

# Preparation Of Lift Off ( 3 )

Mrs. ....

# 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 nations' scientific and technological advances that can enhance the progress of his nation.**

## **The General Objectives of Teaching English for the Intermediate Stage**

*By the end of the Intermediate Stage and within the assigned structures and vocabulary for this stage, pupils should be able to:*

- 1. Learn the basics of the English language that would form the foundation for mastering the English language in the future.**
- 2. Use the English language structures.**
- 3. Learn the assigned vocabulary for this stage that would enable them to express themselves in different life situations.**
- 4. Listen and understand English language.**
- 5. Express themselves orally using correct English.**
- 6. Read and understand English written material.**
- 7. Write a short guided paragraph.**
- 8. Be aware of the importance of English –as an international language of communication- for benefiting from the achievements of other cultures in accordance with Islamic teaching; through texts representing various life situations.**
- 9. Be aware of the importance of English –as an international language of communication for introducing Islam, our culture and cultural achievements to the others**

## **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.**

## **To the teacher of ENGLISH LANGUAGE in the Elementary Stage**

**Facts about English For Saudi Arabia'' of the sixth grade elementary.**

- 1) It is upon the unity of its characters, i.e. Ali's small family, and his grand family too, to form kind of warm relationship between the characters of the book and the sixth grade pupil. Such warm relationship may help pupils to accept the book and like it.**
- 2) It is built, too upon many modern educational theories such as: constructivism, the Multiple Intelligence, the Musical intelligence, the Visual intelligence, the Kinesthetic intelligence and the skills of thinking theories.**
- 3) Many lessons which strengthen the national spirit and feelings are introduced.**
- 4) Most of the modern educational trends such as the use of information technology, and teaching through playing are included.**
- 5) The main four skills of English Language are tackled based on the learners' age facts.**
- 6) Teaching Aids materials such as audio cassettes, Flashcards, posters, a teacher book, the WB and a CD of all lessons are produced, and attached to the PB.**
- 7) This book assumes that the pupils will learn; letters of English language, the numbers, to introduce themselves, their country, to greet others, to Respond to their teacher instructions, to know the names of shapes, colors, some adjectives, places, and many other things.**
- 8) The main purpose of the Teacher's book is to identify the objectives of each lesson. The better to achieve the objectives you are kindly requested to do so.**
- 9) Please, do not give homework unless you are sure that it is necessary, pupils will do it themselves, and that you have time to correct it carefully.**
- 10) English for Saudi Arabia is a course designed for pupils learning English for the first time as a foreign language.**
- 11) Pupil's Book provides the frame work for the curriculum. It consists of 26 lessons for each term, 52 lessons for both terms. It introduces new vocabulary, structures and reviews.**
- 12) The cassette that accompanies the PB contains spoken recording of the all material covered in the PB.**
- 13) Let pupils listen to the cassette many times. Give them chance to understand and repeat. Repetition leads to speaking. It is very important. So have pupils to repeat more than once.**
- 14) The Work Book (WB) like, the PB, consists of 52 lessons for both terms. It corresponds to the like numbered lessons in the PB.**
- 15) Use real objects, as much as you can.**
- 16) Use the interactive CD in the computer lab or in class if you have PC.**
- 17) Use pairs and group work in class as time permits.**

## General Recommendations

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

### FIRST: 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.**

## **SECOND: The general objectives of teaching English language for the Elementary Stage:**

By the end of the Elementary Stage within the assigned structures for this stage, pupils 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 the 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.**



### **THIRD: The 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 requests verbally and physically.**
- 3. Participate in short simple activities: greetings, giving and receiving commands.**
- 4. Participate in short simple activities: greetings, giving and receiving commands, short conversations, role play, etc....**
- 5. Ask and respond to simple interrogative sentences: what, how + verb to be, yes/no questions, and WH questions, in general, about people and things.**
- 6. Describe and participate in short simple events and activities taking place in continuous forms.**
- 7. Distinguish and utter different sounds using different techniques.**
- 8. Be willing to take part in activities inside the classroom; such as songs, role play, and to listen to simple short prepared recorded materials.**

Objectives of Teaching Reading in the Elementary Stage:

- 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) children short stories.**

## Objective of Teaching writing in the Elementary Stage

- 1. Practice the system of spacing between letters and words.**
- 2. Match capital letters with small letters.**
- 3. Recognize 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 rules 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 script.**
- 8. Spell correctly the assigned vocabulary.**
- 9. Write guided answers to written questions.**
- 10. Do controlled writing exercises such as supplying missing letters or words.**
- 11. Recognize and use punctuation and capitalization assigned for this grade.**
- 12. Be willing to write words, numbers and simple sentences.**

➤ It is recommended to introduce some songs or rhymes to help in delivering the material (e.g. numbers) such as:

A One, two, touch your shoe: WORDS:

**One, two, touch your shoe  
Three, four; shut the door  
Five, six; pick up sticks  
Nine, ten; say it again.**

How To Explain:

- The pupils hold up the correct number of finger or Flashcards or point to a poster for each line and them;
- They touch one shoe.
- They go to shut the classroom door.
- They pick up (small) sticks (brought by the teacher inside the classroom)
- They pretend as if they open a gate.

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 eclectic.

**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 to:

- 1- Pronounce (the letter ..... ) correctly
- 2- Write down capital ..... small.
- 3- Identify letters ..... 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 (Lift Off (3) )
	FROM	TO	
1	11/1/1442	15/1/1442	Unit 1 – Lesson 1 - Unit 1 – Lesson 2 - Unit 1 – Lesson 3
2	18/1/1442	22/1/1442	Unit 1 – Review - Unit 2 – Lesson 1 - Unit 2 – Lesson 2
3	25/1/1442	29/1/1442	Unit 2 – Lesson 3 - Unit 2 – Review - Unit 3 – Lesson 1
4	3/2/1442	7/2/1442	Unit 3 – Lesson 2 - Unit 3 – Lesson 3 - Unit 3 – Review Revision Units (1-3) - Unit 4 – Lesson 1
5	10/2/1442	14/2/1442	Unit 4 – Lesson 2 - Unit 4 – Lesson 3 - Unit 4 – Review
6	17/2/1442	21/2/1442	Unit 5 – Lesson 1 - Unit 5 – Lesson 2 - Unit 5 – Lesson 3
7	24/2/1442	28/2/1442	Unit 5 – Review - Unit 6 – Lesson 1 - Unit 6 – Lesson 2
8	1/3/1442	5/3/1442	Unit 6 – Lesson 3 - Unit 6 – Review - Revision Units (4-6)
9	8/3/1442	12/3/1442	<b>General Revision</b>
10	15/3/1442	19/3/1442	Unit 7 – Lesson 1 - Unit 7 – Lesson 2 - Unit 7 – Lesson 3
11	22/3/1442	26/3/1442	Unit 7 – Review - Unit 8 – Lesson1 - Unit 8 – lesson2
12	29/3/1442	4/4/1442	Unit 8 – Lesson 3 - Unit 8 – Review - Unit 9 – Lesson 1
13	7/4/1442	11/4/1442	Unit 9 – Lesson 2 - Unit 9 – Lesson 3 - Unit 9 – Review
14	14/4/1442	18/4/1442	Unit 10 – Lesson 1 - Unit 10 – Lesson 2 - Unit 10 – Lesson 3
15	21/4/1442	25/4/1442	Unit 10 – Review - Revision Units (7-10)
16	28/4/1442	2/5/1442	<b>Final Exams</b>
17-18	5/5/1442	16/5/1442	<b>Final Exams</b>

<b>Subject</b>	<b>English 2<sup>nd</sup> g</b>	<b>Unit Lesson</b>	<b>1 1</b>	<b>Title</b>	<b>Who's who?</b>
<b>Chapter - Class</b>	<b>Date</b>				
<b>Vocabulary</b>	surname, description				
<b>Objectives</b>	<b>Aids</b>	<b>Procedure</b>			<b>Verification</b>
<p>1. To use "it" to identify people.</p> <p>2. To revise characters in the book.</p> <p>3. To revise the pronouns [he and she].</p> <p>4. To match information with characters from [Lift Off</p>	<p>❖ Student's book</p> <p>❖ Workbook</p> <p>❖ Poster (s)</p> <p>❖ Flashcards</p> <p>❖ CD</p> 	<ul style="list-style-type: none"> <li>• Greet the students.</li> <li>• Introduce myself to the class and encourage them to do the same.</li> </ul> <p style="text-align: center;"><b>Page 6</b></p> <ul style="list-style-type: none"> <li>• I ask students to look at the picture in Exercise 1 and say: " Who can you see in the picture?" The students read the speech bubble example for picture 1. In pairs, they construct similar exchanges for the other pictures correcting the incorrect names under each picture. I play the CD for the students to listen and check their work.</li> <li>• They look at Exercise 2 and read the Look! box. Then, they copy the sentences in their notebooks.</li> </ul>			<p><b><u>Evaluation:</u></b></p> <ol style="list-style-type: none"> <li>1. Use "it" to identify people.</li> <li>2. Say the names of the characters in the book.</li> <li>3. Use the pronouns [he and she] in sentences.</li> </ol>



<p>3]</p> <p>5. To match people's first names and surnames.</p>		<p style="text-align: center;"><b>Page 7</b></p> <ul style="list-style-type: none"> <li>• I say look at the picture at Exercise 3. I ask "What are the names of the people?" They label the pictures and then they read the descriptions of the people and match them to the correct pictures.</li> <li>• At Exercise 4. I ask the students to read the first names and surnames and match the ones that go together.</li> <li>• I say, "Well done. See you again soon".</li> </ul>	<p>4. Match information with characters from [Lift Off 3] at Exercise 3.</p> <p>5. Match people's first names and surnames at Exercise 4.</p>
<p><i>Homework</i></p>	<p>Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework.</p>		

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