

Kingdom Of Saudi Arabia
Ministry of Education
Public Administration Of Education
School:

رؤية VISION
2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA



وزارة التعليم
Ministry of Education

Preparation Of TRAVELLER (2)

Teacher

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Session 1439 - 1440

General Goals of Teaching English in Saudi Arabia

- 1- To contribute to student's intellectual, personal and professional growth.**
- 2- To enable student to acquire basic language skills (listening, speaking, reading and writing).**
- 3- To develop student's awareness of the importance of English as a means of international communication.**
- 4- To develop student's positive attitude towards learning English.**
- 5- To enable student to acquire the necessary linguistic competence required in various life situations.**
- 6- To enable student to acquire the linguistic competence required in different professions.**
- 7- To develop student awareness about the cultural, economic, and social issues of his society and prepare him to participate in their solutions.**
- 8- To develop the linguistic competence that enables student – in future - to present and explain Islamic concepts and issues, and participate in spreading Islam.**
- 9- To enable student linguistically to present the culture and civilization of his nation.**
- 10- To enable student linguistically to benefit from English-speaking nations, that would enhance the concepts of international cooperation that would develop understanding and respect of the cultural differences between nations.**
- 11- To provide student with the linguistic basis that would enable him to participate in transforming other nation's scientific and technological advances that can enhance the progress of his nation.**

The General Objectives of Teaching English for the Elementary Stage

By the end of the Elementary Stage and within the assigned structures and vocabulary for this stage:

Students should be able to . . .

- 1- Learn the basics of the English language that would form the foundation for its mastery in the future.**
- 2- Use the basic structures of English sentences.**
- 3- Learn the core vocabulary assigned for this stage.**
- 4- Listen to and understand simple English.**
- 5- Express themselves orally using simple English.**
- 6- Read and understand simple written English materials.**
- 7- Write simple guided sentences in English.**
- 8- 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.**
- 9- 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.**

The General Objectives of Teaching English for the Intermediate Stage

By the end of the Intermediate Stage and according to the overall syllabus for the three years of the intermediate stage the general aims are:

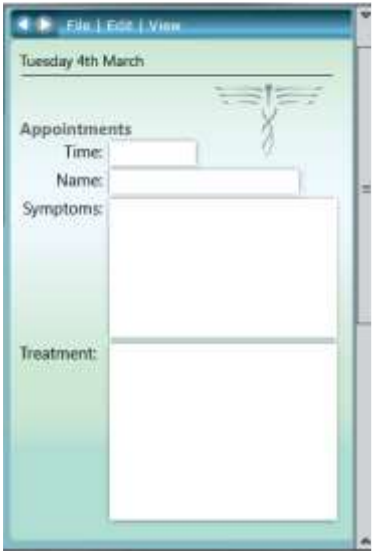
- 1- To produce an individual who is able to speak, read, and listen with understanding to simple current English and to write a connected passage of up to half a page about a simple subject or incident.**
- 2- To give pupils who finish three formal education levels enough knowledge of the language to help them in their vacation.**
- 3- To give pupils who precede to the secondary stage a sound foundation on which to build their future studies.**
- 4- To lay the foundation of knowledge of English so that they acquire sufficient grasp of the language to enable them preach their religion to English speakers and to refute the errors of the enemies of Islam.**

The General Objectives of Teaching English for the Secondary Stage

By the end of the Secondary Stage and according to the overall syllabus for the three years of the secondary stage the general aims are:

- 1- To afford the secondary school pupil a window on the world.**
- 2- To give the secondary school pupil an experience of delight through reading samples of English that have a universal appeal both in arts and sciences.**
- 3- To cultivate the pupil's critical thinking as a useful adjunct to intelligent reading of English texts.**
- 4- To give play to the pupil's imagination by means of imagery in poetry and visualization of character.**
- 5- To provide the pupil who intends to join the university or other higher institutes with an adequate knowledge of English to help him in his future studies.**
- 6- To give the pupil who finishes his formal education in the third year of secondary education sufficient knowledge of the language to help him in his vocation.**

| WEEKS | DATES | | Distribution of the syllabus (TRAVELLER 2) |
|-------|-----------|-----------|---|
| | FROM | TO | |
| 1 | 30/4/1440 | 4/5/1440 | Module 1: L1 - P. 6&7 - Module 1: L2 - P. 8&9 |
| 2 | 7/5/1440 | 11/5/1440 | Module 1: L3 - P. 10&11 - Module 1: L4 - P. 12&13 |
| 3 | 14/5/1440 | 18/5/1440 | Module 1: L5 - P. 14&15 - Module 1: L6 - P. 16&17 |
| 4 | 21/5/1440 | 25/5/1440 | Module 1: L7- P. 18 - Module 2: L1 - P. 20&21 |
| 5 | 28/5/1440 | 2/6/1440 | Module 2: L2 - P. 22&23 - Module 2: L3 - P. 24&25 |
| 6 | 5/6/1440 | 9/6/1440 | Module 2: L4 - P. 26&27 - Module 2: L5 - P. 28&29 |
| 7 | 12/6/1440 | 16/6/1440 | Module 2: L6 - P. 30&31 - Module 2: L7- P. 32 |
| 8 | 19/6/1440 | 23/6/1440 | Module 3: L1 - P. 34&35 - Module 3: L2 - P. 36&37 |
| 9 | 26/6/1440 | 30/6/1440 | Module 3: L3 - P. 38&39 - Module 3: L4 - P. 40&41 |
| 10 | 3/7/1440 | 7/7/1440 | Module 3: L5 - P. 42&43 - Module 3: L6 - P. 44&45 |
| 11 | 10/7/1440 | 14/7/1440 | Module 3: L7- P. 46 - Module 4: L1 - P. 48&49 |
| 12 | 17/7/1440 | 21/7/1440 | Module 4: L2 - P. 50&51 - Module 4: L3 - P. 52&53 |
| 13 | 24/7/1440 | 28/7/1440 | Module 4: L4 - P. 54&55 - Module 4: L5 - P. 56&57 |
| 14 | 2/8/1440 | 6/8/1440 | Module 4: L6 - P. 58&59 - Module 4: L7- P. 60 |
| 15 | 9/8/1440 | 13/8/1440 | General Revision |
| 16-17 | 16/8/1440 | 27/8/1440 | Final Exams |

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|---|--|--|---------|--------------|----------------------|--|--|--|--|--|
| <i>Subject</i> | English 1 st G. | <i>Module Lesson</i> | 1 1a | <i>Title</i> | How Are You Feeling? | | | | | |
| <i>Chapter - Class</i> | | | | <i>Date</i> | | | | | | |
| <i>Vocabulary</i> | allergy - get over - fluids - take away - pain - prescribe - painkiller - run out of - pills - prescription - symptoms - booked up - hang on - surgery | | | | | | | | | |
| <i>Objectives</i> | <i>Aids</i> | <i>Procedure</i> | | | | | <i>Verification</i> | | | |
| <ol style="list-style-type: none"> To listen to the conversation for specific information. To recognise the new vocabulary about phrasal verbs. To identify the infinitives. To pronounce the stressed words. To role-play a conversation. | <ul style="list-style-type: none"> Student's book Workbook The board Poster (s) Flashcards CD  | <ul style="list-style-type: none"> I greet the students. I revise the previous lesson and check the homework. I write the date and the title on the board. <p>Page 6:</p> <ol style="list-style-type: none"> Listening & Reading <ol style="list-style-type: none"> The students discuss some questions with each other. I check their performance. They read the dialogues quickly and put them in the correct order. I play the CD. They listen and check their answers. I ask them to read the dialogues silently and complete the missing information. <p>Page 7:</p> <ol style="list-style-type: none"> Vocabulary <ul style="list-style-type: none"> They look at the highlighted phrasal verbs in the dialogues and match them with their meanings. Grammar <ul style="list-style-type: none"> They read the example and complete the rule. I ask them to read Grammar Reference page 72. Practice <ul style="list-style-type: none"> The students complete with the full or the bare infinitive of the verbs in brackets. Intonation <ol style="list-style-type: none"> I play the CD. The students listen and repeat. I ask them to notice the stressed words and how the stress affects the meanings. I play the CD. They listen and repeat. Then they underline the stressed word in the questions and choose the correct answer. Speaking <ul style="list-style-type: none"> In groups of three: the students role-play a conversation. | | | | | <p>Evaluation:</p> <ol style="list-style-type: none"> Read the dialogue and complete the missing information. Match the phrasal verbs with their meanings. Read the examples and complete the rules. Underline the stressed words. In pairs: role-play a conversation. | | | |
| <i>Homework</i> | I ask the students to turn to their W.B. I read the instructions and explain the tasks. The students start to do the exercises in the class and then, I assign the rest for homework. | | | | | | | | | |

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