

Preparation Of

Full Blast (5)

Mrs.

General Objective Of Teaching English

- 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 and understand simple English language.**
- 5. Express themselves orally using simple English language.**
- 6. Read and understand simple written English language materials.**
- 7. Write simple guided sentences in English language.**
- 8. Appreciate the importance of English language as an international language of communication, for introducing Islam, the Islamic nation's culture and the cultural achievements of Muslims to other nations.**
- 9. Appreciate the importance of English language as an international language of communication to benefit from the achievements of other cultures in accordance with Islam.**

General Objective Of Teaching English In Intermediate Stage

- 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 and understand simple English language.**
- 5. Express themselves orally using simple English language.**
- 6. Read and understand simple written English language materials.**
- 7. Write simple guided sentences in English language.**
- 8. Appreciate the importance of English language as an international language of communication, for introducing Islam, the Islamic nation's culture and the cultural achievements of Muslims to other nations.**
- 9. Appreciate the importance of English language as an international language of communication to benefit from the achievements of other cultures in accordance with Islam.**

WEEKS	DATES		Distribution of the syllabus (Full Blast (5))
	FROM	TO	
1	2/1/1441	6/1/1441	Module 1 Lesson 1a Module 1 Lesson 1b
2	9/1/1441	13/1/1441	Module 1 Lesson 1c - Module 1 Lesson 1d
3	16/1/1441	20/1/1441	Module 1 Lesson 1e Module 1 Round-up
4	23/1/1441	27/1/1441	Module 1 Culture Page
5	30/1/1441	4/2/1441	Module 2 Lesson 2c - Module 2 Lesson 2d
6	7/2/1441	11/2/1441	Module 2 Lesson 2e - Module 2 Round-up
7	14/2/1441	18/2/1441	Module 2 Culture Page
8	21/2/1441	25/2/1441	Module 3 Lesson 3a - Module 3 Lesson 3b
9	28/2/1441	3/3/1441	Module 3 Lesson 3c - Module 3 Lesson 3d
10	6/3/1441	10/3/1441	Module 3 Lesson 3e - Module 3 Round-up
11	13/3/1441	17/3/1441	Module 3 Culture Page
12	20/3/1441	24/3/1441	Module 4 Lesson 4a - Module 4 Lesson 4b
13	27/3/1441	1/4/1441	Module 4 Lesson 4c - Module 4 Lesson 4d
14	4/4/1441	8/4/1441	Module 4 Lesson 4e - Modulr 4 Round-up
15	11/4/1441	15/4/1441	Module 4 Culture Page
16	18/4/1441	22/4/1441	Final Exams
17-18	25/4/1441	7/5/1441	Final Exams

Module1 - Teen Trends	Subject: English (Full Blast)
Lessons (1a : 1Culture Page)	3rd year intermediate
Time Frame: 7 lessons	
Module Summary	
<p>This module is revolves around free-time activities, Arts and crafts, phrases expressing like and dislike, adjectives describing clothes and fashion and present simple vs. present progressive.</p>	
Stage 1: Identify Desired Results	
<p>The General Objectives: By the end of Module1, students will be able \</p> <ul style="list-style-type: none"> ▪ To talk about the present and past ▪ To talk about the past habits ▪ To make plans and future arrangements ▪ To make comparisons ▪ To talk about what they like and dislike. ▪ To write an e-mail introducing themselves ▪ To describe clothes ▪ To talk about friends and friendship ▪ To link their ideas with [and, but, so, because and or] ▪ To write a description for a person 	
Enduring Understandings:	Essential Questions:
<p>Students will understand that:</p> <ul style="list-style-type: none"> ▪ Free-time activities ▪ Arts and crafts ▪ Phrases expressing like and dislike ▪ Adjectives describing clothes and fashion ▪ Present simple vs. present progressive. 	<ul style="list-style-type: none"> ▪ How to spell, read, pronounce and write the new words ▪ How to use vocabulary through a variety of ways ▪ How to write a paragraph comparing two activities ▪ How to write an e-mail introducing oneself to a new e-pal ▪ How to write a description paragraph about ones clothes.

Knowledge and Skills

Students will know

- New vocabulary
- Strategy-depth understanding of different texts
- Rules for writing a paragraph
- Word order and paragraphing
- The linking words: [and, but, so, because and or]
- The phonics of /tʃ/, /dʒ/ sounds

Students will be able to ...

- Train their ears to understand English uttered by speakers.
- Practice extensive readings for information, pleasure and enlightenment.
- Reinforce grammatical points already taught.
- Practice important writing techniques.
- Write simple sentences.
- Develop the writing skill until they are able to write a complete paragraph.
- Talk about sports, arts and crafts.
- Express likes\dislikes.
- Describe clothes and fashion.

Stage 2: Assessment Evidence

Performing Tasks:

- Use vocabulary in a variety of sentences.
- Listening tests.
- Oral tests
- Dialogues: three short dialogues, four monologues about arts and crafts and three monologues about friends
- Express themselves orally: conversational English.
- Written tests

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.
- Activities (Workbook) which to ensure of understanding of the basic points in the module

Stage 3: Teaching and learning experiences Plan

The approach:

- To help learners to know where the module will go, 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 make comparisons, express likes\dislikes, introduce oneself and to describe people and their clothes.

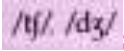
Educational learning activities:

- Training of learners of the skills of grammar, spelling and structures of language through classroom activities and homework
- Training of learners of the rules for writing paragraphs
- Engage the pupils with self-evaluation of the students to achieve the stated results.
- We have to focus on basic questions:
 - Hi, how is it going?
 - What are you up to?
 - What's your favourite item of clothing?
 - Do want to ...?
 - Write an e-mail to introduce yourself.
 - What are your favourite clothes?
 - Where did you get them?
- Implementation of activities in the form of individual, in pairs and groups

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)

Warm-up questions:	Work individually:	Work in pairs:	Work in groups:
<ol style="list-style-type: none">1. Hi, how is it going?2. What are you up to?3. What's your favourite item of clothing?4. Do want to ...?5. What are your favourite clothes?6. Where did you get them from?	<ol style="list-style-type: none">1- Read, pronounce and write new vocabulary.2- Write an e-mail to introduce yourself.	<ol style="list-style-type: none">1- The students listen to short dialogues. They act the dialogues in pairs.2- Complete the missing parts in short dialogues.	<ol style="list-style-type: none">1- Listen and circle the letters to show where you hear the  sounds.2- Make a group survey: "Do you wear ...?"3- Class discussion about friendships

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