

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 Super Goal (2)

Teacher

Session 1439 - 1440

General Objective Of Teaching English

1. Learn the basics of the English language that would form the foundation for its mastery in the future.
2. Use the basic structures of English sentences.
3. Learn the core vocabulary assigned for this stage.
4. Listen and understand simple English language.
5. Express themselves orally using simple English language.
6. Read and understand simple written English language materials.
7. Write simple guided sentences in English language.
8. Appreciate the importance of English language as an international language of communication, for introducing Islam, the Islamic nation's culture and the cultural achievements of Muslims to other nations.
9. Appreciate the importance of English language as an international language of communication to benefit from the achievements of other cultures in accordance with Islam.

General Objective Of Teaching English In Intermediate Stage

1. Learn the basics of the English language that would form the foundation for its mastery in the future.
2. Use the basic structures of English sentences.
3. Learn the core vocabulary assigned for this stage.
4. Listen and understand simple English language.
5. Express themselves orally using simple English language.
6. Read and understand simple written English language materials.
7. Write simple guided sentences in English language.
8. Appreciate the importance of English language as an international language of communication, for introducing Islam, the Islamic nation's culture and the cultural achievements of Muslims to other nations.
9. Appreciate the importance of English language as an international language of communication to benefit from the achievements of other cultures in accordance with Islam.

| WEEKS | DATES | | Distribution of the syllabus Super Goal 2 |
|-------|-----------|-----------|--|
| | FROM | TO | |
| 1 | 30/4/1440 | 4/5/1440 | Unit1: What Do You Do? |
| 2 | 7/5/1440 | 11/5/1440 | Unit1: What Do You Do? |
| 3 | 14/5/1440 | 18/5/1440 | Unit2: What's School Like? |
| 4 | 21/5/1440 | 25/5/1440 | Unit2: What's School Like? |
| 5 | 28/5/1440 | 2/6/1440 | Unit3: What Time Do You Get Up? |
| 6 | 5/6/1440 | 9/6/1440 | Unit3: What Time Do You Get Up? |
| 7 | 12/6/1440 | 16/6/1440 | Unit4: What Can You Do There? |
| 8 | 19/6/1440 | 23/6/1440 | Unit4: What Can You Do There? |
| 9 | 26/6/1440 | 30/6/1440 | Unit5: What Are You Going to Wear There? |
| 10 | 3/7/1440 | 7/7/1440 | Unit5: What Are You Going to Wear There? |
| 11 | 10/7/1440 | 14/7/1440 | Unit6: Let's Celebrate |
| 12 | 17/7/1440 | 21/7/1440 | Unit6: Let's Celebrate |
| 13 | 24/7/1440 | 28/7/1440 | Unit7: Then and Now |
| 14 | 2/8/1440 | 6/8/1440 | Unit7: Then and Now |
| 15 | 9/8/1440 | 13/8/1440 | Unit8: What Did You Do Last Week? Unit8: What Did You Do Last Week? |
| 16+17 | 16/8/1440 | 27/8/1440 | The Exams |

| | | | |
|-----------------|-----------------|-------------------|------------------------------------|
| Unit (1) | What Do You Do? | Class | 1 st Intermediate Grade |
| Subject | English | Time Frame | Lessons |

Unit Summary

In this unit , students will learn to describe job activities, to talk about their dream jobs, to ask and answer questions about jobs, to form questions with What, to form and use simple present tense - affirmative, third person endings, to produce the sounds of third person singular verb endings /s/ and /z/, to write about their dream job and to write a list of good and bad jobs.

Unit (1) Identify Desired Results

| Enduring Understanding | Essential questions |
|---|---|
| <p>Students will understand :</p> <ul style="list-style-type: none"> • How to talk about their dream jobs. • How to ask and answer questions about jobs. • How to describe job activities. • How to form and use simple present tense - affirmative, third person endings. • How to form questions with What. • How to produce the sounds of third person singular verb endings /s/ and /z/. • How to write about their dream job. • How to write a list of good and bad jobs. | <ul style="list-style-type: none"> ❖ What do you want to be? ❖ What's your job? ❖ What do you do? ❖ What does your father do? ❖ Do you want to become a tennis player? ❖ What do you want to do in the future? ❖ How about architecture? ❖ Is it a good job for him? ❖ What do you good at? |
| Knowledge | Skills |
| <p>Students will know :</p> <ul style="list-style-type: none"> ❖ How to describe job activities. ❖ How to talk about their dream jobs. ❖ How to ask and answer questions about jobs. ❖ How to form questions with What. ❖ How to form and use simple present tense - affirmative, third person endings. ❖ How to produce the sounds of third person singular verb endings /s/ and /z/. ❖ How to write about their dream job. ❖ How to write a list of good and bad jobs. | <p>Students will be able to :</p> <ul style="list-style-type: none"> ❖ describe job activities. ❖ ask and answer questions about jobs. ❖ talk about their dream jobs. ❖ form questions with What. ❖ produce the sounds of third person singular verb endings /s/ and /z/. ❖ form and use simple present tense - affirmative, third person endings. ❖ write a list of good and bad jobs. ❖ write about their dream job. |

Assessment Evidence

Performing Tasks:

- I ask the students to act out the conversations for the class.
- I ask the students to write a paragraph about their dream job.
- I ask the students to write a list of good and bad jobs.

| Tyro (4) | Continuing (3) | Able (2) | Perfect (1) |
|-------------|-------------------|-------------|----------------|
| | | | |

Performance Standards:

- ❖ What's the name of the job?
 1. plays tennis
 2. works in a hospital
 3. teaches at a school
 4. designs new gadgets

- ❖ Complete the conversation.

A: What your uncle
.....?

B: He's a bus driver.

A: What your cousin do?

B: He's a salesperson. He works in a store.
He shoes.

Other Evidence:

- A list of good and bad jobs.
 - Quizzes .
 - Self evaluations .
- Activities (Work Book) .

**Stage (3)
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 .

Educational-learning activities :

1. Learn the basics of the English language that would form the foundation for its mastery in the future .
2. Learn the core vocabulary assigned for this stage .
3. Listen and understand simple English language .
4. Express themselves orally using simple English language .
5. Read and understand simple written English language materials .

الجدول الزمني لتحضير دروس الوحدة (.....)

| | الصف | | مقرر المرحلة |
|---------|------|------------------|--------------|
| LESSON | DATE | HEADMASTER SIGN. | NOTE |
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |

الجدول الزمني لتحضير دروس الوحدة (.....)

| | الصف | | مقرر المرحلة |
|---------|------|------------------|--------------|
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الجدول الزمني لتحضير دروس الوحدة (.....)

| | الصف | | مقرر المرحلة |
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| 4 | | | |

الجدول الزمني لتحضير دروس الوحدة (.....)

| | الصف | | مقرر المرحلة |
|---------|------|------------------|--------------|
| LESSON | DATE | HEADMASTER SIGN. | NOTE |
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| 3 | | | |
| 4 | | | |

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