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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.

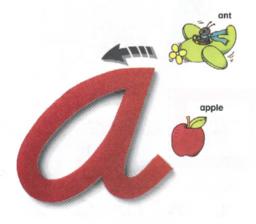
2- To acquire the linguistic basis that enables the learners to advocate Islamic and explain the Islamic concepts and Issues.

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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| **2nd Intermediate** | **CLASS** | **Full Blast 4** | **BOOK** | | **THUS.** | **WED.** | **TUE..** | **MON.** | **SUN.** | **Day** |
| Today and tomorrow | | | **Module 1** | |  |  |  |  |  | **Date** |
| In this module students will learn how to make suggestions, express prohibition, discuss future plans, refer to conditions and their results, express obligation and lake of obligation, invite and accept / refuse an invitation, make predictions, promises, on-the-spot decisions, offers and requests and how to write an e-mail of invitation. | | | Unit Summery | |  |  |  |  |  | **Class - Share** |
| Stage ( 1 ) ***identify Desired Results*** | | | | |  | | | | | |
| **Enduring Understanding** | | | | | | | | | | |
| * **how to express prohibition.** * **how to refer to conditions and their results.** * **how to make suggestions.** * **how to invite and accept / refuse an invitation.** * **how to write an e-mail of invitation.** | | | | ***Students will understand ….***   * **how to discuss future plans.** * **how to make predictions, promises, on-the-spot decisions, offers and requests.** * **how to express obligation and lake of obligation.** | | | | | | |

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| **Essential questions** | **Knowledge** | **Skills** |
| * **Do you use computers? What for?** * **How important is it to protect the environment?** * **What do you think your life will be like in the future?** * **What are you going to do on Sunday evening?** * **What job will you do?** * **Where will you live?** * **What mustn't you do at home?** * **Do you help your mother with the housework?** * **What will happen if we continue pollute rivers?** | ***Students will know :***   * **how to make suggestions.** * **how to express prohibition.** * **how to discuss future plans.** * **how to refer to conditions and their results.** * **how to express obligation and lake of obligation.** * **how to invite and accept / refuse an invitation.** * **how to make predictions, promises, on-the-spot decisions, offers and requests.** * **how to write an e-mail of invitation.** | ***Students will be able to :***   * **make predictions, promises, on-the-spot decisions, offers and requests.** * **express obligation and lake of obligation.** * **invite and accept / refuse an invitation.** * **refer to conditions and their results.** * **discuss future plans.** * **express prohibition.** * **make suggestions.** * **write an e-mail of invitation.** |

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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 plans for the weekend.**  **Ask students to write a paragraph about their lives in fifteen years' time.**  **Ask students to write a paragraph about what they must, mustn't and don't have to do at school.**   |  |  |  |  | | --- | --- | --- | --- | | **Tyro**  **(4)** | **Continuing**  **(3)** | **Able**  **(2)** | **Perfect**  **(1)** | |  |  |  |  | | **\* What would you say in these situations:**  **1- You are hungry.**  **2- You eat a lot of junk food and you have a health problem.**  **3- Your friend needs help with his homework.**  **\* Choose the correct answer:**  **1- You mustn't ( cycle – throw ) rubbish in the streets.**  **2- Your car is ( dirty – clean ). You need to wash it.**  **3- If you are quiet, the baby ( will sleep – sleeps ).**  **\* Write conditional sentences:**  **1- Are you ill? Don't go out tonight.**  **2- Don't jump! You will get hurt.**  **3- Run or you will miss the bus.** |

TAME SCHDUALE FOR PREPARE STUDYING UNET :

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| **2nd Intermediate** | **CLASS** | **Full Blast 4** | **BOOK** | | **THUS.** | **WED.** | **TUE..** | **MON.** | **SUN.** | **Day** |
| Team spirit | | | **Module 2** | |  |  |  |  |  | **Date** |
| **In this module students will learn how to give news, express time, talk about sports, link past and present time, talk about past experiences and how to write an e-mail giving news.** | | | Unit Summery | |  |  |  |  |  | **Class - Share** |
| Stage ( 1 ) ***identify Desired Results*** | | | | |  | | | | | |
| **Enduring Understanding** | | | | | | | | | | |
|  | | | | ***Students will understand ….***  **how to talk about past experiences.**  **how to link past and present time.**  **how to give news.**  **how to express time.**  **how to talk about sports.**  **how to write an e-mail giving news.** | | | | | | |

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| **Essential questions** | **Knowledge** | **Skills** |
| * **Do you prefer to do things on your own or as a team?** * **What sort of things do you like doing with other people?** * **What teams do you know of?** * **Have you ever travelled abroad?** * **Who did you travel with?** | ***Students will know :***   * **how to give news.** * **how to express time.** * **how to talk about sports.** * **how to link past and present time.** * **how to talk about past experiences.** * **how to write an e-mail giving news.** | ***Students will be able to :***   * **talk about past experiences.** * **link past and present time.** * **talk about sports.** * **express time.** * **give news.** * **write an e-mail giving news.** |

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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 team they know of.**  **\* Ask students to talk about their visit to the zoo.**  **\* Ask student to write a paragraph describing a job.**  **\* Ask students to write about a trip they have been on.**   |  |  |  |  | | --- | --- | --- | --- | | **Tyro**  **(4)** | **Continuing**  **(3)** | **Able**  **(2)** | **Perfect**  **(1)** | |  |  |  |  | | **\* Choose the correct answer:**  **1- Have you ……. visited Egypt?**  **a- always b- ever c- before**  **2- I've …….. wanted to live in Paris.**  **a- before b- once c- always**  **\* Use the prompts to write questions:**  **1- When / you / see / wild animal?**  **2- Where / you / go / on holiday / last summer?**  **3- What strange food / you / taste / so far?**  **\* Complete the sentences with *since*  or *for* :**  **1- Ali has played in this team ……. 2007.**  **2- I've lived in Riyadh ……….. three years.**  **3- I haven't spoken to Salah ……. last summer.** |

TAME SCHDUALE FOR PREPARE STUDYING UNET :

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| **2nd Intermediate** | **CLASS** | **Full Blast 4** | **BOOK** | | **THUS.** | **WED.** | **TUE..** | **MON.** | **SUN.** | **Day** |
| Teen life | | | **Module 3** | |  |  |  |  |  | **Date** |
| **In this module students will learn how to express emotions, express performance, ask for and give advice, ask and answer about quantity, express opinion and make suggestions and how to write a note a text message and a letter to an advice column.** | | | Unit Summery | |  |  |  |  |  | **Class - Share** |
| Stage ( 1 ) ***identify Desired Results*** | | | | |  | | | | | |
| **Enduring Understanding** | | | | | | | | | | |
| * **how to express emotions.** * **how to express performance.** * **how to write a note and a text message.** * **how to write a letter to an advice column.** | | | | ***Students will understand ….***   * **how to ask for and give advice.** * **how to ask and answer about quantity.** * **how to express opinion and make suggestions.** | | | | | | |

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| **Essential questions** | **Knowledge** | **Skills** |
| * **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?** * **Do you eat a lot of fast food?** * **Do you think all fast food is unhealthy?** * **What should you eat instead of fast food?** * **Why are proteins good for us?** | ***Students will know :***   * **how to express emotions.** * **how to express performance.** * **how to ask for and give advice.** * **how to ask and answer about quantity.** * **how to express opinion and make suggestions.** * **how to write a note and a text message.** * **how to write a letter to an advice column.** | ***Students will be able to :***   * **express opinion and make suggestions.** * **express performance.** * **ask and answer about quantity.** * **ask for and give advice.** * **express emotions.** * **write a note and a text message.** * **write a letter to an advice column.** |

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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 eating habits.**  **Ask students to write a letter to an advice column describing a problem they have and ask for advice.**   |  |  |  |  | | --- | --- | --- | --- | | **Tyro**  **(4)** | **Continuing**  **(3)** | **Able**  **(2)** | **Perfect**  **(1)** | |  |  |  |  | | **\* Choose the correct answer:**  **1- Ali will be right ………..**   1. **normal b- right**   **2- The …………. car was parked outside the school.**   1. **mens' b- men's**   **3- Fried food has a lot of ………. In it.**  **a- fat b- sugar**  **\* Match the phrases:**   |  |  | | --- | --- | | **1- credit** | 1. **money** | | **2- fitting** | 1. **card** | | **3- shop** | 1. **assistant** | | **4- cash** | 1. **room** | | **5- pocket** | 1. **desk** | |

TAME SCHDUALE FOR PREPARE STUDYING UNET :

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| **2nd Intermediate** | **CLASS** | **Full Blast 4** | **BOOK** | | **THUS.** | **WED.** | **TUE..** | **MON.** | **SUN.** | **Day** |
| The arts | | | **Module 4** | |  |  |  |  |  | **Date** |
| **In this module students will learn how to express opinion, express feelings, agree and disagree, describe an event, find things in common, define people and things and how to talk about general truths.** | | | Unit Summery | |  |  |  |  |  | **Class - Share** |
| Stage ( 1 ) ***identify Desired Results*** | | | | |  | | | | | |
| **Enduring Understanding** | | | | | | | | | | |
| * **how to express feelings.** * **how to express opinion.** * **how to talk about general truths.** * **how to describe an event.** | | | | ***Students will understand ….***   * **how to define people and things.** * **how to find things in common.** * **how to agree and disagree.** | | | | | | |

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| **Essential questions** | **Knowledge** | **Skills** |
| * **Who is your favorite artist?** * **Would you like to be an artist? Why?** * **Which colours does white light contain?** * **What colour go you get when you mix yellow and red?** * **What do you know about school awards?** | ***Students will know :***   * **how to express opinion.** * **how to express feelings.** * **how to agree and disagree.** * **how to describe an event.** * **how to find things in common.** * **how to define people and things.** * **how to talk about general truths.** | ***Students will be able to :***   * **describe an event.** * **express feelings.** * **agree and disagree.** * **express opinion.** * **define people and things.** * **talk about general truths.** * **find things in common.** |

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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 something unusual that has happened to them.**  **Ask students to talk about a new award they can create.**   |  |  |  |  | | --- | --- | --- | --- | | **Tyro**  **(4)** | **Continuing**  **(3)** | **Able**  **(2)** | **Perfect**  **(1)** | |  |  |  |  | | **\* Cross out the extra word:**  **1- That's the man who he won the competition.**  **2- That's the boy who he lives near us.**  **3- Show me the shoes that you bought them.**  **\* Join the sentences:**  **1- Ali is feeding a cat. He found it in the garden.**  **2- Do you like this painting? I bought it yesterday.**  **3- There is the artist. Saud saw him at the funfair.**  **\* Choose the correct answer:**  **1- This is a story about a man …….. searches for his lots son.**   1. **which b- who**   **2- I feel ……… I'm going to win the race.**   1. **nervous b- confident** |

TAME SCHDUALE FOR PREPARE STUDYING UNET :

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