

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



وزارة التعليم
Ministry of Education



Preparation Of Full Blast (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.**
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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.**
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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.**
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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.**
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Islamic Goals of Teaching

English as a Foreign Language in Saudi Arabia

- 1- To feel the greatness of the creator in the great differences between the tongues and the languages of different people all over the world.**
 - 2- To acquire the linguistic basis that enables the learners to advocate Islamic and explain the Islamic concepts and Issues.**
 - 3- To spread the Instructions of the true Islamic religion through convincing the other of those who are not Muslims all over the world.**
 - 4- To benefit from being an International language that spread all over the world by developing attitude towards spreading the Islamic Instructions.**
 - 5- To appreciate the important of English as an International language of communication – to benefit from the achievements of the other cultures in accordance with the Islamic teachings.**
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Goals of Teaching English as a Foreign Language in the Kingdom of Saudi Arabia

Students should be able to:

- 1- Enhance their intellectual, personal and professional abilities.
- 2- Acquire the language skills (listening, speaking, reading and writing) in order to communicate with English speaking people.
- 3- Acquire the linguistic competence necessarily required to use English in various life situations.
- 4- Develop awareness of the importance of English in the local job market.
- 5- Develop awareness of the important of English as a means of International communication.
- 6- Develop the linguistic competence that enables them to understand the cultural, economic and social issues of their society in order to participate in their solution.
- 7- Develop the linguistic competences that enable them, in the future, to participate in spreading Islam.
- 8- Acquire the linguistic basis that enables them to advocate Islam and explain the Islamic concepts and issues.
- 9- Enhance understanding and respect of cultural differences among nations.
- 10- Appreciate the importance of English – as an International language of communication – to present their culture, and civilization to others.
- 11- Appreciate the important of English – as an International language of communication – to benefit from the achievements of other cultures in accordance with the Islamic teachings.
- 12- Develop positive towards learning English.

The General Objectives of 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**
- 3- Communicate with speakers of English language.**
- 4- Acquire the linguistic competence necessarily required in various life situations.**
- 5- Acquire the linguistic competence required in different professions.**
- 6- Develop their awareness of the importance of English as a means of international communication.**
- 7- Develop positive attitudes towards learning English.**
- 8- 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 solutions.**
- 9- Develop the linguistic competence that enables them, in the future, to present and explain the Islamic concepts and issues, and participate in spreading Islam.**
- 10- Develop the linguistic competence that enables them, in the future, to present the cultural and civilization of their nation.**
- 11- Benefit from English – speaking nations, in order to enhance the concepts of international cooperation of their nation.**
- 12- Acquire the linguistic bases that enable them to participate in transferring the scientific and technological advances of their nations to their nation.**
- 13- Acquire their linguistic bases that enable them to present and explain Islamic concepts and issues, and participate in the programme of Islam.**

General Recommendations

It is recommended, also, that a teacher should know about the objectives of teaching English in details:

First: Objectives of Teaching Writing in the Elementary stage

By the end of this stage and within the framework of the assigned structures and vocabulary: students should be able to . . .

- 1- Practice the system of spacing between letters and words.**
- 2- Match capital letters with small letters.**
- 3- Recognize (and correctly write and pronounce) the letter-sound relationship.**
- 4- Recognize and apply the directionality of English writing.**
- 5- Recognize and apply the position of letters in relation to the ruled lines.**
- 6- Recognize and apply the formation of individual letters and numbers through coloring and tracing.**
- 7- Copy letters, words, numbers and simple sentences assigned for this grade using cursive script.**
- 8- Spell the assigned vocabulary correctly.**
- 9- Write guided answers to written questions.**
- 10- Do controlled writing exercises such as supplying missing letters or words.**
- 11- Recognize and correctly use punctuation and capitalization assigned for this grade.**
- 12- Show willingness to write words, numbers and simple sentences.**

Second: Objectives of Teaching Listening and Speaking in The Elementary Stage:

By the end of the Elementary Stage pupils should be able to do the following within the framework of the assigned structure and vocabulary for this stage:

- 1- Recognize and produce the English alphabet.**
- 2- Understand and respond to simple verbal and physical requests.**
- 3- Participate in simple short activities such as greetings, receiving commands, conversations, role play, etc.**
- 4- Ask and respond to simple interrogative sentences about people and things in general such as yes/no questions and WH questions.**
- 5- Describe and participate in simple short events and activities taking place in continuous forms.**
- 6- Distinguish and pronounce different sounds using different techniques.**
- 7- Show willingness to take different parts in classroom activities such as songs, role plays, games, etc .**
- 8- Show willingness to listen carefully to listen to short prepared recorded materials.**

Third: Objectives of Teaching Reading in the Elementary Stage:

By the end of the Elementary Stage pupils should be able to

- 1- Recognize and produce the English alphabet.**
- 2- Recognize and apply directionality in reading English alphabet and words.**
- 3- Recognize the relationship between sounds and letters.**
- 4- Distinguish and read words containing symbols of English alphabet such as (ch, th, ph)**
- 5- Read correctly and comprehend simple words and short sentences and paragraphs.**
- 6- Comprehend the meaning of the following English punctuation and capitalization (period, comma, colon, semicolon, question mark, exclamation mark, slash, hyphen, an apostrophe)**
- 7- Be willing to read words phrases and sentences.**
- 8- Be willing to read simplified illustrated (drawn / pictured) students short stories.**

It is recommended to introduce some songs or rhymes to help in delivering the subject

The characteristics of acceptable rhymes:

Rhymes and songs are very useful. One should know what makes a song or a rhyme suitable for a beginner age group and interests and the learners level of English. A song or a rhyme should be in simple modern language, short, easy to be repeated and it serves a purpose, i.e. relates to the topic under study. And it should not have too many new items of vocabulary and grammar. A rhyme should be culturally acceptable, i.e. it does not contradict the culture of the native language.

Why rhymes should be taught?

- A.** They help pupils to speak the language fluently.
- B.** Young learners enjoy singing and playing.
- C.** Rhymes reinforce the target language.
- D.** The stressed syllables are taught correctly.
- E.** The simple grammatical structures are reinforced.
- F.** The language patterns, which are commonly used, are taught successfully.

How a rhyme is taught?

- A.** Sing or simply say the rhyme once or twice to the pupils accompanied with suitable actions.
- B.** Try to know that the pupils have understood what the rhyme is about.
- C.** If they cannot understand the meaning, try to explain the rhyme in a very simple language. Use any needed visual aids.
- D.** Say the rhyme again more than once, and let them repeat after you.
- E.** Keep repeating each rhyme during regular lessons, revision lessons, and any other chances.
- F.** As an assignment, ask pupils to find other rhymes, and choose the simple ones to be repeated with the class, if they are relevant to the syllabus.

A Brief Display of Some Known Methods of Teaching English as a Foreign Language

1. The Grammar Translation Method:

- It places significant emphasis on reading. It makes an extensive use of the native language of the learner to explain and discuss the target language.
- It also concentrates on direct instruction of grammatical rules and memorization of isolated words. Translation from and to native language is a major practice in this method.

2. The Direct Method:

- The direct method emphasizes the use of the target language in the classroom.
- The native language is not used at all. The target language is dominating.

3. The Audio – Lingual Method: (Aural – Oral)

- It is a reaction to the Grammar Translation Method which concentrates on reading and writing skills. The Audio-lingual method views language as a set of habits formation through repeated exposure to specific forms.

4. The Suggestopedia (Suggestology):

- The instructional objective of this method is defined in semantic and communicative term. Students initiate the foreign language learning with the assistance of their language teacher.

5. The Total Physical Response Method:

- It is not an actual method. Rather, it is a technique. It attaches great importance and emphasis on listening and comprehension skills.

6. The Communicative Approach:

- It is known as **Functional National Approach**. The primary goal of **Communicative approach** is to enable **Foreign Language learners** to communicate on the target language fluently and freely.

7. Cognitive Approach:

- It pays great attention to **conscious instruction drills** rather than to **mechanical ones**. **Rules of grammar** are taught dialogues and are presented in a **sequential basis**.

8. Natural Approach:

- It views language as a means of **inter personal communications**.
- There is **no one method for all situations**. Teachers should be aware of these methods and approaches in order to choose from them to build their own method of teaching. Each instructional situation is **unique**. To be effective, the teacher should be **eutectic**.

Dear colleague, remember before writing your objectives, they should be:


- 1- **Clear.**
- 2- **Limited.**
- 3- **Attainable.**
- 4- **Measurable.**
- 5- **Stated in behavioral terms.**

Behavioral Terms

By the end of the lesson the pupil is able to:

- 1- Pronounce (the letter) correctly.
- 3- Identify letters capital/small letters...
- 5- Put..... certain words in sentences.
- 7- Report certain sentences.
- 9- Read a text at (80% - 90%) of fluency.
- 11- Use a model composition for writing another.
- 13- Distinguish elements.
- 15- Classify
- 17- Contrast
- 19- Relate
- 21- Organize
- 23- Differentiate
- 2- Write down capital small.
- 4- Apply rules of certain structure.
- 6- Change from active into passive.
- 8- Compare between two things/more.
- 10- Answer some given questions.
- 12- Match words which.....
- 14- List things, names etc.
- 16- Select
- 18- Discuss
- 20- Combine
- 22- Discover
- 24- Rewrite

WEEKS	DATES		Distribution of the syllabus Full Blast 2
	FROM	TO	
1	30/4/1440	4/5/1440	Module 1: 1a - Module 1: 1a WB - Module 1: 1b - Module 1: 1b WB
2	7/5/1440	11/5/1440	Module 1: 1c - Module 1: 1c WB - Module 1: 1d - Module 1: 1d WB
3	14/5/1440	18/5/1440	Module 1: 1e - Module 1: 1e WB - Module 1: Round-up - Module 1: Round-up WB
4	21/5/1440	25/5/1440	Module 1: Culture page Module 1: Project WB - Module 2: 2a - Module 2: 2a WB
5	28/5/1440	2/6/1440	Module 2: 2b - Module 2: 2b WB - Module 2: 2c - Module 2: 2c WB
6	5/6/1440	9/6/1440	Module 2: 2d - Module 2: 2d WB - Module 2: 2e - Module 2: 2e WB
7	12/6/1440	16/6/1440	Module 2: Round-up - Module 2: Round-up WB - Module 2: Culture page Module 2: Project WB
8	19/6/1440	23/6/1440	Module 3: 3a - Module 3: 3a WB - Module 3: 3b - Module 3: 3b WB
9	26/6/1440	30/6/1440	Revision
10	3/7/1440	7/7/1440	Module 3: 3c - Module 3: 3c WB - Module 3: 3d - Module 3: 3d WB
11	10/7/1440	14/7/1440	Module 3: 3e - Module 3: 3e WB - Module 3: Round-up - Module 3: Round-up WB
12	17/7/1440	21/7/1440	Module 3: Culture page - Module 3: Project WB - Module 4: 4a - Module 4: 4a WB
13	24/7/1440	28/7/1440	Module 4: 4b - Module 4: 4b WB - Module 4: 4c - Module 4: 4c WB
14	2/8/1440	6/8/1440	Module 4: 4d - Module 4: 4d WB - Module 4: 4e - Module 4: 4e WB
15	9/8/1440	13/8/1440	Module 4: Round-up - Module 4: Round-up WB - Module 4: Cross-curricular page Module 4: Project WB General Revision
16+17	16/8/1440	27/8/1440	The Exams

<i>Subject</i>	English - 1st Intermediate	<i>Module Title</i>	Hello	<i>lesson</i>	Hello					
<i>Date</i>					<i>Date</i>					
<i>Vocabulary</i>	Classmates – father – mother – grandfather – grandmother – brother – sister – cousin – aunt – uncle – daughter – magazine – newspaper – dictionary – skateboard – goldfish – freetime – visit – poem – shelf – understand									
<i>Objectives:</i>	<i>Aids</i>	<i>Procedure</i>							<i>Verification</i>	
<ol style="list-style-type: none"> To introduce themselves and other people. To revise family members. To practice using the verb "be" and the verb "have got". To revise questions begin with (Can). To revise proportions of place. To practice using "there is" and "there are". To revise how to tell time. To use "do" and "don't" for describing daily routine. 	<ul style="list-style-type: none"> ❖ Board ❖ CD ❖ Student's Book ❖ Workbook ❖ Grammar Book 	<p>Discussion:{open the students' book pages 4, 5 & 6}</p> <ul style="list-style-type: none"> • I greet the students and introduce myself, I ask them about their names, and I write the date and the title on the board. <ol style="list-style-type: none"> <u>Nice to meet you</u> <u>Family</u> <u>What can you do?</u> <u>Where is it?</u> <u>What's the time?</u> <u>In my free time?</u> <u>Classroom rules.</u> <ul style="list-style-type: none"> • I ask the students in groups to introduce themselves and the others. • I ask the students to look at the family tree and complete the words in the box. Then, they listen and check their answers. • I ask the students in pairs to read the examples and use the prompts to ask and answer questions about what they can or can't do as in the example. • I ask the students look at the picture. I ask them in pairs to try to find the things in the box and say where they are. They use the prepositions of place: [on, in, under, next to, behind, in front of, between]. • I ask the students to use [There is / there are] and the words in the box to write the sentences as in the example then I play the CD and I ask the students to listen and check their answers. • I ask the students match the sentences with the pictures. Then, I play the CD and ask them listen and check their answers. • I ask the students to read 'Brain's' weekly schedule and answer the questions, then I ask them to do the tasks (B & C). • I ask the students use [Do or Don't] to talk about class room rules. 							<p>Evaluation:</p> <ol style="list-style-type: none"> Introduce yourself and other people. Mention some of the family members. Ask using "Have you got ...?" and answer with "yes or no". Revise questions begin with (Can). Where is the book? Give examples for "there is" and "there are". What is the time? Use "do" and "don't" for describing daily routine. 	
<i>Homework</i>	I ask the students to turn to their W.B. and I read the instructions and explain the tasks. The students start to answer the exercises in the class and then, I assign the rest for homework.									

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