

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Preparation Of Traveller (6)

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.**

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 6)
	FROM	TO	
1	4/6/1442	8/6/1442	Unit 1: L1 - P. 8&9 - Unit 1: L2 - P. 10&11 - Unit 1: L3 - P. 12&13 - Unit 1: L4 - P. 14&15
2	11/6/1442	15/6/1442	Unit 1: L5 - P. 16&17 - Unit 2: L1 - P. 18&19 - Unit 2: L2 - P. 20&21 - Unit 2: L3 - P. 22&23
3	18/6/1442	22/6/1442	Unit 2: L4 - P. 24&25 - Unit 2: L5 - P. 26&27 - round-up: P. 28&30 - Unit 3: L1 - P. 32&33
4	25/6/1442	29/6/1442	Unit 3: L1 - P. 32&33 - Unit 3: L2 - P. 34&35 - Unit 3: L3 - P. 36&37 - Unit 3: L4 - P. 38&39
5	2/7/1442	6/7/1442	Unit 3: L5 - P. 40&41 - Unit 4: L1 - P. 42&43 - Unit 4: L2 - P. 44&45 - Unit 4: L3 - P. 46&47
6	9/7/1442	13/7/1442	Unit 4: L4 - P. 48&49 - Unit 4: L5 - P. 50&51 - round-up: P. 52&54 - Unit 5: L1 - P. 56&57
7	16/7/1442	20/7/1442	Unit 5: L2 - P. 58&59 - Unit 5: L3 - P. 60&61 - Unit 5: L4 - P. 62&63 - Unit 5: L5 - P. 64&65
8	23/7/1442	27/7/1442	General Revision Unit 6: L1 - P. 66&67 - Unit 6: L2 - P. 68&69
9	1/8/1442	5/8/1442	Unit 6: L3 - P. 70&71 - Unit 6: L4 - P. 72&73 - Unit 6: L5 - P. 74&75 - round-up: P. 76&78
10	8/8/1442	12/8/1442	Unit 7: L1 - P. 80&81 - Unit 7: L2 - P. 82&83 - Unit 7: L3 - P. 84&85 - Unit 7: L4 - P. 86&87
11	15/8/1442	19/8/1442	Unit 7: L5 - P. 88&89 - Unit 8: L1 - P. 90&91 - Unit 8: L2 - P. 92&93 - Unit 8: L3 - P. 94&95
12	22/8/1442	26/8/1442	Unit 8: L4 - P. 96&97 - Unit 8: L5 - P. 98&99 - round-up: P. 100&102 - Unit 9: L1 - P. 104&105
13	29/8/1442	3/9/1442	Unit 9: L2 - P. 106&107 -- Unit 9: L3 - P. 108&109 - Unit 9: L4 - P. 110&111 - Unit 9: L5 - P. 112&113
14	6/9/1442	10/9/1442	Unit 10: L1 - P. 114&115 - Unit 10: L2 - P. 116&117 - Unit 10: L3 - P. 118&119 - Unit 10: L4 - P. 120&121
15	13/9/1442	17/9/1442	Unit 10: L5 - P. 122&123 - round-up: P. 124&126 General Revision
16	6/10/1442	8/10/1442	Final Exams
17-18	11/10/1442	22/10/1442	- Final test

Unit 1: Visual arts	Subject: English (Traveller 6)
Lessons: (1 : 5)	3rd year secondary
Time Frame: 5 lessons	
Unit Summary	
<p>This unit presents new vocabulary about art, literature and museums. It focuses on [relative and participle clauses/ adjectives deriving from verbs and nouns]. It revolves around words easily confused.</p>	
Stage 1: Identify Desired Results	
<p>The General Objectives:</p>	
<p>By the end of "unit", students will be able:</p>	
<ul style="list-style-type: none"> ▪ To talk about art, literature and museums. ▪ To identify new words about art and literature. ▪ To guess the meaning of unknown words. ▪ To answer the questions about the text. ▪ To listen to people talking in eight different situations and answer the question. ▪ To use relative and participle clauses. ▪ To form adjectives deriving from verbs and nouns. ▪ To distinguish the meaning of words easily confused. ▪ To compare and discuss situations shown in photographs. ▪ To read and complete a text about an artist. ▪ To write an informal letter based on prompts. 	
Enduring Understandings	Essential Questions
<p>Students will understand that:</p> <ul style="list-style-type: none"> ▪ Talking about art, literature and museums. ▪ Identifying new words about art and literature. ▪ Guessing the meaning of unknown words. ▪ Answering the questions about the text. ▪ Listening to people talking in eight different situations and answer the question. ▪ Using relative and participle clauses. ▪ Forming adjectives deriving from verbs and nouns. ▪ Distinguishing the meaning of words easily confused. ▪ Comparing and discuss situations shown in photographs. 	<ul style="list-style-type: none"> ▪ Talk about art, literature and museums. ▪ Mention some of the new words then put them in short sentences. ▪ What does the word "artefacts" mean? ▪ How do you think a visit to these museums would benefit you? ▪ Put the words "rise - raise - arise - lift" in sentences show their meanings. ▪ Write the adjectives which derive from the verbs (fame - impress) ▪ Give examples of relative clauses. ▪ How does Ivan feel about modern art? ▪ Put the words "donation - salary" in sentences that show their meanings. ▪ Give examples of participle

<ul style="list-style-type: none"> ▪ Reading and completing a text about an artist. ▪ Writing an informal letter based on prompts. 	<p>clauses.</p> <ul style="list-style-type: none"> ▪ Why do you believe visiting art galleries and museums is important? ▪ What are the similarities and differences between photography and painting? ▪ Who is Frida Kahlo? ▪ Talk about the Alhambra. ▪ Write a letter to your friend asking his help in a project.
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Knowledge and Skills

<p>Students will know...</p> <ul style="list-style-type: none"> ▪ New vocabulary about art, literature and museums . ▪ Words easily confused. ▪ Relative and participle clauses ▪ Adjectives deriving from verbs and nouns. ▪ Comparing photographs. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ▪ Talk about art, literature and museums. ▪ Answer the questions about the text. ▪ Listen to people talking in eight different situations and answer the question. ▪ Use relative and participle clauses. ▪ Form adjectives deriving from verbs and nouns. ▪ Read and complete a text about an artist. ▪ Write an informal letter based on prompts.
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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).

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 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 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 art, literature and museums.
 - Mention some of the new words then put them in short sentences.
 - What does the word "artefacts" mean?
 - How do you think a visit to these museums would benefit you?
 - Put the words "rise - raise - arise - lift" in sentences show their meanings.
 - Write the adjectives which derive from the verbs (fame - impress)
 - Give examples of relative clauses.
 - How does Ivan feel about modern art?
 - Put the words "donation - salary" in sentences that show their meanings.
 - Give examples of participle clauses.
 - Why do you believe visiting art galleries and museums is important?
 - What are the similarities and differences between photography and painting?

- **Who is Frida Kahlo?**
- **Talk about the Alhambra.**
- **Write a letter to your friend asking his help in a project.**

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>
<p>❓ What does the word "artefacts" mean?</p> <ul style="list-style-type: none">• Who is Frida Kahlo?	<ul style="list-style-type: none">• Talk about art, literature and museums.• Mention some of the new words then put them in short sentences.• Write the adjectives which derive from the verbs (fame - impress)• Give examples of relative clauses.	<ul style="list-style-type: none">• What are the similarities and differences between photography and painting?	<ul style="list-style-type: none">• How do you think a visit to these museums would benefit you?

(Performance Tasks)
Title of unit: Visual arts
3rd year secondary

A.	<p><u>Performance tasks:</u></p> <ul style="list-style-type: none">• Listen to people talking in eight different situations and answer the question.• Read advertisements for five different museums.• Ask and answer questions about art, literature and museums.• Compare photographs.• Write an informal letter based on prompts. <p><u>Objective:</u></p> <ul style="list-style-type: none">• Achieve the general objectives of the unit. <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 unit. <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">• Unit 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 (Visual arts) 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> <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 unit	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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