

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Preparation Of Full Blast (4)

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.
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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.**
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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.**
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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.**
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Islamic Goals of Teaching

English as a Foreign Language in Saudi Arabia

- 1- To feel the greatness of the creator in the great differences between the tongues and the languages of different people all over the world.**
 - 2- To acquire the linguistic basis that enables the learners to advocate Islamic and explain the Islamic concepts and Issues.**
 - 3- To spread the Instructions of the true Islamic religion through convincing the other of those who are not Muslims all over the world.**
 - 4- To benefit from being an International language that spread all over the world by developing attitude towards spreading the Islamic Instructions.**
 - 5- 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.**
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Goals of Teaching English as a Foreign Language in the Kingdom of Saudi Arabia

Students should be able to:

- 1-** Enhance their intellectual, personal and professional abilities.
- 2-** Acquire the language skills (listening, speaking, reading and writing) in order to communicate with English speaking people.
- 3-** Acquire the linguistic competence necessarily required to use English in various life situations.
- 4-** Develop awareness of the importance of English in the local job market.
- 5-** Develop awareness of the important of English as a means of International communication.
- 6-** 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.
- 7-** Develop the linguistic competences that enable them, in the future, to participate in spreading Islam.
- 8-** Acquire the linguistic basis that enables them to advocate Islam and explain the Islamic concepts and issues.
- 9-** Enhance understanding and respect of cultural differences among nations.
- 10-** Appreciate the importance of English – as an International language of communication – to present their culture, and civilization to others.
- 11-** 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.
- 12-** Develop positive towards learning English.

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.**

General Recommendations

It is recommended, also, that a teacher should know about the objectives of teaching English in details:

First: Objectives of Teaching Writing in the Elementary stage

By the end of this stage and within the framework of the assigned structures and vocabulary: students should be able to . . .

- 1- Practice the system of spacing between letters and words.
- 2- Match capital letters with small letters.
- 3- Recognize (and correctly write and pronounce) the letter-sound relationship.
- 4- Recognize and apply the directionality of English writing.
- 5- Recognize and apply the position of letters in relation to the ruled lines.
- 6- Recognize and apply the formation of individual letters and numbers through coloring and tracing.
- 7- Copy letters, words, numbers and simple sentences assigned for this grade using cursive script.
- 8- Spell the assigned vocabulary correctly.
- 9- Write guided answers to written questions.
- 10- Do controlled writing exercises such as supplying missing letters or words.
- 11- Recognize and correctly use punctuation and capitalization assigned for this grade.
- 12- Show willingness to write words, numbers and simple sentences.

Second: 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:

- 1- Recognize and produce the English alphabet.**
- 2- Understand and respond to simple verbal and physical requests.**
- 3- Participate in simple short activities such as greetings, receiving commands, conversations, role play, etc.**
- 4- Ask and respond to simple interrogative sentences about people and things in general such as yes/no questions and WH questions.**
- 5- Describe and participate in simple short events and activities taking place in continuous forms.**
- 6- Distinguish and pronounce different sounds using different techniques.**
- 7- Show willingness to take different parts in classroom activities such as songs, role plays, games, etc .**
- 8- Show willingness to listen carefully to listen to short prepared recorded materials.**

Third: Objectives of Teaching Reading in the Elementary Stage:

By the end of the Elementary Stage pupils should be able to

- 1- Recognize and produce the English alphabet.**
- 2- Recognize and apply directionality in reading English alphabet and words.**
- 3- Recognize the relationship between sounds and letters.**
- 4- Distinguish and read words containing symbols of English alphabet such as (ch, th, ph)**
- 5- Read correctly and comprehend simple words and short sentences and paragraphs.**
- 6- Comprehend the meaning of the following English punctuation and capitalization (period, comma, colon, semicolon, question mark, exclamation mark, slash, hyphen, an apostrophe)**
- 7- Be willing to read words phrases and sentences.**
- 8- Be willing to read simplified illustrated (drawn / pictured) students short stories.**

It is recommended to introduce some songs or rhymes to help in delivering the subject

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 eutectic.

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 able to:

- 1- Pronounce (the letter) correctly.
..... small.
- 2- Write down capital
- 3- Identify letters capital/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.
which.....
- 12- Match words
- 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 Full Blast 4
	FROM	TO	
1	4/6/1442	8/6/1442	Module 1: 1a Module 1: 1a WB - Module 1: 1b - Module 1: 1b WB
2	11/6/1442	15/6/1442	Module 1: 1c - Module 1: 1c WB - Module 1: 1d - Module 1: 1d WB
3	18/6/1442	22/6/1442	Module 1: 1e - Module 1: 1e WB - Module 1: Round-up - Module 1: Round-up WB
4	25/6/1442	29/6/1442	Module 1: Culture page Module 1: Project WB - Module 2: 2a - Module 2: 2a WB
5	2/7/1442	6/7/1442	Module 2: 2b - Module 2: 2b WB - Module 2: 2c - Module 2: 2c WB
6	9/7/1442	13/7/1442	Module 2: 2d - Module 2: 2d WB - Module 2: 2e - Module 2: 2e WB
7	16/7/1442	20/7/1442	Module 2: Round-up - Module 2: Round-up WB - Module 2: Culture page Module 2: Project WB
8	23/7/1442	27/7/1442	General Revision
9	1/8/1442	5/8/1442	Module 3: 3a - Module 3: 3a WB - Module 3: 3b - Module 3: 3b WB
10	8/8/1442	12/8/1442	Module 3: 3c - Module 3: 3c WB - Module 3: 3d - Module 3: 3d WB
11	15/8/1442	19/8/1442	Module 3: 3e - Module 3: 3e WB - Module 3: Round-up - Module 3: Round-up WB
12	22/8/1442	26/8/1442	Module 3: Culture page - Module 3: Project WB - Module 4: 4a - Module 4: 4a WB
13	29/8/1442	3/9/1442	Module 4: 4b - Module 4: 4b WB - Module 4: 4c - Module 4: 4c WB
14	6/9/1442	10/9/1442	Module 4: 4d - Module 4: 4d WB - Module 4: 4e - Module 4: 4e WB
15	13/9/1442	17/9/1442	Module 4: Round-up - Module 4: Round-up WB - Module 4: Cross-curricular page Module 4: Project WB
16	6/10/1442	8/10/1442	General Revision
17-18	11/10/1442	22/10/1442	- The Exams

Module 1: Today & Tomorrow	Subject: English (Full Blast 4)
Lessons: (1:7)	2nd year intermediate
Time Frame: 7 lessons	
Module Summary	
<p>This module presents the parts of the computer, planning for the future, protect the environment, protect the animals, e-mail of invitations, weather, the different between Salam Park & Hyde Park, using future going to, using future will, using must/have to, using conditional sentences type 1.</p>	
Stage 1: Identify Desired Results	
<p>The General Objectives: By the end of "module", students will be able :</p> <ul style="list-style-type: none"> ▪ To recognise the new vocabulary about computer technology, recycling, animals, environment, weather. ▪ To read a conversation, text, invitations for specific information. ▪ To use (The Future Going To) for something we intend to do in the future. ▪ To differentiate between some English sound (e, ea). ▪ To discuss and write about their own plan for the weekend, life in fifteen years' time ▪ To use (The Future Will) for predictions. ▪ To choose, write the correct answer. ▪ To identify the difference between "must" and 'have to". ▪ To discuss and write what they (must, have to, mustn't, don't have to) do at home/school. ▪ To use the conditional type 1. ▪ To discuss the environmental problems, some ideas for organise a get-together. ▪ To complete the dialogue, rhyming. ▪ To write about the weather. 	
Enduring Understandings	Essential Questions
<p>Students will understand that:</p> <ul style="list-style-type: none"> ▪ The parts of the computer. ▪ Planning for the future. ▪ Protect the environment/animals. ▪ Invitation mail. ▪ Weather. ▪ The different between Salam Park & Hyde Park. ▪ Future going to/will. ▪ Must/have to. ▪ Conditional sentences type 1. 	<ul style="list-style-type: none"> ▪ Match the words with the correct picture. ▪ Role-play the dialogue. ▪ Discuss your plans for the weekend and write few sentences about this plane. ▪ Match the sentences with the correct picture. ▪ Read the text. ▪ Discuss your life in fifteen years' and write few sentences about this life. ▪ Talk and write about what you (must, have to, mustn't, don't have to) do at home/school.

	<ul style="list-style-type: none"> ▪ Look at the pictures and the ideas in the boxes and talk about what happen if we don't do something about some problems. ▪ Choose the correct answer. ▪ Invite and accept or refuse an invitation. ▪ Talk about what you will do, depending on the weather. ▪ Write what you will do tomorrow, depending on the weather. ▪ Answer what you know about the two parks. ▪ Answer some comprehension questions.
Knowledge and Skills	
<p>Students will know...</p> <ul style="list-style-type: none"> ▪ New vocabulary about the parts of the computer, planning for the future, protect the environment/animals, invitation mail, weather, the different between Salam Park & Hyde Park. ▪ Future going to/will. ▪ Must/have to. ▪ Conditional sentences type 1. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ▪ Match the words with the correct sentences. ▪ Talk and write your plan in the weekend. ▪ Match the sentences with the correct picture. ▪ Read the text. ▪ Talk and write about life in fifteen years'. ▪ Talk and write about what they (must, have to, mustn't, don't have to) do at home/school. ▪ Talk and write about what they will do depending on the weather.
Stage 2: Assessment Evidence	
<p>Performing Tasks:</p> <ul style="list-style-type: none"> ▪ Use vocabulary in a variety of sentences. ▪ Listening tests. ▪ Oral tests. ▪ Written tests. ▪ Dialogues. ▪ Express themselves orally. ▪ Ask and answer questions. ▪ Summarize a comprehension. 	

Performance Standards:

- Achieve advanced degrees in the tests and quizzes.
- Show the ability to answer the exercises of Student's book and Workbook.
- They are done through the follow up table (expectations 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: to ensure the 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 learners on the skills of grammar, spelling and structures of language through classroom activities and homework.
- Training learners of the rules for writing techniques.
- Engage the pupils with self-evaluation of the students to achieve the stated results.
 - We have to focus on basic questions:
- Match the words with the correct picture.
- Role-play the dialogue.
- Discuss your plans for the weekend and write few sentences about this plane.
- Match the sentences with the correct picture.
- Read the text.
- Discuss your life in fifteen years' and write few sentences about this life.
- Talk and write about what you (must, have to, mustn't, don't have to) do at home/school.
- Look at the pictures and the ideas in the boxes and talk about what happen

if we don't do something about some problems.

- Choose the correct answer.
- Invite and accept or refuse an invitation.
- Talk about what you will do, depending on the weather.
- Write what you will do tomorrow, depending on the weather.
- Answer what you know about the two parks.
- Answer some comprehension questions.

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)

<u>Warm-up questions:</u>	<u>Work individually:</u>	<u>Work in pairs:</u>	<u>Work in groups:</u>
<ul style="list-style-type: none">▪ What will your life be like in the future?▪ Say what you must, have to, mustn't or don't have to do.	<ul style="list-style-type: none">▪ Match the words with the correct picture.▪ Match the sentences with the correct picture.▪ Read the text.▪ Choose the correct answer.▪ Answer what you know about the two parks.▪ Answer some comprehension question.	<ul style="list-style-type: none">▪ Role-play the dialogue.▪ Talk and write about what you must, have to, mustn't or don't have to do.▪ Invite and accept or refuse an invitation.▪ Talk about what you will do, depending on the weather.	<ul style="list-style-type: none">▪ Talk and write about your plans for the weekend.▪ Talk and write about your life in fifteen years' time.▪ Look at the pictures and the ideas in the boxes and talk about what will happen if we don't do something about these problems.

(Performance Tasks)
Title of module: Today and tomorrow
2nd year Intermediate

A.	<p><u>Performance tasks:</u></p> <ul style="list-style-type: none">▪ Listen to conversations and passages.▪ Read the conversation with their partners.▪ Make promises, on-the-spot decisions, offers and requests.▪ Make suggestions.▪ Express your opinion and make predictions about the future.▪ Say what you [must/have to -mustn't or don't have to] do.▪ Talk about the parts of the computer, planning for the future, protect the environment, protect the animals, e-mail of invitation, weather, the different between Salam Park & Hyde Park <p><u>Objective:</u></p> <ul style="list-style-type: none">▪ Achieve the general objectives of the module. <p><u>The problem and the challenge:</u></p> <ul style="list-style-type: none">▪ Help students to know / understand their learning goals and evaluate their own progress.
B.	<p><u>Students' role-play:</u></p> <ul style="list-style-type: none">▪ Discussion.▪ Give examples.▪ Read and role-play the conversations.▪ Use the new vocabulary to make new sentences.▪ Read the words' meanings and give examples.▪ Answer the questions and do the tasks related to the module. <p><u>The way to carry out the task:</u></p> <ul style="list-style-type: none">▪ Make presentations and introductions.▪ Identify the suitable strategy of each lesson.▪ Discussion.▪ Critical thinking.▪ Use posters, flashcards, podcasts and boards.▪ Motivate the students to think and answer.▪ Divide the students into pairs or groups.▪ Identify the required activities.▪ Ask questions.▪ 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">▪ Module vision.

D.	<u>The situation:</u> <ul style="list-style-type: none">▪ The context of the educational curriculum. <u>The challenge:</u> <ul style="list-style-type: none">▪ To discuss the topic (Today and tomorrow) and do the tasks related to the module.
E.	<u>Output, performance and purpose:</u> <ul style="list-style-type: none">▪ Learn, know and be familiar with everything in the module.▪ Carry out the activities related to the module.
F.	<u>Standards and criteria of success:</u> <ul style="list-style-type: none">▪ Students must learn how to read, write, speak, listen, and use language effectively in a variety of content areas.

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 grammatical errors.	
Acting of the module	Confused in giving examples and answering the questions.	Fairly good examples and answers.	Very good examples and answers.	Excellent examples and answers.	
Approach	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.	
Content	The examples and answers are lacked the correct structure of sentences.	The examples and answers have some incorrect structure of sentences.	The examples and answers are mostly correct in the structure of sentences.	The examples and answers are correct in the structure of sentences.	

Module 2: Team Spirit	Subject: English (Full Blast 4)
Lessons: (1:7)	2nd year intermediate
Time Frame: 7 lessons	
Module Summary	
<p>This module focuses on talking about past experiences, nature of the animals, sports, jobs, equipments of sports, using present perfect simple, using how long/for/since, compare between present perfect simple vs past simple.</p>	
Stage 1: Identify Desired Results	
<p>The General Objectives: By the end of "module", students will be able:</p> <ul style="list-style-type: none"> ▪ To read a conversation, text for specific information. ▪ To recognise the new vocabulary about nature, sports, jobs, wildlife ▪ To use the present perfect simple tense. ▪ To discuss and write about what they think their partner has/hasn't done. ▪ To compare between the present perfect simple vs the past simple. ▪ To write the correct answer. ▪ To discuss their experiences. ▪ To discuss and write about a team they know. ▪ To identify some expressions. ▪ To differentiate between some English sounds (v, əv). ▪ To discuss different jobs. ▪ To choose the correct answer. ▪ To discuss and write about trips. ▪ To complete the rhyming. ▪ To answer some comprehension questions. 	
Enduring Understandings	Essential Questions
<p>Students will understand that:</p> <ul style="list-style-type: none"> ▪ Past experiences. ▪ Nature of the animals. ▪ Sports. ▪ Jobs. ▪ Equipments of sports. ▪ Present perfect simple. ▪ How long/for/since. ▪ Present perfect simple vs past simple. 	<ul style="list-style-type: none"> ▪ Role-play the conversation. ▪ Write and talk about what you think your partner has/hasn't done. ▪ Match the words with the correct picture. ▪ Match the word with the correct sentences. ▪ Read the text. ▪ Write the correct answer. ▪ Complete with the correct answer. ▪ Follow the instructions. ▪ Put the jobs in the correct group. ▪ Match the phrases with the sentences. ▪ Tick the correct answer. ▪ Discuss different jobs. ▪ Write the correct word in the table. ▪ Match the persons with the sports.

- Talk and write about different trip you've been on.
- Complete the rhyming.
- Tell me what do you know about the animals.
- Answer some comprehension questions.

Knowledge and Skills

Students will know...

- New vocabulary about past experiences, nature of the animals, sports, jobs, equipments of sports.
- How to use present perfect simple.
- How to use (how long/for/since).
- The different between Present perfect simple vs past simple.

Students will be able to...

- Write and talk about what you think your partner has/hasn't done.
- Match the words with the correct picture.
- Match the word with the correct sentences.
- Read the text.
- Write the correct answer.
- Complete with the correct answer.
- Write the jobs in the correct group.
- Match the phrases with the sentences.
- Tick the correct answer.
- Discuss different jobs.
- Write the correct word in the table.
- Match the persons with the sports.
- Talk and write about different trip you've been on.
- Complete the rhyming.

Stage 2: Assessment Evidence

Performing Tasks:

- Use vocabulary in a variety of sentences.
- Listening tests.
- Oral tests.
- Written tests.
- Dialogues.
- Express themselves orally.
- Ask and answer questions.
- Summarize a comprehension.

Performance Standards:

- Achieve advanced degrees in the tests and quizzes.
- Show the ability to answer the exercises of Student's book and Workbook.
- They are done through the follow up table (expectations 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: to ensure the 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 learners on the skills of grammar, spelling and structures of language through classroom activities and homework.
- Training learners of the rules for writing techniques.
- Engage the pupils with self-evaluation of the students to achieve the stated results.
 - We have to focus on basic questions:
- Role-play the conversation.
- Write and talk about what you think your partner has/hasn't done.
- Match the words with the correct picture.
- Match the word with the correct sentences.
- Read the text.
- Write the correct answer.
- Complete with the correct answer.
- Follow the instructions.
- Put the jobs in the correct group.
- Match the phrases with the sentences.
- Tick the correct answer.
- Discuss different jobs.
- write the correct word in the table.
- Match the persons with the sports.

- Talk and write about different trip you've been on.
- Complete the rhyming.
- Tell me what do you know about the animals.
- Answer some comprehension questions.

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)

<u>Warm-up questions:</u>	<u>Work individually:</u>	<u>Work in pairs:</u>	<u>Work in groups:</u>
<ul style="list-style-type: none"> ▪ Do you prefer to do things on your own or as a team? ▪ What sort of things do you like cluing with other people? ▪ What teams do you know of? 	<ul style="list-style-type: none"> ▪ Complete, write, choose, and circle the correct answer. ▪ Match the words with the correct picture. ▪ Match the words with the correct sentences. ▪ Put the jobs in the correct group. ▪ Read the text. ▪ Match the phrases with the sentences. ▪ Write the correct word in the table. ▪ Match the persons with the sports. 	<ul style="list-style-type: none"> ▪ Writ and talk about what you think your partner has/hasn't done. ▪ Discuss different jobs. ▪ Role-play the conversations. ▪ Give examples to compare between Present Perfect Simple vs Past simple. ▪ Talk and write about what different trips you've been. 	<ul style="list-style-type: none"> ▪ Role-play the conversation. ▪ Follow the instructions.

(Performance Tasks)
Title of module: Team spirit
2nd year Intermediate

A.	<p><u>Performance tasks:</u></p> <ul style="list-style-type: none">▪ Listen to conversations and passages.▪ Read the conversation with their partners.▪ Compare between Present Perfect Simple vs Past simple.▪ Use [How long? /for/since] in the present perfect.▪ Write about a team you know of.▪ Know the difference in pronouncing short and long [o] sounds.▪ Read and write an e-mail about an activity they've recently taken up.▪ Talk and write about different trips they have been on.▪ Write an e-mail to a friend giving news.▪ Talk about past experiences, nature of the animals, sports, jobs, equipments of sports <p><u>Objective:</u></p> <ul style="list-style-type: none">▪ Achieve the general objectives of the module. <p><u>The problem and the challenge:</u></p> <ul style="list-style-type: none">▪ Help students to know / understand their learning goals and evaluate their own progress.
B.	<p><u>Students' role-play:</u></p> <ul style="list-style-type: none">▪ Discussion.▪ Give examples.▪ Read and role-play the conversations.▪ Use the new vocabulary to make new sentences.▪ Read the words' meanings and give examples.▪ Answer the questions and do the tasks related to the module.

	<p><u>The way to carry out the task:</u></p> <ul style="list-style-type: none"> ▪ Make presentations and introductions. ▪ Identify the suitable strategy of each lesson. ▪ Discussion. ▪ Critical thinking. ▪ Use posters, flashcards, podcasts and boards. ▪ Motivate the students to think and answer. ▪ Divide the students into pairs or groups. ▪ Identify the required activities. ▪ Ask questions. ▪ 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"> ▪ Module vision.
D.	<p><u>The situation:</u></p> <ul style="list-style-type: none"> ▪ The context of the educational curriculum. <p><u>The challenge:</u></p> <ul style="list-style-type: none"> ▪ To discuss the topic (Team spirit) and do the tasks related to the module.
E.	<p><u>Output, performance and purpose:</u></p> <ul style="list-style-type: none"> ▪ Learn, know and be familiar with everything in the module. ▪ Carry out the activities related to the module.
F.	<p><u>Standards and criteria of success:</u></p> <ul style="list-style-type: none"> ▪ Students must learn how to read, write, speak, listen, and use language effectively in a variety of content areas.

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 grammatical errors.	
Acting of the module	Confused in giving examples and answering the questions.	Fairly good examples and answers.	Very good examples and answers.	Excellent examples and answers.	
Approach	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.	
Content	The examples and answers are lacked the correct structure of sentences.	The examples and answers have some incorrect structure of sentences.	The examples and answers are mostly correct in the structure of sentences.	The examples and answers are correct in the structure of sentences.	

Module 3: Teen Life	Subject: English (Full Blast 4)
Lessons: (1:7)	2nd year intermediate
Time Frame: 7 lessons	
Module Summary	
<p>This module revolves around ailments, chatspeak, shopping, fast food, teen problems, Al Mamlaka Tower, using the verb should, using too/enough, using How much/how many/much/many/a lot of/lots of/a few/a little, using possessive pronouns, using possessive-whose...?.</p>	
Stage 1: Identify Desired Results	
<p>The General Objectives: By the end of "module", students will be able:</p> <ul style="list-style-type: none"> ▪ To recognise the new vocabulary about ailments, massages, shopping, problems. ▪ To read the conversation, dialogue, text for specific information. ▪ To use the verb should. ▪ To choose, write the correct answer. ▪ To discuss some ailments. ▪ To recognise the differentiate between some English sound (υ, u:). ▪ To write a note and a text message. ▪ To use "too" and "enough". ▪ To play an educational game. ▪ To differentiate between countable and uncountable nouns. ▪ To discuss some questions about eating habits. ▪ To use possessive pronouns. ▪ To discuss and write about problems. ▪ To role-play a dialogue. ▪ To complete rhyming. 	
Enduring Understandings	Essential Questions:
<p>Students will understand that:</p> <ul style="list-style-type: none"> ▪ Ailments. ▪ Chatspeak. ▪ Shopping. ▪ Fast food. ▪ Teen problems. ▪ Al Mamlaka Tower. ▪ The verb should. ▪ Too/enough. ▪ How much/how many/much/many/a lot of/lots of/a few/a little. ▪ Possessive pronouns/possessive-whose...?. 	<ul style="list-style-type: none"> ▪ Match the sentences with the correct picture. ▪ Role-play the dialogue. ▪ Tick the correct answer. ▪ Follow the instructions. ▪ Read the text. ▪ Tick the correct pronunciation. ▪ Complete the messages, sentences. ▪ Write a note and a text message. ▪ Tell me the sizes you see. ▪ Choose, write the correct answer. ▪ Match the sentences with the correct meaning. ▪ Write a note telling your partner where you're going when you'll be

	<p>back.</p> <ul style="list-style-type: none"> ▪ Complete the rhyming. ▪ What do you know about Al Mamlaka Tower. ▪ Answer some comprehension questions.
Knowledge and Skills	
<p>Students will know...</p> <ul style="list-style-type: none"> ▪ New vocabulary about aliments, chatspeak, shopping, fast food, teen problems, Al Mamlaka Tower. ▪ How to use the verb should. ▪ How to use too/enough. ▪ How to use [how much/how many/much/many/a lot of/lots of/a few/a little]. ▪ How to use possessive pronouns/possessive-whose...?. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ▪ Match the sentences with the correct picture. ▪ Tick the correct answer. ▪ Read the text. ▪ Tick the correct pronunciation. ▪ Complete the massages, sentences. ▪ Write a note and a text massage. ▪ Say the sizes you see. ▪ Choose, write the correct answer. ▪ Match the sentences with the correct meaning. ▪ Write a note telling your partner where you're going when you'll be back. ▪ Complete the rhyming.
Stage 2: Assessment Evidence	
<p>Performing Tasks:</p> <ul style="list-style-type: none"> ▪ Use vocabulary in a variety of sentences. ▪ Listening tests. ▪ Oral tests. ▪ Written tests. ▪ Dialogues. ▪ Express themselves orally. ▪ Ask and answer questions. ▪ Summarize a comprehension. 	
<p>Performance Standards:</p> <ul style="list-style-type: none"> ▪ Achieve advanced degrees in the tests and quizzes. ▪ Show the ability to answer the exercises of Student's book and Workbook. ▪ They are done through the follow up table (expectations table). 	
<p>Other Evidence:</p> <ul style="list-style-type: none"> ▪ Observation to evaluate the performance of learners in the oral presentation. ▪ Tests. ▪ Quizzes. 	

- Self-evaluation according to their self-evaluation forms.
- Workbook activities: to ensure the 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 learners on the skills of grammar, spelling and structures of language through classroom activities and homework.
- Training learners of the rules for writing techniques.
- Engage the pupils with self-evaluation of the students to achieve the stated results.
 - We have to focus on basic questions:
 - Match the sentences with the correct picture.
 - Role-play the dialogue.
 - Tick the correct answer.
 - Follow the instructions.
 - Read the text.
 - Tick the correct pronunciation.
 - Complete the messages, sentences.
 - Write a note and a text message.
 - Tell me the sizes you see.
 - Choose, write the correct answer.
 - Match the sentences with the correct meaning.
 - Write a note telling your partner where you're going when you'll be back.
 - Complete the rhyming.
 - What do you know about Al Mamlaka Tower.
 - Answer some comprehension questions.

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)

<u>Warm-up questions:</u>	<u>Work individually:</u>	<u>Work in pairs:</u>	<u>Work in groups:</u>
<ul style="list-style-type: none">▪ What's a typical teenager like in your country?▪ Do you think teenagers have healthy lifestyles? Why/Why not?▪ How do teenagers communicate with each other?▪ What do teenagers usually like buying when they go shopping?	<ul style="list-style-type: none">▪ Match the sentences with the correct pictures.▪ Tick, choose, and complete the correct answer.▪ Read the text.▪ Complete the message.▪ Guess the sizes.▪ Match the correct answer.▪ Write a note telling your partners where you'll be back.▪ Write a note and a text message.	<ul style="list-style-type: none">▪ Role-play the dialogue.	<ul style="list-style-type: none">▪ Role-play the dialogue.▪ Follow the instructions.▪ Pronunciation.

(Performance Tasks)
Title of module: Teen life
2nd year Intermediate

A.	<p><u>Performance tasks:</u></p> <ul style="list-style-type: none">▪ Listen to conversations and passages.▪ Read the conversation with their partners.▪ Read a text.▪ Talk about ailments.▪ Talk about your eating habits.▪ Uses of [too and enough] in sentences.▪ Ask and answer about quantity.▪ Give your opinion.▪ Use the Possessive Pronouns in sentences.▪ Ask with the Possessive Case - Who's...?.▪ Ask for and give advice.▪ Write a letter to an advice column of a magazine.▪ Write a note telling your parents where you're going and when you'll be back. <p><u>Objective:</u></p> <ul style="list-style-type: none">▪ Achieve the general objectives of the module. <p><u>The problem and the challenge:</u></p> <ul style="list-style-type: none">▪ Help students to know / understand their learning goals and evaluate their own progress.
B.	<p><u>Students' role-play:</u></p> <ul style="list-style-type: none">▪ Discussion.▪ Write a note and a text message.▪ Give examples.▪ Read and role-play the conversations.▪ Use the new vocabulary to make new sentences.▪ Read the words' meanings and give examples.▪ Answer the questions and do the tasks related to the module. <p><u>The way to carry out the task:</u></p> <ul style="list-style-type: none">▪ Make presentations and introductions.▪ Identify the suitable strategy of each lesson.▪ Discussion.▪ Critical thinking.▪ Use posters, flashcards, podcasts and boards.▪ Motivate the students to think and answer.▪ Divide the students into pairs or groups.▪ Identify the required activities.

	<ul style="list-style-type: none"> ▪ Ask questions. ▪ 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"> ▪ Module vision.
D.	<p><u>The situation:</u></p> <ul style="list-style-type: none"> ▪ The context of the educational curriculum. <p><u>The challenge:</u></p> <ul style="list-style-type: none"> ▪ To discuss the topic (Teen life) and do the tasks related to the module.
E.	<p><u>Output, performance and purpose:</u></p> <ul style="list-style-type: none"> ▪ Learn, know and be familiar with everything in the module. ▪ Carry out the activities related to the module.
F.	<p><u>Standards and criteria of success:</u></p> <ul style="list-style-type: none"> ▪ Students must learn how to read, write, speak, listen, and use language effectively in a variety of content areas.

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 grammatical errors.	
Acting of the module	Confused in giving examples and answering the questions.	Fairly good examples and answers.	Very good examples and answers.	Excellent examples and answers.	
Approach	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.	
Content	The examples and answers are lacked the correct structure of sentences.	The examples and answers have some incorrect structure of sentences.	The examples and answers are mostly correct in the structure of sentences.	The examples and answers are correct in the structure of sentences.	

Module 4: The Arts	Subject: English (Full Blast 4)
Lessons: (1:7)	2nd year intermediate
Time Frame: 6 lessons	
Module Summary	
<p>This module focuses on the arts, feelings, colors of rainbow, school awards, studying lesson, calligraphy, relative pronouns (who/which/that), using (so/neither), using zero conditional.</p>	
Stage 1: Identify Desired Results	
<p>The General Objectives: By the end of "module", students will be able:</p> <ul style="list-style-type: none"> ▪ To read a text, experiment for specific information. ▪ To recognise the new vocabulary about adjectives, feelings, colours of rainbow, awards, exams, calligraphy. ▪ To use relative pronouns (who/which/that). ▪ To write, choose the correct answer. ▪ To guess what the articles are about. ▪ To use So/Neither. ▪ To discuss some statements. ▪ To use zero conditional. ▪ To discuss some mixed colours. ▪ To recognise the silent letters. ▪ To discuss the new awards, some statements. ▪ To complete rhyming. ▪ To answer some comprehension questions. 	
Enduring Understandings	Essential Questions:
<p>Students will understand that:</p> <ul style="list-style-type: none"> ▪ The arts. ▪ Feelings. ▪ Colors of rainbow. ▪ School awards. ▪ Studying lesson. ▪ Calligraphy. ▪ Relative pronouns (who/which/that). ▪ So/neither. ▪ Zero conditional. 	<ul style="list-style-type: none"> ▪ Read the text. ▪ Write, choose, and circle the correct answer. ▪ Complete the sentences. ▪ Tell a story. ▪ Match the sentences. ▪ Role-play the dialogue. ▪ Discuss some statements. ▪ Answer: What are the colours of a rainbow? ▪ Follow the instructions. ▪ Select the silent letters. ▪ Tell me the means of the phrases on bold. ▪ Write about you and your partner think about some statements ▪ Complete the rhyming.

	<ul style="list-style-type: none"> ▪ What do you know about calligraph. ▪ Answer some comprehension questions.
Knowledge and Skills	
<p>Students will know...</p> <ul style="list-style-type: none"> ▪ New vocabulary about the arts, feelings, colors of rainbow, school awards, studying lesson, calligraphy. ▪ How to use relative pronouns (who/which/that). ▪ How to use (so/neither). ▪ How to use zero conditional. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ▪ Read the text. ▪ Write, choose, and circle the correct answer. ▪ Complete the sentences. ▪ Tell a story. ▪ Match the sentences. ▪ Discuss some statements. ▪ Answer: What are the colours of a rainbow? ▪ Say the means of the phrases on bold. ▪ Write about you and your partner think about some statements ▪ Complete the rhyming. ▪ What do you know about calligraphy?
Stage 2: Assessment Evidence	
<p>Performing Tasks:</p> <ul style="list-style-type: none"> ▪ Use vocabulary in a variety of sentences. ▪ Listening tests. ▪ Oral tests. ▪ Written tests. ▪ Dialogues. ▪ Express themselves orally. ▪ Ask and answer questions. ▪ Summarize a comprehension. 	
<p>Performance Standards:</p> <ul style="list-style-type: none"> ▪ Achieve advanced degrees in the tests and quizzes. ▪ Show the ability to answer the exercises of Student's book and Workbook. ▪ They are done through the follow up table (expectations table). 	
<p>Other Evidence:</p> <ul style="list-style-type: none"> ▪ Observation to evaluate the performance of learners in the oral presentation. ▪ Tests. ▪ Quizzes. ▪ Self-evaluation according to their self-evaluation forms. ▪ Workbook activities: to ensure the 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 learners on the skills of grammar, spelling and structures of language through classroom activities and homework.
- Training learners of the rules for writing techniques.
- Engage the pupils with self-evaluation of the students to achieve the stated results.

- We have to focus on basic questions:

- Read the text.
- Write, choose, and circle the correct answer.
- Complete the sentences.
- Tell a story.
- Match the sentences.
- Role-play the dialogue.
- Discuss some statements.
- Answer: What are the colours of a rainbow?
- Follow the instructions.
- Select the silent letters.
- Tell me the means of the phrases on bold.
- Write about you and your partner think about some statements
- Complete the rhyming.
- What do you know about calligraphy?
- Answer some comprehension questions.

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)

<u>Warm-up questions:</u>	<u>Work individually:</u>	<u>Work in pairs:</u>	<u>Work in groups:</u>
<ul style="list-style-type: none">▪ Who is your favourite artist?▪ Would you like to be an artist? Why?	<ul style="list-style-type: none">▪ Read text loudly.▪ Complete the sentences.▪ Tell a story.▪ Match the sentences.▪ Answer: What are the colours of the rainbow?▪ Choose the correct answer.▪ Match sentences.▪ Give me the means of the phrases in bold.▪ Write about you and your partner think about some statements.▪ Complete the rhyming.	<ul style="list-style-type: none">▪ Role-play the conversations.▪ Discuss some statements.	<ul style="list-style-type: none">▪ Follow the instructions.▪ Find out the silent letters in some words.

(Performance Tasks)
Title of module: The arts
2nd year Intermediate

A.	<p><u>Performance tasks:</u></p> <ul style="list-style-type: none">▪ Listen to conversations and passages.▪ Read the conversation with their partners.▪ Read a text.▪ Form adjectives from nouns.▪ Define people and things by using relative pronouns: [who, which, that].▪ Describe your feelings.▪ Express agreement/disagreement using [So/Neither].▪ Use [Zero Conditional] to express general truths.▪ Find out the silent letters in some words.▪ Talk and write about a new award that you can create.▪ Write an account of an event. <p><u>Objective:</u></p> <ul style="list-style-type: none">▪ Achieve the general objectives of the module. <p><u>The problem and the challenge:</u></p> <ul style="list-style-type: none">▪ Help students to know / understand their learning goals and evaluate their own progress.
B.	<p><u>Students' role-play:</u></p> <ul style="list-style-type: none">▪ Discussion.▪ Write a paragraph and an account of an event.▪ Give examples.▪ Read and role-play the conversations.▪ Use the new vocabulary to make new sentences.▪ Read the words' meanings and give examples.▪ Answer the questions and do the tasks related to the module. <p><u>The way to carry out the task:</u></p> <ul style="list-style-type: none">▪ Make presentations and introductions.▪ Identify the suitable strategy of each lesson.▪ Discussion.▪ Critical thinking.▪ Use posters, flashcards, podcasts and boards.▪ Motivate the students to think and answer.▪ Divide the students into pairs or groups.▪ Identify the required activities.▪ Ask questions.

	<ul style="list-style-type: none"> ▪ 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"> ▪ Module vision.
D.	<p><u>The situation:</u></p> <ul style="list-style-type: none"> ▪ The context of the educational curriculum. <p><u>The challenge:</u></p> <ul style="list-style-type: none"> ▪ To discuss the topic (The arts) and do the tasks related to the module.
E.	<p><u>Output, performance and purpose:</u></p> <ul style="list-style-type: none"> ▪ Learn, know and be familiar with everything in the module. ▪ Carry out the activities related to the module.
F.	<p><u>Standards and criteria of success:</u></p> <ul style="list-style-type: none"> ▪ Students must learn how to read, write, speak, listen, and use language effectively in a variety of content areas.

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 grammatical errors.	
Acting of the module	Confused in giving examples and answering the questions.	Fairly good examples and answers.	Very good examples and answers.	Excellent examples and answers.	
Approach	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.	
Content	The examples and answers are lacked the correct structure of sentences.	The examples and answers have some incorrect structure of sentences.	The examples and answers are mostly correct in the structure of sentences.	The examples and answers are correct in the structure of sentences.	

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K2213000185

(اي بان)

SA8255000000K2213000185

بنك البلاد

900127883010006

(اي بان)

SA4715000900127883010006

البنك السعودي للإستثمار

0101001926001

(اي بان)

SA6065000000101001926001

بنك الجزيرة

030680161166001

(اي بان)

SA6760100030680161166001

بنك الانماء

68202882885000

(اي بان)

SA2805000068202882885000

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



للتواصل عبر الواتس أو الاتصال تليفونيا على احدي الارقام التالية:

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