

Kingdom Of Saudi Arabia
Ministry Of Education
School



Preparation Units Of Super goal (4)

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 4)

The distribution of the syllabus Super Goal 4			
WEEKS	DATES		Distribution of the syllabus (Super Goal 4)
	FROM	TO	
1	4/6/1442	8/6/1442	Unit1: Let's Go Out
2	11/6/1442	15/6/1442	Unit1: Let's Go Out
3	18/6/1442	22/6/1442	Unit2: It's a Bargain!
4	25/6/1442	29/6/1442	Unit2: It's a Bargain!
5	2/7/1442	6/7/1442	Unit3: There's No Comparison
6	9/7/1442	13/7/1442	Unit3: There's No Comparison
7	16/7/1442	20/7/1442	Unit4: It's Going to Be Fun!
8	23/7/1442	27/7/1442	Unit4: It's Going to Be Fun!
9	1/8/1442	5/8/1442	Unit5: What's the Weather Like?
10	8/8/1442	12/8/1442	Unit5: What's the Weather Like?
11	15/8/1442	19/8/1442	Unit6: Could You Do Me a Favor?
12	22/8/1442	26/8/1442	Unit6: Could You Do Me a Favor?
13	29/8/1442	3/9/1442	Unit7: Today's News
14	6/9/1442	10/9/1442	Unit7: Today's News
15	13/9/1442	17/9/1442	Unit7: Today's News
16	6/10/1442	8/10/1442	Unit8: Have You Ever...? 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	2 nd Intermediate Grade
Date						Title Of Unit	Let's Go Out		
Class - Share						Unit Summery	In this unit , students will learn to make excuses, to make suggestions, to express obligation, to talk about free-time activities and chores, to use <i>Go + Verb + -ing</i> , to use <i>Have to / Had to</i> for obligation, to use <i>Should, Why don't/doesn't</i> , and <i>Let's</i> for suggestions, to pronounce <i>have + to</i> , to write common excuses and to write excuses for not doing homework.		
						Stage (1) <i>identify Desired Results</i>			

Enduring Understanding

Students will understand :

- How to talk about free-time activities and chores.
- How to make suggestions.
- How to express obligation.
- How to make excuses
- How to use *Should, Why don't/doesn't*, and *Let's* for suggestions.
- How to use *Go + Verb + -ing*.
- How to use *Have to / Had to* for obligation.
- How to pronounce *have + to*.
- How to write excuses for not doing homework.
- How to write common excuses.

Knowledge	Skills	Essential questions
<p><i>Students will be able to :</i></p> <ul style="list-style-type: none"> ✓ to talk about free-time activities and chores. ✓ to express obligation. ✓ to make suggestions. ✓ to make excuses. ✓ to use <i>Should, Why don't/doesn't</i>, and <i>Let's</i> for suggestions. ✓ to use <i>Have to / Had to</i> for obligation. ✓ to use <i>Go + Verb + -ing</i>. ✓ to pronounce <i>have + to</i>. ✓ to write excuses for not doing homework. 	<p><i>Students will know :</i></p> <ul style="list-style-type: none"> ❖ How to make excuses. ❖ How to make suggestions. ❖ How to express obligation. ❖ How to talk about free-time activities and chores. ❖ How to use <i>Go + Verb + -ing</i>. ❖ How to use <i>Have to / Had to</i> for obligation. ❖ How to use <i>Should, Why don't/doesn't</i>, and <i>Let's</i> for suggestions. ❖ How to pronounce <i>have + to</i>. ❖ How to write common excuses. 	<ul style="list-style-type: none"> ☒ What free-time activities and chores are most common in your country? ☒ What fun activities and chores do you do most often? ☒ What three ways are there to make suggestions in English? ☒ How do we respond to a suggestion when we want to do it? ☒ How do we respond to a suggestion when we don't want to do it? ☒ What things do you have to do today? ☒ What things did you have to do yesterday? ☒ What things do you usually have to do?

Stage (2) Assessment Evidence

Stage (3) Learning Plan

Performance Standards:

Performing Tasks:

Other Evidence:

- **Use the following phrases to make suggestions and then respond:**
 1. go to the amusement park
 2. go horseback riding
 3. go skiing
 4. go shopping
- **Complete the sentences with excuses:**
 1. 2. Nura can't go shopping right now because
 2. 3. Brian can't go out this afternoon because
 3. 4. Alex isn't going to football practice because

- I ask the students to write the most common excuses students give for not doing their homework.
- I ask the students to write the most common excuses for: arriving home late, not doing their chores.

Tyro (4)	Continuing (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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