

وزارة التربية والتعليم
مكتب مستشار اللغة الإنجليزية

Monthly Distribution of EFL Syllabus
First Year Preparatory
(2013 – 2014)

Ministry of Education
ELT Counsellor's office

توزيع منهج اللغة الإنجليزية

2014 – 2013

First Term

Month	Hello! English for Preparatory Schools Year One (SB + WB)
September	Units 1 + 2
October	Units 3 + Revision A + 4 + 5
November	Units 6 + Revision B + 7 + 8
December	Units 9 + Revision C + 10 + 11+12
January 2014	Revision D + Practice Tests

Second Term

Month	Hello! English for Preparatory Schools Year One (SB + WB)
February	Units 13 + 14 + 15 + Revision E
March	Units 16 + 17 + 18 + Revision F + 19
April	Units 20 + 21 + Revision G +22+ 23
May	Unit 24 + Revision H + Practice Tests

مستشار اللغة الإنجليزية
سميرة محمد بكر

الموجه العام
جدي عبد الغنى عبد الله

**Monthly Distribution of EFL Syllabus
Second Year Preparatory
(2013-2014)**

**Ministry of Education
ELT Counsellor's Office**

توزيع منهج اللغة الإنجليزية
(2014 - 2013)

First Term

Month	Hello! English for Preparatory Schools Year Two (SB + WB)
September	Units 1 + 2
October	Units 3 + Revision A + 4 + 5
November	Units 6 + Revision B + 7 + 8
December	Units 9 + Revision C + 10 + 11+12
January 2014	Revision D + Practice Tests

Second Term

Month	Hello! English for Preparatory Schools Year Two (SB + WB)
February	Units 13 + 14 + 15 + Revision E
March	Units 16 + 17 + 18 + Revision F + 19
April	Units 20 + 21 + Revision G +22 + 23
May	Unit 24 + Revision H + Practice Tests

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د الغنى عبد الله

توزيع منهج اللغة الإنجليزية

2014-2013

Hello! English for Preparatory Schools
Year Three (SB + WB)
First Term

Month	Hello! (SB + WB)	The Reader
September	Unit 1	Chapter 1
October	Units 2 + 3 +Revision A	Chapters 2 + 3
November	Units 4+5+6 + Revision B	Chapter 3 (contd.) + 4
December	Units 7+8+9	Chapter 4 (contd.) + 5
January 2014	Revision C + Practice Tests	Chapter 5 (contd.)

Second Term

Month	Hello! (SB + WB)	The Reader
February	Units 10 + 11	Chapter 6
March	Units 12+ Revision D +13+ 14 + 15	Chapters 7 + 8
April	Revision E +Units 16 + 17 + 18	Chapters 8 (contd.) + 9
May	Revision F + Practice Tests	Chapter 10 + Revision

توجيهات اللغة

الإنجليزية

(التوجيهات ، التوزيع الشهري للمنهج ،
والمواصفات الامتحانية)

للتعليم الإعدادي العام

للعام الدراسي

2014/2013م

Ministry of Education

Counsellor's Office

Directives for General Preparatory

School Teachers (Directives, Monthly Distribution)

English Language

2013-2014

General Aims for TEFL in the Preparatory Cycle

- 1 To develop positive attitudes towards learning foreign languages.**
- 2 To enable pupils to appreciate the importance of English in the progress of Science and Technology at both national and international levels.**
- 3 To encourage openness to foreign cultures.**
- 4 To develop the skills of listening, speaking, reading and writing in an integrated way, with the focus on the development of communication skills.**
- 5 To develop the ability to extract information from a listening or reading text or through different forms of mass media.**
- 6 To train pupils in the skills of logical and critical thinking.**

- 7 To provide for self-realization focusing on this concept through assigning tasks to pupils which contribute to this purpose.
- 8 To train the pupils to participate positively in dialogue and to respect the opinions of others e.g. through debate and discussion and the exploration of concepts.
- 9 To train the pupils in problem-solving, collaborative learning, and the use of different learning resources.
- 10 To develop skills for learner-autonomy by enabling pupils to acquire a set of learning strategies e.g. problem-solving, discovery-learning, creative thinking and critical reading.
- 11 To encourage the development of pupils' creativity.
- 12 To develop moral and social values in pupils by encouraging attitudes of tolerance, cooperation and teamwork.

Lesson Plan (Based on Hello! English for Prep Schools)

Date	Period	Class

Unit 2 New Classes

Lesson 1 SB Page 6

Aims: **At the end of the lesson, students should be able to:**

- **Ask for help.**
- **Ask and say where places are in school.**

Resources used: SB, WB and cassette – Year One

Presentation:

Warm up: Teacher revises some words and expressions used to express location, others used to ask for help.

- **Structure:**
Classroom 2B is next to/opposite the library
Is classroom 2B next to/opposite the library?
Excuse me, where's?
- **New vocabulary:**
Head teacher, instructions, science lab, sports hall, toilet
- **Functions:**
Asking for help / giving location
 - **Excuse me, where's classroom 3A?**
It's upstairs between classrooms 2B and 3B

- **Is classroom 2 next to classroom 4?**
No, it isn't. Classroom 2 is not on this floor.
- **Where's the head teacher's office?**
It is between the library and classroom 1A.
- **Skills:**
 - **Listening to and saying a rhyme.**
 - **Matching words and pictures.**
 - **Asking and answering about location.**
- **Practice:**
Teacher gives students time to practise more sentences in pairs.
Home-assignment and self-evaluation

The Reader

1 Introducing The Reader

- Title:** Journey to the Centre of the Earth.
- Original Author:** Jules Verne (French)
- Story:** 42 pages of text (10 chapters)
- Comprehension questions:** at the end of story: pages 43 - 50
- Glossary:** at the end of the book: pages 51 - 55.
- Aim of the Reader:** to give students the opportunity to read for pleasure.
- Pre-Reading Questions:** are found in the Teacher's Guide, pages vii - xii.
- Teaching Schedule:** Each chapter should be covered in two weeks.
- Vocabulary:** new words are in italics.

Plot Summary:

The story is told by a young boy named Axel. Along with his uncle, Professor Lidenbrock, and a guide, Hans. He travels to Iceland in order to try to reach the Earth's core. Their journey is long and difficult, but they finally reach the centre of the Earth through a deep volcano crater. There, they have many exciting adventures and encounter interesting creatures. Eventually, they make it back home to Copenhagen to tell about their journey.

2 Teaching the Reader

- 1 Introduce the title of the Reader and the background of the author.**
- 2 Skim through pictures in the book.**
- 3 Ask warm-up questions based on the pictures in the book.**
- 4 Go over the list of characters and place names in the front of the book.**
- 5 Point out the glossary at the end of the book.**
- 6 Go over the key words in the assigned text.**
- 7 Assign a few pages of quick, silent reading as homework..**

- 8 Ask pre-questions on the assigned text.
 - 9 Explain the importance of not looking up every new word in the dictionary or glossary.
 - 10 Discuss the answers to the pre-questions.
 - 11 Give detailed comprehension questions.
 - 12 Discuss the answers to the comprehension questions.
 - 13 Ask students to predict what may happen next.
 - 14 Give extra questions.
- 3 How to teach the Reader?**
- 1 **Review Questions:**
Teacher should tackle questions inside the class of the same types and number included in the specifications of the exam (4 open-ended questions and 2 completions)
 - 2 **View points:**
Teacher may ask about 10 questions orally in class but he should write only 2 or 3 of the important ones on the blackboard.
 - 3 **Preview questions:**
Teacher gives the pupils 3 questions to be answered at home, with the aim of encouraging them to read a certain part in the Reader, then discussed in the next period.

مستشار اللغة الإنجليزية

. سميرة محمد بكر

موجه العام

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