



Ministry of Education
Managing Directorate of
Supervision and Training

The Novice Teachers Training Program

The Training Guide for Teaching English

Prepared by

Ahmad Ibrahim Ayash

Oba Talal Abu Hamdeh

Hussein Mustafa Olayan

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Scientific and Technical Editor

Abeer Jamil Ibrahim Abu Rayyann

Language Editor

Abeer Jamil Ibrahim Abu Rayyann

General Supervision

Dr.Khawla Abu-Al-Haija

Technical Supervision

Hafs Abu Mallouh

Scope & Sequence

Introduction:

The Scope and Sequence document is designed for a specific school year and reflects the number of available instructional days for that year and grading period. Information in a Scope and Sequence document mirrors selected information in the corresponding Planning Guide used by teachers for a particular course/grade-level. In this session trainees will be familiar to the components of the Action Pack series and the relation between the series and General Guidelines and Specific Outcomes for English language.

General outcome:

Trainees should be familiar with all the components of Action Pack series.

Specific outcomes:

Trainees, at the end of the first session, are expected to

- become aware of the nature of Action Pack series.
- become aware of the Significance of the general guidelines and specific outcomes for English language.
- familiarize trainees with the components of the general guidelines and specific outcomes for English language.
- recognize how organizers are arranged in the general guidelines and specific outcomes for English language.
- familiarize trainees of the elements of Action Pack series.
- find out how the units work in the Action Pack series.
- define the concept “Scope and Sequence.”
- become aware of some of the activities presented by Action Pack series and their teaching instructions.
- become aware of the nature of EIO program.
- become aware of the components of the EIO program.

Day One

Time Table

No.	Activity	Page No.	Time	
1	Definition of Action Pack series.	5	30 minutes	Session One
2	The Significance of the general guidelines and specific outcomes	6	15 minutes	
3	The components of the general guidelines and specific outcomes of English language	7	30 minutes	
4	Arrangement of outcomes in the general guidelines and specific outcomes of English language	8	15 minutes	
5	Elements of Action Pack series	9	15 minutes	
6	How units work in the Action Pack series	10	30 minutes	
BREAK				
7	Definition and importance of scope and sequence	11	15 minutes	Session Two
8	Types of activities presented and supplied by Action Pack series	12	40 minutes	
9	The EIO program	13	40 minutes	
10	Components of the EIO program	14	40 minutes	
End of Day One				

Activities

Activity(1): definition of Action Pack series. Time : 30 minutes	Day: one Session : one
Preoperational Activity: Shopping List Participants sit in a circle and one person is nominated to start. This person says ‘I went shopping and I bought...’ and says one item that they bought. Each person must then repeat the phrase ‘I went shopping and I bought...’ and list all the previous items that have been bought, adding in their own each time. Variations include ‘Under my bed I found...’ & ‘I opened my door and saw...’	
Outcome: To become aware of the nature of Action Pack series. Aids: pens, white pieces of paper, and a flip chart. Strategy: group work. Procedures: Write the questions “what is Action Pack; what is it based on?” on the board and divide trainees into groups to discuss the questions and write their answers See worksheet no.(1)	
Answer: Action Pack is a twelve – level course for Jordanian students, leading them from the Basic to the Secondary stage. It is based on the most modern methods of teaching language practice, careful attention to grammar and vocabulary and a vocabulary and a comprehensive skill syllabus. It is based on the general guidelines and general and specific outcomes for English language: Basic and secondary stages in Jordan.	

<p>Activity(2): the significance of the general guidelines and specific outcomes for English language.</p> <p>Time: 15 minutes</p>	<p>Day: one</p> <p>Session : one</p>
<p>Outcome: To become aware of the significance of the general guidelines and specific outcomes for English language.</p> <p>Aids: pens, white pieces of paper, a flip chart, the general guidelines and specific outcomes for English language book.</p> <p>Strategy: group work.</p> <p>Procedures: Write the question "What is the significance of the general guidelines and specific outcomes for English language?" on the board or distribute worksheet no. (2) and divide trainees into groups to discuss the question and write the answer.</p>	
<p>Answer: The general guidelines and specific outcomes for English language document was developed in 2005 for English as a foreign language for grades one through twelve. It gives precise and detailed descriptions of the knowledge and skills students are expected to acquire at each grade. The Curriculum and Assessment, which describes the features of the new ERfKE curricula.</p> <p>See appendix 2</p>	

<p>Activity(3): the components of the general guidelines and specific outcomes for English language.</p> <p>Time: 30 minutes</p>	<p>Day: one</p> <p>Session : one</p>
<p>Outcome: To familiarize trainees with the components of the general guidelines and specific outcomes for English language.</p> <p>Aids: pens, white pieces of paper, a flip chart, the general guidelines and specific outcomes for English language book.</p> <p>Strategy: group work.</p> <p>Procedures: Distribute appendix 3 and worksheet no.3 among the trainees. Trainees work in groups then present their findings to others.</p> <p>How many skills are presented for each grade? What are they?</p> <p>Look how the speaking skill is developed from 1st grade to the 6th grade.</p> <p>It is strongly recommended that English teachers read through the outcomes for all the grades rather than just the particular grade their students are in, as well as the curriculum learning outcomes for all subjects of the grade(s) they are teaching.</p> <p>See worksheet no.(3)</p>	
<p>Answer: The English language outcomes are organized into four organizers, which correspond to the four main areas of language use. The four organizers are: listening, speaking, reading, and writing. The program in all grades is designed to develop these four essential skills including using oral language accurately and effectively and developing an appreciation of literature and the ability to respond to it. Students are also expected to develop skills in using technology, such as searching for and sharing information, and to use critical and analytical skills when using and responding to communication media. The requirements for each grade should be seen in the context of the overall process of building knowledge and skills from grade to grade across all subjects.</p> <p>See appendix 3</p>	

<p>Activity (4): arrangement of outcomes in the general guidelines and specific outcomes for English language.</p> <p>Time: 15 minutes</p>	<p>Day: one</p> <p>Session : one</p>
<p>Outcome: To recognize how organizers are arranged in the general guidelines and specific outcomes for English language.</p> <p>Aids: pens, worksheet no. (4) and General Guidelines and Specific Outcomes For English Language.</p> <p>Strategy: pair work.</p> <p>Procedures: Each skill is located under the heading organizer and it is recognized from its first letter e.g. (L) is for listening, (R) is for reading and (W) is for writing.</p> <p>The first number in the general grade outcomes stands for the grade while the second number stands for the number of the general outcome. E.g. L5.1. means the first general outcome for grade five for the listening skill while L5.2.1 means the first specific outcome for the second general outcome for grade five in the listening skill.</p> <p>Locate the following general and specific outcomes in the general guidelines and specific outcomes for English language.</p> <p>L7.2.5</p> <p>S10.3.1</p> <p>RG2.2</p>	
<p>Answer:</p> <p>page 36</p> <p>Page 49</p> <p>Page59</p>	
<p>See worksheet no.4</p>	

Activity(5): elements of Action Pack series. Time: 15 minutes	Day: one Session : one
<p>Outcome: To familiarize trainees with the elements of Action Pack series.</p> <p>Aids: pens, white pieces of paper, a flip chart, and different action pack textbooks.</p> <p>Strategy: group work.</p> <p>Procedures: Divide trainees into groups to page different textbooks to discover the elements of an Action Pack book.</p> <p>See worksheet no.(5)</p>	
<p>Answer:</p> <p>Using the textbooks you have, write down the elements of Action Pack course each level of:</p> <ol style="list-style-type: none"> 1. A student book. 2. An activity book. 3. An audio cassette or CD. 4. A teacher's book. 5. Flash cards and a wall chart for grades 1-6. <p>Look at the following opening page from a module in the 10th grade student's book.</p> <p>List the information presented in the first page of the module.</p> <ol style="list-style-type: none"> 1. The outcomes of the module. 2. A selection of photographs from the module, together with some questions which aim to arouse students in the module theme and to encourage class discussion. 	

Activity (6): how the units work in the Action Pack series. Time: 30 minutes	Day: one Session : one
<p>Outcome: To find out how the units work in the Action Pack series.</p> <p>Aids: pens, white pieces of paper, a flip chart, and action pack 9.</p> <p>Strategy: group work.</p> <p>Procedures:</p> <p>A. Look at the 9th grade student's book and find out: How many units each module has? How many lessons each unit covers? What is there at the end of each module?</p> <p>B. There are many features of the Action series. Leaf through 9th grade text book OR the textbook that you have and in your groups write down as many features as you can. See worksheet no.(6)</p>	
<p>Answer:</p> <p>A: 9th grade student's books consist of six modules each one consists of six sections with a project at the end of each module.</p> <p>B:</p> <ol style="list-style-type: none"> 1. The Initial Test: It is found at the beginning of the activity book. By doing it, teachers can note the areas where students are weak in and pay special attention to them. 2. The Strategies Boxes: These give students advice on how to tackle the different skills. 3. Research Boxes: They are marked by a read cycle with a question mark. These are fun questions connected to the theme of the module. 4. Quotation Boxes: These are quotations from famous people which are connected to the different themes. 5. Extra Reading: This aims to increase students' vocabulary and improve their reading skill. 	

Activity (7): definition and importance of scope and sequence. Time: 15 minutes	Day: one Session : two
<p>Outcomes: To define the concept “Scope and Sequence.” To recognize its importance.</p> <p>Aids: pens, white pieces of paper, and a flip chart.</p> <p>Strategy: group work.</p> <p>Procedures: Write the questions “what is the definition of scope and sequence and how is it significant? What is the difference between scope and sequence?” on the board or distribute worksheet no.(7), and divide trainees into groups to discuss the question and write the answer.</p> <p>Answer: Scope and sequence is a listing of skills taught in a particular lesson.</p> <p>The purpose for scope and sequence lesson planning is to provide documentation that follows what is being taught, through what is known as ‘mapping’. Mapping is broken down into months, and contains lesson plan content, skills taught and assessments of the skills that are taught.</p> <p>Scope: The breadth and depth of content to be covered in a curriculum at any one time (e.g. week, term, year, over a student’s school life). All that you do in a given period.</p> <p>Sequence: The order in which content is presented to learners over time. The order in which you do it.</p> <p>Together a scope and sequence of learning bring order to the delivery of content, supporting the maximizing of student learning and offering sustained opportunities for learning. Without a considered scope and sequence there is the risk of ad hoc content delivery and the missing of significant learning.</p> <p>Draw the trainees’ attention to the beginning of grade 10 TB where the scope and sequence is located and go through its headings with them.</p> <p>See appendix 7</p>	

Activity (8): Types of activities presented and supplied by Action Pack series. Time: 40 minutes		Day: one Session : two																								
<p>Outcome: To become aware of some of the activities presented by Action Pack series and their teaching instructions.</p> <p>Aids: pens, white pieces of paper, a flip chart, and worksheet no.(8).</p> <p>Strategy: group work.</p> <p>Procedures: The new editions of the Action Pack teacher’s book series supplies teachers with detailed instructions of how to present and teach certain activities. Find an example in the Action Pack teacher’s book series at each of the following activity types and discuss how one of them is taught in your groups.</p>																										
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Activity (9): the EIO program Time: 40 minutes	Day: one Session : two
<p>Outcome: To become aware of the nature of EIO program.</p> <p>Aids: pens, white pieces of paper, and a flip chart.</p> <p>Strategy: group work.</p> <p>Procedures: Write the abbreviation EIO clearly on the board and ask trainees what the capital letters mean. Allow them to work in pairs and accept their guesses. Tell them about the program if they haven't heard about it and ask them more questions to find out how much they know about the program</p> <p>see appendix 9</p>	
Answer:	

Activity (10): components of the EIO program. Time: 40 minutes	Day: one Session : two
Outcome: To become aware of the components of EIO program. Aids: pens, white pieces of paper, and a flip chart. Strategy: task-based instruction/ group work. Procedures: Distribute work sheet no.(10), among trainees and ask them to work in groups to summarize the information about the Eio program. Go around them and offer the necessary help. Finally, trainees present their summaries and the best summary receive its members a prize. See worksheet no. (10)	
Answer:	

Worksheet no.(1):

What is Action Pack; what is it based on?

Worksheet no.(2):

What is the significance of the general guidelines and specific outcomes for English language?

Worksheet no.(3):

How many skills are presented for each grade? What are they?

Look how the speaking skills are developed from 1st grade to the 6th grade in the general guidelines and specific outcomes for English language.

GRADE ONE

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Speaking Speak English clearly as correctly as possible in the context of basic and simple guided short exchanges	S1.1 pronounce the letters of the English alphabet and learned basic words correctly	S1.1.1 pronounce the letters of the alphabet correctly S1.1.2 pronounce some simple words accurately (e.g., numbers 1-10) S1.1.3 imitate the pronunciation of some simple English words and pronouns (e.g., after listening to a tape)
	S1.2 use learned words to speak in simple familiar situations and develop a love of singing songs and repeating rhymes	S1.2.1 repeat and pronounce correctly foreign names as appropriate S1.2.2 pronounce correctly some key simple words for objects, actions, and numbers S1.2.3 ask and respond to some simple questions about persons, objects, and numbers using three or four words (e.g., colour) S1.2.4 sing short, simple songs after listening to a tape S1.2.5 repeat short, simple rhymes after listening to a tape
	S1.3 take part in simple familiar exchanges and mini-class presentations	S1.3.1 participate in simple short, simple guided exchanges with a peer (e.g., greeting each other) S1.3.2 present letters of the alphabet to the class (e.g., say a letter and a word starting with that letter such as “b” for banana) S1.3.3 ask for help (e.g., body language, “Please help.”)

GRADE TWO

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Speaking Speak in English clearly and correctly in the context of basic and simple guided short exchanges and presentations	S2.1 pronounce the English alphabet and learned English words and short phrases correctly	S2.1.1 pronounce all the letters of the alphabet correctly S2.1.2 say two-syllable words with the correct stress (e.g., brother, sister) S2.1.3 pronounce words correctly when talking about animals, clothes, presents, and members of the family
	S2.2 speak about names, objects, and numbers in short simple sentences and develop a love of singing songs and repeating rhymes	S2.2.1 ask or respond to short simple questions about clothes and colours using short sentences S2.2.2 sing short, simple songs after listening to a tape S2.2.3 repeat short, simple rhymes after listening to a tape
	S2.3 take part in basic, short, familiar exchanges and mini-class presentations	S2.3.1 ask and answer basic, short simple questions (e.g., likes and dislikes) S2.3.2 give and respond to short simple commands and instructions (e.g., add one and two; spell fish) S2.3.3 with a partner, use pictures to make a simple dialogue S2.3.4 use learned basic words to describe something in a picture

GRADE THREE

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Speaking Speak in English clearly and correctly in the context of basic and simple guided short exchanges and presentations	S3.1 pronounce learned short English words, phrases and sentences correctly	S3.1.1 pronounce diphthongs correctly (e.g., ae, ie) S3.1.2 pronounce short, simple questions and statements with correct intonation patterns (e.g., yes/ no questions)
	S3.2 use simple words in short sentences to take part in short, simple, guided and familiar exchanges	S3.2.1 give short, simple commands and instructions (e.g., come here; jump up and down) S3.2.2 use short sentences to participate in simple exchanges based on learned models (e.g., likes, dislikes)
	S3.3 take part in prepared short, simple mini class presentations and activities	S3.3.1 describe orally pictures, places, and people in short, simple sentences S3.3.2 present short, simple mini class presentation to the class on a familiar topic (e.g., show and tell) S3.3.3 sing simple songs with peers after listening to a tape S3.3.4 recite simple rhymes with peers after listening to a tape

GRADE FOUR

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Speaking Speak in English clearly and correctly in the context of basic and simple guided short exchanges and presentations	S4.1 pronounce learned English words correctly	S4.1.1 pronounce double letter consonant sounds correctly (e.g., ph, ch, gh) S4.1.2 pronounce short, simple questions and statements with correct intonation patterns
	S4.2 use simple words to participate in short, simple guided exchanges in familiar contexts	S4.2.1 use complete sentences in short, simple guided exchanges based on familiar situations S4.2.2 ask and answer short, simple questions using “Wh-words” (e.g., where, what, when) S4.2.3 participate in the singing of simple songs and recitation of simple rhymes after listening to a tape
	S4.3 take part in short, simple prepared presentations on familiar topics	S4.3.1 deliver a short, simple prepared presentation to the class on a favourite topic (e.g., likes and dislikes about celebrations) S4.3.2 retell a short, simple story

GRADE FIVE

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Speaking Speak in English clearly and correctly in the context of basic and simple guided short exchanges and presentations	S5.1 pronounce short, simple English words and phrases correctly	S5.1.1 speak clearly with a reasonable speed and volume S5.1.2 speak about events that happened in the past S5.1.3 ask questions and statements in an appropriate tone of voice (e.g., rising or falling tone)
	S5.2 use words and short sentences to participate in short, simple exchanges	S5.2.1 use short sentences to talk with a partner or a small group about familiar situations (e.g., self, family, travel to other countries) S5.2.2 discuss own ideas and those of others about a simple topic S5.2.3 sing songs and recite rhymes after listening to a tape
	S5.3 take part in short, simple prepared presentations to the class	S5.3.1 prepare and read aloud with appropriate expression a short, simple passage S5.3.2 present a short, simple prepared speech of four or five sentences to the class (e.g., hobbies, interests, show and tell) S5.3.3 describe processes for doing simple tasks (e.g., making tea) S5.3.4 with a partner, prepare and present a short, simple dialogue to the class

GRADE SIX

Organizer	General Grade/ Cross-Grade Outcomes It is expected that students will	Specific Outcomes It is expected that students will
Speaking Speak in English clearly and correctly in the context of basic and simple guided short exchanges and presentations	S6.1 pronounce English words and sentences precisely and correctly	S6.1.1 speak with pauses for clarity and emphasis S6.1.2 use correct intonation for questions and statements
	S6.2 use words and simple sentences to take part in simple exchanges	S6.2.1 use simple sentences to talk with a partner or a small group about familiar and unfamiliar situations (e.g., responsibilities towards members of a family) S6.2.2 discuss simple reading materials to compare own ideas with those of peers*
	S6.3 take part in simple prepared presentations to the class	S6.3.1 prepare and read aloud with accuracy, comprehension, and expression a short dramatic passage S6.3.2 with a partner, prepare and present a simple dialogue to the class S6.3.3 present a simple prepared speech of four or five sentences to the class S6.3.4 give feedback about aspects of a peer's speech (e.g., clarity, pronunciation, speed of speaking)

* Speaking and Reading

Worksheet no.(4):

Locate the following general and specific outcomes in the general guidelines and specific outcomes for English language book.

L7.2.5

S10.3.1

RG2.2

Worksheet no.(5):

What are the elements of an Action Pack book?

Worksheet no.(6):

A. Look at the 9th grade student's book and find out:

How many units each module has? How many lessons each unit covers?

What is there at the end of each module?

B. There are many features of the Action Pack series. Leaf through the text books you have and in your groups write down as many as you can.

Worksheet no.(7):

What is the definition of scope and sequence and how is it significant?

Worksheet no.(8):

The new editions of the Action Pack teacher's book series supply teachers with detailed instructions of how to present and teach certain activities. Find an example in the Action Pack teacher's book series at each of the following activity types and discuss how one of them is taught in your group.

Activity type	Grade	Page
Grammar Games		
Dictionary Work		
Word List		
Photo copy able Project Worksheets		
Example Sketches		
Writing Tests		
Assessment Strategies		

Worksheet no.(10)

Within the program, students and teachers have access to lessons and activities for each lesson, resources, and electronic assessments. The program is designed to be used by teachers in their daily lessons with students in the classroom, as well as by students through exercises carried out in groups and through periodic self-learning in a school lab setting. The program presents students with new ways of learning English and provides teachers with blended learning approach to teaching English.

EIO program assets:

- Comprehensive teaching resources covering beginner to advanced levels.
- Over 800 lessons plans for 74 modular units.
- More than 3000 interactive activities.
- Modular units include web resources, unit preview and overview, communication companion, and worksheets.
- Modular units have one extensive quiz.
- Each level has three mid-terms tests (one).
- Each level has one final test.
- Separate professional development course for teachers.
- Spoken English and communication focus real-world application of English language concepts and emphasis on fluency over knowledge about the language.
- Dictionary, glossary and grammar resources.
- Over 200 assignments and homework worksheets in PDF format.
- Covers four critical language learning skills: listening, reading, speaking and writing.

Many highly interactive features that are effective for teaching English are designed into the program. Hopefully, in the future you will have massive training courses that will enable you to develop your EIO skills.

Appendix 2:

The general guidelines and specific outcomes for English language document was developed in 2005 for English as a foreign language for grades one through twelve. It gives precise and detailed descriptions of the knowledge and skills students are expected to acquire at each grade. The curriculum is to be used with General Framework: Curriculum and Assessment, which describes the features of the new ERfKE curricula. The document begins with the English as a Foreign Language Framework that is the basis for the grade-level general and specific outcomes.

The curriculum itself includes the broad range of knowledge, skills and attitudes students are expected to learn from Grade 1 to Grade 12. For example, specific ways of using technology to learn have been incorporated, such as the use of the e-dictionaries. Oral communication skills and specific skills of analysis and critical thought related to the media are described in detail.

The document concludes with Appendices that provide a Scope and Sequence, Glossary, Sample Units, and Reference Materials.

The following picture shows the cover of new version of the general guidelines and specific outcomes for English language document for Basic and Secondary Stages (2013).



DIRECTORATE OF CURRICULA AND SCHOOL-TEXTBOOKS

**General Guidelines and
General and Specific Outcomes for the**

English Language Curriculum

for the Basic and Secondary Stages

Appendix 3:

The English language outcomes are organized into four organizers, which correspond to the four main areas of language use. The four organizers are: listening, speaking, reading and writing. The program in all grades is designed to develop these four essential skills including using oral language accurately and effectively and developing an appreciation of literature and the ability to respond to it. Students are also expected to develop skills in using technology, such as searching for and sharing information, and to use critical and analytical skills when using and responding to communication media.

The requirements for each grade should be seen in the context of the overall process of building knowledge and skills from grade to grade across all subjects.

Appendix 7:

Scope and sequence is a listing of skills taught in a particular lesson. The purpose for scope and sequence lesson planning is to provide documentation that follows what is being taught, through what is known as 'mapping'. Mapping is broken down into months, and contains lesson plan content, skills taught and assessments of the skills that are taught.

Scope: The breadth and depth of content to be covered in a curriculum at any one time (e.g. week, term, year, over a student's school life). All that you do in a given period.

Sequence: The order in which content is presented to learners over time. The order in which you do it.

Together a scope and sequence of learning bring order to the delivery of content, supporting the maximizing of student learning and offering sustained opportunities for learning. Without a considered scope and sequence there is the risk of ad hoc content delivery and the missing of significant learning.

Appendix 9:

What is EIO?

EIO stands for English Interactive Online. It is an interactive multimedia program designed to enhance English skills of EFL/ESL learners. EIO is for beginner level to advanced level learners.

EIO is an interactive self-paced online experience for students based on ERFKE standards, the program incorporates pedagogical approaches that deliver a constructivist, collaborative learning program where learners achieve high level of EFL fluency and communicative competence in real-world situations with an emphasis onto communicative and productive skills. A primary goal of the program is to improve the effectiveness, efficiency and quality of student's learning as well as their motivation to become life-long learners.

EIO is an enrichment material for students from grade 1 to grade 12. By surfing the site after getting a serial number and a user ID, learners can move from simple activities to more complicated ones, by themselves without even a need from a teacher. Moreover, it contains a comprehensive course for the teachers for the sake of developing themselves and their careers. This course is called Professional Development.

Planning

Introduction:

The Ministry of Education regulations require that all teachers prepare lesson plans before they go into the class. This should not be a great problem for the English teacher, as the Action Pack course Teacher's Books provide teachers with all the necessary help. In this section, trainees will find out why it is so important to plan well. They will also practice planning for a semester and for a lesson plan. At the end of the training day, trainees should feel quite confident about doing all of this.

General outcome:

Trainees should be familiar with the theoretical background of planning.

Specific outcomes:

Trainees, at the end of the first session, are expected to

- define the concept "planning".
- recognize types of planning.
- become aware of the vital role of planning.
- become aware of the two principles behind good lesson planning.
- discuss the three areas of planning.
- identify the main components of a lesson plan.
- gain awareness of what a lesson plan should be characterized by.

Day Two

Time Table

No.	Activity	Page No.	Time	
1	Definition of planning.	33	20 minutes	Session One
2	Types of planning	34	10 minutes	
3	The importance of planning	35	10 minutes	
4	The principles behind good lesson planning	36	10 minutes	
5	Areas of planning	37	10 minutes	
6	The components of lesson plan	38	30 minutes	
7	Correct format of lesson plan	40	15 minutes	
8	The components of a semester plan	41	30 minutes	
BREAK				
9	Contents of the Teacher`s Book	43	25 minutes	Session Two
10	Characteristics of a good outcome	45	15 minutes	
11	Writing suitable outcomes	46	15 minutes	
12	Writing suitable evaluation tools	47	20 minutes	
13	Writing a lesson plan	48	30 minutes	
14	Writing semester plan	49	30 minutes	
End of Day Two				

Activities

Activity(1): definition of planning Time: 20 Minutes	Day: two Session : one
Preoperational Activity: Two Truths and a Dream <p>The trainer models the activity by telling two things that are true about herself or himself and one thing that is a dream -- one thing that she or he wishes was true but is not! Everyone will learn interesting, surprising, even sad, things about trainees. Notes from the trainer: "One 13-year-old student told the group that she had moved 12 times. Most of the kids guessed that was a dream, but it was a true fact. It was obvious from further discussion of the topic that she found it difficult to belong anywhere. I shared with her how I had moved three times during my high school years and how difficult it was for me to always be making new friends and then leaving them. We had an immediate bond on the first day."</p>	
Outcome: To define the concept "planning". Aids: pens, white pieces of paper, and a flip chart. Strategy: pair work. Procedures: Ask trainees to work in pairs to define "planning". Trainees then present their work to others.	
Answer: Planning is a scheme, program, or method worked out beforehand for the accomplishment of an objective.	

Activity(2): types of planning Time: 10 minutes	Day: two Session : one
Outcome: To recognize types of planning. Aids: pens, white sheets of paper, and a flip chart. Strategy: group work. Procedures: Ask trainees to work in groups to deduce and list types of planning. Trainees then present their work to their peers.	
Answer: There are many types of planning such as: planning by level as national, regional and local planning; Planning by time period as long-term planning, medium-term planning and short-term planning; Planning by outcomes as structural planning and functional planning; Planning by data and other types what concerns us in education is planning by time period in terms of semester plans and lesson plans.	

Activity (3): the importance of planning Time: 10 minutes	Day: two Session : one
Outcome: To become aware of the vital role of planning.	
Aids: pens, white sheets of paper, and a flip chart.	
Strategy: group work.	
Procedures: In your groups, list five reasons why planning is essential for teachers. Trainees work in groups then the appointed leader in each group presents their reasons.	
Answer: <ol style="list-style-type: none"> 1-Planning gives the lesson an overall shape. 2-It helps the teachers see where s/he is in the overall plan. 3-It gives learners, supervisors and principals the impression that the teacher has been working well. 4-It helps the teacher remember what s/he intends to do. 5- It helps the teacher maintains the pacing and staging the lesson needs. 	

Activity (4): the principles behind good lesson planning Time: 10 minutes	Day: two Session : one
Outcome: To become aware of the two principles behind good lesson planning. Aids: pens, white sheets of paper, a flip chart. Strategy: group work. Procedures: In your groups, think of two principles behind good lesson planning. Can you think of situations when a teacher puts his /her lesson plan aside? Trainees work in groups then the appointed leader in each group presents their findings.	
Answer: see appendix 4	

Activity(5) : areas of planning Time: 10 minutes	Day: two Session : one
Outcome: To discuss the three areas of planning. Aids: pens, white sheets of paper, and a flip chart. Strategy: discussion within groups. Procedures: Write the following text on the board and divide trainees into groups to discuss the text and write down their ideas. Before the teacher can start to consider planning his/her classes s/he needs to know a considerable amount about three main areas: the profession, the institution and the students.	
Answer: see appendix 5	

Activity (6): the components of a lesson plan Time: 30 minutes	Day: two Session : one
Outcome: To identify the components of a lesson plan. Aids: pens, white sheets of paper, and a flip chart. Strategy: discussion within groups. Procedures: Within your groups, mention the main components of a lesson plan and how the form is filled.	
Answer: Class/level: Classes are meant for the basic stage from (1-10) while levels are meant for secondary stage for levels (L1, L2, L3, and L4). <ul style="list-style-type: none"> - Subject: name of the subject the teacher teaches. - Unit title: the title of the unit. - Lesson title: the title of the lesson. - Number of classes: the number of classes needed for implementing the lesson. - Date from: the expected date for starting implementing the lesson to the expected date for ending it. - Previous learning: prerequisite requirements for the new learning such as (concepts, skills, facts, rules...etc.). - Vertical integration: locating integration with other subjects showing (subject name, the book, the unit...). - Horizontal integration: locating integration areas among the same subject showing (the subject title, the book, the unit...). - Page “ ” : for putting the number of the page. - Number: the number of the outcomes (1, 2...) - Specific outcomes: knowledge, skills, attitudes expected to be fulfilled at the end of the lesson - Materials, tools and equipment (instructional resources): all what is needed to achieve the outcome such as (technological & instructional aids, textbooks, samples, modals, movies...). 	

- Instructional strategies: writing the number of the instructional strategy mentioned in page (d) which is suitable for achieving the outcome. In case of using strategy number (6) the teacher mentions its name.
- Evaluation:
 - The Strategy: writing the number of the evaluation strategy mentioned in page (d) which is suitable for achieving the outcome and in case of using strategy number (6) the teacher mentions its name.
 - The Tool: writing the number of the tool mentioned in page (d) that suits the evaluation strategy and in case of using tool number (6) the teacher mentions its name.
- The implementation
 - Procedures: a description of the process of implementing the activities of the lesson.
 - Time: the expected period for implementing each procedure alone.

Reflection (should be filled during implementing the lesson and after finishing it).

- I feel satisfied with: the teacher writes his impressions about positive situations.
- Challenges that faced me: documenting the challenges that faced the implementation process.
- Suggestions for improvement: documenting what the teacher believes suitable for improving the instructional process.

Daily Follow-up Table:

Day and date: for writing down the day and the date of implementing each class/period.

Section: symbol of the section where the lesson was implemented.

Achieved outcomes: writing the number of the achieved outcome.

Homework: a description of the homework.

Done by: writing the name of the teacher who prepared the plan. In case it is prepared by more than one teacher; their names should be written.

See appendix 6

Activity (7): Correct formats of lesson plans Time: 15 minutes	Day: two Session : one
<p>Outcome: To gain awareness of what a lesson plan should be characterized by?</p> <p>Aids: pens, white sheets of paper, a flip chart.</p> <p>Strategy: pair work.</p> <p>Procedures: Write the following question on the board then divide trainees into pairs to discuss the question and discuss their point of views. Do you think there is a correct format for a lesson plan? justify your answer.</p> <p>Answer: Explain that there is no correct format for a lesson plan. What is important is that a lesson plan should be useful for the teacher and for anyone who is using his plan.</p>	

Activity (8): the components of a semester plan Time: 30 minutes	Day: two Session : one
Outcome: To identify the components of a semester plan. Aids: pens, white sheets of paper, and a flip chart. Strategy: discussion within groups. Procedures: Within your groups, mention the main components of a semester plan and how the form is filled.	
Answer: All the headings should be filled as in the lesson plan above except the reflection which should be filled by the teacher at the end of the module. Examples of notes that can be written: I feel content with the fulfillment of outcomes. I feel content with the presence of the teaching aids. Challenges that faced me: 1- lack of time because I was absent for a week 2- Students' weakness in the writing skill. *The general information at the end of the page should be filled once; it deals with all the information the teacher can get from the files of the students about their families, social background, medical background ...etc. See appendix 8	

Planning

Introduction:

A good teacher always plans his work before hand. It is a Ministry of Education requirement that s/he writes a simple lesson plan for every lesson, and that this is available for the school principal, or the supervisor, if they visit the class. We are now going to learn how to write a suitable lesson plan.

General outcome:

Trainees should be able to produce a semester plan and a lesson plan.

Specific outcomes:

Trainees, at the end of the first session, are expected to:

- become aware of how far the information the teacher needs to write a lesson plan can be found in the Action Pack Teacher's Books.
- recognize the characteristic of a good outcome.
- experience writing suitable outcomes for a lesson from Action Pack series.
- experience writing suitable evaluation tools for an outcome from Action Pack series.
- experience writing a suitable lesson plan for a lesson in Action Pack series.
- experience writing a suitable semester plan for a unit in Action Pack series.

Activity (9): contents of the Teacher’s Book			Day: two	
Time: 25 minutes			Session : two	
Preoperational Activity:				
A Smile Goes a Long Way! Create a giant happy face and staple it to a bulletin board with the headline “A Smile Goes a Long Way!” Gather trainees on the carpet and talk about how this is a happy course and it is going to be a happy year. Then prompt trainees by saying something such as, “As your trainer, I want to know what makes you happy.” Then pass out smaller happy faces with lines at the bottom. Trainees write on the lines one or two things that make them happy. Post their work around the giant happy face.				
Outcome: To become aware of how far the information the teacher needs to write a lesson plan can be found in the Action Pack Teacher’s Books.				
Aids: pens, white pieces of paper, a flip chart, and Action Pack Teacher’s Books.				
Strategy: pair work				
Procedures: Ask trainees to work in pairs to look at few lessons in their teacher’s Book, and find out how far they contain this information- then complete the following table.				
	Always	Usually	Sometimes	Never
Outcomes				
New Language				
Main stages				
What to do				
Aids				
Timing				
Evaluation				
See worksheet no. (9)				

- 1- The outcomes of the lesson.
- 2- The new language to be taught.
- 3- The main stages of the lesson.
- 4- What to do at each stage.
- 5- The timing of the lesson.
- 6- The needed aids.
- 7- How the learning process is going to be assessed.

	Always	Usually	Sometimes	Never
Outcomes	Yes			
New Language	Yes			
Main stages	Yes			
What to do	Yes			
Aids	Yes			
Timing			Yes	
Evaluation		Yes		

Draw the trainees attention that all the information they need to write a lesson plan can be found in the Teacher's Book:

- lesson outcomes are given in a box at the beginning of a lesson.
- The main stages of the lesson and instructions what to do are given in the lesson itself and in the general procedures at the beginning of the Teacher's Book.
- Timing is not given in all the series but the teacher himself has to decide on the exact timing of the complete lesson.
- Various assessment tools are included in the lesson but teachers have to decide on the appropriate assessment strategy.

Activity (10): Characteristic of a good outcome Time: 15 minutes	Day: two Session : two
<p>Outcome: To recognize the characteristic of a good outcome.</p> <p>Aids: pens, white pieces of paper, and a flip chart.</p> <p>Strategy: case study.</p> <p>Procedures: Ask trainees to read what the following three teachers say about presenting a certain exercise. Read their comments and then decide which teacher has the clearest idea about the outcome of the exercise .Be prepared to give your reasons to your colleagues.</p> <p>Teacher A We’re doing the first lesson in unit (1).This is an Ask & Answer exercise, and the students have to practice asking questions and giving answers from it.</p> <p>Teacher B We’re going to practice asking and answering questions about the beginning with “how long....”and using the present perfect tense, so that the students will be able to talk about the periods of time they have spent in different places.</p> <p>Teacher C We’re going to practice the use of the present perfect tense with ‘for’ plus a period of time.</p>	
<p>Answer: Teacher A is not thinking of the outcome of the exercise at all .S/He sees it as just an exercise in the book which has to be taught. Teacher B has the clearest idea of the outcome s/he is thinking of the language as well as of what students will learn. Teacher C has thought only of what language is being practiced in the exercise.</p> <p>See worksheet no. (10)</p>	

Activity (11): writing suitable outcomes Time: 15 minutes	Day: two Session : two
<p>Outcome: To experience writing suitable outcomes for a lesson from Action Pack series.</p> <p>Aids: pens, white sheets of paper, a flip chart, and teacher's books.</p> <p>Strategy: direct instruction, task-based learning.</p> <p>Procedures: Tell the trainees that every good outcome contains two essential pieces of information, each of which answers these two questions:</p> <ol style="list-style-type: none"> 1- what will the students be able to do? 2- What will the students know? <p>The function should always be put first in the list of outcomes because proficiency in handling the function is the ultimate aim. It is always the focus of the lesson, and the language component, i.e. vocabulary and structures are just the tool for this. They should always tell us what the students should be able to do with the language. There is no point in the students knowing something if they are unable to use it in a real- life situation.</p> <p>Fortunately, the outcomes are there at the beginning of each lesson .They are derived from the functions and the structures listed in the same box. Skills are also found in the box. Go through the outcomes listed in the boxes in the Teacher's Books to show trainees how outcomes are written. Trainees then practice writing their own outcomes.</p> <p>A group of educators, led by Benjamin Bloom, identified a hierarchy of six categories of cognitive skills: knowledge, comprehension, application, analysis, synthesis and evaluation. As students learn, they start with the knowledge level and progress through the hierarchy. Thus, advanced courses should include skills at a higher level than introductory or basic skills courses. In appendix (11), you will find a list of measurable verbs to assist you in writing course objectives and assess learning outcomes. In your groups analyze these verbs then do worksheet no. (11)</p>	
<p>Answer:----</p> <p>See worksheet no. (11)</p> <p>See appendix 11</p>	

Activity (12): writing suitable evaluation tools Time: 20 minutes	Day: two Session : two
<p>Outcome: to experience writing suitable evaluation tools for an outcome from Action Pack series.</p> <p>Aids: pens, white sheets of paper, a flip chart, and teacher's books.</p> <p>Strategy: direct instruction.</p> <p>Procedures: The Action Pack series describes and analyzes assessment strategies and tools and presents samples that show how they might be used in the classroom. There are sections at the end of each Action Pack level dedicated for presenting various assessment strategies and tools along with examples from the level itself. Moreover, each lesson contains a prepared assessment tool to help the teacher assess his students' performance in the area being taught. The trainer is advised to leaf through a teacher's book with the trainees to locate examples of such tools e.g. TB3 pages 11, 14, 16, 19, 147-150.</p> <p>Go through the sections dedicated for assessment strategies for different levels in the Teacher's Books to show trainees how assessment tools are written. Trainees then practice making their own assessment tools.</p>	
Answer:----	

Activity(13): writing a lesson plan Time: 30 minutes	Day: two Session : two
<p>Outcome: To experience writing a suitable lesson plan for a lesson in Action Pack series.</p> <p>Aids: pens, white sheets of paper, a flip chart , third grade teacher’s book, student’s book and activity book.</p> <p>Strategy: group work.</p> <p>Procedures: In your groups write a sample lesson plan for grade 3, U.L 1. Trainees work in groups then present it to others.</p> <p>Note: It is advised that the trainees experience writing their own lesson plans at home as a homework and present them to their trainer the following day.</p> <p>Answer: trainees’ own lesson plans</p>	

Activity(14) : writing a semester plan Time: 30 minutes	Day: two Session : two
<p>Outcome: To experience writing a suitable semester plan for a unit in Action Pack series.</p> <p>Aids: pens, white sheets of paper, a flip chart, teacher's book, student's book and activity book.</p> <p>Strategy: group work.</p> <p>Procedures: In your groups write a semester plan for grade 10, module 2. Trainees work in groups then present it to others.</p> <p>Note: It is advised that the trainees experience writing their own lesson plans at home as a homework and present them to their trainer the following day. This should be followed by oral discussions of how lesson plans were built.</p>	
Answer: trainees' own semester plans	

Worksheet no. (9)

	Always	Usually	Sometimes	Never
Outcomes				
New Language				
Main stages				
What to do				
Aids				
Timing				
Evaluation				

Worksheet no. (10)

Teacher A

We're doing the first lesson in unit 1. This is an Ask & Answer exercise, and the students have to practice asking questions and giving answers from it.

Teacher B

We're going to practice asking and answering questions about the beginning with "how long...." and using the present perfect tense, so that the students will be able to talk about the periods of time they have spent in different places.

Teacher C

We're going to practice the use of the present perfect tense with 'for' plus a period of time

Worksheet no. (11)

Study the following box from Action Pack 4 unit 1 lesson 3 then categorize the outcomes and the functions in it according to Bloom's Taxonomy

Lesson 3

Outcomes: • To pronounce short, simple questions and statements about time and activities with the correct intonation patterns.

- To ask and answer short, simple questions using Wh-words (e.g. where, what, when).

- To write sentences about time.

Structures: The present simple with adverbs of frequency always and never.

He **always** gets up at six o'clock.

He **never** gets up at a quarter past six.

Functions: Telling the time.

Acquiring appreciation of the value of time.

Talking about daily routines.

Expressing frequency.

Topic: Daily routine.

Resources: ■ Pupil's Book, page 5

Exercise 2, Look and say

■ Activity Book, page 5

Exercise 3, Ask and answer

■ Flashcards: Kareem, Samira, Ali, Laila, laboratory, library, P.E

■ Material: a cardboard clock

Appendix 4

Principles behind good lesson planning:

There are two overriding principles behind good lesson planning: variety and flexibility.

Variety means involving students in a number of different types of activity and where possibly introducing them to a wide selection of materials. Variety means planning so that learning is, for the students, always interesting and never monotonous. Flexibility means the ability to use any number of different techniques and not to be slave to one methodology. **Flexibility** is also important when dealing with the plan in the classroom. For any number of reasons what the teacher has planned may not be appropriate for that class on that particular day. The flexible teacher will be able to change the plan in such a situation.

Good lesson planning is the art of mixing techniques, activities and materials in a way that an ideal balance is created for the class. In a general language course there will be work on the four: there will be presentation and controlled practice, roughly-tuned input (receptive skill work) and communicative activities.

The teacher will create the outcomes for the class. He may involve the students in a game-like activity because his outcome is to relax the students and make them feel more positive about their English classes. He gives them a reading passage to work on because his outcome is to improve their ability to extract specific information from written texts. He may introduce new language because his outcome is that the students should know how to refer to the past.

Appendix 5

A well prepared teacher needs to know a lot about his job before he can start to make successful plans. There are six major areas of necessary knowledge.

1- The language for the level.

The teacher must know the language that he is going to teach.

2- The skills for the level.

The teacher himself needs to know the skill he is going to ask his students to perform.

3- The aids available for the level.

The teacher has to know what aids are available and appropriate for the level he is teaching.

4- Stages and techniques in teaching.

The teacher needs to know and recognize different teaching techniques and stages.

5- A repertoire of activities.

The teacher's large repertoire's of activities enables him to have varied plans and achieve an activities balance.

6- Classroom management skills.

Such skills will enable time to adopt a number of different roles and to maintain discipline.

The institution

The teacher needs to know a lot about the institution in so far as it is involved with his teaching .The following areas of knowledge are crucial.

1- Time, length, frequency.

The teacher should know at what time for how long and how often classes take place.

2- Physical conditions

These usually refer to the physical conditions where he is going to teach .It is no good taking in an electrically powered tape recorder if there is no socket for a plug in the classroom.

3- syllabus

A teacher should be familiar with the syllabus the institution has for the levels that are being taught.

4- Exams

A teacher should also know when and what type of exams the students will have to take. The teacher needs to know who the students are in terms of their age, sex, and social background, what the students bring to the class in terms of educational background, knowledge and interests and what the students need.

Appendix 6

Lesson Plan

Class/Level :

Unit Title :

Number of Classes :

Date: From

to

Lesson Title :

Previous Learning :----- Vertical Integration-----

Horizontal Integration-----

No	Outcomes	Resources & Material	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		

Day & Date	Section	Period	Fulfilled Outcomes	Homework

<p>I Fell satisfied with</p> <p>Challenges I faced</p> <p>Suggestion for improvement</p>
--

General information about students:

Prepared by:

School principal Date:..... Signature.....

Supervisor Date:..... Signature.....

Form#QF71-1-49rev.a

Appendix 8

Class/Level :

Semester plan

Subject : English

Unit Title :

Pages :

Number of Classes :

Duration : from

No	Outcomes	Resources & Material	Instructional Strategies	Assessment		Associated Activities	Reflection
				Strategy	Tool		

General information about students:

Prepared by:

School principal

Date:..... Signature.....

Supervisor

Date:..... Signature.....

Form#QF71-1-49rev.

Appendix 11

List of Measurable Verbs Used to Assess Learning Outcomes

Knowledge Level: The successful student will recognize or recall learned information.

list	Record	Underline
State	Define	Arrange
Name	Relate	Describe
Tell	Recall	Memorize
Recall	Repeat	Recognize
Label	Select	Reproduce

Comprehension Level: The successful student will restate or interpret information in their own words.

Explain	Describe	Report
Translate	Express	Summarize
Identify	Classify	Discuss
Restate	locate	Compare
Discuss	review	Illustrate
Tell	Critique	Estimate
Reference	Interpret	Reiterate

Application Level: The successful student will use or apply the learned information.

Apply	Sketch	Perform
Use	Solve	Respond
Practice	Construct	Role-play
Demonstrate	Conduct	Execute
Complete	dramatize	Employ

Analysis Level: The successful student will examine the learned information critically.

Analyze	Inspect	Test
Distinguish	Categorize	Critique
Differentiate	Catalogue	Diagnose
Appraise	Quantify	Extrapolate
Calculate	Measure	Theorize
Experiment	Relate	Debate

Synthesis Level: The successful student will create new models using the learned information.

develop	Revise	Compose
Plan	Formulate	Collect
Build	propose	Construct
Create	Establish	Prepare
Design	Integrate	Devise
Organize	Modify	Manage

Evaluation Level: The successful student will assess or judge the value of learned information.

Review	Appraise	Choose
Justify	Argue	Conclude
Assess	Rate	Compare
Defend	Score	Evaluate
Report on	Select	Interpret
Investigate	Measure	Support

تم بحمد الله