

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Preparation Of Traveller(4)

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 4)
	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. 18:20 - Module 2: L1 - P. 22&23
5	2/7/1442	6/7/1442	Module 2: L2 - P. 24&25 - Module 2: L3 - P. 26&27
6	9/7/1442	13/7/1442	Module 2: L4 - P. 28&29 - Module 2: L5 - P. 30&31
7	16/7/1442	20/7/1442	Module 2: L6 - P. 32&33 - Module 2: L7- P. 34:36
8	23/7/1442	27/7/1442	Module 3: L1 - P. 38&39 - Module 3: L2 - P. 40&41
9	1/8/1442	5/8/1442	Module 3: L3 - P. 42&43 - Module 3: L4 - P. 44&45
10	8/8/1442	12/8/1442	Module 3: L5 - P. 46&47 - Module 3: L6 - P. 48&49
11	15/8/1442	19/8/1442	Module 3: L7- P. 50:52 - Module 4: L1 - P. 54&55
12	22/8/1442	26/8/1442	Module 4: L2 - P. 56&57 - Module 4: L3 - P. 58&59
13	29/8/1442	3/9/1442	Module 4: L4 - P. 60&61 - Module 4: L5 - P. 62&63
14	6/9/1442	10/9/1442	Module 4: L6 - P. 64&65
15	13/9/1442	17/9/1442	- Module 4: L7- P. 66:68
16	6/10/1442	8/10/1442	EXAMS FINAL
17-18	11/10/1442	22/10/1442	- Final test

Module 1: That's incredible!	Subject: English (Traveller 4)
Lessons: (1 : 6)	2nd year secondary
Time Frame: 6 lessons	
Module Summary	
<p>This module presents new vocabulary about mysterious and unusual places. It focuses interesting buildings and landmarks. It revolves around [reporting verbs and their meanings - words related to crime - expressions with the word "time" - expressions with "be" + prepositions - phrasal verbs with up].</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 talk about mysterious and unusual places. ▪ To identify reporting verbs and their meanings. ▪ To use Past Perfect Simple - Past Perfect Progressive. ▪ To talk about strange events. ▪ To introduce phrasal verbs with up. ▪ To use of Reported Speech. ▪ To talk about interesting buildings and landmarks. ▪ To discuss pros and cons. ▪ To write a description of a place/ building. ▪ To talk about strange crimes and unusual criminals. ▪ To identify words related to crime. ▪ To identify the meaning of expressions with the word "time". ▪ To introduce the meaning and use of expressions with "be" + prepositions. ▪ To talk about strange events and stories. ▪ To ask and provide information about past events. ▪ To talk about strange dreams. ▪ To write a story. 	
Enduring Understandings	Essential Questions
<p>Students will understand that:</p> <ul style="list-style-type: none"> ▪ Talking about mysterious and unusual places. ▪ Identifying [reporting verbs and their meanings - words related to crime - expressions with the word "time" - expressions with "be" + prepositions - phrasal verbs with up]. ▪ Using [Past Perfect Simple - Past Perfect Progressive - Reported Speech]. ▪ Talking about interesting buildings 	<ul style="list-style-type: none"> ▪ Talk about mysterious and unusual places. ▪ Mention some of the new words then put them in short sentences. ▪ Use reporting verbs in sentences. ▪ Give examples of Past Perfect Simple - Past Perfect Progressive. ▪ Give examples of phrasal verbs with up. ▪ Use of Reported Speech. ▪ Talk about interesting buildings and landmarks.

and landmarks.

- Listening for specific information and answer questions about it.
- Discussing pros and cons.
- Writing a description of a place/ building.
- Talking about strange events, stories and dreams.
- Asking and providing information about past events.
- Writing a story.

- Write a description of a place/building in your country.
- Talk about strange crimes and unusual criminals.
- Give examples of expressions with the word "time".
- Mention some expressions with "be" + prepositions.
- Talk about strange events and stories.
- Talk about strange dreams you had that was so real that you thought it had actually happened.
- Give examples of narrative tenses and time words /phrases.
- Write a story begin with the sentence "It was a day Mark would never forget".

Knowledge and Skills

Students will know...

- New vocabulary about mysterious and unusual places.
- Interesting buildings and landmarks.
- Strange events, stories and dreams.
- Reporting verbs and their meanings.
- Words related to crime.
- Expressions with the word "time".
- Expressions with "be" + prepositions.
- Phrasal verbs with up.
- Past Perfect Simple - Past Perfect Progressive.
- Reported Speech

Students will be able to...

- Write a story.
- Write a description of a place/ building.
- Talk about mysterious and unusual places.
- Talk about interesting buildings and landmarks.
- Talk about strange events, stories and dreams.
- Read a text for specific information.
- Listen for specific information and answer questions about it.
- Ask and provide information about past events.
- Use [Past Perfect Simple - Past Perfect Progressive - Reported Speech].

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:
 - Talk about mysterious and unusual places.
 - Mention some of the new words then put them in short sentences.
 - Use reporting verbs in sentences.
 - Give examples of Past Perfect Simple - Past Perfect Progressive.
 - Talk about strange events.
 - Give examples of phrasal verbs with up.

- Use of Reported Speech (Statements).
- Talk about interesting buildings and landmarks.
- In pairs. Imagine that you and your partner are in Jeddah and have enough time to visit only one of the two places, King Fahd's Fountain or the Jeddah Regional Museum of Archaeology and Ethnography. Decide which one to visit.
- Write a description of a place/building in your country.
- Talk about strange crimes and unusual criminals.
- Make a list of the words related to crime.
- Give examples of expressions with the word "time".
- Mention some expressions with "be" + prepositions.
- Rewrite using Reported Speech: "Please, don't make noise!" Julie said to her sister".
- Talk about strange events and stories.
- Talk in pairs. Imagine that you both witnessed the strange event described in the news report. Ask and provide information using your imagination.
- Talk about strange dreams you had that was so real that you thought it had actually happened.
- Give examples of narrative tenses and time words /phrases.
- Write a story begin with the sentence "It was a day Mark would never forget".

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">• Has anything strange ever happened to you? How did it make you feel?• What places or landmarks attract visitors in your country? What is special about them?• Have you ever read or heard about any strange crimes?	<ul style="list-style-type: none">• Talk about mysterious and unusual places.• Mention some of the new words then put them in short sentences.• Give examples of Past Perfect Simple - Past Perfect Progressive.• Give examples of phrasal verbs with up.• Talk about interesting buildings and landmarks.• Write a description of a place/ building in your country.	<ul style="list-style-type: none">• Imagine that you both witnessed the strange event described in the news report. Ask and provide information using your imagination.	<ul style="list-style-type: none">• Make a list of the words related to crime.

(Performance Tasks)

Title of module: That's incredible!

2nd year secondary

A.	<p><u>Performance tasks:</u></p> <ul style="list-style-type: none">• Listen to a tour guide giving information.• Listen to a radio programme.• Read a description of a mysterious island.• Read a newspaper article about an unusual burglar.• Ask and answer questions about unusual facts and stories.• Ask and answer questions about places, buildings, landmarks.• Ask and answer questions about crimes and criminals.• Write a description of a place.• Write a story. <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.• Use the new vocabulary to make new sentences.• Answer work sheets.• Collect information.• 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.
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 (That's incredible!) 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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مصرف الراجحي

233608010954856

(اي بان)

SA5780000233608010954856

حسابات بنوك باسم "سعد عبدالرحمن العتيبي"

=====

البنك الأهلي

21065828000106

(اي بان)

SA0610000021065828000106

بنك سامبا

8001852539

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بنك الرياض

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900127883010006

(اي بان)

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[0551092444](tel:0551092444)

[0558396006](tel:0558396006)

[0558396004](tel:0558396004)

[0558396119](tel:0558396119)

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