

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

Unit 1: That's incredible!

Lessons: L1:L6

(Unit Goals)
Big Picture
Unusual facts and stories

Know: unusual facts and stories, places, buildings, landmarks, unusual crimes and criminals
Do: Use reported speech.

Learning adjectives: To talk about mysterious and unusual events./ To talk about interesting buildings and landmarks./ To learn how to sequence past actions./ To use reported speech./ To write a description of a place/building and a story.

Key Words:
archaeologist, belong, decrease, tribe, carve, discovery, disease, odd enormous, theory, trace, tragic, robbery, cliff apologise, beg, deny, order, promise, remind, account, approximately, detective, pursue, effort, worth, glorious, queue

Unit Assessment
Portfolios, classroom observations, discussion, Work sheets

Assessing Progress (AFL)
Talk about past time.

Assessing Progress (AFL)
Write a description of a landmark/building.

Assessing Progress (AFL)
Write a story using narrative tenses and time words /phrases.

Learning Hook (Starter)
Check the homework of the previous lesson.
Warm up for every new lesson.

Activity – L1&L2
Key learning Point
• S.B. Activities PP. 6:9
• Talk about mysterious and unusual places.
• Use Past Perfect Simple/ Past Perfect Progressive.
• Identify reporting verbs and their meanings.
• Use reported speech (statements).
• Talk about strange events.

How?
Group\Pair
T/s Led?
S. Peer mark each other's work, using smiley faces
T. Oral presentation

Differentiation: Research places in your country that are considered 'strange' and what is strange about them?

Activity –L3&L4
Key learning Point
S.B. Activities PP. 10:13
• Talk about landmarks.
• Discuss pros and cons.
• Express preference
• Write a description of a landmark/building.
• Talk about crimes and criminals.
• Identify expressions with the word "time".
• Identify words related to crime.

How?
Group\Pair
T/s Led?
S. Co-construction
T. Discussion

Differentiation: Imagine that you and your partner are in Jeddah. You have time to visit one place. Decide which one to visit.

Activity –L5&L6
Key learning Point
S.B. Activities PP. 14:17
• Use Reported questions, commands and requests
• Talk about strange events.
• Ask about events and provide information.
• Talk about strange dreams.
• Write a story using narrative tenses and time words /phrases.

How?
Group\Pair
T/s Led?
S. Peer mark each other's work, using the Three Stars
T. Co-construction

Differentiation: Have you ever had a dream that was so real that you thought it had actually happened? If yes, tell the others

Final Learning Check (Closure)

- Formative Assessments Using White Boards: Each student writes his or her own answer on it using dry erase markers.
- Think-Tic-Tac-Toe: The Tic-Tac-Toe board has 9 cells in it. I allow students to complete any 3 tasks to make a Tic-Tac-Toe.
- I ask: What one thing did you learn today?
- Quiz: 2-4 questions to show what student have learned.

Unit Strategies
Linking
Summarizing
Comparison
Classifying
Planning
Alternatives
Decision
Applying
Analysis
CAF
Deductive
Inductive
Drillings

Independent Learning (Homework)
Do the assigned exercises at their W.B.

Next Learning Steps
How does today's lesson impact your understanding?

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