

Kingdom of Saudi Arabia

Ministry of Education

School :

ABC



وزارة التعليم
Ministry of Education



department of

English

ABC

ABC

Preparation of
(MEGA GOAL 6)

department of

English

Head M's name				Sup Vis ' name			
sig	date	unit	lesson	sig	date	unit	lesson
1				1			
2				2			
3				3			
4				4			
5				5			
6				6			
7				7			
8				8			

Teacher's name :

WEEKS	DATES		Distribution of the syllabus (MEGA GOAL6)
	FROM	TO	
1	30/4/1440	4/5/1440	Unit1
2	7/5/1440	11/5/1440	Unit1:
3	14/5/1440	18/5/1440	Unit2:
4	21/5/1440	25/5/1440	Unit2:
5	28/5/1440	2/6/1440	Unit3
6	5/6/1440	9/6/1440	Unit3
7	12/6/1440	16/6/1440	Unit4:
8	19/6/1440	23/6/1440	Unit4:
9	26/6/1440	30/6/1440	Unit5:
10	3/7/1440	7/7/1440	Unit5:
11	10/7/1440	14/7/1440	Unit6:
12	17/7/1440	21/7/1440	Unit6:
13	24/7/1440	28/7/1440	Unit7:
14	2/8/1440	6/8/1440	Unit7:
15	9/8/1440	13/8/1440	Unit8:
16-17	16/8/1440	27/8/1440	FINAL EXAMS

The General Objectives of Teaching English Language in Saudi Arabia

Students should be able to:-

- 1 - Develop their intellectual, personal and professional abilities .
- 2 - Acquire basic language skills (listening , speaking , reading and writing) in order to communication with speakers of English language .
- 3 - Acquire the linguistic competence necessarily required in various life situation .
- 4 - Acquire the linguistic competence required in different professions.
- 5 - Develop their awareness of the importance of English as a means of international communication .
- 6 - Develop positive attitudes towards learning English .
- 7 - Develop the linguistic competence that enables them to be aware of the cultural , economical and social issues of their society
in order to contribute in giving solution .
- 8 - Develop the linguistic competence that enables them ,in the future , to present and explain the
Islamic concepts and issues and participate in spreading Islam .
- 9 - Develop the linguistic competence that enables them, in the future, to present the culture and civilization of their nation.
- 10 -Benefit from English-speaking nations, in order to enhance the concepts of international cooperation that develop understanding and respect of cultural differences among nations.
- 11 - Acquire the linguistic bases that enable them to participate in transferring the scientific and technological advances of other nations to their nation.
- 12 - Acquire the linguistic bases that enable them to present and explain Islamic concepts and issues, and participate in the dissemination of them.

MEGA GOAL6

Subject: English

Intermediate School:

Title of the unit: 1 Everyone makes mistakes

Time Frame:

Unit Summary

This unit talks about: modals in the past(might, could, must have, should have,) and passive modals in the past.

The general objectives:

- Talking about famous mistakes in history
- Discussing personal mistakes
- Responding to an apology

Enduring Understanding: Students will understand:

- How to talk about famous mistakes in history
- How to discuss personal mistakes
- How to respond to an apology

Knowledge: Students will know:

- *Must have, should have, and might* are past modals
- Modals in the past

Skills: Students will:

- Write an essay about a mistake or an accident
- Read a text about happy accidents
- Listen for specific details in stories about mistakes

Essential Questions:

- How would you define the word *mistake*?
- What is the meaning of this quote...?
- What was a mistake you made?

Vocabulary:

Mistake, failure, invention, discovery, apology, accident, novelty, outrage, absent-minded, damage, adhesive.

Learning plan:

- **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 the stated results.
- **Introductory activities:** activities designed attractively and variably (listening, speaking, reading, writing) to encourage learners to reflect on and analyze the different ways of using pictures and examples **to ask about modals in the past** and make conversations using them.
- **Educational and learning activities:** training learners on the skills of grammar, spelling, and structures of language through classroom activities and home to follow up these activities to make sure of their ability **to use (must have, should have, and might)**. We engage students in self-evaluation, goal setting, and self-reflection. We have to focus on basic questions continuity before the learners to gauge their understanding of it. I ask the students the following questions: ***what was the mistake you made.... etc.***). And implement activities in the form of individual, in pairs and groups.
- **Assigned learners to do the performance tasks:** Learners carry out tasks according to the standards, and present their works on.

Classroom Worksheet

Rewrite the sentences with a modal in the past

- 1) It's too bad we didn't know you were there. Wemet up.
- 2) She..... study biology in school, but she ended-up with studying medicine.
- 3) Mona gone to Italy this summer, but she decided to stay home instead.
- 4) The product.....been a big success, but instead it was a flop.
- 5) Who knows what.....happened if the other candidate had won the election.

Answer key:

1-must have

2-was supposed to

3-should have

4-must have

5-could have

Rewrite these sentences using passive modals

1-the coach should have chosen fahad for the team

.....

2- someone must have dropped this key in the meeting

.....

3- the police officer should have arrested the thief .

.....

4- the mechanic was supposed to have fixed our car

.....

Answer Key:

1-fahad should have been chosen for the team

2-this key must have been dropped in the meeting

3- the thief should have been arrested

4-our car was supposed to have been fixed

.

الأخوة معلمين ومعلمات اللغة الانجليزية

السلام عليكم ورحمة الله وبركاته

يسر مؤسسة التحاضير الحديثة

www.mta.sa

أن تقدم لكم تحاضير مواد الانجليزي لجميع المراحل الدراسية

ابتدائي

سمارت كلاس – قـت ردي –وي كان

متوسط

سوبر قول –فل بلاست – لفت اف

ثانوي

ميـقا قول –فلاينق هاي – ترفلر

وبجميع طرق التحضير الحديثة

**التعلم النشط الجديد – الطريقة الخماسية +طريقة مشروع الملك عبدالله + الطريقة البنائية
بالاستراتيجيات**

بالاضافة الي سي دي يشمل عروض بور بوينت لجميع دروس المادة + و أوراق عمل خاصة بالمادة
لجميع الدروس + وبالاضافة إلى حل أسئلة الكتاب +الكتاب الالكتروني+ خرائط ومفاهيم +خرائط
ذهنية + نماذج اختبارات + الباور بوينت مع حل التدريبات + السيدي التفاعلي والصوتيات

طرق التواصل والتوصيل

التوصيل للرياض والخرج مجانا

او عن طريق الايميل

التوصيل لباقي مدن المملكة عبر الفيديو

(المستعجل ٢٤ ساعة)

الأسعار :للإبتدائي والمتوسط

سعر المادة على سي دي 20 ريال

سعر المادة عن طريق الايميل 20ريال

سعر المادة طباعة عادية مع السي دي 50ريال

سعر المادة طباعة ملونة مع السي دي 100ريال

الأسعار للثانوي المقررات والفصلي

سعر المادة على سي دي 50 ريال

سعر المادة عن طريق الايميل 20 ريال

سعر المادة طباعة عادية مع السي دي 80 ريال

سعر المادة طباعة ملونة مع السي دي 120 ريال

التوصيل للرياض والخرج مجانا

التوصيل لباقي مدن المملكة عبر الفيدكس

(المستعجل ٢٤ ساعة بقيمة ٥٠ ريال فقط

للطلب من داخل المملكة يمكنك الإتصال على رقم:

[0505107025](tel:0505107025)

[0551092444](tel:0551092444)

[0555107025](tel:0555107025)

[0557977722](tel:0557977722)

لحجز طلبكم وتسجيل معلومات الإستلام:

إلكترونياً عن طريق الرابط

www.mta.sa/c

ويمكنكم طلب توزيع المنهج او عينة

او الشراء عن طريق الایمیل
من هذا الرابط

www.mta.sa/c

وهنا أرقام حسابات المؤسسة للمعلمین

حسابات بنوك باسم : مؤسسة التحاضیر الحديثة

بنك الراجحي / 233608010954856

آي بان الراجحي / SA5780000233608010954856

البنك الأهلي / 27949172000110

آي بان الأهلي / SA0610000027949172000110

حسابات بنوك باسم: سعد عبدالرحمن العتيبي

سامبا / 8001852539

الرياض / 2052558759940

اي بان الرياض / SA3520000002052558759940

بنك البلاد / 900127883010006

اي بان بنك البلاد / SA4715000900127883010006

البنك السعودي للإستثمار / 0101001926001

الجزيرة / 030680161166001

اي بان بنك الجزيرة / SA6760100030680161166001

حسابات بنوك باسم : مؤسسة اوامر الشبكة

حساب الانماء / 68201042364000

اي بان الانماء / Sa3505000068201042364000

للأخوة أصحاب المكتبات الراغبين في أن يكونوا وكلاء لتحاضير فواز الحري في مدنهم الاتصال بجوال
المدير

0554466161