

# Preparation Of Lift Off ( 1 )

Mrs. ....

# General Goals of Teaching English in Saudi Arabia

- **To contribute to student's intellectual, personal and professional growth.**
- **To enable student to acquire basic language skills (listening, speaking, reading and writing).**
- **To develop student's awareness of the importance of English as a means of international communication.**
- **To develop student's positive attitude towards learning English.**
- **To enable student to acquire the necessary linguistic competence required in various life situations.**
- **To enable student to acquire the linguistic competence required in different professions.**
- **To develop student awareness about the cultural, economic, and social issues of his society and prepare him to participate in their solutions.**
- **To develop the linguistic competence that enables student –in future- to present and explain Islamic concepts and issues, and participate in spreading Islam.**
- **To enable student linguistically to present the culture and civilization of his nation.**
- **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.**
- **To provide student with the linguistic basis that would enable him to participate in transforming other nations' scientific**

# **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:*

- **Learn the basics of the English language that would form the foundation for mastering the English language in the future.**
- **Use the English language structures.**
- **Learn the assigned vocabulary for this stage that would enable them to express themselves in different life situations.**
- **Listen and understand English language.**
- **Express themselves orally using correct English.**
- **Read and understand English written material.**
- **Write a short guided paragraph.**
- **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.**
- **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***

- 🌍 To feel the greatness of the creator in the great differences between the tongues and the languages of different people all over the world.**
- 🌍 To acquire the linguistic basis that enables the learners to advocate Islamic and explain the Islamic concepts and Issues.**
- 🌍 To spread the Instructions of the true Islamic religion through convincing the other of those who are not Muslims all over the world.**
- 🌍 To benefit from being an International language that spread all over the world by developing attitude towards spreading the Islamic Instructions.**
- 🌍 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:

- \* **Enhance their intellectual, personal and professional abilities.**
- \* **Acquire the language skills (listening, speaking, reading and writing) in order to communicate with English speaking people.**
- \* **Acquire the linguistic competence necessarily required to use English in various life situations.**
- \* **Develop awareness of the importance of English in the local job market.**
- \* **Develop awareness of the important of English as a means of International communication.**
- \* **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.**
- \* **develop the linguistic competences that enable them, in the future, to participate in spreading Islam.**
- \* **Acquire the linguistic basis that enables them to advocate Islam and explain the Islamic concepts and issues.**
- \* **Enhance understanding and respect of cultural differences among nations.**
- \* **Appreciate the importance of English – as an International language of communication – to present their culture, and civilization to others.**
- \* **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.**
- \* **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.**

- ☀ **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.**
- ☀ **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.**
- ☀ **Many lessons which strengthen the national spirit and feelings are introduced.**
- ☀ **Most of the modern educational trends such as the use of information technology, and teaching through playing are included.**
- ☀ **The main four skills of English Language are tackled based on the learners' age facts.**
- ☀ **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.**
- ☀ **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.**
- ☀ **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.**
- ☀ **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.**
- ☀ **English for Saudi Arabia is a course designed for pupils learning English for the first time as a foreign language.**
- ☀ **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.**
- ☀ **The cassette that accompanies the PB contains spoken recording of the all material covered in the PB.**
- ☀ **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.

- ☀ The Work Book (WB) like, the PB, consists of 52 lessons for both terms. It corresponds to the like numbered lessons in the PB.
- ☀ Use real objects, as much as you can.
- ☀ Use the interactive CD in the computer lab or in class if you have PC.
- ☀ 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:**

- Learn the basics of the English language that would form the foundation for its mastery in the future.**
- Use the basic structures of English sentences.**
- Learn the core vocabulary assigned for the stage.**
- Listen and understand simple English language.**
- Express themselves orally using simple English language.**
- Read and understand simple written English language materials.**
- Write simple guided sentences in English language.**
- 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.**
- Appreciate the important 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:

- **Recognize and produce the English alphabet.**
- **Understand and respond to simple requests verbally and physically.**
- **Participate in short simple activities: greetings, giving and receiving commands.**
- **Participate in short simple activities: greetings, giving and receiving commands, short conversations, role play, etc....**
- **Ask and respond to simple interrogative sentences: what, how + verb to be, yes/no questions, and WH questions, in general, about people and things.**
- **Describe and participate in short simple events and activities taking place in continuous forms.**
- **Distinguish and utter different sounds using different techniques.**
- **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:**

- **Recognize and produce the English alphabet.**
- **Recognize and apply directionality in reading English alphabet and words.**
- **Recognize the relationship between sounds and letters.**
- **Distinguish and read words containing symbols of English alphabet such as (ch, th, ph)**
- **Read correctly and comprehend simple words and short sentences and paragraphs.**
- **Comprehend the meaning of the following English punctuation and capitalization**

(period, comma, colon, semicolon, question mark, exclamation mark, slash, hyphen, an apostrophe)

- Be willing to read words phrases and sentences.
- Be willing to read simplified illustrated (drawn / pictured) children short stories.

### Objective of Teaching writing in the Elementary Stage:

- Practice the system of spacing between letters and words.
- Match capital letters with small letters.
- Recognize the letter sound relationship.
- Recognize and apply the directionality of English writing.
- Recognize and apply the position of letters in relation to the rules lines.
- Recognize and apply the formation of individual letters and numbers through coloring and tracing.
- Copy letters, words, numbers and simple sentences assigned for this grade using script.
- Spell correctly the assigned vocabulary.
- Write guided answers to written questions.
- Do controlled writing exercises such as supplying missing letters or words.
- Recognize and use punctuation and capitalization assigned for this grade.
- 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  
..... small.
- 2- Write down capital
- 3- Identify letters ..... small letters ...  
certain structure.
- 4- Apply ..... rules of
- 5- Put..... certain words in sentences.  
passive.
- 6- Change from active into
- 7- Report certain sentences.  
things/more.
- 8- Compare between two
- 9- Read a text at (80% - 90%) of fluency.  
questions.
- 10- Answer some given
- 11- Use a model composition for writing another. 12- Match words  
which.....
- 13- Distinguish elements.  
..... etc.
- 14- List things, names
- 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 (1) )
	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>Unit 1- New friends</b>	<b>Subject: English (Lift Off)</b>
<b>Lessons (1:3)</b>	<b>First grade intermediate</b>
<b>Time Frame: 3 lessons</b>	
<b>Unit Summary</b>	
<p>This unit presents the characters that feature in the book as well as breaking students gently back into English after their holidays. It focuses on revising greetings, revising introducing self, revising numbers 1 –20, using present affirmative <i>to be</i> and [a/an].</p>	
<b>Stage 1: Identify Desired Results</b>	
<p><b>The General Objectives:</b>  By the end of this unit, students will be able:</p> <ul style="list-style-type: none"> <li>❖ To identify new vocabulary.</li> <li>❖ To revise greetings.</li> <li>❖ To revise introducing people.</li> <li>❖ To use "It's nice to meet you".</li> <li>❖ To revise numbers 1 – 20</li> <li>❖ To revise letters [a – f].</li> <li>❖ To introduce new characters in the book.</li> <li>❖ To identify family vocabulary.</li> <li>❖ To revise letters [dD – mM].</li> <li>❖ To practice introductions.</li> <li>❖ To recognise the concept of irregular plurals.</li> <li>❖ To revise greetings.</li> <li>❖ To hear and write words used in introductions.</li> <li>❖ To practice writing and listening to numbers [1 – 20].</li> </ul>	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<p><b>Students will understand that:</b></p> <ul style="list-style-type: none"> <li>❖ <b>Revise greetings</b></li> <li>❖ <b>Revise introducing self.</b></li> <li>❖ <b>Revise numbers 1 –20.</b></li> <li>❖ <b>Present affirmative <i>to be</i>.</b></li> <li>❖ <b>How to use [a/an]</b></li> </ul>	<ul style="list-style-type: none"> <li>❖ In group: each group says a greeting to the others.</li> <li>❖ In pairs, the students introduce themselves.</li> <li>❖ Say numbers [1 – 20].</li> <li>❖ Point to the characters in the book and say their names.</li> <li>❖ Say some of the family members.</li> <li>❖ In pairs: ask your partners about their names and ages.</li> <li>❖ Give the plural of: [book – goat - child].</li> <li>❖ Say greetings to your classmates.</li> <li>❖ Listen and write words used in introductions.</li> <li>❖ Write numbers [1 – 20].</li> </ul>
<b>Knowledge and Skills</b>	
<p><b>Students will know</b></p> <ul style="list-style-type: none"> <li>❖ <b>The characters in the book and their names.</b></li> </ul>	<p><b>Students will be able to ...</b></p> <ul style="list-style-type: none"> <li>➤ <b>Say a greeting to the others.</b></li> <li>➤ <b>Introduce themselves.</b></li> </ul>



- ❖ Present affirmative *to be*.
- ❖ How to use [a/an].
- ❖ Regular and irregular plurals.
- ❖ Greetings.

- Say numbers [1 – 20].
- Say some of the family members.
- Ask about their names and ages.
- Listen and write words used in introductions.
- Write numbers [1 – 20].

### Stage 2: Assessment Evidence

#### Performing Tasks:

- ✚ Use vocabulary in a variety of sentences.
- ✚ Listening tests.
- ✚ Oral tests.
- ✚ Conversations: talking about future plans.
- ✚ Written tests.

#### Performance Standards:

- Achieve advanced degrees in tests and quizzes.
- Show the ability to answer the exercise of Student's book and Workbook.
- They are done through the follow up table (expectation 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 (activity book) which to ensure of understanding of the basic points in the unit.
- 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 of learners of the skills of grammar, spelling and structures of language through class room activities and homework.
- Training of learners of the rules for writing.
- Engage the pupils with self-evaluation of the students to achieve the stated results.
- We have to focus on basic questions:

**In group: each group says a greeting to the others.**

- ❖ In pairs, the students introduce themselves.
  - ❖ Say numbers [1 – 20].
  - ❖ Point to the characters in the book and say their names.
  - ❖ Say some of the family members.
  - ❖ In pairs: ask your partners about their names and ages.
  - ❖ Give the plural of: [book – goat - child].
  - ❖ Say greetings to your classmates.
  - ❖ Listen and write words used in introductions.
  - ❖ Write numbers [1 – 20].
- 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
<ul style="list-style-type: none"> <li>✓ How many people can you see in the picture?</li> <li>✓ Who can you see in the picture?</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use present continuous in sentences.</li> <li>❖ Listen and write words used in introductions.</li> <li>❖ Write numbers [1 – 20].</li> <li>❖ Point to the characters in the book and say their names.</li> <li>❖ Give the plural of: [book – goat - child].</li> </ul>	<ul style="list-style-type: none"> <li>• In pairs, the students introduce themselves.</li> <li>• In pairs: ask your partners about their names and ages.</li> </ul>	<ul style="list-style-type: none"> <li>▪ In group: each group says a greeting to the others.</li> <li>▪ Say numbers [1 – 20].</li> <li>▪ Say some of the family members.</li> <li>▪ Say greetings to your classmates.</li> </ul>

# (Performance Tasks)

Title of Unit: New Friends  
First grade intermediate

A.

## Students' performance task:

- ❖ Read and listen to the conversations and texts.
- ❖ Listen and repeat.
- ❖ Write short sentences.
- ❖ Use the present continuous.
- ❖ Look at the picture and describe it.
- ❖ Read and copy the Look! box in their notebooks.
- ❖ Write the new words.

## Objective:

- ❖ Achieve the general objective of the Unit.

## The problem and the challenge:

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

B.

## Students' role-play:

- ☒ Discussion.
- ☒ Read and spell the new vocabulary.
- ☒ Read numbers [1:20].
- ☒ Match sentences.
- ☒ Complete sentences.
- ☒ Answer worksheets.
- ☒ Write a description.
- ☒ Implementation of the activities related to the unit.

## The way to carry out the task:

- Discussion.
- Making presentations and introductions.
- Motivate students to think and answer.
- Ask questions.
- Use posters, flashcards and board.
- Divide students to work in pairs and groups.
- Critical thinking.
- Check students' answers and correct their mistakes.

C.	<p><b><u>Audience:</u></b></p> <ul style="list-style-type: none"> <li>❖ Pupils of the class, school or community.</li> </ul> <p><b><u>Need to present:</u></b></p> <ul style="list-style-type: none"> <li>▪ <b>Unit vision.</b></li> </ul>
D.	<p><b><u>The situation:</u></b></p> <ul style="list-style-type: none"> <li>❖ <b>The context of the educational curriculum.</b></li> <li>❖ <b>Work in pairs.</b></li> </ul> <p><b><u>The challenge:</u></b></p> <ul style="list-style-type: none"> <li>❖ <b>To discuss the topic (New Friends) and do the tasks related to the Unit.</b></li> </ul>
E.	<p><b><u>Output, performance and purpose:</u></b></p> <ul style="list-style-type: none"> <li>✚ <b>Learn, know and be familiar with everything in the Unit.</b></li> <li>✚ <b>Carry out the activities related to the Unit.</b></li> </ul>
F.	<p><b><u>Standards and criteria of success:</u></b></p> <p>Students must learn how to read, write, speak, listen and use language effectively in a variety of content areas.</p>

Expectations	(1) Beginner	(2) Intermediate	(3) Efficient	(4) Advanced	Evidence and total points
<b>Language notes</b>	Dominated by slang words	Language has some slang words	Correct language\ slang-free	Fluent language free of grammatical errors.	
<b>acting of the Unit</b>	Confused in giving examples and answering the questions.	Fairly good questions and answers.	Very good questions and answers.	Excellent questions and answers.	
<b>approach</b>	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	
<b>Content</b>	The questions and answers are lacked the correct structure of sentences.	The questions and answers have some incorrect structure of sentences.	The questions and answers are mostly correct in the structure of sentences.	The questions and answers are correct in the structure of sentences.	

يسر مؤسسة التحاضير الحديثة أن تقدم لكم كافة التحاضير الخاصة بـ مناهج  
الإنجليزي

تحضير – توزيع – أهداف

### أنواع التحضير

الطريقة البنائية (1) + الطريقة البنائية (2) + التعلم النشط الجديد + الطريقة الخماسية + وحدات مشروع الملك عبدالله + وحدات عرضية

### المرفقات

عروض بوربوينت لجميع دروس المادة

+

أوراق عمل خاصة بالمادة لجميع الدروس

+

حل أسئلة الكتاب

+

الكتاب الإلكتروني

+

خرائط ومفاهيم

+

خرائط ذهنية

+

نماذج إختبارات

+

سي دي التفاعلي والصوتيات

**طرق التواصل والتوصيل**

**التوصيل للرياض والخرج مجاناً**

او عن طريق الايميل

**لمن هم خارج مدينة الرياض يضاف قيمة الارسالية 50 ريال للفيدكس) من 48 ساعة الى 72 ساعة)**

**الأسعار :للابتدائي والمتوسط**

**سعر المادة على سي دي 20 ريال**

سعر المادة عن طريق الايميل **20 ريال**  
سعر المادة طباعة عادية مع السي دي **50 ريال**  
سعر المادة طباعة ملونة مع السي دي **100 ريال**

### الأسعار للثانوي المقررات والفصلي

سعر المادة على سي دي **50 ريال**  
سعر المادة عن طريق الايميل **20 ريال**  
سعر المادة طباعة عادية مع السي دي **80 ريال**  
سعر المادة طباعة ملونة مع السي دي **120 ريال**

### التوصيل للرياض والخرج مجانا

التوصيل لباقي مدن المملكة عبر الفيدكس  
(المستعجل **24 ساعة** بقيمة **50 ريال فقط**)  
لحجز طلبكم وتسجيل معلومات الإستلام:

### إلكترونياً عن طريق الرابط

[www.mta.sa/c](http://www.mta.sa/c)

ويمكنكم طلب توزيع المنهج او عينة

او الشراء عن طريق الايميل

من هذا الرابط

[www.mta.sa/c](http://www.mta.sa/c)

وهنا أرقام حسابات المؤسسة للمعلمين

حسابات بنوك بإسم : مؤسسة التحاضير الحديثة

=====

بنك الراجحي / 233608010954856

آي بان الراجحي / SA5780000233608010954856

البنك الأهلي / 27949172000110

آي بان الأهلي / SA0610000027949172000110

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حسابات بنوك باسم: سعد عبدالرحمن العتيبي

8001852539/ سامبا

2052558759940/ الرياض

SA3520000002052558759940/ اي بان الرياض

900127883010006/ بنك البلاد

SA4715000900127883010006/ اي بان بنك البلاد

0101001926001/ البنك السعودي للاستثمار

030680161166001/ الجزيرة

SA6760100030680161166001/ اي بان بنك الجزيرة

حسابات بنوك باسم : مؤسسة اوامر الشبكة

68201042364000/ حساب الانماء

Sa3505000068201042364000/ اي بان الانماء



يمكنكم طلب دوسيه التحضير الخاص بالمادة بشعار الرؤية والوزارة بقيمة 50 ريال



لطلب من المملكة يمكنكم الاتصال على احدي الارقام التالية:

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