

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Preparation Of TRAVELLER (2)

TEACHER'S NAME

.....

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 2)
	FROM	TO	
1	4/6/1442	8/6/1442	Module 1: L1 - P. 6&7 - Module 1: L2 - P. 8&9
2	11/6/1442	15/6/1442	Module 1: L3 - P. 10&11 - Module 1: L4 - P. 12&13
3	18/6/1442	22/6/1442	Module 1: L5 - P. 14&15 - Module 1: L6 - P. 16&17
4	25/6/1442	29/6/1442	Module 1: L7- P. 18 - Module 2: L1 - P. 20&21
5	2/7/1442	6/7/1442	Module 2: L2 - P. 22&23 - Module 2: L3 - P. 24&25
6	9/7/1442	13/7/1442	Module 2: L4 - P. 26&27 - Module 2: L5 - P. 28&29
7	16/7/1442	20/7/1442	Module 2: L6 - P. 30&31 - Module 2: L7- P. 32
8	23/7/1442	27/7/1442	Module 3: L1 - P. 34&35 - Module 3: L2 - P. 36&37
9	1/8/1442	5/8/1442	Module 3: L3 - P. 38&39 - Module 3: L4 - P. 40&41
10	8/8/1442	12/8/1442	Module 3: L5 - P. 42&43 - Module 3: L6 - P. 44&45
11	15/8/1442	19/8/1442	Module 3: L7- P. 46 - Module 4: L1 - P. 48&49
12	22/8/1442	26/8/1442	Module 4: L2 - P. 50&51 - Module 4: L3 - P. 52&53
13	29/8/1442	3/9/1442	Module 4: L4 - P. 54&55 - Module 4: L5 - P. 56&57
14	6/9/1442	10/9/1442	Module 4: L6 - P. 58&59 - Module 4: L7- P. 60
15	13/9/1442	17/9/1442	General Revision
16	6/10/1442	8/10/1442	Final Exams
17-18	11/10/1442	22/10/1442	- Final test

Module 1: Help

Lessons: 1:7

**(Unit Goals)
Big Picture**

Help in various situations such as problems, accidents, medical cases ...etc

Know: Infinitives/-ing form/ should - had better/ Passive Voice (Present Simple - Past Simple) - Do: Stating a problem/ Asking for and giving advice/ Talking about accidents/

Learning adjectives: To state a problem/ To ask for and giving advice/ To talk about accidents/ To narrate experiences/ To make appointments /To use: Infinitives/-ing form/ should - had better/ Passive Voice (Present Simple - Past Simple)

Key Words: allergy - get over - fluids - take away - pain - prescribe - painkiller - run out of - pills - prescription - symptoms - booked up - hang on - signal - flares - location - foghorns - stand for - government - distress

Unit Assessment

Quizzes, discussion, classroom observations, work sheets, project

Assessing Progress (AFL)

Use phrasal verbs in sentences.

Assessing Progress (AFL)

Write a short letter describing a problem you have and ask for advice.

Assessing Progress (AFL)

Describe what happened to you in a situation.

Learning Hook (Starter)

Check the homework of the previous lesson.
Warm up for every new lesson.

Activity –L1+L2

Key learning Point

S.B. Activities PP. 6:9

Listen to the conversation for specific information. Recognise the new vocabulary about phrasal verbs. Identify the infinitives. Role-play a conversation. Read the texts for specific information. Recognise the new vocabulary about prepositional phrases with (in) Identify (-ing) form.

How?

Individually/group\pair

T/s Led?

S. Classroom routine

T. Procedures/ Use PowerPoint

Activity –L3+L4

Key learning Point

S.B. Activities PP. 10:13

Differentiate between (should and had better). Listen for specific information. Role-play a conversation about giving advice. Write a short letter describing a problem. Read the article for specific information. Recognise words easily confused. Identify passive voice .Write what happened in each of the situations.

How?

Individually/group\pair

T/s Led?

S. Co-construction

T. Questioning strategies

Activity –L5, 6 & 7

Key learning Point

S.B. Activities PP. 14:18

Recognise the new vocabulary about IDIOMS. Listen to Len for specific information. Describe what happened to their in one of the situation. Write about a funny, embarrassing or annoying experience. Discuss the emergency telephone numbers in their country. Read the texts for specific information. Recognise the new vocabulary about the text.

How?

Individually/group\pair

T/s Led?

S. Peer and self assessment

T. Procedures

Final Learning Check (Closure)

•Whip Around: Students quickly and verbally share one thing they learned in the class today.

•I ask: What should I review further in our next lesson?

• Find the fib: I write two correct statements about the lesson and one fib. I ask students to tell me which one is the fib and why?

• Formative Assessments Using White Boards: Each student writes his or her own answer on it using dry erase markers.

Unit Strategies

- Oral presentation
- PPT presentations
- Discussion
- Deductive
- Inductive
- Drillings
- Concept map
- Whole Brain
- Role play
- Skimming
- Scanning
- Loud reading
- Guided skill
- Creative thinking

Differentiation

Give examples of prepositional phrases with (in).

Differentiation:

Use passive voice with the present simple and the past simple in sentences.

Differentiation

What are emergency telephone numbers in Saudi Arabia.

Independent Learning (Homework)

Do the assigned exercises at their W.B.

Next Learning Steps

Write about a funny, embarrassing or annoying experience.

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