Education Office ……….

School





***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.

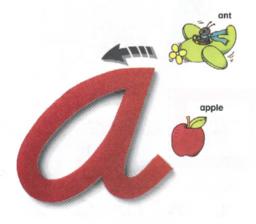
2- To acquire the linguistic basis that enables the learners to advocate Islamic and explain the Islamic concepts and Issues.

3- To spread the Instructions of the true Islamic religion through convencing 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 to wards 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.







***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 enables 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 AIMS OF THE COURSE :INTERMEDIATE STAGE

## b1THE AIMS OF THE COURSE :INTERMEDIATE STAGE

**1). To develop in the learners the ability to listen, read and understand English.**

**(2). To train pupils’ ears to understand English uttered by speakers.**

**(3). To help pupils read extensive readings for information, pleasure and enlightenment.**

**(4). To help pupils reinforce grammatical points already taught.**

**(5). To teach pupils to practice important writing techniques.**

**(6). To develop in the learners the ability to promote the writing skill until they are able to write a complete paragraph and are ready to do any writing required in the university or in life.**

**In conclusion, we can say that teaching English in secondary school aims at expanding the students’ knowledge and enabling them to use English for study**

**And for communicating with others. It is the teacher’s job to encourage the Students 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.**



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| 1st Grade intermediate | **CLASS** | Full Blast 2 | **BOOK** | | **THUS.** | **WED.** | **TUE..** | **MON.** | **SUN.** | **Day** |
| Nice and tasty | | | **Module 1** | |  |  |  |  |  | **Date** |
| In this module students will learn how to express performance, express opinion, order food, accept and refuse an order, discuss food and eating habits, ask and answer about quantity and how to write a paragraph about eating habits. | | | Unit Summery | |  |  |  |  |  | **Class - Share** |
| Stage ( 1 ) ***identify Desired Results*** | | | | |  | | | | | |
| **Enduring Understanding** | | | | | | | | | | |
| * how to ask and answer about quantity. * how to discuss food and eating habits. * how to express opinion. * how to write a paragraph about eating habits. | | | | *Students will understand ….*   * how to express performance. * how to order food. * how to accept and refuse an order. | | | | | | |

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| **Essential questions** | **Knowledge** | **Skills** |
| * What would you like to eat? * What's your favourite food? * Do you like cherries? * Where do you like eating? * How much water do you drink a day? * How many apples do you eat a day? * What do you usually have for breakfast? | ***Students will know :***   * **how to order food.** * **how to express opinion.** * **how to express performance.** * **how to accept and refuse an order.** * **how to discuss food and eating habits.** * **how to ask and answer about quantity.** * **how to write a paragraph about eating habits.** | ***Students will be able to :***   * **express opinion.** * **express performance.** * **discuss food and eating habits.** * **accept and refuse an order.** * **ask and answer about quantity using *How many/ How much?*** * **write a paragraph about eating habits.** * **recognize countable and uncountable nouns.** |

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| **Stage ( 3 ) *Learning Plan*** | Stage ( 2 ) ***Assessment Evidence*** | | |
|  | **Other Evidence:** | **Performing Tasks:** | **Performance Standards:** |
| The approach is to help learners to know where the unit will go and what is expected of them and the level of performance required of them to achieve .  Educational-learning activities :   1. Learn the basics of the English language that would form the foundation for its mastery in the future 2. Learn the core vocabulary assigned for this stage . 3. Listen and understand simple English language . 4. Express themselves orally using simple English language . 5. Read and understand simple written English language materials . 6. Pupils should read the lesson. 7. They should be able to discuss the topic. 8. They should be able to listen and practice a conversation . 9. They should be able to discuss the topic. 10. They should be able to listen to people inviting each other. 11. Pupils should be active at the class. 12. They should be study the new vocabulary. | Through other evidence (eg: short tests, academic reminders, long tests, notebooks ...) will introduce students attainment of the desired results.  In the absence of some skills, you will be following procedure assign a distinctive student in the computer and turn around the rest of the watch and participate opinion.  Assigning students to read quick lesson in the classroom.  Worksheets - Portfolio - Brochures   * Flash cards designed by the students . * Quizzes . * Self-evaluations . * Activities ( Activity Book ) . | Ask students to write a paragraph about what they have for breakfast, lunch, dinner and at the weekends.  Ask students to talk about their favourite food.   |  |  |  |  | | --- | --- | --- | --- | | Tyro  (4) | Continuing  (3) | Able  (2) | Perfect  (1) | |  |  |  |  | | **\* Write the plurals:**  **1- shelf …………… 2- magazine ……………**  **3- watch…………… 4- person ……………**  **5- fish …………… 6- child……………**  **\* Choose *a* or *b* :**  **1- I'd like some ……….. for dessert, please.**   1. **orange juice b- cake**   **2- I'm very ………. Can I have some water?**   1. **thirsty b- hungry**   **\* Answer about yourself:**  **1- How much milk do you drink a day?**  **2- How many dates do you eat a week?**  **3- How much bread do you eat a day?** |

TAME SCHDUALE FOR PREPARE STUDYING UNET :

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| 1st Grade intermediate | **CLASS** | Full Blast 2 | **BOOK** | | **THUS.** | **WED.** | **TUE..** | **MON.** | **SUN.** | **Day** |
| Events | | | **Module 2** | |  |  |  |  |  | **Date** |
| In this module students will learn how to discuss current activities, distinguish between habitual actions and current events, express performance and how to write an e-mail to a friend / cousin about Eid ul-Fitr. | | | Unit Summery | |  |  |  |  |  | **Class - Share** |
| Stage ( 1 ) ***identify Desired Results*** | | | | |  | | | | | |
| **Enduring Understanding** | | | | | | | | | | |
|  | | | | ***Students will understand ….***  **how to discuss current activities.**  **how to distinguish between habitual actions and current events.**  **how to express performance.**  **how to write an e-mail to a friend / cousin about Eid ul-Fitr.** | | | | | | |

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| **Essential questions** | **Knowledge** | **Skills** | |
| * **What kind of events do you attend?** * **What's your favourite celebration?** * **Who do you usually celebrate with?** * **What's the date today / tomorrow?** * **When is Eid ul-Fitr?** * **What's the weather like today / in winter?** * **Do you like school fetes?** | ***Students will know :***  **How to express performance.**  **how to distinguish between habitual actions and current events.**  **how to discuss current activities.**  **how to ask and answer questions in the present progressive.**  **how to write an e-mail to a friend / cousin about Eid ul-Fitr.** | | ***Students will be able to :***  **discuss current activities**  **express performance.**  **distinguish between habitual actions and current events.**  **ask and answer questions in the present progressive.**  **write an e-mail to a friend / cousin about Eid ul-Fitr.** |

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| **Stage ( 3 ) *Learning Plan*** | Stage ( 2 ) ***Assessment Evidence*** | | |
|  | **Other Evidence:** | **Performing Tasks:** | **Performance Standards:** |
| The approach is to help learners to know where the unit will go and what is expected of them and the level of performance required of them to achieve .  Educational-learning activities :   1. Learn the basics of the English language that would form the foundation for its mastery in the future 2. Learn the core vocabulary assigned for this stage . 3. Listen and understand simple English language . 4. Express themselves orally using simple English language . 5. Read and understand simple written English language materials . 6. Pupils should read the lesson. 7. They should be able to discuss the topic. 8. They should be able to listen and practice a conversation . 9. They should be able to discuss the topic. 10. They should be able to listen to people inviting each other. 11. Pupils should be active at the class. 12. They should be study the new vocabulary. | Through other evidence (eg: short tests, academic reminders, long tests, notebooks ...) will introduce students attainment of the desired results.  In the absence of some skills, you will be following procedure assign a distinctive student in the computer and turn around the rest of the watch and participate opinion.  Assigning students to read quick lesson in the classroom.  Worksheets - Portfolio - Brochures   * Flash cards designed by the students . * Quizzes . * Self-evaluations . * Activities ( Activity Book ) . | Ask students to write a paragraph about a special day in their country.  Ask students to write an e-mail to a friend about Eid ul-Fitr.   |  |  |  |  | | --- | --- | --- | --- | | Tyro  (4) | Continuing  (3) | Able  (2) | Perfect  (1) | |  |  |  |  | | **\* Answer the questions:**  **1- What's the date today?**  **2- When does school start / end ?**  **\* Circle the correct words:**  **1- Let's ( do / have ) a picnic on Friday.**  **2- Do you ( learn / walk ) to school?**  **3- ( Clean / Collect ) up your room, please.**  **\* Write:**  **1- three months**  **2- three seasons**  **\* Complete:**  **1- I love going swimming …. the summer.**  **2- My birthday is ……….. 15th April.** |

TAME SCHDUALE FOR PREPARE STUDYING UNET :

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| 1st Grade intermediate | **CLASS** | Full Blast 2 | **BOOK** | | **THUS.** | **WED.** | **TUE..** | **MON.** | **SUN.** | **Day** |
| What an experience ! | | | **Module 3** | |  |  |  |  |  | **Date** |
| In this module students will learn how to describe feelings, talk about past events, express time, distinguish between the present and the past and how to write a paragraph about an interesting day in one's life. | | | Unit Summery | |  |  |  |  |  | **Class - Share** |
| Stage ( 1 ) ***identify Desired Results*** | | | | |  | | | | | |
| **Enduring Understanding** | | | | | | | | | | |
| * how to express time. * how to distinguish between the present and the past. * how to write a paragraph about an interesting day in one's life. | | | | *Students will understand ….*   * how to talk about past events. * how to describe feelings. | | | | | | |

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| **Essential questions** | **Knowledge** | **Skills** | |
| * **Can you think of any unforgettable moments in your life?** * **How do new experiences make you feel?** * **Where were you last Friday?** * **Do you go to funfairs?** * **When did you last go to a funfair?** * **Did you like it?** | **Students will know :**   * **how to describe feelings.** * **how to express time in the past.** * **how to talk about past events.** * **how to distinguish between the present and the past.** * **how to write a paragraph about an interesting day in one's life.** | | ***Students will be able to :***   * **express time in the past.** * **describe feelings.** * **talk about past events.** * **distinguish between the present and the past.** * **write a paragraph about an interesting day in one's life.** |

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| **Stage ( 3 ) *Learning Plan*** | Stage ( 2 ) ***Assessment Evidence*** | | |
|  | **Other Evidence:** | **Performing Tasks:** | **Performance Standards:** |
| The approach is to help learners to know where the unit will go and what is expected of them and the level of performance required of them to achieve .  Educational-learning activities :   1. Learn the basics of the English language that would form the foundation for its mastery in the future 2. Learn the core vocabulary assigned for this stage . 3. Listen and understand simple English language . 4. Express themselves orally using simple English language . 5. Read and understand simple written English language materials . 6. Pupils should read the lesson. 7. They should be able to discuss the topic. 8. They should be able to listen and practice a conversation . 9. They should be able to discuss the topic. 10. They should be able to listen to people inviting each other. 11. Pupils should be active at the class. 12. They should be study the new vocabulary. | Through other evidence (eg: short tests, academic reminders, long tests, notebooks ...) will introduce students attainment of the desired results.  In the absence of some skills, you will be following procedure assign a distinctive student in the computer and turn around the rest of the watch and participate opinion.  Assigning students to read quick lesson in the classroom.  Worksheets - Portfolio - Brochures   * Flash cards designed by the students . * Quizzes . * Self-evaluations . * Activities ( Activity Book ) . | **Ask students to write a paragraph about where they were last Friday.**  **Ask students to write a paragraph about what they did yesterday after school.**   |  |  |  |  | | --- | --- | --- | --- | | Tyro  (4) | Continuing  (3) | Able  (2) | Perfect  (1) | |  |  |  |  | | **\*Choose *a* or *b* :**  **1- ………, Ali. You are late for school.**   1. **Sleep b- Wake up**   **2- I've got a ………. From Saud.**   1. **message b- dream**   **\* Answer about yourself:**  **1- Were you at school yesterday?**  **2- Where did you go last summer?**  **3- Who were you with last night?**  **\* Write the past form:**  **1- go ………….. 2- have …………**  **3- kick ………… 4- do …………**  **5- prepare ………6- sit …………** |

TAME SCHDUALE FOR PREPARE STUDYING UNET :

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| 1st Grade intermediate | **CLASS** | Full Blast 2 | **BOOK** | | **THUS.** | **WED.** | **TUE..** | **MON.** | **SUN.** | **Day** |
| See the world | | | **Module 4** | |  |  |  |  |  | **Date** |
| In this module students will learn how to make comparisons, express obligation and prohibition, discuss future plans and future arrangements, distinguish between the past and the future and how to write an e-mail to a friend about a holiday. | | | Unit Summery | |  |  |  |  |  | **Class - Share** |
| Stage ( 1 ) ***identify Desired Results*** | | | | |  | | | | | |
| **Enduring Understanding** | | | | | | | | | | |
|  | | | | Students will understand ….   * how to discuss future plans and future arrangements. * how to express obligation and prohibition. * how to make comparisons. * how to distinguish between the past and the future. * how to write an e-mail to a friend about a holiday. | | | | | | |

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| **Essential questions** | **Knowledge** | **Skills** |
| * **Do you like travelling?** * **Where do you usually go on holiday?** * **What do you do on holiday?** * **Where are you going to go in the summer?** * **Who are you going to travel with?** * **When are you going to go?** * **How are you going to travel?** | ***Students will know :***  **how to make comparisons.**  **how to express obligation and prohibition.**  **how to discuss future plans and future arrangements.**  **how to distinguish between the past and the future.**  **how to write an e-mail to a friend about a holiday.** | ***Students will be able to :***  **make comparisons.**  **discuss future plans and future arrangements.**  **distinguish between the past and the future.**  **express obligation and prohibition.**  **write an e-mail to a friend about a holiday.** |

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| **Stage ( 3 ) *Learning Plan*** | Stage ( 2 ) ***Assessment Evidence*** | | |
|  | **Other Evidence:** | **Performing Tasks:** | **Performance Standards:** |
| The approach is to help learners to know where the unit will go and what is expected of them and the level of performance required of them to achieve .  Educational-learning activities :   1. Learn the basics of the English language that would form the foundation for its mastery in the future 2. Learn the core vocabulary assigned for this stage . 3. Listen and understand simple English language . 4. Express themselves orally using simple English language . 5. Read and understand simple written English language materials . 6. Pupils should read the lesson. 7. They should be able to discuss the topic. 8. They should be able to listen and practice a conversation . 9. They should be able to discuss the topic. 10. They should be able to listen to people inviting each other. 11. Pupils should be active at the class. 12. They should be study the new vocabulary. | Through other evidence (eg: short tests, academic reminders, long tests, notebooks ...) will introduce students attainment of the desired results.  In the absence of some skills, you will be following procedure assign a distinctive student in the computer and turn around the rest of the watch and participate opinion.  Assigning students to read quick lesson in the classroom.  Worksheets - Portfolio - Brochures   * Flash cards designed by the students . * Quizzes . * Self-evaluations . * Activities ( Activity Book ) . | **Ask students to write a paragraph about their country, the continent, its capital, population, official language and most popular sport.**  **Ask students to write a paragraph about a holiday they went on.**   |  |  |  |  | | --- | --- | --- | --- | | **Tyro**  **(4)** | **Continuing**  **(3)** | **Able**  **(2)** | **Perfect**  **(1)** | |  |  |  |  | | **\* Write the opposite:**  **1- warm …………….. 2- easy ………………**  **3- easy ……………… 4- exciting ……………**  **5- expensive …………..**  **\* Write:**  **1- three means of transport**  **2- three adventure sports**  **\* Circle the correct words:**  **1- Ali went to the supermarket ( by – on ) foot.**  **2- Fahd always ( spends – wins ) all his money on clothes.**  **3- The first-aid kit is in the ( map – backpack )**  **\* Make sentences:**  **1- we / have / picnic / in / park / tomorrow.**  **2- Ahmed / drive to / beach / last Sunday.** |

TAME SCHDUALE FOR PREPARE STUDYING UNET :

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