

Assir General Directorate of Education

Khamis Mushait Office

## An Educational Leaflet

# SG & MG Goals and Instructions

Prepared by EL supervisors of Khamis Mushait Office

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Suggestions given by a group of our colleagues:

Teacher	School	Teacher	School
Mohammad Al-Shihri	<i>Al-Andalus School</i>	Hassan Amer	<i>Ibn Al-Jowzi School</i>
Abdul-Aziz Al-Shihri	<i>Al-Raqi School</i>	Majid Al-Ghannoom	<i>Koad School</i>
Abdullah H. Z. Al-Faifi	<i>Abo Sufyan School</i>	Abdullah Zide	<i>Al-Mithaq School</i>
Mohammad Y. Al-Yoosi	<i>Al-Iman School</i>	Husain Haqawi	<i>Abdul-Rahman Addakhil School</i>
Abdullah A. Al-Mojadib	<i>Ribee Bin Amer School</i>	Fahad Al-Shahrani	<i>Al-Sufayah School</i>
Tariq Al-Fardan	<i>Motah School</i>	DhaifAllah Bjad Al-Utaibi	<i>Abo Qotadah School</i>
Dhafir Al-Qahtani	<i>Al-Abna School</i>	Ali Saad Lajhar	<i>Al-Ansar School</i>
Ahmed Al-Hilaly	<i>Ibn Majah School</i>	Mansoor Al-Qadhi	<i>Badr School</i>
Husain Muashi	<i>Al-Waha School</i>	Mohammad Al-Mughaidi	<i>Al-Hurair School</i>

Based on the outputs of

**"Super Goal Unit components analysis workshop"**

held on Thursday the 4<sup>th</sup> of Safar 1441

# An Introduction

## Philosophy of the Program

**SuperGoal & MegaGoal** is a dynamic American English series for international **communication** that takes students from absolute beginning to high-intermediate level.

Their methodology integrates the four skills of speaking, listening, reading, and writing. They also put an emphasis on grammar, particularly using **grammar** in **communicative** activities.

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## 1 Listen & Discuss

### The purpose of the section:

*Students are introduced to new vocabulary, language, and structures in context.*

### Suggested instructions:

- *Introduce students to the topic of the unit in a warm up*
- *Ask about the title, pictures and captions at the opening pages*
- *Activate students' prior knowledge by discussing the opening question(s) .*
- *Introduce new vocabulary.*
- *Students listen to the audio (book closed) .*
- *Students listen and follow along with the text .*
- *Students listen and repeat new vocabulary in context.*
- *Students listen and repeat new grammar in context .*
- *You read sentences, say vocabulary, or describe part of the picture, and have them point to the relevant part of the pictures or text.*

### Assessment:

- *Do the Quick Check.*

## 2 Pair Work

### The purpose of the section:

- Gets students involved in personalized communication right away.
- It allows students to actively use the language and grammar from the presentation in speaking activities .

### Suggested instructions:

- Play the audio.
- Model the task by role-playing with a student .
- In pairs, have students do the task .
- In pairs have students do the task again but truthfully about themselves using the LISTEN AND DISCUSS content to help them .

### Assessment:

- Student can be monitored to see how actively they use the just learned language and grammar in speaking activities.
- Don't interrupt students to make corrections. Instead, make a list of major mistakes or misunderstandings, and reteach once the pair or group activity is completed.

## 3 Grammar

### The purpose of the section:

To consolidate the grammar points and the communicative functions they convey.

### Suggested Instructions:

- Pre-teach the target structure by reviewing sentences from the **Listen and Discuss** and **Pair Work** sections that use the structure .
- Model the example sentences in the Grammar section.
- Have students work in pairs to complete and/or correct grammar exercises.
- Go around and take notes of errors to discuss later in general.

### Assessment:

- Have students do the exercises of SB individually. Next, they exchange books to correct for each other .
- Material in the WB can be used to measure individual students' mastery of grammar.
- Students evaluate their progress at the end of each unit by completing the **Self Reflection** chart.

## 4 Language in Context:

### The purpose of the section:

*Students practice the language they learned in a new context .*

### Suggested Instructions:

- *Have students work in pairs to do the instructions of this section .*
- *Then have students switch partners.*

### Assessment:

- *Student work can be monitored to see how fluently they express basic ideas in English.*
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## 5 Listening:

### The purpose of this section:

*is to have students listen to perform tasks.*

### Suggested instructions:

- *Before students listen to a recording, elicit predictions about what they are going to hear.*
- *Have them look at any related visual material or ask them to read the questions they must answer.*
- *Let them know that it is not necessary to understand every single word, but to get the general idea .*
- *Play the recording as many times as necessary, without getting caught up in explanations of every word or phrase .*
- *Focus students' attention on the completion of the task.*
- *Letting students work in pairs may lessen anxiety.*

### Assessment:

*Activities accompanied with the listening tasks.*

## 6 Pronunciation:

### The purpose of this section:

*Students' attention is focused on specific sounds of English in the Pronunciation section .*

### Suggested instructions:

*Typically, students listen and repeat sounds .*

### Assessment:

*Repeat sounds, first in the context of words and then in sentences.*

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## 7 About You:

### The purpose of this section:

*is to help students improve their oral fluency .*

### Suggested instructions:

- *Students talk about themselves, putting into practice what they have learned.*
- *Students' attention is engaged as they communicate basic personal information in English.*

### Assessment:

- *Work in pairs... to practice asking and answering .*
- *Teachers play a mentor role.*

## 8 Conversation:

### The purpose of this section:

is to contextualize the language as it's used in everyday situations.

### Suggested instructions:

- Use the picture(s) to introduce new vocabulary and expressions and have students predict what the Conversation is about .
- Go over the questions in About the Conversation before students listen to the audio .
- Play the audio or read the Conversation (book closed)
- Play the audio or read the Conversation again while students look at the text .
- Have students act out the Conversation in pairs or groups. They may use the "Read and Look Up" technique. In this technique, students look at a sentence, look up, and say what they have just read.

### Assessment:

Have students answer the About the Conversation questions.

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## 9 Reading:

### The purpose of this section:

is to help students to become better readers by offering explicit reading strategy tips & a wide variety of text types.

### Suggested Instructions:

- Have students try to predict and preview the content of the reading before they read .
- Let students know that it is usually not necessary to understand every word.
- Set a purpose for reading by applying the explicit reading strategy tips in the Teacher's Guide.
- Encourage students to work in pairs and tell what a Reading is about orally. One effective technique is to summarize each paragraph.

### Assessment:

Students answer the **After-Reading** questions

## 10 Writing

### The purpose of this section is to:

Help students practice in writing a variety of text types by calling on students to use the language they've learned.

### Suggested Instructions:

- Explain to students that writing is a process that requires prewriting, drafting, revising, editing/proofreading, and publishing .
- Encourage students to brainstorm and take notes before drafting .
- After drafting, they should peer edit each other's work.
- Finally, they should use these suggestions to create their final product .

### Assessment:

- Provide students with a scoring rubric by which you will be evaluating their work which may include ideas, organization, word choice, sentence fluency, grammar, punctuation.
- Students exchange books to evaluate each other final product.
- Go around the class to help.



# 11 Project:

## The purpose of this section is that:

*students typically cooperate to perform the task of the task-based activity assigned in the unit.*

## Suggested Instructions:

- *Try to have each group include students of different proficiency levels in English.*
- *Make sure that students have access to the materials to do a task, such as magazines, large pieces of paper or cardboard, paints or colored pencils, scissors, and so on.*
- *Help students break down the task into its basic components; for example, a list of questions to answer, a list of materials to get, a format for the final product, and so on.*
- *Encourage students to assign different roles to different group members.*
- *Provide students with guidelines for making oral presentations.*
- *Provide a forum for students to **publish** their work.*

## Assessment:

*Students' work on the **Project** provides an opportunity for you to assess their use of English informally as they complete work on a topic.*

## 12 Form, Meaning and Function:

### The purpose of this section is to:

*To recall and recycle students' knowledge of structure (form) and extend their ability to use their linguistic knowledge in a meaningful and communicative way (function).*

### Suggested Instructions:

- *Encourage students to recall what they remember about the form if previously taught and give them plenty of examples which demonstrate alternative meanings and uses of that form .*
- *Give students ample opportunity in the lesson to practice the new function of a familiar form in a meaningful context by encouraging them to fully participate in communicative tasks.*

### Assessment:

- *Students do the exercises of SB individually .*
- *Then, they exchange books to correct each other errors.*

## 13 Self-Reflection:

*The Self-Reflection section is an integral part of the learning process which supports ongoing, informal assessment in a truly learner-centered way.*

### Suggested Instructions:

- *It is essential to treat this section, as a learning skills development component.*
- *With your students go through the tables step by step in a systematic and consistent manner.*
- *Activities that have not been used in the lessons, can be used as tasks for **self-reflection**.*

### Assessment:

*The Self Reflection section is an invaluable tool for the teacher, as it provides evidence of learning and indicates areas for remedial work or expansion.*