places in a town/ city, asking for locations, giving directions, prepositions of place: (next to, opposite, between), and /s/ sound.

The general objectives:

- Talking about places in a town/ a city.
- Identifying places and locations.
- Asking for directions.
- Using prepositions of place.

Enduring Understanding: Students will understand:

- How to ask for and give directions.
- How to identify places.
- How to use (next to, opposite, between).

Knowledge:

Students will know:

- (On the left/ right) phrases to identify locations.
- (Next to, opposite, between) are prepositions of place.
- *Is there (a place)?* Is used to ask for a place in a town.
- /s/ sound in plural noun endings is pronounced as (s, z, iz).

Skills:

Students will:

- Speak asking and giving directions.
- Listen to /s/ sound in plural noun endings (s, z, iz).
- Write prepositions of place in spaces.

Essential Questions:

- Where is (a place)?
- Is there (a place)?
- Where is the supermarket?
- Is there a café?

Vocabulary:

Supermarket, Shopping mall, hospital, café, mosque, bus stop, airport, park.





















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 for and give directions, identify places, use adverbs of place** 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 adverbs of place to identify places and locations.** 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 is (a place)? Is there (a place)? Where is the supermarket? 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

- Write in spaces the names of these places in the town

PLACES IN TOWN - PICTIIONARY

				
1.	2.	3.	4.	5.
				
6.	7.	8.	9.	10.
				
11.	12.	13.	14.	15.
				
16.	17.	18.	19.	20.

Answer key:

1. Telephone booth, 2. Castle, 3. Fire station, 4.bank, 5 .street,6.house 7.post office, 8.railway station, 9. Hospital, 10.Garage, 11.School, 12.bus stop, 13.park14.police station, 15.Church, 16.library, 17.clothes shop, 18.Restaurant, 19. museum ,20.zoo.

Read and learn these places in a city picture dictionary.

PLACES IN A CITY PICTURE DICTIONARY



bank



airport



museum



hospital



theatre



cinema



butchers



fire station



hotel



gym



florist's



cafe



greengrocer's



hairdresser's



bus stop



chemist's



police station



book shop



park



amusement park



petrol station



stadium



baker's



library



school

Get Ready 4

Subject: English

Intermediate School:

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

Time Frame:

Unite Summary

This unit talks about: Making invitations, making suggestions, leisure activities, let's + infinitives, prepositions (*to, at*), and words with letters (*fr, fl*).

The general objectives:

- Making invitations and suggestions.
- Talking about leisure activities.
- Asking and answering questions with (*want to*).
- Using prepositions (*at, to*).
- Using (*let's+ infinitive*) for invitations.

Enduring Understanding: Students will understand:

- How to make invitations and suggestions.
- How to express their leisure activities.
- How to use prepositions: (*at, to*).
- How to use (*want to*) with affirmatives and questions.

Knowledge: Students will know:

- (*Let's + infinitives*) is used to make invitations.
- Leisure activities such as:
(Playing football, riding a motorbike, going on a picnic).
- (*Want to*) is used with *infinitives* to express preferences.
- (*To*) is used with the verb (*go*).
- (*At*) is used with the noun (*the beach*).

Skills:

Students will:

- Speak making invitations.
- Listen to words with (*fr, fl*) letters.
- Read and match leisure activities with pictures.
- Complete sentences with *want to*.

Essential Questions:

- What do you want to do?
- What do you want to do at the beach?
- Do you want to (*verb*)?
- Do you want to come?

Vocabulary:

Play football, go on a picnic, ride a motorbike, make a sandcastle, beach.

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 invitations and suggestions, talk about leisure activities, asking and answering questions with *want to*** 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 *let's+ infinitives to make invitations and express leisure activities with *want to****. 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 do you want to do? Do you want to (verb)? Do you want to come? 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

Write (Have, go, get, Take, Start, Finish, Arrive, Watch) to complete the sentences



Describe
YOUR
typical day

www.grammar.cl www.woodwardenglish.com www.vocabulary.cl

Answer key:

1. Get 2. take 3. get 4. have 5. go 6. start 7. have 8. finish 9. arrive 10. have 11. watch 12. go

Read and learn these Names of leisure activities with (go, play and do).

LEISURE ACTIVITIES
(go, play, do)



iSLCollective.com

Get Ready 4

Subject: English

Intermediate School:

Title of the unite 5: Countries

Time Frame:

Unite Summary

This unit talks about: Countries, greetings and introductions, subject pronouns, helping verbs, letters and sounds: (sp-sn) and possessions.

The general objectives:

- Recognizing countries and heir flags.
- Making introductions.
- Asking and responding to (Where are you from?).
- Using pronouns with suitable helping verbs.
- Expressing possessions.

Enduring Understanding: Students will understand:

- How to make introductions.
- How to say what country they are from.
- How to (*whose*) in asking about possessions.
- How to use subject pronouns.

Knowledge: Students will know:

- Names of world and Arab countries, such as: (England, Qatar, Saudi Arabia).
- (Where are you from?). To ask about someone's country.
- (I'm from (a country): is used to say where they are from.
- (*Whose*) is used to ask about possessions.
- Words that have (sp-sn) letters and sounds.

Skills: Students will:

- Speak in pairs making introductions.
- Listen to words with (sp-sn) letters and sounds.
- Match countries with their flags.

Essential Questions:

- Where are you from?
- Are you from (*a country*)?
- Are you from Saudi Arabia?
- Whose flag is this?

Vocabulary:

Country, England, Saudi Arabia, United Arab Emirates, Flag, Name.

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 introductions about themselves, talk about countries, express possessions, 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 ask and respond to answer questions about countries and use possessions.** 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 from? Are you from (a country)? Are you from Saudi Arabia? Whose flag is this? 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 countries with their flags

Countries

Match the countries to the correct flag.

1 Japan	2 Germany	3 Greece	4 Brazil
5 Holland	6 Italy	7 Spain	8 France
9 Australia	10 USA	11 UK	12 Ireland
13 Sweden	14 Canada	15 Luxembourg	

A 	B 	C 	D 	E 
F 	G 	H 	I 	J 
K 	L 	M 	N 	O 

SLCollective.com

Answer key:

1.j 2.G 3.K 4.M 5.D 6.O 7.C 8.I 9.F 10.B 11.E 12.A 13.N 14.H 15.L

Read and learn these countries and nationalities

	Great Britain		Finland
	British		Finnish
	The U.S.A		The Netherlands
	American		Dutch
	France		Turkey
	French		Turkish
	Italy		Australia
	Italian		Australian
	Spain		Japan
	Spanish		Japanese
	Portugal		China
	Portuguese		Chinese
	Germany		Brazil
	German		Brazilian

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Get Ready 4

Subject: English

Intermediate School:

Title of the unit: 6 My country.

Time Frame:

Unit Summary

This unit talks about: Holidays, future plans, traveling and future activities, transport means, months of the year, seasons of the year, (Be+ going to) and letters (sw-sm).

The general objectives:

- Talking about holidays.
- Asking and answering questions with (*going to*).
- Talking about future activities.
- Talking about travelling and future plans.
- Recognising months/ seasons of the year.

Enduring Understanding: Students will understand:

- How to talk about their future plans.
- How to express future activities.
- How to practice months/ seasons of the year.
- How to use the future form (*be going to*).

Knowledge: Students will know:

- Forms of questions and answers about future plans.
- Months of the year.
- The four seasons of the year.
- (*Be going to*) is followed by infinitives.
- Words with letters (*sw-sm*).

Skills: Students will:

- Speak in pairs talking about future activities.
- Listen to words with (sw-sm) letters and sounds.
- Write about their future plans.
- Complete sentences with (*going/going to*).

Essential Questions:

- Where are you going on holiday?
- How are you going there?
- What are you going to do?

Vocabulary:

Holiday, plane, sandcastle, January, February, March, April, May, June, July, August, September, October, November, December, spring, summer, autumn, winter.

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, memorize and use months/ seasons of the year** end 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 ask and answer about future plans, use (be going to) future form and use months/ seasons of the year.** 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 on holiday? How are you going there? What are you going to 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

Read each clue then write the answer:

Months of the Year

Name _____ Date _____

Read each clue. Write the answer.

January February March April May June July
August September October November December

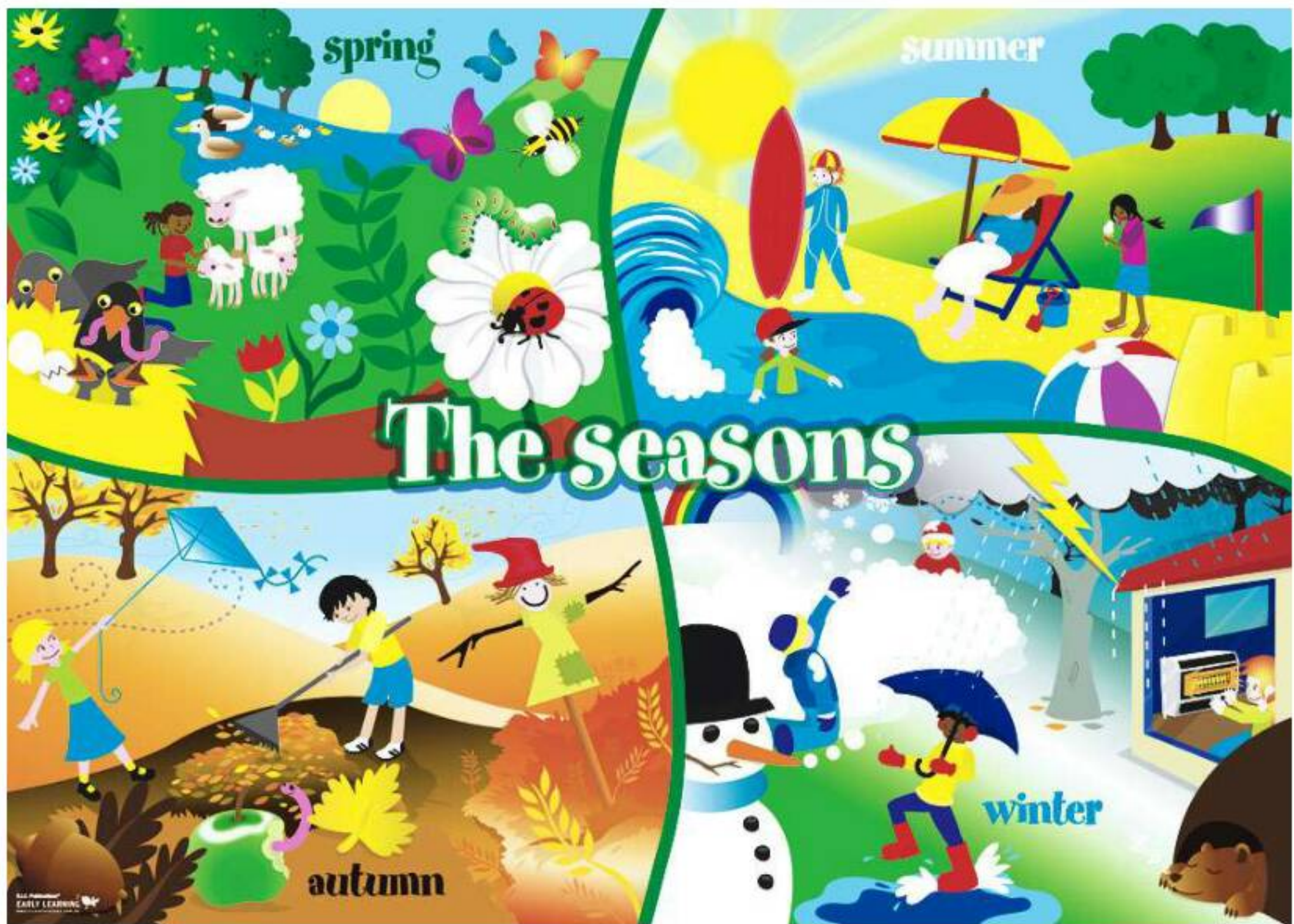
1. First month of the year January
2. Last month of the year _____
3. Month after June _____
4. Month before September _____
5. Month between May and July _____
6. Second month of the year _____
7. Tenth month of the year _____
8. Third month of the year _____
9. Month between March and May _____
10. Fifth month of the year _____
11. Month before October _____
12. Month before December _____



Answer key:

1. January 2. December 3. July 4. August 5. June 6. February 7. October 8. March 9. April 10. May 11. September 12. November.

Look at the picture and learn these seasons



Get Ready 4

Subject: English

Intermediate School:

Title of the unit : 7. Welcome to Saudi Arabia

Time Frame:

Unit Summary

This unit talks about: Holidays in Saudi Arabia, outdoor activities, jobs, likes and dislikes and suggestions with (can).

The general objectives:

- Suggesting different outdoor activities.
- Talking about holidays.
- Expressing likes and dislikes.
- Talking about jobs.
- Using (can) with suggestions.

Enduring Understanding: Students will understand:

- How to suggest doing activities.
- How to identify jobs.
- How to express likes and dislikes.
- How to ask for suggestions.

Knowledge: Students will know:

- Names of jobs titles: (*Doctor, policeman*).
- (what can..., and you can + infinitive) :
Is used to suggest something or ask for suggestions.
- (Like, don't like) are used to express likes and dislikes.
- Some outdoor activities: (camping, walking).

Skills:

Students will:

- Speak in pairs asking for and giving suggestions about holidays.
- Listen to words with (dr-kr) sounds.
- Write sentences about their likes and dislikes.
- Match sentences with pictures about jobs.

Essential Questions:

- Where can we go on holiday?
- What can we do there?
- What's your job?

Vocabulary:

Holiday, interesting, camp, mountains, see, walk, ride, lay, visit, beach, doctor, engineer, police, teacher, city and fort.

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 for suggestions and give suggestions about holidays, talk about jobs, express likes and dislikes** 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 (can) to ask for and give suggestions and use (like/don't like to) to take about likes and dislikes.** 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 can we go on holiday? What can we do there? What's your job? 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

© www.kids-pages.com

Jobs Matching 2

Write the correct number in front of each word:

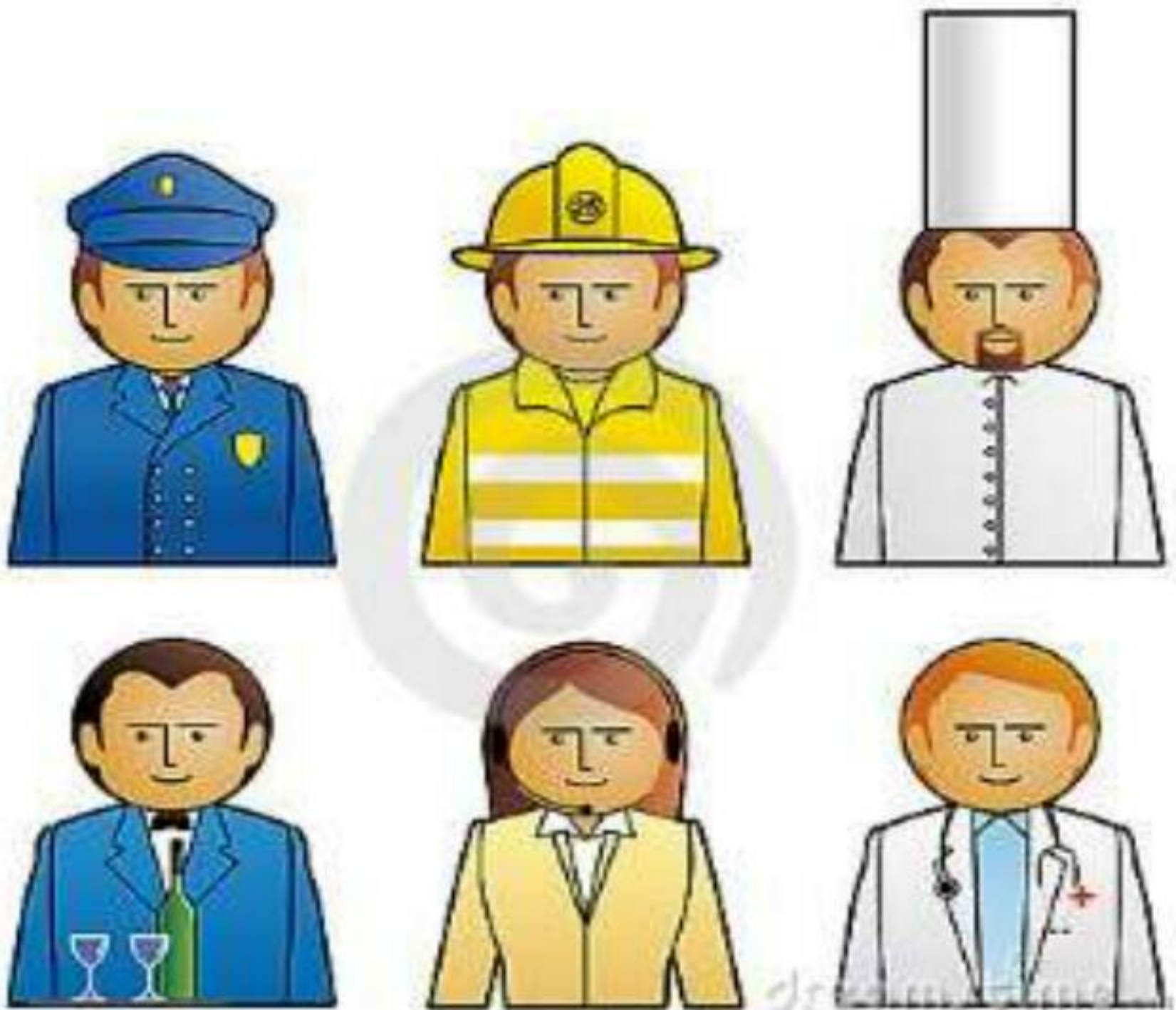


- | | | |
|-------------------|---------------------|----------------|
| mechanic ---- | vet ---- | pilot ---- |
| taxi driver ---- | miner ---- | farmer ---- |
| bus driver ---- | photographer ---- | cashier ---- |
| hair dresser ---- | electrician ---- | lifeguard ---- |
| carpenter ---- | security guard ---- | lawyer ---- |
| musician ---- | tailor ---- | coach ---- |

Answer key:

Mechanic 2... taxi driver 17 Bus driver 4 ...hair dresser 14 ... carpenter 8.... Musician 12 Vet 15 Miner 9 Photographer 13 Electrician 6.... Security guard 10.... Tailor 16.... Farmer 18 Pilot 11 Cashier 7..... Lifeguard 3 Lawyer 5 Coach 1.....

- Say the jobs of the people you see.



Answer key:

Pilot, Fire fighter, Chief,

Waiter, Interpreter, Doctor

Get Ready 4

Subject: English

Intermediate School:

Title of the unit 8: Holiday Photos.

Time Frame:

Unite Summary

This unit talks about: holidays, leisure activities, ongoing activities, present progressive (affirmative and questions), prices, buying items, and adjectives with prices.

The general objectives:

- Talking about ongoing activities.
- Asking about holiday activities.
- Talking about leisure activities.
- Talking about prices and buying items.
- Using adjectives with prices.

Enduring Understanding: Students will understand:

- How to express ongoing actions.
- How to ask about actions in progress.
- How to ask about price of something.
- How to form and use present progressive

Knowledge: Students will know:

- Names of leisure activities on holidays: (Visiting a museum, eating at a restaurant, playing on the beach).
- The present progressive tense is used to express ongoing activities.
- Some adjective with prices: (expensive-cheap).
- (*How much*) is a question word used with prices.

Skills:

Students will:

- Speak in pairs asking about ongoing activities.
- Make dialogues about buying items.
- Listen to words with (ju:/s/ pr) sounds.
- Complete sentences using ongoing activities.

Essential Questions:

- What are you doing on that photo?
- What are you doing?
- How much is (something)?
- How much is that football?

Vocabulary:

Holiday, photo, shopping, eating, visiting, snorkeling, reading, playing, beach, expensive, cheap, football, market, book.

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 express ongoing leisure activities, ask about prices** 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 progressive to express actions in progress, and use (how much) to ask about prices and use adjectives of prices.** 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 are you doing? How much is (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

What are they doing?


What are they doing?

		
1. She/read a book	2. She/swim	3. They/study English
		
4. Tom/eat an apple	5. Ed and Nina/dance	6. Joe/watch TV
		
7. Mr.Miller/wash the car	8. Bart/skate	9. They/run
		
10. He/play	11. He/brush his teeth	12. Rocco/sing

Answer key:

1. She is reading a book. 2. She is swimming. 3. They are studying English. 4. Tom is eating an apple. 5. Ed and Nina are dancing. 6. Joe is watching TV. 7. Mr Miller is washing the car. 8. Bart is skating. 9. They are running. 10. He is playing. 11. He is brushing his teeth. 12. Rocco is singing.

- Read the following ongoing activities:

	He is playing badminton.		He is hiking.
	She is playing tennis.		He is riding a bicycle.
	He is playing football.		She is painting.
	She is playing basketball.		He is drawing.
	He is swimming.		She is playing the guitar.
	He is reading.		He is taking photographs.