

Kingdom Of Saudi Arabia
Ministry Of Education
School



Preparation Units Of Super goal (2)

Weekly Class Schedule							
Share days	1	2	3	4	5	6	7
Sun.							
Mon.							
Tue.							
Wed.							
Thur.							

Second semester



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**

Distribution of the syllabus (Super Goal 2)

The distribution of the syllabus Super Goal 2			
WEEKS	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

Day	SUN.	MON.	TUE..	WED.	THUS.	BOOK	Super Goal 2	CLASS	1 st Intermediate Grade
Date						Title Of Unit	What Do You Do?		
Class - Share						Unit Summery	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 <i>What</i> , 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.		

Stage (1) *identify Desired Results*

Enduring Understanding

Students will understand :

- 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.

Knowledge	Skills	Essential questions
<p><i>Students will be able to :</i></p> <ul style="list-style-type: none"> ✓ describe job activities. ✓ ask and answer questions about jobs. ✓ talk about their dream jobs. ✓ form questions with <i>What</i>. ✓ 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. 	<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 <i>What</i>. ❖ 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. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> What do you want to be? <input checked="" type="checkbox"/> What's your job? <input checked="" type="checkbox"/> What do you do? <input checked="" type="checkbox"/> What does your father do? <input checked="" type="checkbox"/> Do you want to become a tennis player? <input checked="" type="checkbox"/> What do you want to do in the future?

Stage (2) Assessment Evidence

Stage (3) Learning Plan

Performance Standards:

Performing Tasks:

Other Evidence:

• **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.

- 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)	Continuin g (3)	Able (2)	Perfect (1)

A list of good and bad jobs.

**Quizzes .
Self evaluations**

**Activities (
Work Book) .**

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 .

TAME SCHDUALE FOR PREPARE STUDYING UNET :

	CLASS		STAGE
LESSON	DATE	HEADMASTER SIGN.	NOTE
1			
2			
3			
4			

	CLASS		STAGE
LESSON	DATE	HEADMASTER SIGN.	NOTE
1			
2			
3			
4			

	CLASS		STAGE
LESSON	DATE	HEADMASTER SIGN.	NOTE
1			
2			
3			
4			

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متوسط (-سوبر قول -فل بلاست -لفت اف)

ثانوي (-ميقا قول -فلاينق هاي -ترفلر)

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بالاضافة الي سي دي يشمل عروض بور بوينت لجميع دروس المادة + و أوراق عمل خاصة بالمادة لجميع الدروس + وبالاضافة إلى حل أسئلة الكتاب +الكتاب الالكتروني+ خرائط ومفاهيم +خرائط ذهنية + نماذج اختبارات + الباوربوينت مع حل التدريبات + السيدي التفاعلي والصوتيات

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سعر المادة طباعة ملونة مع السي دي 100ريال

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سعر المادة عن طريق الايميل 20ريال

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وهنا أرقام حسابات المؤسسة للمعلمين

حسابات بنوك بإسم "مؤسسة التحضير الحديثة"

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SA2740000000008001852539

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2052558759940

(اي بان)

SA3520000002052558759940

البنك السعودي الفرنسي

K2213000185

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SA82550000000K2213000185

بنك البلاد

900127883010006

(اي بان)

SA4715000900127883010006

البنك السعودي للإستثمار

0101001926001

(اي بان)

SA6065000000101001926001

بنك الجزيرة

030680161166001

(اي بان)

SA6760100030680161166001

بنك الانماء

68202882885000

(اي بان)

SA2805000068202882885000

يمكنكم طلب دوسيه التحضير الخاص بالمادة بشعار الرؤية والوزارة بقيمة 50 ريال



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