

Kingdom of Saudi Arabia

Ministry of Education

School :



department of  
**English**



## Preparation of Super Goal (2)

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 : .....



Class	Subject	Studding Term	Studding Year
1 <sup>st</sup> Intermediate	Super Goal 2	Second	1439 / 1440

### The distribution of the syllabus Super Goal 2

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

## جدول حصص المواد الدراسية الأسبوعي

الثامنة	السابعة	السادسة	الخامسة	الرابعة	الثالثة	الثانية	الأولى	الحصص	الأيام
								المادة	الأحد
								الصف	
								المادة	الاثنين
								الصف	
								المادة	الثلاثاء
								الصف	
								المادة	الأربعاء
								الصف	
								المادة	الخميس
								الصف	

# 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.

# Super Goal 2

**Subject:** English

**Intermediate School:**

**Title of the unit:** 1 What do you do?

**Time Frame:**

## Unit Summary

**This unit talks about:** job, job activities, simple present tense (affirmative, third person endings, and questions with *what*).

### The general objectives:

- Asking and answering questions about jobs.
- Describing job activities.
- Using simple present tense in affirmative sentences.
- Forming third person endings.
- Forming and using questions with (*what*).

### Enduring Understanding: Students will understand:

- How to make conversations about jobs.
- How to how to describe job activities.
- How to use present simple with affirmative sentences.
- How to ask questions using the question word (*what*).

### Knowledge: Students will know:

- The simple present tense for actions that happen all the time or usually occur.
- Third person endings (*s* and *es*).
- The word (*what*) in questions about jobs, ex (*what do you do?*).
- Questions and answers about jobs.

### **Skills:** Students will:

- Listen for specific details about jobs.
- Read a text about jobs (follow your dream).
- Pronounce third person singular verb endings (/s/ and/ z/)
- Write about their dream jobs.

### Essential Questions:

- What do you do? What does he do?
- What do they do? What does she do?
- What do you want to be?
- What does (someone) do?  
What's your job?

### Vocabulary:

- Bus driver, cameraman, carpenter, chef, cook, doctor, flight attendant, lawyer, mechanic, reporter, salesperson, teacher, waiter and Website designer.

### 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 understand jobs** 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 discuss how ask and answer about jobs**. 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 do you do?** 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

- Fill in the gapes with the suitable verb (do –does).

### Conversation 1:

A. what .....you do? (do)

B. I'm a bus driver.

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### Conversation 2:

A. what ..... he do? (does)

B. He is a pilot.

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### Conversation 3:

A. what ..... she do? (does)

B. She is a flight attendant.

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### Conversation 4:

A. what .....they do? (do)

B. They are doctors.

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### Conversation 5:

A. what .....you want to be? (do)

B. I want to be a doctor.

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سمارت كلاس – قـت ردي –وي كان

**متوسط**

سوبر قول –فل بلاست – نـفت اف

**ثانوي**

ميـقا قول –فـلاينـق هـاي – تـرفـلر

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وبجميع طرق التحضير الحديثة

**التعلم النشط الجديد – الطريقة الخماسية + طريقة مشروع الملك عبدالله + الطريقة البنائية  
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بالإضافة الي سي دي يشمل عروض بور بوينت لجميع دروس المادة + و أوراق عمل خاصة بالمادة  
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(المستعجل ٢٤ ساعة)

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سعر المادة طباعة عادية مع السي دي 50ريال

سعر المادة طباعة ملونة مع السي دي 100ريال

## الأسعار للثانوي المقررات والفصلي

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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

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=====

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حسابات بنوك باسم: سعد عبدالرحمن العتيبي

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حساب الانماء / 68201042364000

اي بان الانماء / Sa3505000068201042364000

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

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