

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

# Preparation Of Traveller (3)

TEACHER'S NAME

.....

## **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 Secondary Stage**

**By the end of the secondary stage and within the assigned structures and vocabulary for this stage students should be able to do the following :**

- 1. Use English language structures and analyze them to understand the relationships among them**
- 2. Learn the assigned vocabulary ,idioms ,and expressions and understand their meanings in context**
- 3. Acquire the ability to listen to comprehend English language and to distinguish between different intonations**
- 4. Participate in conversations and discussions using proper English**
- 5. Acquire the ability to read and comprehend English texts through different reading types (i.e. loud reading) and reading strategies (i.e. scanning, pleasure and reading for all understanding**
- 6. Write a free-essay of three paragraphs using correct English**
- 7. Translate English text into Arabic and vice versa**
- 8. Realize the importance of English in the local job market**
- 9. Be aware of the importance of English as an international language of communication for introducing Islam ,our culture ,and our cultural achievements to others**
- 10. Be aware of the importance of English as an international language of communication for benefiting from achievements to others cultures in accordance with Islamic teaching ;through texts representing various life situations**
- 11. Gain a reasonable command of English in order to be in a better position to defend Islam against adverse criticism and to participate in the dissemination of Islamic culture**

WEEKS	DATES		Distribution of the syllabus ( TRAVELLER 3 )
	FROM	TO	
1	4/6/1442	8/6/1442	Module 1 Lesson 1 - Module 1 Lesson 2
2	11/6/1442	15/6/1442	Module 1 Lesson 3 - Module 1 Lesson 4
3	18/6/1442	22/6/1442	Module 1 Lesson 5
4	25/6/1442	29/6/1442	- Module 1 Round-up
5	2/7/1442	6/7/1442	Module 2 Lesson 1 - Module 2 Lesson 2
6	9/7/1442	13/7/1442	Module 2 Lesson 3 - Module 2 Lesson 4
7	16/7/1442	20/7/1442	Module 2 Lesson 5
8	23/7/1442	27/7/1442	- Module 2 Round-up
9	1/8/1442	5/8/1442	Module 3 Lesson 1 - Module 3 Lesson 2
10	8/8/1442	12/8/1442	Module 3 Lesson 3 - Module 3 Lesson 4
11	15/8/1442	19/8/1442	Module 3 Lesson 5
12	22/8/1442	26/8/1442	- Module 3 Round-up
13	29/8/1442	3/9/1442	Module 4 Lesson 1 - Module 4 Lesson 2
14	6/9/1442	10/9/1442	Module 4 Lesson 3 - Module 4 Lesson 4
15	13/9/1442	17/9/1442	Module 4 Lesson 5 - Module 4 Round-up
16	6/10/1442	8/10/1442	<b>EXAMS FINAL</b>
17-18	11/10/1442	22/10/1442	- Final test

<b>Module 1- Window on the world</b>	<b>Subject: English (Traveller 3)</b>
<b>Lessons (1:6)</b>	<b>2<sup>nd</sup> year secondary</b>
<b>Time Frame: 6 lessons</b>	
<b>Module Summary</b>	
This Module focuses on talking about traveling around the world, how English language can help you learn more about the world, using the present simple and present continuous and writing a paragraph and e-mail.	
<b>Stage 1: Identify Desired Results</b>	
<b>The General Objectives:</b> <b>By the end of this Module, students will be able:</b> <ul style="list-style-type: none"> <li>To practice the present simple.</li> <li>To practice the present continuous.</li> <li>To practice the stative verbs.</li> <li>To talk about past actions and habits.</li> <li>To express enthusiasm, make suggestions and give directions.</li> <li>To talk about language learning and different cultures and lifestyle.</li> <li>To distinguish between permanent and temporary situations.</li> <li>To ask questions formally and informally.</li> <li>To write a paragraph and informal e-mail based on prompts.</li> </ul>	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
Students will understand that: <ul style="list-style-type: none"> <li>Language related to travels and landmarks.</li> <li>Using (present simple)</li> <li>Using the present continuous.</li> <li>Using stative verbs.</li> <li>Asking direct and indirect questions.</li> <li>Features of paragraphs and informal e-mail.</li> </ul>	<ul style="list-style-type: none"> <li>Write three sentences in the present simple and present continuous.</li> <li>Talk about language learning.</li> <li>Ask direct and indirect questions</li> <li>Write a paragraph explaining why you want to learn English.</li> <li>Write three sentences in the past simple.</li> <li>Talk about your lifestyle.</li> <li>Write an e-mail to your friend.</li> </ul>
<b>Knowledge and Skills</b>	
Students will know <ul style="list-style-type: none"> <li>New vocabulary.</li> <li>Language related to giving directions and learning foreign language.</li> <li>The present simple</li> <li>The present continuous</li> <li>The stative verbs</li> </ul>	Students will be able to ... <ul style="list-style-type: none"> <li>Talk about learning foreign language and lifestyle.</li> <li>Use the present simple.</li> <li>Use the present continuous.</li> <li>Use past simple.</li> <li>Write a paragraph.</li> </ul>

- The past simple
- Writing a paragraph.
- Writing an informal e-mail.

- Write an e-mail.

### **Stage 2: Assessment Evidence**

#### **Performing Tasks:**

- ✓ Use vocabulary in a variety of sentences.
- ✓ Listening tests.
- ✓ Oral tests.
- ✓ Conversations.
- ✓ 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 Module.
- ✓ Homework.

### **Stage 3: Teaching and learning experiences Plan**

#### **The approach:**

- ✓ Prepare the pupils for this Module, 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:
- ✓ What are the famous landmarks in your country?

- ✓ Has anyone ever asked you for directions in English?
- ✓ What is the most common way to learn a foreign language?
- ✓ What's your favourite colour? What do you think it expresses?
- ✓ What's your lifestyle?
  
- ✓ 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)**

<b>Warm-up questions</b>	<b>Work individually</b>	<b>Work in pairs</b>	<b>Work in groups</b>
<ul style="list-style-type: none"> <li>✓ What are the famous landmarks in your country?</li> <li>✓ Has anyone ever asked you for directions in English?</li> <li>✓ What is the most common way to learn a foreign language?</li> <li>✓ What's your favourite colour? What do you think it expresses?</li> <li>✓ What's your lifestyle?</li> </ul>	<ul style="list-style-type: none"> <li>✓ Read, pronounce and write new vocabulary.</li> <li>✓ Read and answer the questions.</li> <li>✓ Answer and complete the exercises.</li> <li>✓ Listen and answer the questions.</li> <li>✓ Answer exercise about grammatical rules.</li> <li>✓ Write a paragraph explaining why you want to learn English.</li> <li>✓ Write an e-mail to your friend.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Ask and answer questions about famous landmark.</li> <li>✓ Talk in pairs about learning foreign language.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Discuss the questions.</li> <li>✓ Talk about the advantages and disadvantages of the ways of learning a foreign language.</li> <li>✓ Talk about lifestyles.</li> </ul>

**(Performance Tasks)**  
**Title of Module: Window on the world**  
**2<sup>nd</sup> year secondary**

<b>A.</b>	<p><b><u>Students' performance task:</u></b></p> <ul style="list-style-type: none"><li>• Read and answer the questions.</li><li>• Discuss the questions.</li><li>• Complete the sentences.</li><li>• Use the present simple and present continuous.</li><li>• Ask and answer questions about learning foreign language and lifestyle.</li><li>• Circle the correct word.</li><li>• Match.</li><li>• Write questions for the answers given.</li><li>• Rewrite the sentences.</li><li>• Write a paragraph about learning English.</li><li>• Write an e-mail.</li></ul> <p><b><u>Objective:</u></b></p> <ul style="list-style-type: none"><li>• Achieve the general objective of the Module.</li></ul> <p><b><u>The problem and the challenge:</u></b></p> <ul style="list-style-type: none"><li>• Help students to know / understand their learning goals and evaluate their own progress.</li></ul>
<b>B.</b>	<p><b><u>Students' role-play:</u></b></p> <ul style="list-style-type: none"><li>• Discussion.</li><li>• Read the texts.</li><li>• Role play conversations.</li><li>• Writing sentences.</li><li>• Listening.</li><li>• Participate in educational games.</li><li>• Match sentences.</li><li>• Implementation of the activities related to the lesson.</li><li>• Writing a paragraph.</li><li>• Answer worksheets.</li><li>• Writing an e-mail.</li></ul>

	<p><b><u>The way to carry out the task:</u></b></p> <ul style="list-style-type: none"> <li>• Discussion.</li> <li>• Making presentations and introductions.</li> <li>• Motivate students to think and answer.</li> <li>• Ask questions.</li> <li>• Use posters, flashcards and board.</li> <li>• Divide students to work in pairs.</li> <li>• Critical thinking.</li> <li>• Check students' answers and correct their mistakes.</li> </ul>
<b>C.</b>	<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>❖ Module vision.</li> </ul>
<b>D.</b>	<p><b><u>The situation:</u></b></p> <ul style="list-style-type: none"> <li>❖ The context of the educational curriculum.</li> <li>❖ Work in pairs.</li> </ul> <p><b><u>The challenge:</u></b></p> <ul style="list-style-type: none"> <li>• To discuss the topic (window on the world) and do the tasks related to the Module.</li> </ul>
<b>E.</b>	<p><b><u>Output, performance and purpose:</u></b></p> <ul style="list-style-type: none"> <li>• Learn, know and be familiar with everything in the Module.</li> <li>• Carry out the activities related to the Module.</li> </ul>
<b>F.</b>	<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>

<b>Expectations</b>	<b>(1) Beginner</b>	<b>(2) Intermediate</b>	<b>(3) Efficient</b>	<b>(4) Advanced</b>	<b>Evidence and total points</b>
<b>Language notes</b>	<b>Dominated by slang words</b>	<b>Language has some slang words</b>	<b>Correct language\ slang-free</b>	<b>Fluent language free of grammatica l errors.</b>	
<b>acting of the Module</b>	<b>Confused in giving examples and answering the questions.</b>	<b>Fairly good questions and answers.</b>	<b>Very good questions and answers.</b>	<b>Excellent questions and answers.</b>	
<b>approach</b>	<b>Linguistic Communicati on method/ cooperative method/ role play/ brainstorming</b>	<b>Linguistic Communicati on method/ cooperative method/ role play/ brainstorming</b>	<b>Linguistic Communica tion method/ cooperative method/ role play/ brainstormi ng</b>	<b>Linguistic Communicati on method/ cooperative method/ role play/ brainstorming</b>	
<b>Content</b>	<b>The questions and answers are lacked the correct structure of sentences.</b>	<b>The questions and answers have some incorrect structure of sentences.</b>	<b>The questions and answers are mostly correct in the structure of sentences.</b>	<b>The questions and answers are correct in the structure of sentences.</b>	

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