

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



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

Module 1: Help

Subject: English (Traveller 2)

Lessons: (1 : 7)

1st Year Secondary

Time Frame: 7 Lessons

Module Summary

This module focuses on words related to various problems, phrasal verbs, prepositional phrases with 'in', words related to accidents, words easily confused, idioms describing feelings, infinitives, -ing form, (should - had better), passive voice (present simple - past simple), stress and meaning.

Stage 1: Identify Desired Results

The General Objectives:

By the end of "module", students will be able:

- To listen to a conversation for specific information.
- To recognise the new vocabulary about phrasal verbs, prepositional phrases with (in), words easily confused, IDIOMS.
- To identify the infinitives, (-ing) form, passive voice with the present simple and the past simple.
- To pronounce the stressed words.
- To role-play a conversation about giving advice.
- To read the text, article for specific information.
- To practice some questions about (-ing) form, the present simple passive and the past simple passive.
- To differentiate between (*should* and *had better*).
- To write a short letter describing a problem, what happened in some situations, about a funny embarrassing or annoying experience.
- To describe what happened to them in one of the situation.
- To discuss the emergency telephone numbers in their country.

Enduring Understandings

Students will understand that:

- Words related to various problems,
- Phrasal verbs.
- Prepositional phrases with 'in'.
- Words related to accidents.
- Words easily confused.
- Idioms describing feelings.
- Infinitives.
- -ing form.
- should - had better
- Passive voice (present simple - past simple).
- Stress and meaning.

Essential Questions

- Read the dialogue, examples, text, article, sentences.
- Use the present simple passive and the past simple passive in sentences.
- Use (should or had better) in sentences.
- Write a short letter describing a problem you have and ask for advice, what happened in each situation they have in the newspaper headlines, about a funny, embarrassing or annoying experience, about the emergency telephone numbers in their country.
- Decide what the expressions express.

Knowledge and Skills

Students will know...

- New vocabulary about words related to various problems, phrasal verbs, prepositional phrases with 'in', words related to accidents, words easily confused, idioms describing feelings.
- The usage infinitives, -ing form, (should - had better), passive voice (present simple - past simple).

Students will be able to...

- Read the dialogue, examples, text, article, sentences.
- Rewrite the sentences using the words given (should or had better).
- Listen to Bard talking to a colleague about a problem he has at work and decide if the statements are True or False.
- Write a short letter describing a problem you have and ask for advice, what happened in each situations they have in the newspaper headlines, about a funny, embarrassing or annoying experience, about the emergency telephone numbers in their country.

Stage 2: Assessment Evidence

Performing Tasks:

- Use vocabulary in a variety of sentences.
- Listening tests.
- Oral tests.
- Written tests.
- Dialogues.
- Express themselves orally.
- Ask and answer questions.
- Summarize a comprehension.

Performance Standards:

- Achieve advanced degrees in the tests and quizzes.
- Show the ability to answer the exercises of Student's book and Workbook.
- They are done through the follow up table (expectations table).

Other Evidence:

- Observation to evaluate the performance of learners in the oral presentation.
- Tests.
- Quizzes.
- Self-evaluation according to their self-evaluation forms.
- Workbook activities: to ensure the understanding of the basic points in the module.
- Homework.

Stage 3: Teaching and learning experiences Plan

The approach:

- Prepare the pupils for this unit, what expected for them and the level of performance required for them to achieve the stated results.

Introductory activities:

- Activities designed attractively and variable (listening, speaking, reading and writing) are encourage learners to express themselves in simple, correct English and cultivate in them the habit of listening to passages containing many words and the habit of writing in a correct way.

Educational learning activities:

- Training learners on the skills of grammar, spelling and structures of language through classroom activities and homework.
- Training learners of the rules for writing techniques.
- Engage the pupils with self-evaluation of the students to achieve the stated results.
 - We have to focus on basic questions:
- Read the dialogue, examples, text, article, sentences.
- Use the present simple passive and the past simple passive in sentences.
- Use (should or had better) in sentences.
- Write a short letter describing a problem you have and ask for advice, what happened in each situation they have in the newspaper headlines, about a funny, embarrassing or annoying experience, about the emergency telephone numbers in their country.
- Decide what the expressions express.

Assigned learners to do performance task:

- Learners carry out tasks according to the standards and present their works on the class according to specific standards.

(Table of Learning Plan)

<u>Warm-up questions:</u>	<u>Work individually:</u>	<u>Work in pairs:</u>	<u>Work in groups:</u>
<ul style="list-style-type: none">• When did you go to the doctor's? What for?• Have you ever been in an emergency situation and needed help?• Do you read problem pages in magazines?• Do you know of any serious transport accident?• Have you ever done anything embarrassing?• Do you know the emergency telephone numbers in your country?	<ul style="list-style-type: none">• Match the phrasal verbs with their meanings, the examples with the uses of the -ing form.• Rewrite the sentences using the words given (should or had better).• Underline the new vocabulary.	<ul style="list-style-type: none">• Underline the stressed words.• Decide what the expressions express.• Role-play a conversation.	<ul style="list-style-type: none">• Read the dialogue, examples, text, article, sentences.• Write a short letter describing a problem you have and ask for advice, what happened in each situations they have in the newspaper headlines, about a funny, embarrassing or annoying experience, about the emergency telephone numbers in their country.

(Performance Tasks)
Title of module: Help
1st year secondary

A.

Performance tasks:

- Role-play the conversations.
- Ask and answer some questions.
- Listen to two conversations about a problem at work, a conversation between two colleagues people talking in different situations.
- Read the conversation and passages with their partners.
- Read a magazine article: Sending out an SOS, a newspaper article: Train Derailed by Sheep!
- Write a letter asking for or giving advice, an account of a true event.
- Talk about accidents.
- Simulate conversations at the doctor's, a conversation between a reporter and an eye-witness.
- State a problem, asking for and giving advice.
- Speculate about headlines.
- Describe events based on visual and verbal prompts.
- Ask for and give advice.
- Narrate experiences.
- Make appointments.

Objective:

- Achieve the general objectives of the module.

The problem and the challenge:

- Help students to know / understand their learning goals and evaluate their own progress.

B.

Students' role-play:

- Discussion.
- Give examples.
- Read and role-play the conversations.
- Use the new vocabulary to make new sentences.
- Read the words' meanings and give examples.
- Answer the questions and do the tasks related to the module.

The way to carry out the task:

- Make presentations and introductions.
- Identify the suitable strategy of each lesson.

	<ul style="list-style-type: none"> ● Discussion. ● Critical thinking. ● Use posters, flashcards, podcasts and boards. ● Motivate the students to think and answer. ● Divide the students into pairs or groups. ● Identify the required activities. ● Ask questions. ● Check the student's answers and correct their mistakes.
C.	<p><u>Audience:</u></p> <ul style="list-style-type: none"> ● Pupils of the class, school or community. <p><u>Need to present:</u></p> <ul style="list-style-type: none"> ● Module vision.
D.	<p><u>The situation:</u></p> <ul style="list-style-type: none"> ● The context of the educational curriculum. <p>The challenge:</p> <ul style="list-style-type: none"> ● To discuss the topic (Help) and do the tasks related to the module.
E.	<p><u>Output, performance and purpose:</u></p> <ul style="list-style-type: none"> ● Learn, know and be familiar with everything in the module. ● Carry out the activities related to the module.
F.	<p><u>Standards and criteria of success:</u></p> <ul style="list-style-type: none"> ● Students must learn how to read, write, speak, listen, and use language effectively in a variety of content areas.

Expectations	(1) Beginner	(2) Intermediate	(3) Efficient	(4) Advanced	Evidence and total points
Language notes	Dominated by slang words.	Language has some slang words.	Correct language\ slang-free.	Fluent language free of grammatical errors.	
Acting of the module / unit	Confused in giving examples and answering the questions.	Fairly good examples and answers.	Very good examples and answers.	Excellent examples and answers.	
Approach	Linguistic Communication method/ cooperative method/ role play/ brainstorming.	Linguistic Communication method/ cooperative method/ role play/ brainstorming.	Linguistic Communication method/ cooperative method/ role play/ brainstorming.	Linguistic Communication method/ cooperative method/ role play/ brainstorming.	
Content	The examples and answers are lacked the correct structure of sentences.	The examples and answers have some incorrect structure of sentences.	The examples and answers are mostly correct in the structure of sentences.	The examples and answers are correct in the structure of sentences.	

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آي بان الأهلي / SA0610000027949172000110

حسابات بنوك باسم: سعد عبدالرحمن العتيبي

=====

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الرياض / 2052558759940

اي بان الرياض / SA3520000002052558759940

بنك البلاد / 900127883010006

اي بان بنك البلاد / SA4715000900127883010006

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