

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

# Preparation Of Super Goal (2)

TEACHER'S NAME

## **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.

WEEK S	DATES		Distribution of the syllabus Super Goal 2
	FROM	TO	
1	4/6/1442	8/6/1442	Unit1: What Do You Do?
2	11/6/1442	15/6/1442	Unit1: What Do You Do?
3	18/6/1442	22/6/1442	Unit2: What's School Like?
4	25/6/1442	29/6/1442	Unit2: What's School Like?
5	2/7/1442	6/7/1442	Unit3: What Time Do You Get Up?
6	9/7/1442	13/7/1442	Unit3: What Time Do You Get Up?
7	16/7/1442	20/7/1442	Unit4: What Can You Do There?
8	23/7/1442	27/7/1442	Unit4: What Can You Do There?
9	1/8/1442	5/8/1442	Unit5: What Are You Going to Wear There?
10	8/8/1442	12/8/1442	Unit5: What Are You Going to Wear There?
11	15/8/1442	19/8/1442	Unit6: Let's Celebrate
12	22/8/1442	26/8/1442	Unit6: Let's Celebrate
13	29/8/1442	3/9/1442	Unit7: Then and Now
14	6/9/1442	10/9/1442	Unit7: Then and Now
15	13/9/1442	17/9/1442	Unit8: What Did You Do Last Week?
16	6/10/1442	8/10/1442	Unit8: What Did You Do Last Week?
17-18	11/10/1442	22/10/1442	the exams

<b>Unit (1)</b>	What Do You Do?	<b>Class</b>	1 <sup>st</sup> Intermediate Grade
<b>Subject</b>	English	<b>Time Frame</b>	..... 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**

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

Stage ( 2 )

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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1 .....			
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الجدول الزمني لتحضير دروس الوحدة (.....)

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

	الصف		مقرر المرحلة
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1 .....			
2 .....			
3 .....			
4 .....			

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ذهنية + نماذج اختبارات + الباوربوينت مع حل التدريبات + السيدي التفاعلي والصوتيات

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سعر المادة طباعة عادية مع السي دي 50 ريال

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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

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الفصل الدراسي / الثاني

المادة / Super Goal 2

الصف / الأول المتوسط

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