

Kingdom of Saudi Arabia

Ministry of Education

School :



department of
English



Preparation of Super Goal (6)

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
3rd Intermediate	Super Goal 6	Second	1441 H

The distribution of the syllabus Super Goal 6

WEEKS	DATES		Distribution of the syllabus (Super Goal 6)
	FROM	TO	
1	24/5/1441	28/5/1441	Unit1: It's a Good Deal, Isn't It?
2	1/6/1441	5/6/1441	Unit1: It's a Good Deal, Isn't It?
3	8/6/1441	12/6/1441	Unit2: Drive Slowly!
4	15/6/1441	19/6/1441	Unit2: Drive Slowly!
5	22/6/1441	26/6/1441	Unit3: All Kinds of People
6	29/6/1441	3/7/1441	Unit3: All Kinds of People
7	6/7/1441	10/7/1441	EXPANSION Units 1-3
8	13/7/1441	17/7/1441	EXPANSION Units 1-3
9	20/7/1441	24/7/1441	Unit4: Who Used My Toothpaste?
10	27/7/1441	2/8/1441	Unit4: Who Used My Toothpaste?
11	5/8/1441	9/8/1441	Unit5: Making Choices
12	12/8/1441	16/8/1441	Unit5: Making Choices
13	19/8/1441	23/8/1441	Unit6: Culture Shock
14	25/8/1441	30/8/1441	Unit6: Culture Shock
15	3/9/1441	7/9/1441	EXPANSION Units 4-6
16-17	10/9/1441	21/9/1441	the exams

جدول حصص المواد الدراسية الأسبوعي

الأيام	الحصص	الأولى	الثانية	الثالثة	الرابعة	الخامسة	السادسة	السابعة	الثامنة
الأحد	المادة								
	الصف								
الاثنين	المادة								
	الصف								
الثلاثاء	المادة								
	الصف								
الأربعاء	المادة								
	الصف								
الخميس	المادة								
	الصف								

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 6

Subject: English

Intermediate School:

Title of the unit: 1 it's a good deal, isn't it?

Time Frame:

Unit Summary

This unit talks about: House wares and appliances, Tools, Tag Questions: affirmative, negative
Negative Questions, (*Be Able To*)

The general objectives:

- Talking about common items at a garage sale.
- Confirming information.
- Describing abilities(*Be able to*).
- Forming and using tag questions.

Enduring Understanding: Students will understand:

- How to talk about abilities.
- How to check and confirm information.
- How to express their surprise.
- How to form tag questions.

Knowledge: Students will know:

- Tag questions are used to check information.
- Use negative questions to show surprise.
- (*Be able to*) is used to express ability and disability.

Skills: Students will:

- Listen to a conversation to explain a misunderstanding.
- Read a text about twins. (*You look just like me!*).
- Pronounce (Rising intonation in tag questions).
- Write about a strange coincidence or chance meeting.

Essential Questions:

- We've met before, haven't we?
- Your name is (any name), isn't it?
- Aren't you going to school?
- Don't you remember me?!

Vocabulary:

Antique, broom, cup, fan, fork, frying pan, garage sale, garbage can, grass, hammer, hose, knife, ladder, lamp, lawn mower, luggage, plate, pot, pliers, rocking chair, saucer, saw, screwdriver, spoon, teapot, teddy bear, vacuum , cleaner.

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.
-
- **Assigned learners to do the performance tasks:** Learners carry out tasks according to the standards, and present their works on.

Classroom worksheet

- **Complete the tag questions. Then answer the question.**

1. People speak English in Australia, don't they...?
Yes, they do. Most people in Australia speak English.

2. Alexander Bell didn't invent the television..... ?

3. They have built a bridge between KSA and Bahrain,.....?

4. The 2008 Olympics weren't held in Athens..... ?

5. Doha is the capital city of Qatar,.....?

6. You don't need a visa to travel to the United States,?

Answer Key:

2-did he?.....3-don't they? 4-were they?.... 5-isn't it?...6-do you?.....

- **Fill in the blanks with the correct word.**

***Twins, coincidence, able, similar, born
Separated, similarities, alike, heredity, grow.***

Identical (1) _____ are brothers or sisters who were (2) _____ at the same time and look exactly (3) _____. Most people are not (4) _____ to tell them apart. Scientists study orphan twins who were (5) _____ to find out whether environment or (6) _____ plays a more important role in human development.

They have found that twins who (7) _____ up in different environments often have (8) _____ behavior and interests. As a result, some scientists believe that the (9) _____ twins share are not a (10) _____.

Answer Key:

1-twins 2-similar 3-alike 4-able 5-separated 6-heredity 7-grow 8-born 9- similarities 10-coincidence

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