

Kingdom of Saudi Arabia

Ministry of Education

School :



department of  
**English**



## Preparation of Super Goal (4)

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
2 <sup>nd</sup> Intermediate	Super Goal 4	Second	1441 H

**The distribution of the syllabus Super Goal 4**

WEEKS	DATES		Distribution of the syllabus ( Super Goal 4 )
	FROM	TO	
1	24/5/1441	28/5/1441	Unit1: Let's Go Out
2	1/6/1441	5/6/1441	Unit1: Let's Go Out
3	8/6/1441	12/6/1441	Unit2: It's a Bargain!
4	15/6/1441	19/6/1441	Unit2: It's a Bargain!
5	22/6/1441	26/6/1441	Unit3: There's No Comparison
6	29/6/1441	3/7/1441	Unit3: There's No Comparison
7	6/7/1441	10/7/1441	Unit4: It's Going to Be Fun!
8	13/7/1441	17/7/1441	Unit4: It's Going to Be Fun!
9	20/7/1441	24/7/1441	Unit5: What's the Weather Like?
10	27/7/1441	2/8/1441	Unit5: What's the Weather Like?
11	5/8/1441	9/8/1441	Unit6: Could You Do Me a Favor?
12	12/8/1441	16/8/1441	Unit6: Could You Do Me a Favor?
13	19/8/1441	23/8/1441	Unit7: Today's News
14	25/8/1441	30/8/1441	Unit7: Today's News
15	3/9/1441	7/9/1441	<b>Unit8: Have You Ever...? Unit8: What Did You Do Last Week?</b>
16 - 17	10/9/1441	21/9/1441	<b>the exams</b>



# 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 4

**Subject:** English

**Intermediate School:**

**Title of the unit:** 1 let's go out.

**Time Frame:**

## Unit Summary

**This unit talks about:** Free-time activities, Activities with *go*, Chores, *Should*, *Why*, *don't/doesn't*, and, *let's* for Suggestions, (*Go + Verb + -ing*) and (*Have to / Had to*).

### The general objectives:

- Talking about free-time activities.
- Making suggestions.
- Expressing obligations.
- Making excuses.

### Enduring Understanding: Students will understand:

- How to ask for a suggestion with questions.
- How to suggest something.
- How to express activities using (*Go + Verb + -ing*).
- How to show obligations about something and make excuses.

### Knowledge: Students will know:

- *Should*) is used to ask for and give suggestions.
- (*Why don't/doesn't...? and Let's*) to make suggestions.
- (*OK; That's a good idea; Sure; All right; or That sounds good*) to show acceptance.
- (*Sorry, I can't; Let's... instead*) is used To politely refuse suggestions.
- (*Go + verb + -ing*) is used for many free-time activities.
- (*Have to/had to*) is used to express obligation.

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

- Listen to phone conversations for excuses.
- Read a text bout chores. (*Someone has to do it*).
- Pronounce (have+ to).
- Write excuses for not doing homework.

### Essential Questions:

- Why don't we go to the (place)?
- What should we do this evening?
- What do you have to do?
- What things do you have to do (time expressions)?

### Vocabulary:

Chore, free-time activity, obligation, go bowling, go for a drive, go for a ride, go out for dinner, go shopping, go swimming, hang out.

### 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 make and ask for suggestions, to make obligations and to show excuses** 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 use forms of making and asking for suggestions, making and asking about obligations, and accepting and refusing something.** 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:(**Why don't we go to the (place)?What should we do this evening? , What do you have to do? And, etc.**). And implement activities in the form of individual, in pairs and groups.
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- **Assigned learners to do the performance tasks:** Learners carry out tasks according to the standards, and present their works on.

### Classroom worksheet

- **Match the questions/suggestions with the responses.**

1. Why is Badria late?
2. Why don't we order pizza?
3. Why isn't Majid coming?
4. Let's go shopping.
5. Why didn't Ali go out?
6. Why wasn't Amal in class?



- A. Sorry, I have to study.
  - B. She has to do the laundry.
  - C. He had to finish his homework.
  - D. She had to go to the dentist.
  - E. Let's make one instead.
  - F. He has to do his chores.
- 

**Answer Key:**

1-D 2-E 3-F 4-A 5-C 6-B

- **Write suggestions or excuses. Use your own ideas.**

1. There's nothing interesting to watch on TV.

\_\_\_\_\_

2. Let's go hang out at the shopping mall.

\_\_\_\_\_

3. Mona has a terrible stomachache.

\_\_\_\_\_

4. Why didn't you do your homework?

\_\_\_\_\_

5. It's too hot in here!

\_\_\_\_\_

6. Why didn't Ismail come to football practice?

\_\_\_\_\_

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