

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 (4)

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 4)
	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. 18:20 - Module 2: L1 - P. 22&23
5	28/5/1440	2/6/1440	Module 2: L2 - P. 24&25 - Module 2: L3 - P. 26&27
6	5/6/1440	9/6/1440	Module 2: L4 - P. 28&29 - Module 2: L5 - P. 30&31
7	12/6/1440	16/6/1440	Module 2: L6 - P. 32&33 - Module 2: L7- P. 34:36
8	19/6/1440	23/6/1440	Module 3: L1 - P. 38&39 - Module 3: L2 - P. 40&41
9	26/6/1440	30/6/1440	Module 3: L3 - P. 42&43 - Module 3: L4 - P. 44&45
10	3/7/1440	7/7/1440	Module 3: L5 - P. 46&47 - Module 3: L6 - P. 48&49
11	10/7/1440	14/7/1440	Module 3: L7- P. 50:52 - Module 4: L1 - P. 54&55
12	17/7/1440	21/7/1440	Module 4: L2 - P. 56&57 - Module 4: L3 - P. 58&59
13	24/7/1440	28/7/1440	Module 4: L4 - P. 60&61 - Module 4: L5 - P. 62&63
14	2/8/1440	6/8/1440	Module 4: L6 - P. 64&65 - Module 4: L7- P. 66:68
15	9/8/1440	13/8/1440	General Revision
16-17	16/8/1440	27/8/1440	Final Exams

Subject	English 2nd G.	Unit Lesson	1 1	Title	That's incredible!					
Chapter - Class				Date						
Vocabulary	approximately, archaeologist, carve, discovery, enormous, explorer, extinct, mystery, slave, theory, tribe, voyage, account, apologise, beg, decrease, disease, harbour, islander, landscape, legend, oral, origin, refuse, remote, specialist, trace, tragic, vanish									
Objectives	Aids	Procedure					Verification			
<ol style="list-style-type: none"> To talk about mysterious and unusual places. To identify new vocabulary about mysterious and unusual places. To identify reporting verbs and their meanings. To use Past Perfect Simple - Past Perfect Progressive. 	<ul style="list-style-type: none"> Student's book Work book Poster (s) Flashcards CD 	<ul style="list-style-type: none"> I greet the students. I introduce myself to the class and encourage them to do the same. I write the date and the title on the board. <p>❖ Page 6&7: <u>1aReading:</u></p> <ul style="list-style-type: none"> I ask: <i>Are there any places in your country that are considered 'strange'?</i> I ask the students to silent read the text. Then I choose one student to read the text out loud. Students try to guess the meaning of the new words and answer the questions. <p><u>Vocabulary & grammar:</u> <u>Vocabulary:</u></p> <ul style="list-style-type: none"> The students read the sentences and I ask: <i>What do you think the verbs in bold mean?</i> The students read the sentences and match the verbs in bold with their meanings a-f. <p><u>Grammar</u></p> <ul style="list-style-type: none"> I explain the use of the Past Perfect Simple and the Past Perfect Progressive. The students look at the extracts from the text and answer the questions. The students read about the uses of the Past Perfect Simple and the Past Perfect Progressive and make their own examples. <p><u>Practice:</u></p> <ul style="list-style-type: none"> The students complete the text with the Past Simple, the Past Perfect Simple or the Past Perfect Progressive of the verbs in brackets. 					<p><u>Evaluation:</u></p> <ol style="list-style-type: none"> Talk about mysterious and unusual places. Mention some of the new words then put them in short sentences. Use reporting verbs in sentences. Give examples of Past Perfect Simple - Past Perfect Progressive. 			
Homework	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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