

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Preparation Of TRAVELLER (6)

TEACHER'S NAME

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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 6)
	FROM	TO	
1	4/6/1442	8/6/1442	Unit 1: L1 - P. 8&9 - Unit 1: L2 - P. 10&11 - Unit 1: L3 - P. 12&13 - Unit 1: L4 - P. 14&15
2	11/6/1442	15/6/1442	Unit 1: L5 - P. 16&17 - Unit 2: L1 - P. 18&19 - Unit 2: L2 - P. 20&21 - Unit 2: L3 - P. 22&23
3	18/6/1442	22/6/1442	Unit 2: L4 - P. 24&25 - Unit 2: L5 - P. 26&27 - round-up: P. 28&30 - Unit 3: L1 - P. 32&33
4	25/6/1442	29/6/1442	Unit 3: L1 - P. 32&33 - Unit 3: L2 - P. 34&35 - Unit 3: L3 - P. 36&37 - Unit 3: L4 - P. 38&39
5	2/7/1442	6/7/1442	Unit 3: L5 - P. 40&41 - Unit 4: L1 - P. 42&43 - Unit 4: L2 - P. 44&45 - Unit 4: L3 - P. 46&47
6	9/7/1442	13/7/1442	Unit 4: L4 - P. 48&49 - Unit 4: L5 - P. 50&51 - round-up: P. 52&54 - Unit 5: L1 - P. 56&57
7	16/7/1442	20/7/1442	Unit 5: L2 - P. 58&59 - Unit 5: L3 - P. 60&61 - Unit 5: L4 - P. 62&63 - Unit 5: L5 - P. 64&65
8	23/7/1442	27/7/1442	General Revision Unit 6: L1 - P. 66&67 - Unit 6: L2 - P. 68&69
9	1/8/1442	5/8/1442	Unit 6: L3 - P. 70&71 - Unit 6: L4 - P. 72&73 - Unit 6: L5 - P. 74&75 - round-up: P. 76&78
10	8/8/1442	12/8/1442	Unit 7: L1 - P. 80&81 - Unit 7: L2 - P. 82&83 - Unit 7: L3 - P. 84&85 - Unit 7: L4 - P. 86&87
11	15/8/1442	19/8/1442	Unit 7: L5 - P. 88&89 - Unit 8: L1 - P. 90&91 - Unit 8: L2 - P. 92&93 - Unit 8: L3 - P. 94&95
12	22/8/1442	26/8/1442	Unit 8: L4 - P. 96&97 - Unit 8: L5 - P. 98&99 - round-up: P. 100&102 - Unit 9: L1 - P. 104&105
13	29/8/1442	3/9/1442	Unit 9: L2 - P. 106&107 -- Unit 9: L3 - P. 108&109 - Unit 9: L4 - P. 110&111 - Unit 9: L5 - P. 112&113
14	6/9/1442	10/9/1442	Unit 10: L1 - P. 114&115 - Unit 10: L2 - P. 116&117 - Unit 10: L3 - P. 118&119 - Unit 10: L4 - P. 120&121
15	13/9/1442	17/9/1442	Unit 10: L5 - P. 122&123 - round-up: P. 124&126 General Revision
16	6/10/1442	8/10/1442	Final Exams
17-18	11/10/1442	22/10/1442	- Final test

Subject	English 3rd G.	Unit Lesson	1 1	Title	Visual arts
Chapter - Class				Date	
Vocabulary	accessible, artifact, bizarre, civilization, descendant, digital, art, disability, document, donate, emerging, artist, endangered, species, established, artist, exhibition, hall, gem, globe, immigrant, interactive, multimedia, legal, processing, medical, processing, medieval, Europe, mineral, recording, taping, terrace, wheelchair				
Objectives	Aids	Procedure			Verification
<ol style="list-style-type: none"> To talk about art, literature and museums. To identify new vocabulary about art, literature and museums. To guess the meanings of new words. To answer the questions about the text. 	<ul style="list-style-type: none"> Student's book Work book Poster (s) Flashcards CD 	<ul style="list-style-type: none"> I greet the students. I introduce myself to the class and encourage them to do the same. I write the date and the title on the board. ● Page 8&9: Reading: I discuss the pre-reading questions with the class. I ask: <i>Do you like visiting museums? Why/Why not? What kind of exhibits can you see in the following types of museums?</i> Silent Reading: I ask the students to silent read the text. I determine the time (5 minutes). I make sure they all read the text. Model Reading: I read the text and ask the students to listen. Students try to guess the meaning of the new words. Reading aloud: The students practice reading the text aloud. Students work individually to answer the questions and I tell them to underline the part of the text that provided them with the answer. I check their answers and correct their mistakes. 			<p>Evaluation:</p> <ol style="list-style-type: none"> Talk about art, literature and museums. Mention some of the new words then put them in short sentences. What does the word "artefacts" mean? How do you think a visit to these museums would benefit you? 
Homework	I ask the students to turn to their W.B. I read the instructions and explain the tasks. The students start to do the exercises in the class and then, I assign the rest for homework.				

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