



محافظة الغربية
مديرية التربية والتعليم
توجيه عام اللغة الإنجليزية

Gharbeia Governorate

**General Inspectorate Of English
In Gharbeia**

Preparation Notebook

..... **Stage**

Educational / School Year 2024 - 2025

School:

Teacher's name:

Grades:

Class :

بيانات المعلم

| | |
|--|--------------------------|
| | الاسم رباعي |
| | كود المعلم |
| | الرقم القومي |
| | تاريخ الميلاد |
| | تاريخ التعيين |
| | الرقم الوظيفي |
| | الدرجة المالية وتاريخها |
| | الحالة الاجتماعية |
| | مسمي وظيفة الحالية |
| | المؤهل وتاريخه |
| | جهة الحصول عليه |
| | التخصص |
| | العنوان |
| | رقم التليفون |
| | الجزاءات التأديبية |
| | الاعمال البارزة |
| | الدورات التدريبية |
| | الفصول التي يقوم بتريسها |
| | اصلي / منتدب |
| | الجهة المنتدب منها/اليها |
| | اخر تقرير |
| | البريد الإلكتروني الرسمي |
| | البريد الإلكتروني |

Teacher's signature

Headmaster's signature

Supervisor's signature

School's Vision and Mission

رؤية المدرسة

تقدم المدرسة تعليم عالي الجودة باستخدام التكنولوجيا الحديثة لتنمية المعارف والقدرات والمهارات للمتعلمين مدعومة بالقيم والمبادئ لمواكبة تطورات العصر الحديث لتحقيق الجودة الشاملة ومشاركة مجتمعية فعالة لدعم العملية التعليمية في ظل مناخ صحي آمن.

رسالة المدرسة

- دعم المتعلمين بالقيم والمبادئ والأخلاق والانتماء للوطن.
- تنمية المعارف والقدرات والمهارات لدي المتعلمين لتحقيق نواتج التعلم.
- تطبيق المعايير القومية للتعليم لتحقيق الجودة الشاملة للمدرسة.
- التنمية المهنية الذاتية للمتعلمين لتحسين الأداء لاستخدام طرق التدريس حديثة والاطلاع علي ما هو جديد.
- الارتفاع بمستوي المتعلمين وتحفيز المتعلمين المتفوقين وتنمية المواهب.
- تأكيد وحدة التدريب للتنمية المهنية المستديمة للمعلمين والعاملين داخل المدرسة.
- تحقيق المشاركة المجتمعية الفعالة من خلال دور مجلس الأمناء والإباء والبيئة المحيطة بالمدرسة.
- توفير الرعاية الصحية لجميع المتعلمين .
- إقامة علاقات مجتمعية ومناخ تربوي آمن داخل المدرسة.

The mission of the school

- The school administration is pleased to announce the school educational mission to achieve the best educational results. The school has a group of distinguished teachers specialized in all fields. They have the necessary efficiency and experience.
- We work to create a generation that believes in our country. A generation that works hard to achieve the aims of the country. A generation that puts the interests of the country in the first place.
- A generation that is committed to the morals, customs and good behaviour of the society.
- We aim at creating a generation that acquires skills, knowledge and scientific trends through the school activities that support positive behaviour to be able to catch up with the international scientific development.

Some Of Teaching Strategies

- 1) **Brain storming**: A large or small group activity which encourages children to focus on topic and contribute to the free flow of ideas.
- 2) **Co-operative learning**: Is a key strategy that teachers use to support students learning to value and respect one another. It gives students the chance to work collaboratively, learn faster and more efficiently. We can divide the class into groups or pairs to do specific task.
- 3) **Role playing**: Students act out characters in a predefined situation.
- 4) **Open discussion**: A discussion is an oral exploration of a topic, opportunities to generate and share their questions and ideas in small and whole class settings. Teachers who encourage and accept students' questions and comments without judgment and clarify understandings by paraphrasing difficult terms stimulate the exchange of ideas.
- 5) **Mind map**: It is used when the teacher needs to draw shapes to help students/pupils remember rules of grammar or structure such as rectangles, circles, bubbles, squares, etc.
- 6) **Pair work**: Ss will share and answer questions.
- 7) **Recurrent, random vocabulary assessment**: Recycling vocab. Words that have been discussed in class and randomly choosing some.
- 8) **Relate reading**: Having students talk about connections in the reading to their own experiences.
- 9) **Response cards**: Having students write brief answers to teach questions on cards.
- 10) **Re telling**: Ss verbally rehearse important story information by telling a story to a partner, using an outline to back them up with important ideas and information.
- 11) **Native language support**: Providing auditory or written center input to students in their native language.
- 12) **Paraphrasing**: Working on specific skills to orally retell or summarize what happened in a story.
- 13) **Partner reading**: Having students work together in pairs to read a text to each other and discover the main ideas of the text.
- 14) **Prediction**: Having students predict what is going to happen in a story based on a title, headline, illustration, etc.
- 15) **Pre-teach vocab**: Teaching vocab. Prior to working with the lesson.
- 16) **Hands-on**: Designing activities. So that students are actively involved in the project or experiment. "Active participation".
- 17) **Journal of Senses**: Having students write down what they imagine the characters in a story would see, taste and feel at a certain point in the story.
- 18) **Mnemonics**: Association techniques used to help students remember some aspect of reading. **Ex**: Associating a list of irregular verbs with each of the letters in a familiar name.
- 19) **Using visuals**: Bringing two or three visuals into the classroom to enhance teacher instruction in the content area.
- 20) **Ecological approach**: Involves all aspects of a child's life in teaching "including classroom, family, neighborhood and community".

General Aims of teaching English

General Aims:

To acquire and develop the four language skills (listening, speaking, reading and writing interactively.

To teach students to communicate in English within the limited scope of the number of hours allotted to the course.

Specific aims:

To enable students to understand the lexical items, syntactic structures, phonological features and functions they are exposed to within the limits of what they have acquired in this stage.

To enable students to express themselves orally in English through the use of simple expressions and sentences taking into account correct pronunciation.

THE AIMS OF THE ENGLISH COURSE

The main aim of teaching English is to equip students with the necessary language, thinking and study skills to communicate effectively and understand competently spoken and written English. It aims to give students the necessary experience and confidence to apply these skills both inside and outside the classroom and beyond school in their current and future lives. New language, skills and topics are introduced gradually and practised thoroughly, so that students have the chance to learn and use the language before they move on. Critical thinking skills and awareness of strategies to improve language and learning skills support the learning of the language and contribute to the development of a more autonomous learner. The approach the course uses a standards-based communicative approach and methodology for the teaching and learning of English. Students are presented with interesting topics and meaningful situations to help them to progress in their secondary level language skills. They use and integrate the four language skills (listening, speaking, reading and writing) in meaningful contexts and undertake realistic language tasks which they would potentially undertake in future academic, professional or vocational situations. To do this effectively, student-to-student interaction in class is necessary. Students need to speak and work together cooperatively when asked, they need to help each other when directed, and they need to develop a sense of independence and responsibility for their own learning. Therefore, they will need to be able to work together in pairs, as well as in groups, and work on their own or as a whole class. The course is standards-based, and it aims to fulfill

the standards set out in the Ministry of Education Standards Document. It aims to assist students in the process of reaching certain behavioral and civic proficiency goals, not only in the English language,

but also in the day-to-day interactions which they will encounter throughout their lives. As students are expected to acquire learning tools and not simply to ingest rules, standards are valuable and effective supports for good learning. This is because standards express clear expectations for what all students should know and be able to do. Teachers become aware that language is a means by which students achieve wider goals and is not an end in itself. In this context, rote learning as a framework for linguistic progress becomes ineffective because it is insufficient to help students to achieve those wider educational standards. When teachers apply standards based curricula, language learning is more purposeful and practical than in most other forms of curricula. “Standards communicate shared expectations for learning and provide a common language for talking about the process of learning and teaching. As a result, community leaders and businesspeople become more effective partners in, and monitors of, young people’s education.”



Teacher's signature

Headmaster's signature

Supervisor's signature

Time table

| Days | 1st Period | 2nd Period | 3rd Period | 4th Period | 5th Period | 6th Period | 7th Period | 8th Period |
|-----------|------------|------------|------------|------------|------------|------------|------------|------------|
| | - | - | - | - | - | - | - | - |
| Saturday | | | | | | | | |
| Sunday | | | | | | | | |
| Monday | | | | | | | | |
| Tuesday | | | | | | | | |
| Wednesday | | | | | | | | |
| Thursday | | | | | | | | |

Teacher's signature

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Supervisor's signature

اجمالي ميزانية الفصول والطالبات للعام الدراسي 2025/2024

| عدد الطلاب | طلاب راسبين | طلاب مستجدين | عدد الفصول | البيان |
|------------|----------------|--------------|------------|-------------|
| | | | | الصف الاول |
| | | | | الصف الثاني |
| | | | | الصف الثالث |
| | | | | الاجمالي |

Distribution Of The Syllabus

Teachers are kindly requested to write down the distribution of the Syllabus.

2025/2024 توزيع منهج اللغة الانجليزية للعام الدراسي الصف

First Term

| Month | (SB+WB) |
|----------------|---------|
| October | |
| November | |
| December | |
| January (2025) | |

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Second Term

| Month | |
|----------|--|
| February | |
| March | |
| April | |
| May | |

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