w

Kingdom of Saudi Arabia

Ministry of Education

School :

Intermediate School







Preparation of

(LIFT OFF 1)



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| **Distribution of the syllabus (Lift Off (1) )** | **DATES** | | **WEEKS** |
| TO | FROM |
| **Unit 1 – Lesson 1 - Unit 1 – Lesson 2 - Unit 1 – Lesson 3** | **26/12/1439** | **22/12/1439** | **1** |
| **Unit 1 – Review -- Unit 2 – Lesson 1 - Unit 2 – Lesson 2** | **3/1/1440** | **29/12/1439** | **2** |
| **Unit 2 – Lesson 3 - Unit 2 – Review Unit 3 – Lesson 1** | **10/1/1440** | **6/1/1440** | **3** |
| **Unit 3 – Lesson 2 - Unit 3 – Lesson 3 - Unit 3 – Review**  **Revision Units (1-3) - Unit 4 – Lesson 1** | **17/1/1440** | **13/1/1440** | **4** |
| **Unit 4 – Lesson 2 - Unit 4 – Lesson 3 - Unit 4 – Review** | **24/1/1440** | **20/1/1440** | **5** |
| **Unit 5 – Lesson 1 - Unit 5 – Lesson 2 - Unit 5 – Lesson 3** | **2/2/1440** | **27/1/1440** | **6** |
| **Unit 5 – Review - Unit 6 – Lesson 1 - Unit 6 – Lesson 2** | **9/2/1440** | **5/2/1440** | **7** |
| **Unit 6 – Lesson 3 - Unit 6 – Review - Revision Units (4-6)** | **16/2/1440** | **12/2/1440** | **8** |
| **General Revision** | **23/2/1440** | **19/2/1440** | **9** |
| **Unit 7** **– Lesson 1 - Unit 7** **– Lesson 2 - Unit 7 – Lesson 3** | **30/2/1440** | **26/2/1440** | **10** |
| **Unit 7 – Review - Unit 8 – Lesson1 - Unit 8 – lesson2** | **7/3/1440** | **3/3/1440** | **11** |
| **Unit 8 – Lesson 3 - Unit 8 – Review - Unit 9 – Lesson 1** | **14/3/1440** | **10/3/1440** | **12** |
| **Unit 9 – Lesson 2 - Unit 9 – Lesson 3 - Unit 9 – Review** | **21/3/1440** | **17/3/1440** | **13** |
| **Unit 10 – Lesson 1 - Unit 10 – Lesson 2 - Unit 10 – Lesson 3** | **28/3/1440** | **24/3/1440** | **14** |
| Unit 10 – Review - Revision Units (7-10) | **6/4/1440** | **2/4/1440** | **15** |
| **Final Exams** | **20/4/1440** | **9/4/1440** | **16-17** |

**جدول حصص المواد الدراسية الأسبوعي**

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| **الأحد** | المادة |  |  |  |  |  |  |  |  |
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| **الاثنين** | المادة |  |  |  |  |  |  |  |  |
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| **الثلاثاء** | المادة |  |  |  |  |  |  |  |  |
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| **الأريعاء** | المادة |  |  |  |  |  |  |  |  |
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**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.**

LIFT OFF1

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| **Subject:** English **Intermediate School:** | | |
| **Title of the unit: 1**  **New Friends Time Frame:** | | |
| **Unite Summary** | | |
| **This unit talks about**: polite questions and how to make greetings and introductions. | | |
| **Enduring Understanding:**  **Students will understand:**   * How to revise greetings * How to introduce self * How to complete a dialogue | **The general objectives:**   * Revising greetings * Introducing self * Completing a dialogue | |
| **Skills:**  **Students will:**   * Use polite questions * Listen to a short dialogue * Greet each other | **Knowledge:**  **Students will know:**   * *Verbs to be* * Irregular verbs | |

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| **Vocabulary:**  Meet, yourself, herself, numbers (one, two…..ten), introduce. | **Essential Questions**:   * What's your /her/his name? * Introduce yourself . |

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| **1- the board2- cartoons expressions 3- self-learning 4- learning schedule 5- samples 6- pictures 7- cassette 8- imagination 9- numbered notes 10- learning with playing** | **The ways used** |

**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 greetings** 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 *verbs to be*.** 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's your /his/ her name?...... 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.

**LIFT OFF 1**

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| **Subject:** English **Intermediate School:** | |
| **Title of the unit: 2 My Things Time Frame:** | |
| **Unite Summary** | |
| **This unit talks about**: possessive adjectives and position of objects in a sentence . | |
| **Enduring Understanding:**  **Students will understand:**   * How to talk about colours * How to describe clothes | **The general objectives:**   * Revising colours * Describing clothes |
| **Skills:**  **Students will:**   * Recognize the object in the sentence * Understand the possessive adjectives | **Knowledge:**  **Students will know:**   * *Possessive adjectives* * *The position of objects* . |

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| **Vocabulary:**  Color , clothes, mobile, camera, TV, DVD, phone, wear. | **Essential questions:**   * Where is the....? * What colour is...? * What's wearing...? |

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| **1- the cartoons2- color card 3- self-learning 4- learning schedule 5- samples 6- pictures 7- mutual teaching 8- imagination 9- numbered notes 10- physical objects** | **The ways used** |

**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 and talk about possessive 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 use objects in sentences.** 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's wearing..?what colour is...?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.

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| **Title of the unit 3: Around School Time Frame:** | |
| **Unite Summary** | |
| **This unit talks about**: present continuous affirmative and adjectives. | |
| **Enduring Understanding:**  **Students will understand:**   * How to talk about formal introductions * How to describe actions * How to describe school | **The general objectives:**   * Talking about formal introductions * Describing actions * Describing school |
| **Skills:**  **Students will:**   * Understand and use the present continuous . * Write information about self | **Knowledge:**  **Students will know:**   * Present continuous form( BE/is/am/are) + Verb (ing)). * Prepositions/ adverbs of place   . |

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| **Vocabulary:**  Front gate, international director, office, come in, card, library, stairs, thin, round, square. | **Essential Questions:**   * What's it like? * What are these.....like? |

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| **1- pictures 2- whiteboard 3- self-learning 4- learning schedule 5- questionnaire 6- taking notes 7- mutual teaching 8- imagination 9- numbered notes** | **The ways used** |

**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 and answer questions about school and classroom** 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 continuous.** 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 is it like?....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.

LIFT OFF 1

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| **Subject:** English **Intermediate School:** | |
| **Title of the unit: 4- When Is It? Time Frame:** | |
| **Unite Summary** | |
| **This unit talks about**: *wh* (questions) and requests using the modal *can*. | |
| **Enduring Understanding:**  **Students will understand:**   * How to ask for something * How to tell the time * How to make arrangements | **The general objectives:**   * Telling the time * Making arrangements * Making requests |
| **Skills:**  **Students will:**   * Write the time. * Read the months * Use requests | **Knowledge:**  **Students will know:**   * *When* questions * *Can* for request |

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| **Vocabulary:**  Quarter, half, months, past, winter, spring, summer, autumn, holiday, cold, shine. | **Essential Questions:**   * When is/ are ……..? * Can you...............? |

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| **1- physical objects 2- notebook 3- self-learning 4- learning schedule 5- samples 6- pictures 7- mutual teaching** | **The ways used** |

**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 talk about wh-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 themodal *can.*** 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***: when is....?can you.......? 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.

LIFT OFF 1

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| **Subject:** English **Intermediate School:** | |
| **Title of the unite 5: Food And Meals Time Frame:** | |
| **Unite Summary** | |
| **This unit talks about**: present continuous questions, negatives and short forms. | |
| **Enduring Understanding:**  **Students will understand:**   * How to invite and accept * How to express agreeing and compliment * How to talk about tables | **The general objectives:**   * Inviting and accepting * Complimenting and agreeing * Expressing pleasure and table talk |
| **Skills:**  **Students will:**   * Write a short letter * Understand the use forms of politeness | **Knowledge:**  **Students will know:**   * The use present continuous questions and negatives * The use of *short forms* |

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| **Vocabulary:**  Love, like, midday, smell, look, taste, fork, knife, spoon. | **Essential Questions:**   * Would you like to....?. * What's it called? |

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| **1- whiteboard 2- notebook 3- self-learning 4- tables 5- samples 6- pictures** | **The ways used** |

**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 talk about present continuous questions and negatives** 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 *short forms.*** 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***: would you like to.....? what's is called?....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.

LIFT OFF 1

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| **Subject:** English **Intermediate School:** | |
| **Title of the unit: 6 Hot And Cold Time Frame:** | |
| **Unite Summary** | |
| **This unit talks about**: present simple affirmatives and questions. | |
| **Enduring Understanding:**  **Students will understand:**   * How to express problems. * How to talk about weather and climate * How to express frequency | **The general objectives:**   * Expressing problems and geographical positions * Talking about weather and climate * Expressing frequency |
| **Skills:**  **Students will:**   * Take notes * Write about weather | **Knowledge:**  **Students will know:**   * Present continuous simple * *Use of frequency* |

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| **Vocabulary:**  Hot, cold, hungry, thirsty, snowy, weekend, different, help, picnic. | **Essential Questions:**   * What's the matter? * How is the weather today? |

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| **1- questionnaire 2- notebook 3- cards 4- pair work 5- samples 6- pictures 7- mutual teaching** | **The ways used** |

**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 questions about frequency 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 form present simple.** 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 is the matter? ..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.

LIFT OFF 1

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| **Subject:** English **Intermediate School:** | |
| **Title of the unit : 7. Going to The Mall Time Frame:** | |
| **Unite Summary** | |
| **This unit talks about**: present simple negatives and short forms. | |
| **Enduring Understanding:**  **Students will understand:**   * How to make arrangements * How to ask about prices * How to make requests | **The general objectives:**   * Making arrangements * Asking prices * Making requests |
| **Skills:**  **Students will:**   * Use punctuation marks * Understand politeness forms | **Knowledge:**  **Students will know:**   * *Present simple negative* * *Short forms* |

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| **Vocabulary:**  Shopping mall, open, close, smart, assistant, menu, food, lunch, dinner, mushroom, garlic, tomato. | **Essential Questions:**   * How much......? * What would you like to.....? * Can I .....? |

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| **1- graphs and diagrams2- notebook 3- self-learning 4- menu cards 5- samples 6- pictures 7- pair work** | **The ways used** |

**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 and answer politeness forms** 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 simple***. 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***: how much...? what would you like to.....?, 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.

LIFT OFF 1

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| **Subject:** English **Intermediate School:** | |
| **Title of the unit 8: I'm Sorry I'm Late Time Frame:** | |
| **Unite Summary** | |
| **This unit talks about**: to be past tense affirmative and project and place. | |
| **Enduring Understanding:**  **Students will understand:**   * How to describe places * How to narrate about past * How to apologise | **The general objectives:**   * Describing a place * Narrating about past * Apologising for something |
| **Skills:**  **Students will:**   * Complete apology forms * Write opposites | **Knowledge:**  **Students will know:**   * Verbs to be in the past * Ways of apology |

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| **Vocabulary:**  Early, late, marker, famous, university, modern, ancient, watch, place. | **Essential Questions:**   * Why did you……………..? * Describe .... |

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| **1- physical objects 2- notebook 3- self-learning 4- written descriptions 5- samples 6- pictures 7- maps** | **The ways used** |

**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 apology** 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 simple.** 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***: why did you.....?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.

LIFT OFF 1

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| **Subject:** English **Intermediate School:** | |
| **Title of the unit 9: Bad Times, Good Times Time Frame:** | |
| **Unite Summary** | |
| **This unit talks about**: to be past questions and negatives. | |
| **Enduring Understanding:**  **Students will understand:**   * How to talk about place * How to express sympathy * how to describe illness * how to express enthusiasm | **The general objectives:**   * Describing illness * Expressing sympathy * Expressing enthusiasm * Talking about place |
| **Skills:**  **Students will:**   * Write about historical events * read e-mails | **Knowledge:**  **Students will know:**   * Past *verbs to be* in negative and questions |

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| **Vocabulary:**  Health, better, top, exam, mark, student, port, village, main, pilgrim, headache, yesterday. | **Essential Questions:**   * How do you feel? * How were you yesterday? |

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| **1- pictures 2- handouts 3- self-learning 4- pair work 5- samples 6- cassettes 7- mutual teaching** | **The ways used** |

**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 events in the past** 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 *questions in the 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***: how are you? How did you feel yesterday..?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.

LIFT OFF 1

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| **Subject:** English **Intermediate School:** | |
| **Title of the unit 10: Time To Go Time Frame:** | |
| **Unite Summary** | |
| **This unit talks about**: present continuous with future meaning. | |
| **Enduring Understanding:**  **Students will understand:**   * How to follow directions * How express thanks * How to use present narratives | **The general objectives:**   * Following directions * Expressing thanks * Talking about present narratives |
| **Skills:**  **Students will:**   * Narrate a present event * Express thanks | **Knowledge:**  **Students will know:**   * *Present continuous* * *Future meaning in present continuous* |

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| **Vocabulary:**  Catch, follow, directions, food, revise, get, enjoy, sad, come, go. | **Essential Questions:**   * How can you follow…? * What time is.......? |

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| **1- physical objects 2- notebook 3- pair work 4- tables 5- samples 6- pictures** | **The ways used** |

**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 use present continuous** 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 in present continuous*.*** 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***: follow the directions to... 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.