

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Preparation Of Traveller (5)

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 5)
	FROM	TO	
1	4/6/1442	8/6/1442	Unit 1 Lesson 1 - Unit 1 Lesson 2 - Unit 1 Lesson 3
2	11/6/1442	15/6/1442	Unit 1 Lesson 4 - Unit 1 Lesson 5
3	18/6/1442	22/6/1442	Unit 2 Lesson 1 - Unit 2 Lesson 2 - Unit 2 Lesson 3
4	25/6/1442	29/6/1442	Unit 2 Lesson 4 - Unit 2 Lesson 5
5	2/7/1442	6/7/1442	Module1 Round Up p28-30 - Module1 Round Up p31-32
6	9/7/1442	13/7/1442	Unit 3 Lesson 1 - Unit 3 Lesson 2 - Unit 3 Lesson 3
7	16/7/1442	20/7/1442	Unit 3 Lesson 4 - Unit 3 Lesson 5
8	23/7/1442	27/7/1442	Unit 4 Lesson 1 - Unit 4 Lesson 2 - Unit 4 Lesson 3
9	1/8/1442	5/8/1442	Unit 4 Lesson 4 - Unit 4 Lesson 5
10	8/8/1442	12/8/1442	Module2 Round Up p54-55 - Module2 Round Up p56-58
11	15/8/1442	19/8/1442	Unit 5 Lesson 1 - Unit 5 Lesson 2 - Unit 5 Lesson 3
12	22/8/1442	26/8/1442	- Unit 5 Lesson 4 - Unit 5 Lesson 5
13	29/8/1442	3/9/1442	Unit 6 Lesson 1 - Unit 6 Lesson 2 - Unit 6 Lesson 3
14	6/9/1442	10/9/1442	Unit 6 Lesson 4 - Unit 6 Lesson 5
15	13/9/1442	17/9/1442	Module3 Round Up p80-82 - Module3 Round Up p83-84
16	6/10/1442	8/10/1442	EXAMS FINAL
17-18	11/10/1442	22/10/1442	- Final test

Unit 1- On holiday	Subject: English (Traveller 5)
Lessons (1:5)	3rd year secondary
Time Frame: 5 lessons	
Unit Summary	
<p>This unit focuses on words easily confused, nouns ending in [-ion, -ance, -ation, -ment] deriving from verbs, words related to travel and tourism, using present simple -present progressive, stative verb and nouns and quantifiers.</p>	
Stage 1: Identify Desired Results	
<p>The General Objectives: By the end of this unit, students will be able:</p> <ul style="list-style-type: none"> • To use present simple -present progressive • To use stative verbs • To use nouns and quantifiers • To define words easily confused • To define nouns ending in -ion, -ance, -ation, -ment deriving from verbs • To define words related to travel and tourism • To read advertisements for unusual holidays/trips • To listen to people talking in six different situations • To compare photographs - discussing holidays • To write an e-mail based on prompts 	
Enduring Understandings:	Essential Questions:
<p>Students will understand that:</p> <ul style="list-style-type: none"> ❖ Words easily confused. ❖ Nouns ending in [-ion, -ance, -ation, -ment] deriving from verbs. ❖ Words related to travel and tourism. ❖ Using present simple -present progressive. ❖ Stative verb. ❖ Nouns and quantifiers. 	<ul style="list-style-type: none"> • Use present simple -present progressive in sentences. • Use stative verbs in sentences. • Use nouns and quantifiers in sentences. • Give examples of nouns ending in -ion, -ance, -ation, -ment deriving from verbs • Say some words related to travel and tourism • Read advertisements for unusual holidays/trips • Listen to people talking in six different situations • Compare photographs - discussing holidays • Write an e-mail based on prompts.

Knowledge and Skills

Students will know

- Use present simple -present progressive in sentences.
- Use stative verbs in sentences.
- Use nouns and quantifiers in sentences.
- Nouns ending in -ion, -ance, -ation, -ment deriving from verbs
- Words related to travel and tourism

Students will be able to ...

- Read advertisements for unusual holidays/trips
- Listen to people talking in six different situations
- Compare photographs - discussing holidays
- Write an e-mail based on prompts.

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 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:
 - Use present simple -present progressive in sentences.
 - Use stative verbs in sentences.
 - Use nouns and quantifiers in sentences.
 - Give examples of nouns ending in -ion, -ance, -ation, -ment deriving from verbs
 - Say some words related to travel and tourism
 - Read advertisements for unusual holidays/trips
 - Listen to people talking in six different situations
 - Compare photographs - discussing holidays
 - Write an e-mail based on prompts.
- ✓ 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">✓ Which of the following activities do you find most appealing? Why?✓ Where do you usually go on holiday? How do you get there?✓ Would you prefer a relaxing holiday or an active one?✓ What do you like doing on holiday?	<ul style="list-style-type: none">✓ Read, pronounce and write new vocabulary.✓ Answer and complete the exercises.✓ Write your e-mail based on the outline you have made (120-150words).	<ul style="list-style-type: none">✓ Comparing photographs.✓ Discussing holidays.	<ul style="list-style-type: none">✓ Discuss the questions.✓ listen to people talking in six different situations

(Performance Tasks)
Title of unit: On holiday
3rd year secondary

A. Students' performance task:

- Read and answer the questions.
- Discuss their answers.
- Complete the sentences.
- Circle the correct word.
- Say some words related to travel and tourism
- Read advertisements for unusual holidays/trips
- Listen to people talking in six different situations
- Compare photographs - discussing holidays
- Write an e-mail based on prompts.
- Use present simple -present progressive in sentences.
- Use stative verbs in sentences.
- Use nouns and quantifiers in sentences.
- Give examples of nouns ending in -ion, -ance, -ation, -ment deriving from verbs

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:

- Answer worksheets.
- Collect information.
- Discussion.
- Do the exercises in their books.
- Give examples.
- Implementation of the activities related to the lesson.
- Listening.
- Match sentences.
- Read /role play conversations.
- Read the texts.
- Say, write and understand the meanings of new words.

	<ul style="list-style-type: none"> • Writing sentences. <p><u>The way to carry out the task:</u></p> <ul style="list-style-type: none"> • Discussion. • Ask questions. • Critical thinking. • Divide students to work in pairs or groups. • Identify the suitable strategy of each lesson. • Make presentations and introductions. • Motivate students to think and answer. • Use posters, flashcards, podcasts and boards. • Check the student's answers and correct their mistakes.
C.	<p><u>Audience:</u></p> <ul style="list-style-type: none"> • Pupils of the class, school or community. <p><u>Need to present:</u></p> <ul style="list-style-type: none"> • Unit vision.
D.	<p><u>The situation:</u></p> <ul style="list-style-type: none"> • The context of the educational curriculum. • Work in pairs. <p><u>The challenge:</u></p> <ul style="list-style-type: none"> • To discuss the topic (On holiday) and do the tasks related to the unit.
E.	<p><u>Output, performance and purpose:</u></p> <ul style="list-style-type: none"> • Learn, know and be familiar with everything in the Unit. • Carry out the activities related to the Unit.
F.	<p><u>Standards and criteria of success:</u></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
Language notes	Dominated by slang words	Language has some slang words	Correct language\ slang-free	Fluent language free of grammatica l errors.	
acting of the Unit	Confused in giving examples and answering the questions.	Fairly good questions and answers.	Very good questions and answers.	Excellent questions and answers.	
approach	Linguistic Communicati on method/ cooperative method/ role play/ brainstorming	Linguistic Communicati on method/ cooperative method/ role play/ brainstorming	Linguistic Communica tion method/ cooperative method/ role play/ brainstormi ng	Linguistic Communicati on method/ cooperative method/ role play/ brainstorming	
Content	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.	

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