

Kingdom Of Saudi Arabia  
Ministry of Education  
Public Administration Of Education  
School: .....

رؤية  
VISION  
2030  
المملكة العربية السعودية  
KINGDOM OF SAUDI ARABIA



وزارة التعليم  
Ministry of Education

# Preparation Of Mega Goal (5)

**Teacher**

Session 1439 - 1440

## General Objective Of Teaching English In Secondary Stage

**By the end of the secondary stage and within the assigned structures and vocabulary for this stage students should be able to do the following :**

- 1- Use English language structures and analyze them to understand the relationships among them
- 2- Learn the assigned vocabulary , idioms , and expressions and understand their meanings in context
- 3- Acquire the ability to listen to comprehend English language and to distinguish between different intonations
- 4- Participate in conversations and discussions using proper English
- 5- Acquire the ability to read and comprehend English texts through different reading types (i.e. loud reading) and reading strategies (i.e. scanning, pleasure and reading for all understanding
- 6- Write a free-essay of three paragraphs using correct English
- 7- Translate English text into Arabic and vice versa
- 8- Realize the importance of English in the local job market
- 9- Be aware of the importance of English as an international language of communication for introducing Islam , our culture , and our cultural achievements to others
- 10- Be aware of the importance of English as an international language of communication for benefiting from achievements to others cultures in accordance with Islamic teaching ; through texts representing various life situations
- 11- Gain a reasonable command of English in order to be in a better position to defend Islam against adverse criticism and to participate in the dissemination of Islamic culture .

| WEEKS | DATES     |           | Distribution of the syllabus ( Mega goal 5 ) |
|-------|-----------|-----------|--|
|       | FROM      | TO        |  |
| 1     | 30/4/1440 | 4/5/1440  | Unit 1 Two is better than one                |
| 2     | 7/5/1440  | 11/5/1440 | Unit 1 Two is better than one                |
| 3     | 14/5/1440 | 18/5/1440 | Unit 2 Rags to Riches                        |
| 4     | 21/5/1440 | 25/5/1440 | Unit 2 Rags to Riches                        |
| 5     | 28/5/1440 | 2/6/1440  | <b>Revision</b>                              |
| 6     | 5/6/1440  | 9/6/1440  | Unit 3 What Will They Think of Next?         |
| 7     | 12/6/1440 | 16/6/1440 | Unit 3 What Will They Think of Next?         |
| 8     | 19/6/1440 | 23/6/1440 | <b>EXPANSION Units 1–3</b>                   |
| 9     | 26/6/1440 | 30/6/1440 | Unit 4 The world of TV                       |
| 10    | 3/7/1440  | 7/7/1440  | Unit 4 The world of TV                       |
| 11    | 10/7/1440 | 14/7/1440 | Unit 5 Do You Really Need It?                |
| 12    | 17/7/1440 | 21/7/1440 | Unit 5 Do You Really Need It?                |
| 13    | 24/7/1440 | 28/7/1440 | <b>Revision</b>                              |
| 14    | 2/8/1440  | 6/8/1440  | Unit 6 The Gender Divide                     |
| 15    | 9/8/1440  | 13/8/1440 | Unit 6 The Gender Divide                     |
| 16-17 | 16/8/1440 | 27/8/1440 | <b>Final test</b>                            |

|  |  |
|--|--|
| <b>Unit 1 &amp; Intro: Two is better than one</b>  | <b>Subject: English (Mega Goal 5)</b>  |
| <b>Lessons: (1 : 10)</b>   | <b>3<sup>rd</sup> year secondary</b>   |
| <b>Time Frame: 8 lessons</b>   |  |
| <b>Unit Summary</b>  |  |
| This unit presents partners, marriages and mates. It focuses on famous marriages in history. It revolves around how pairs can help each other and negotiate.   |  |
| <b>Stage 1: Identify Desired Results</b>   |  |
| <p>The General Objectives:</p> <p>By the end of "unit", students will be able:</p> <ul style="list-style-type: none"> <li>▪ To express opinion and viewpoint, argument; agree and disagree.</li> <li>▪ To make deductions about the past and the present</li> <li>▪ To identify new words about partners, marriages, and mates.</li> <li>▪ To talk about famous marriages in history.</li> <li>▪ To discuss how pairs can help each other and negotiate.</li> <li>▪ To use other, others, and another.</li> <li>▪ To explain the use of other, others, and another.</li> <li>▪ To use do to add special emphasis.</li> <li>▪ To listen for sequence of events in Dr. Abdullah Al-Rabeeah's achievements.</li> <li>▪ To differentiate the English /r/ sound.</li> <li>▪ To talk about animal partners mentioned in the reading.</li> <li>▪ To identify new words about memories and good friends.</li> <li>▪ To write an essay about two good friends.</li> </ul> |  |
| <b>Enduring Understandings</b>   | <b>Essential Questions</b>   |
| <p>Students will understand that:</p> <ul style="list-style-type: none"> <li>▪ Express opinion and viewpoint, argument; agree and disagree</li> <li>▪ Make deductions about the past and the present</li> <li>▪ How people/animals can help each other</li> <li>▪ Negotiate</li> <li>▪ Words connected with museums and galleries</li> <li>▪ Express enthusiasm</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Talk about famous marriages in history.</li> <li>▪ Discuss how pairs can help each other and negotiate.</li> <li>▪ Give examples about other, others, and another.</li> <li>▪ Use (do) in a sentence to add special emphasis.</li> <li>▪ Pronounce the following sentences "After the operation, the mother was relieved."</li> <li>▪ What does the word "struggle" mean? Then put it in a sentence.</li> <li>▪ Talk about animal partners mentioned in the reading.</li> </ul> |

## Knowledge and Skills

Students will know...

- New vocabulary about partners, marriages, and mates.
- How people/animals can help each other
- Negotiate
- Words connected with museums and galleries
- Express enthusiasm
- Other, others, and another
- Emphatic do
- Simple present tense vs. present progressive
- Gradable and non-gradable adjectives

Students will be able to...

- Listen for specific information in a story about Dr. Abdullah Al-Rabeeah's achievements.
- Read a text for specific information.
- Ask and answer questions about famous marriages in history.
- Pronounce The English /r/ sound in a sentence.
- Use [other, others, and another] and [do to add special emphasis].

## Stage 2: Assessment Evidence

**Performing Tasks:**

- Use vocabulary in a variety of sentences.
- Listening tests.
- Oral tests.
- Written tests.
- Dialogues.
- Express themselves orally.
- Ask and answer questions.
- Summarize a comprehension.

**Performance Standards:**

- Achieve advanced degrees in the tests and quizzes.
- Show the ability to answer the exercises of Student's book and Workbook.
- They are done through the follow up table (expectations table).

**Other Evidence:**

- Observation to evaluate the performance of learners in the oral presentation.
- Tests.
- Quizzes.
- Self-evaluation according to their self-evaluation forms.
- Workbook activities: to ensure the understanding of the basic points in the unit.
- Homework.

## Stage 3: Teaching and learning experiences Plan

**The approach:**

- Prepare the pupils for this unit, what expected for them and the level of performance required for them to achieve the stated results.

**Introductory activities:**

- Activities designed attractively and variable (listening, speaking, reading and

writing) are encourage learners 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.

#### **Educational learning activities:**

- ☑ Training learners on the skills of grammar, spelling and structures of language through classroom activities and homework.
- ☑ Training learners of the rules for writing techniques.
- ☑ Engage the pupils with self-evaluation of the students to achieve the stated results.

- **We have to focus on basic questions:**

- ☑ Mention some new words about partners, marriages, and mates.
- ☑ Talk about famous marriages in history.
- ☑ Discuss how pairs can help each other and negotiate.
- ☑ Give examples about other, others, and another.
- ☑ Use (do) in a sentence to add special emphasis.
- ☑ Pronounce the following sentences “After the operation, the mother was relieved.”
- ☑ Listen to stories about Dr. Abdullah Al-Rabeeah’s achievements, and then answer the questions on page7.
- ☑ Role-play with a partner: Choose a situation in which one person arguing about chores with another.
- ☑ What does the word "struggle" mean? Then put it in a sentence.
- ☑ Talk about animal partners mentioned in the reading.
- ☑ Write an essay about two people you know they are good friends.
- ☑ What does the word "characteristics" mean?

#### **Assigned learners to do performance task:**

- ☑ Learners carry out tasks according to the standards and present their works on the class according to specific standards.

## (Table of Learning Plan)

| <u>Warm-up questions:</u>  | <u>Work individually:</u>  | <u>Work in pairs:</u>  | <u>Work in groups:</u>  |
|--|--|--|---|
| <ul style="list-style-type: none"><li>☑ Mention some new words about partners, marriages, and mates.</li><li>☑ Talk about famous marriages in history.</li></ul> | <ul style="list-style-type: none"><li>☑ Discuss how pairs can help each other and negotiate.</li><li>☑ Give examples about other, others, and another.</li><li>☑ Use (do) in a sentence to add special emphasis.</li><li>☑ Pronounce the following sentences “After the operation, the mother was relieved.”</li><li>☑ Write an essay about two people you know they are good friends.</li></ul> | <ul style="list-style-type: none"><li>☑ Listen to stories about Dr. Abdullah Al-Rabeeah’s achievements, and then answer the questions on page7.</li><li>☑ Talk about animal partners mentioned in the reading.</li></ul> | <ul style="list-style-type: none"><li>☑ Listen to stories about Dr. Abdullah Al-Rabeeah’s achievements, and then answer the questions on page7.</li></ul> |

**(Performance Tasks)**  
**Title of unit: Two is better than one**  
**3<sup>rd</sup> year secondary**

|           |   |
|-----------|---|
| <b>A.</b> | <p><b><u>Performance tasks:</u></b></p> <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> Listen to a CD about about Dr. Abdullah Al-Rabeeah’s achievements and some model conversations.</li><li><input checked="" type="checkbox"/> Read a conversation about divide up the chores between Badr and Adnan.</li><li><input checked="" type="checkbox"/> Ask and answer questions about famous marriages in history.</li><li><input checked="" type="checkbox"/> Role-play the conversation between partners: Choose a situation in which one person arguing about chores with another.</li><li><input checked="" type="checkbox"/> Write an essay about two friends.</li><li><input checked="" type="checkbox"/> Write and prepare a PowerPoint presentation about symbiotic relationships in teams (Project).</li></ul> <p><b><u>Objective:</u></b></p> <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> Achieve the general objectives of the unit.</li></ul> <p><b><u>The problem and the challenge:</u></b></p> <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> Help students to know / understand their learning goals and evaluate their own progress.</li></ul>  |
| <b>B.</b> | <p><b><u>Students' role-play:</u></b></p> <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> Discussion.</li><li><input checked="" type="checkbox"/> Give examples.</li><li><input checked="" type="checkbox"/> Read and role-play the conversations.</li><li><input checked="" type="checkbox"/> Use the new vocabulary to make new sentences.</li><li><input checked="" type="checkbox"/> Answer work sheets.</li><li><input checked="" type="checkbox"/> Collect information.</li><li><input checked="" type="checkbox"/> Read the words' meanings and give examples.</li><li><input checked="" type="checkbox"/> Answer the questions and do the tasks related to the unit.</li></ul> <p><b><u>The way to carry out the task:</u></b></p> <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> Make presentations and introductions.</li><li><input checked="" type="checkbox"/> Identify the suitable strategy of each lesson.</li><li><input checked="" type="checkbox"/> Discussion.</li><li><input checked="" type="checkbox"/> Critical thinking.</li><li><input checked="" type="checkbox"/> Use posters, flashcards, podcasts and boards.</li><li><input checked="" type="checkbox"/> Motivate the students to think and answer.</li><li><input checked="" type="checkbox"/> Divide the students into pairs or groups.</li></ul> |

|           |   |
|-----------|---|
|           | <input checked="" type="checkbox"/> Identify the required activities.<br><input checked="" type="checkbox"/> Ask questions.<br><input checked="" type="checkbox"/> Check the student's answers and correct their mistakes.                                  |
| <b>C.</b> | <u>Audience:</u><br><input checked="" type="checkbox"/> Pupils of the class, school or community.<br><u>Need to present:</u><br><input checked="" type="checkbox"/> Unit vision.  |
| <b>D.</b> | <u>The situation:</u><br><input checked="" type="checkbox"/> The context of the educational curriculum.<br><u>The challenge:</u><br><input checked="" type="checkbox"/> To discuss the topic (Two is better than one) and do the tasks related to the unit. |
| <b>E.</b> | <u>Output, performance and purpose:</u><br><input checked="" type="checkbox"/> Learn, know and be familiar with everything in the unit.<br><input checked="" type="checkbox"/> Carry out the activities related to the unit.                                |
| <b>F.</b> | Standards and criteria of success:<br><input checked="" type="checkbox"/> Students must learn how to read, write, speak, listen, and use language effectively in a variety of content areas.  |

| <b>Expectations</b>           | <b>(1)<br/>Beginner</b>  | <b>(2)<br/>Intermediate</b>  | <b>(3)<br/>Efficient</b>   | <b>(4)<br/>Advanced</b>  | <b>Evidence<br/>and total<br/>points</b> |
|-------------------------------|--|--|--|--|--|
| <b>Language<br/>notes</b>     | <b>Dominated<br/>by slang<br/>words</b>  | <b>Language<br/>has some<br/>slang words</b>   | <b>Correct<br/>language\<br/>slang-free</b>  | <b>Fluent<br/>language free<br/>of<br/>grammatical<br/>errors.</b>                               |  |
| <b>Acting of the<br/>unit</b> | <b>Confused<br/>in giving<br/>examples<br/>and<br/>answering<br/>the<br/>questions.</b>          | <b>Fairly good<br/>examples and<br/>answers.</b>   | <b>Very good<br/>examples<br/>and<br/>answers.</b>   | <b>Excellent<br/>examples<br/>and<br/>answers.</b>   |  |
| <b>Approach</b>               | <b>Linguistic<br/>Communication method/<br/>cooperative method/ role<br/>play/ brainstorming</b> |  |

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