

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

# Preparation Of Mega Goal (1)

TEACHER'S NAME

## **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 1 )
	FROM	TO	
1	4/6/1442	8/6/1442	Unit 1 - Big Changes
2	11/6/1442	15/6/1442	Unit 1 - Big Changes
3	18/6/1442	22/6/1442	Unit 2Careers
4	25/6/1442	29/6/1442	Unit 2Careers
5	2/7/1442	6/7/1442	Revision
6	9/7/1442	13/7/1442	Unit 3What Will Be, Will Be
7	16/7/1442	20/7/1442	Unit 3What Will Be, Will Be
8	23/7/1442	27/7/1442	EXPANSION Units 1–3
9	1/8/1442	5/8/1442	Unit 4The Art of Advertising
10	8/8/1442	12/8/1442	Unit 4The Art of Advertising
11	15/8/1442	19/8/1442	Unit 5Did You Hurt Yourself?
12	22/8/1442	26/8/1442	Unit 5Did You Hurt Yourself?
13	29/8/1442	3/9/1442	Revision
14	6/9/1442	10/9/1442	Unit 6Take My Advice
15	13/9/1442	17/9/1442	Unit 6Take My Advice EXPANSION Units 4–6
16	6/10/1442	8/10/1442	<b>EXAMS FINAL</b>
17-18	11/10/1442	22/10/1442	- Final test

<b>Unit 1: Intro &amp; Big Changes</b>	<b>of Islamic culture .Subject: English (Mega Goal 1)</b>
<b>Lessons: (1 : 10)</b>	<b>1<sup>st</sup> year secondary</b>
<b>Time Frame: 8 lessons</b>	
<b>Unit Summary</b>	
<p>This unit talking about changes which have happened in the world, talking about global issues , learning vocabulary about changes in the world and global issues, use simple present, progressive,/simple past and present perfect and writing about recent changes in your country.</p>	
<b>Stage 1: Identify Desired Results</b>	
<p><b>The General Objectives:</b>  <b>By the end of "unit", students will be able:</b></p> <ul style="list-style-type: none"> <li>▪ To express opinion and preference.</li> <li>▪ To agree and disagree.</li> <li>▪ To express greetings, introductions and farewells.</li> <li>▪ To use simple present, progressive, simple past and present perfect.</li> <li>▪ To listen for general understanding about historical events.</li> <li>▪ To stress for important words in sentences.</li> <li>▪ To read a paragraph loudly.</li> <li>▪ To write about recent changes in their country.</li> </ul>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<p><b>Students will understand that:</b></p> <ul style="list-style-type: none"> <li>▪ Simple present, progressive, simple past and present perfect.</li> <li>▪ Recent changes in the world.</li> <li>▪ Historical events in the world.</li> <li>▪ Stress for important words.</li> <li>▪ Past progressive + when + simple past</li> </ul>	<ul style="list-style-type: none"> <li>▪ What are big changes which have happened in the world?</li> <li>▪ What are names of some global issues?</li> <li>▪ Discussion past world events and present effect.</li> <li>▪ Talking about global issues.</li> </ul>
<b>Knowledge and Skills</b>	
<p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>▪ New vocabulary about big changes in the world.</li> <li>▪ Present simple, past simple and present perfect tense.</li> <li>▪ Names of global issues.</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>▪ Talk about big changes and events happened in the world.</li> <li>▪ Write about</li> <li>▪ Say, emphasize and stress of facts and event in the world.</li> <li>▪ Listen and discuss information about immigrants.</li> <li>▪ Read story about famous character.</li> <li>▪ Ask and answer questions about your life to make a conversation.</li> </ul>

## 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:
- ☑ Talk about big changes which happened in the world.
- ☑ Talk about names of dome global issues.

### 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>☑ Talk about big changes in the world.</li><li>☑ Write information about a famous character.</li><li>☑ Talk about global issues.</li><li>☑ Ask and answer questions to make conversations with your partner in the class.</li></ul>	<ul style="list-style-type: none"><li>☑ Look at the pictures and answer the questions.</li><li>☑ What are the big changes in the world?</li><li>☑ What are the name global issues?</li><li>☑ Answer the exercises about the grammatical rules.</li><li>☑ Listen and complete the chart.</li><li>☑ Read then answer the questions.</li><li>☑ Write about your family and your partner.</li><li>☑ Write a list of global issues.</li></ul>	<ul style="list-style-type: none"><li>☑ Ask and answer questions about the people.</li><li>☑ Look at the pictures then ask and answer questions.</li><li>☑ Read and talk about facts.</li><li>☑ Find information about the partner.</li></ul>	<ul style="list-style-type: none"><li>☑ Discuss questions.</li><li>☑ Listen to the words and practice.</li><li>☑ Discuss big changes and events in the world.</li><li>☑ Stress about important information.</li></ul>

**(Performance Tasks)**  
**Title of unit: Big Changes**  
**1<sup>st</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"/> Look at the picture then answer the questions.</li><li><input checked="" type="checkbox"/> Listen then practice.</li><li><input checked="" type="checkbox"/> Read and answer the questions.</li><li><input checked="" type="checkbox"/> Discuss the question.</li><li><input checked="" type="checkbox"/> Practice stress of important facts.</li><li><input checked="" type="checkbox"/> Talk about changes in the world.</li><li><input checked="" type="checkbox"/> Make a list of global issues.</li><li><input checked="" type="checkbox"/> Interview and write about people who have moved from one country to another (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"/> Read the texts.</li><li><input checked="" type="checkbox"/> Role play conversations.</li><li><input checked="" type="checkbox"/> Writing sentences.</li><li><input checked="" type="checkbox"/> Listening.</li><li><input checked="" type="checkbox"/> Participate in educational games.</li><li><input checked="" type="checkbox"/> Match sentences.</li><li><input checked="" type="checkbox"/> Implementation of the activities related to the lesson.</li><li><input checked="" type="checkbox"/> Writing sentences and words.</li><li><input checked="" type="checkbox"/> Answer worksheets.</li><li><input checked="" type="checkbox"/> Writing a paragraph.</li><li><input checked="" type="checkbox"/> Writing a list.</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"/> Discussion.</li><li><input checked="" type="checkbox"/> Making presentations and introductions.</li><li><input checked="" type="checkbox"/> Motivate students to think and answer.</li><li><input checked="" type="checkbox"/> Ask questions.</li><li><input checked="" type="checkbox"/> Use posters, flashcards and board.</li></ul>

	<input checked="" type="checkbox"/> <b>Divide students to work in pairs.</b> <input checked="" type="checkbox"/> <b>Critical thinking.</b> <input checked="" type="checkbox"/> <b>Check students' answers and correct their mistakes.</b>
<b>C.</b>	<u><b>Audience:</b></u> <input checked="" type="checkbox"/> <b>Pupils of the class, school or community.</b> <u><b>Need to present:</b></u> <input checked="" type="checkbox"/> <b>Unit vision.</b>
<b>D.</b>	<u><b>The situation:</b></u> <input checked="" type="checkbox"/> <b>The context of the educational curriculum.</b> <u><b>The challenge:</b></u> <input checked="" type="checkbox"/> <b>To discuss the topic (Big Changes) and do the tasks related to the unit.</b>
<b>E.</b>	<u><b>Output, performance and purpose:</b></u> <input checked="" type="checkbox"/> <b>Learn, know and be familiar with everything in the unit.</b> <input checked="" type="checkbox"/> <b>Carry out the activities related to the unit.</b>
<b>F.</b>	<b>Standards and criteria of success:</b> <input checked="" type="checkbox"/> <b>Students must learn how to read, write, speak, listen, and use language effectively in a variety of content areas.</b>

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

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حسابات بنوك باسم "مؤسسة التحضير الحديثة"

=====

مصرف الراجحي

233608010954856

(اي بان)

SA5780000233608010954856

حسابات بنوك باسم "سعد عبدالرحمن العتيبي"

=====

البنك الأهلي

21065828000106

(اي بان)

SA0610000021065828000106

بنك سامبا

8001852539

اي بان بنك سامبا

SA274000000008001852539

بنك الرياض

2052558759940

(اي بان)

SA3520000002052558759940

البنك السعودي الفرنسي

K2213000185

(اي بان)

SA8255000000K2213000185

بنك البلاد

900127883010006

(اي بان)

SA4715000900127883010006

البنك السعودي للإستثمار

0101001926001

(اي بان)

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030680161166001

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[0555107025](tel:0555107025)

[0557977722](tel:0557977722)

[0551092444](tel:0551092444)

[0558396006](tel:0558396006)

[0558396004](tel:0558396004)

[0558396119](tel:0558396119)

[0505107025](tel:0505107025)

