

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



وزارة التعليم
Ministry of Education



Preparation Of
Smart Class (4)

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.

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.**

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

WEEKS	DATES		Distribution of the syllabus Smart Class 4
	FROM	TO	
1	30/4/1440	4/5/1440	1 My favourite food: 3 Comic - 1 My favourite food: 4 Let's play & Phonics
2	7/5/1440	11/5/1440	1Presents: Let's play & Phonics 1Presents: Story time
3	14/5/1440	18/5/1440	1 My favourite food: 5 Story time - 1 My favourite food: 6 Revision1 & Project
4	21/5/1440	25/5/1440	1 My favourite food: 7 Phonics revision & Smart time1 - 2 On time: 1 Phonics & A chant
5	28/5/1440	2/6/1440	2 On time: 2 Smart kids - 2 On time: 3 Our world - 2 On time: 4 Let's play & Phonics
6	5/6/1440	9/6/1440	2 On time: 5 Story time - 2 On time: 6 Revision2 & Project - 2 On time: 7 Phonics revision & Smart time2
7	12/6/1440	16/6/1440	Test of 3rd Period Assessment
8	19/6/1440	23/6/1440	3 At work: 1 Phonics & A chant - 3 At work: 2 Smart kids
9	26/6/1440	30/6/1440	3 At work: 3 Comic - 3 At work: 4 Let's play & Phonics
10	3/7/1440	7/7/1440	3 At work: 5 Story time - 3 At work: 6 Revision3 & Project
11	10/7/1440	14/7/1440	3 At work: 7 Phonics revision & Smart time3
12	17/7/1440	21/7/1440	Test of 4th Period Assessment
13	24/7/1440	28/7/1440	4 People: 1 Phonics & A chant - 4 People: 2 Smart kids - 4 People: 3 Our world
14	2/8/1440	6/8/1440	4 People: 4 Let's play & Phonics - 4 People: 5 Story time
15	9/8/1440	13/8/1440	4 People: 6 Revision4 & Project - 4 People: 7 Phonics revision & Smart time4 Final Assessment
16+17	16/8/1440	27/8/1440	The Exams

Unit 1: My favorite food

Lessons: L1: L5 & Revision

(Unit Goals)

Big Picture

Kinds of food

Know: preferences, food around the world

Do: writing about food habits, drawing, coloring

Learning adjectives:

- To identify and talk about food
- To talk about likes and dislikes

Key Words:

meat, chicken, cheese, peas, tomato(es), sandwich(es), crisps, soup, tea, beans, milk, orange juice, chocolate, vegetables, sweets, lemonade, salad, cereal, pancakes, omelette, chips, water, bread, breakfast, lunch, dinner

Unit Assessment

Portfolios, quizzes, discussion, work sheet, classroom observation

Assessing Progress (AFL)

I ask the students: What's your favorite food?

Assessing Progress (AFL)

I ask students to say a sentence about what they have for breakfast / lunch /dinner

Assessing Progress (AFL)

I choose one of the flashcards and ask: Do you want (crisps)?

Learning Hook (Starter)

Warm up for every new lesson.

Activity – L1/L2

Key learning Point

S.B. Activities PP. 4:7

- Practice the pronunciation of r blends (fr, pr)
- Say a phonics chant / poem
- Identify kinds of food
- Express likes and dislikes identify kinds of food and drink
- Ask and answer questions about one's likes and dislikes

How?

Individually/group\pair

T/s Led?

S. Co-construction
/Discussion

T Key word building/T/ce

Activity – L3/L4

Key learning Point

S.B. Activities PP. 8:11

- Identify kinds of food and drink
- Say / ask what one wants /doesn't want do a survey
- Talk about what someone has for breakfast / lunch / dinner
- Practice the pronunciation of r blends (br, dr)
- Say a phonics chant / poem

How?

Individually/group\pair

T/s Led?

S. Applying/ Discussion

T PPT presentation/

Activity – L5/ Revision

Key learning Point

S.B. Activities PP. 12:14

- Listen and read for pleasure
- Revise and consolidate vocabulary and structures learnt in the previous lessons

How?

Individually/group\pair

T/s Led?

S. Discussion/Peer and self assessment

Final Learning Check (Closure)

- Hot seat: A student in the "hot seat" will be asked to answer questions related to the lesson.
- Play Kim's game. Put the unit flashcards and word cards on the board except for one. Children have to guess which one is missing, Repeat, removing different flashcards / word cards each time.
- I ask: What should I review further in our next lesson?

Unit Strategies

- Songs
- Games
- Questioning
- Pair work
- Drillings
- Loud reading
- Brain storming
- Popsicle sticks
- The speed train
- Role play
- Pair work
- Group work

Differentiation

In groups, make word cards with tricky words on.

Differentiation: Advanced Ss work with intermediate and beginner Ss to have word cards with tricky words

Differentiation

Write your five favorite new words from Unit 1.

Independent Learning (Homework)

Do the assigned exercises at their W.B.

Next Learning Steps

What was the most difficult concept in today's lesson?

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