



وزارة التعليم  
Ministry of Education  
2022 - 1444

SUPER

GOAL 2

U6

ثاني متوسط

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Ministry of Education  
2022 - 1444

SUPER

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# ثاني متوسط

# 6 What Was It Like?



## Unit Goals



### Vocabulary

Entertainment  
Museum exhibits



### Functions

Ask and answer  
about past activities  
Describe past activities  
Express an opinion



### Grammar

Simple Past Tense: *Be*—  
information questions,  
*yes/no* questions,  
short answers  
Simple Past Tense:  
Regular and Irregular  
Verbs—information  
questions, *yes/no*  
questions, short answers,  
irregular past forms  
Intensifiers with Adjectives



### Listening

Listen for specific  
information from  
radio reviews



### Pronunciation

Past tense endings:  
*/t/*, */d/*, and */ɪd/*



### Reading

Art of the Pen: Arabic  
Calligraphy



### Writing

Write about an interesting  
museum, performance,  
or sports event that you  
attended



### Project

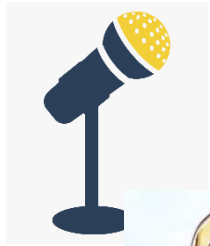
Make a brochure about an  
event in your town



ارجو الالتزام بعدم كتابة أي تعليقات غير لائقة بالأدب العام.  
علماً بأنه أي محادثة نصية او كتابية مسجلة تحت اسمك ورقم  
هويتك



وعليه سيتم معاقبة من لم تلتزم بالذوق العام والسلوك الحسن  
خلال تواجدك في المنصة او الفصول الافتراضية.



وذلك برفع شكوى وبلاغ رسمي ضدك بما تم كتابته او قوله  
والتواصل مع ولي الأمر والمسؤولين لاتخاذ الاجراء اللازم مع  
المخالفة.



ونتمنى وضع صورته في ملفك التعريفي لائقة بالمنصة  
التعليمية

# Virtual Classroom Rules



**Be on time.**



**Act like you're at school.**



**Sit in I spot during class.**



**Keep yourself muted.**



**Turn off your video.**



**Raise your hand to talk.**



**Listen.**



**No eating during class.**



**HAVE FUN AND DO YOUR BEST!**







Naureyah Alghamdi

## اجتنبوا السبع الموبقات

(1) الشُّرك بالله

(2) السحر

(3) قتل النفس التي حرم الله إلا بالحق

(4) أكل الربا

(5) أكل مال اليتيم

(6) التول يوم الزحف

(7) قذف المحصنات المؤمنات الغافلات

... عَنْ أَبِي هُرَيْرَةَ، عَنِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ:

"اجْتَنِبُوا السَّبْعَ الْمَوْبِقَاتِ". قَالُوا يَا رَسُولَ اللَّهِ وَمَا هُنَّ قَالَ "الشُّرْكُ بِاللَّهِ، وَالسَّحَرُ، وَقَتْلُ النَّفْسِ الَّتِي حَرَّمَ اللَّهُ إِلَّا بِالْحَقِّ، وَأَكْلُ الرِّبَا، وَأَكْلُ مَالِ الْيَتِيمِ، وَالتَّوَلَّى يَوْمَ الزَّحْفِ، وَقَذْفُ الْمُحْصَنَاتِ الْمُؤْمِنَاتِ الْغَافِلَاتِ".

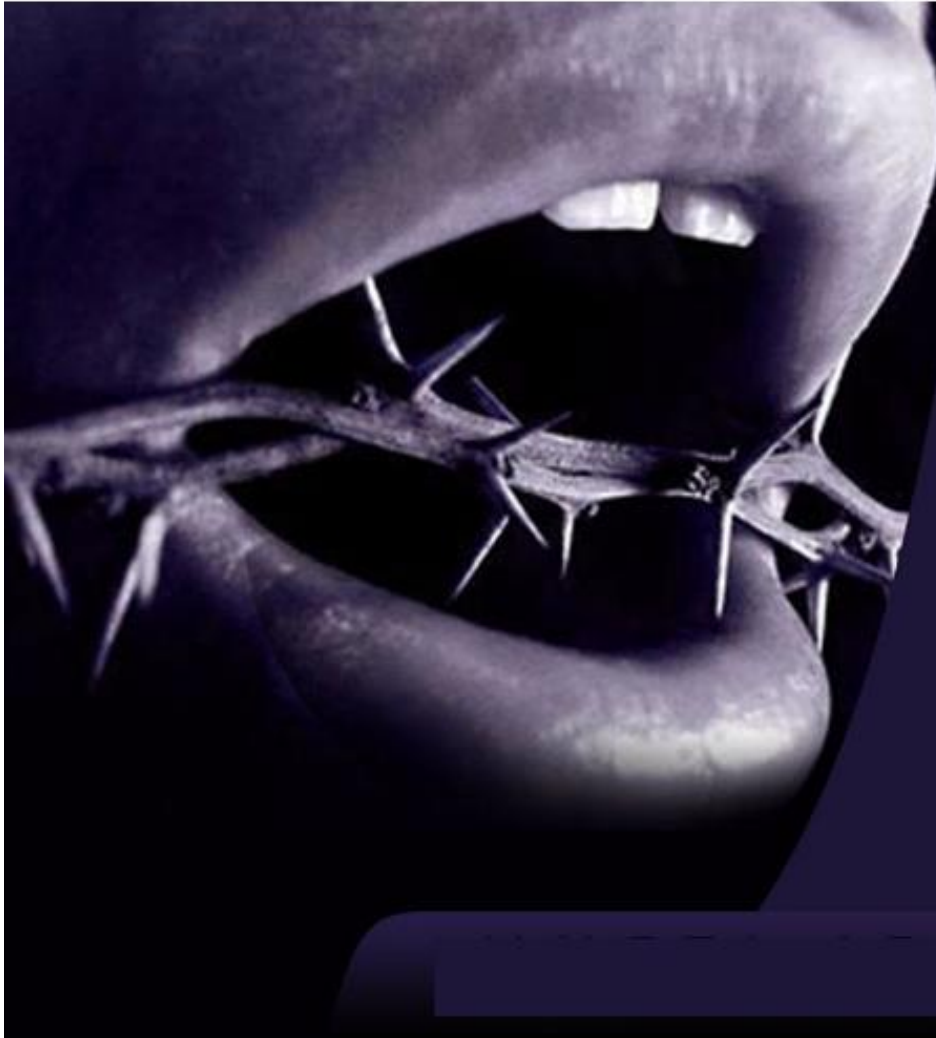






(7) قذف المحصنات المؤمنات الغافلات

# THE DANGERS OF BACKBITING & SLANDERING







To put a feeling, idea, or principle gradually into someone's mind, so that it has a strong influence on the way that person thinks or behaves.

## What Was It Like?

الرجاء اختيار ٤ أعمدة من الكلمات  
وكتابة ٤ كلمات من كل ٤ أعمدة  
في كل وحدة دراسية



## VOCABULARY

**Nouns**

admission	heritage
artist	history
astronaut	message
calligraphy	museum
collection	navigator
dinosaur	planetarium
discount	safari
exhibit	sight
experience	space shuttle
gallery	technology
guide	ticket

**Nouns—  
Kinds of technology**

aeronautics  
astronomy  
electricity  
navigation  
robotics  
transportation

U6

**Verbs**

admire  
call  
discover  
explore  
invite  
journey  
miss (something)  
prefer  
shake (hands)  
turn off  
win

**Adjectives**

amazing  
awesome  
closed  
contemporary  
daily  
delicious  
fantastic  
free  
natural  
original  
temporary  
vintage

## EXPRESSIONS

**Expressions for asking for an opinion**

How was it?  
What was it like?

**Expression of regret**

I'm so sorry (I missed it).

**Real Talk**

out of this world  
That's too bad.  
You did?

# 6 What Was It Like?



Today: Tuesday

Date:

24 -3-2442 H

November 10<sup>th</sup> \ 2020



## 8 Reading

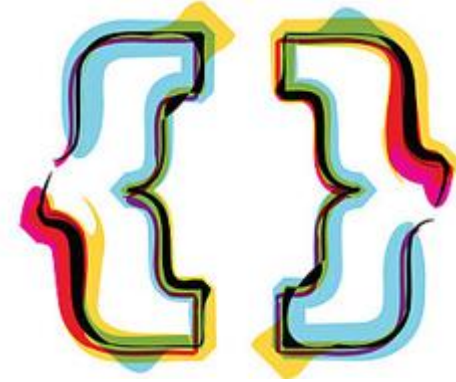
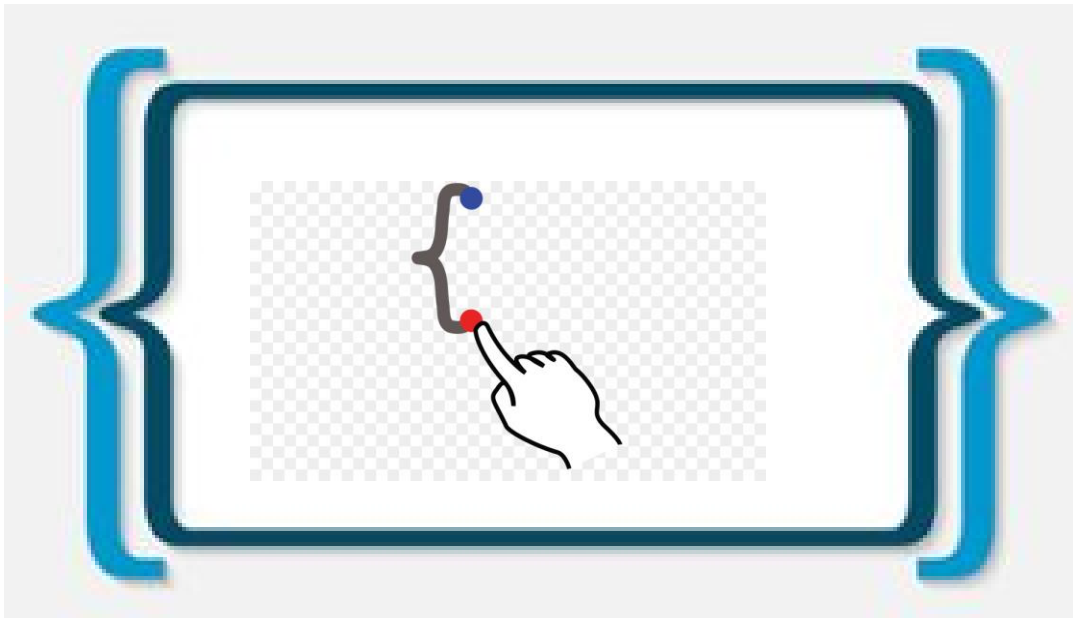


SG2 U6  
Page 55

WEEK 1

everyone,  
How is everything going?





## Do as shown between brackets:



1. The weather (not/be) \_\_\_\_\_ good yesterday.  
 .....( correct the verb)
2. Where did they (went) on Thursday? (correct the verb)
3. I (stay) home last night.  
 .....(correct the verb)
4. Did you like the museum?  
 ..... (Answer the question)



# 6 What Was It Like?



## *Learning Objectives*



read the text



Find the meaning of new words in the text



Answer questions from a reading passage



Define the meaning of the word (Calligraphy)

## 8 Reading



SG2 U6  
Page 55

When pictures accompany a text, the pictures will often tell you a lot about the contents of the reading.



at the pictures.

1. What is the man doing?

writing calligraphy

2. What is he using to write with?

a qalam or special reed pen and ink

3. What do you see in the other two pictures?

pages of the Holy Qur'an, calligraphy

4. Do they look new or old?

Old

5. Is the writing style the same or different?

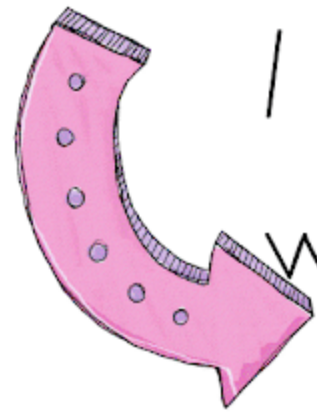
Different

6. Why?

several possible reasons.



# COMPREHENSION



I understand  
what I read.





S T R A T E G Y

WORD

Sunday 8\8\1442H  
March 21<sup>st</sup> \2021

JOB



العامية

# Unit:6

Thursday 23\4\1444H

17<sup>th</sup> November 2022




Reading

What Was It Like?

SG2 page 55



What is the words job?

paragraph	line	word	Part of speech	meaning
4	2	elegant	adjective	attractive because of being beautiful and simple;
1	2	heritage 	noun	The traditional beliefs, values and customs of a family, country, or society.
1	9	admire	noun	To like and respect something very much.

Reading

What Was It Like?

SG2 page 55



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## Anticipation guide

Reading



Before Reading		Statement	After Reading	
Agree	Disagree		Agree	Disagree
		Diwani script is from the British Empire .		
		Kufic script is the oldest style.		
		There are nine main styles of Arabic calligraphy.		
		The word calligraphy means "beautiful writing."		

<https://www.liveworksheets.com/lj3258653ph>

T. Noureyah Alghamdi

الغامدي



# Unit:6

Thursday 23\4\1444H  
17<sup>th</sup> November 2022

Reading

What Was It Like?

SG2 page 55

10/10

Appreciation guide

Reading



© Can Stock Photo

Before Reading		Statement	After Reading	
Agree	Disagree		Agree	Disagree
		Diwani script is from the British Empire .		
		Kufic script is the oldest style.		
		There are nine main styles of Arabic calligraphy.		
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<https://www.liveworksheets.com/lj3258653ph>

T. Noureyah Alghamdi العناب





# Before Reading

What will this book be about?

What does the title tell me?

What do I already know about the topic?

What do I want to learn?

# During Reading

I wonder why...?

I'm curious about...?

What would happen if...?

How...?

How is the character feeling?

Does this make sense?

What do I think will happen next?

What have I learned so far?

# After Reading

What is my opinion of \_\_\_\_\_?

What was the author's message?

What did I learn?

Why is this information important?

What was the main idea?

What do I still want to know?

What new words did I learn?

Why did the author write this?

# 8 Reading



## BEFORE, DURING AND AFTER READING QUESTIONS

BEFORE	DURING	AFTER





## Activating Prior Knowledge



I can use what I already know to help me understand something new.  
I can think about what is going to happen based on what I already know and what I have read.



**K**

What I **know**

Introduce the topic and brainstorm with the class. Note down responses.

**W**

What I **want to know**

Record any questions the class has about the topic and/or turn textbook subheadings into questions.

**L**

What I **learned**

After reading or listening record what students say they have learned.  
Note any W questions that were answered.



## STRATEGY

## READING STRATEGY Using prior knowledge

## 8 Reading



What do I  
already know  
about this  
topic?

Have I seen this  
topic on  
Television or in  
a movie?

Have I read  
about this  
topic in a  
book

Does the topic  
remind me of  
any  
experiences I  
have had?

What would  
I like to  
learn about  
this topic?

الجامعيها





الجاميها

	What do I already know about this topic?
	What have I read that is similar?
	Do I recognise the author's name?
	What type of text is this?
	What sort of vocabulary would I expect to find in this text?
	What do the pictures tell me about the text?



# K.W.L. Chart



Topic: \_\_\_\_\_

<b>K</b> What I Already Know	<b>W</b> What I Want to Know	<b>L</b> What I Have Learned
<p>😊 mmm</p>	<p>😊 What are mm</p> <div data-bbox="714 868 1226 1202" data-label="Image"> </div>	<p>😊 mm</p> <p>😊 mm</p>





## Before Reading

Listen and read along

What do you know about calligraphy? Can you write calligraphy?

## ART OF THE PEN: ARABIC CALLIGRAPHY



This summer, the Islamic Heritage Museum is proud to present a special exhibit called *Art of the Pen: Arabic Calligraphy*. Admire the beautiful art of Arabic calligraphy and Holy Qur'anic verse. Learn about the history of calligraphy and its development.

### Calligraphy and the Holy Qur'an

The word *calligraphy* means "beautiful writing." Arabic calligraphy has beautiful lines and shapes. But the true beauty of calligraphy is that it is used to write the holy words of the Qur'an. That is how and why the art of Arabic calligraphy started.

The first Arabic system of writing (script) was very simple. Then, with the spread of Islam, there was a need for a more expressive form of writing to communicate Allah's words in the Holy Qur'an.

It was important to have a clear script that all the people of Islam could easily read and understand.

### Styles

Today, there are six main styles of Arabic calligraphy. One of the oldest styles is *Kufic* script. It has straight, geometric letters that make it easy to cut into wood or stone. This is the script calligraphers used to write the first copies of the Holy Qur'an.

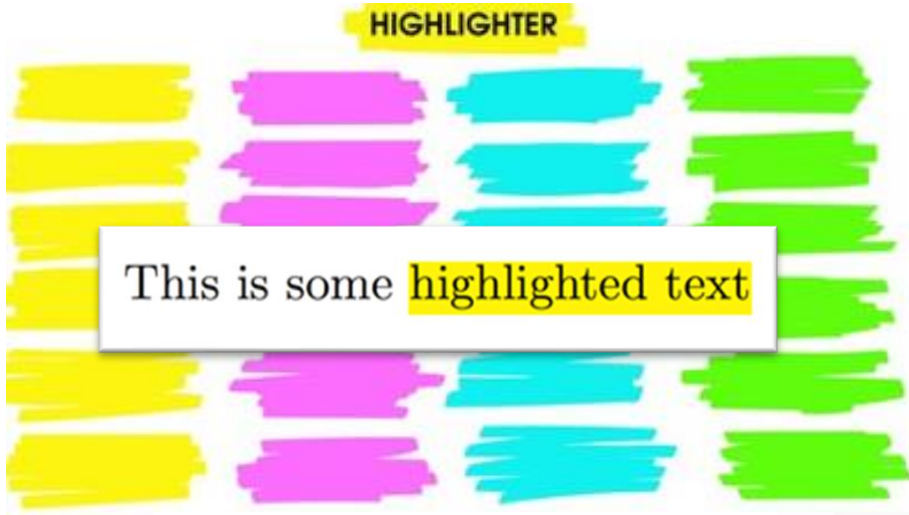
The other main styles are cursive and have connecting letters. *Thuluth* is a long and elegant script that is often used to write the headings of *surahs*, Holy Qur'anic chapters. It is also the script of the Saudi Arabian flag. *Naskh* and *Ruq'ah* are popular scripts that are common in printing and handwriting. They are generally smaller and easier to read and write. *Farsi* or *Ta'liq*, which means "hanging," is an old script from Persia that is sometimes used in literature. *Diwani* is a very decorative style from the Ottoman Empire that is often seen on greeting cards.



The art of producing beautiful writing, often created with a special pen or brush.







# 8 Reading



SG1 U6  
Page 55

الجامعي

## 1. the meaning of text evidence.

Text is written work.

Evidence is proof.

Text + Evidence is citing proof in the reading.



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## 2. Read through the text thoroughly.



It is helpful to read through the text independently and then together. That way struggling readers will be able to hear words that they may not have understood or read correctly.

**Answer the question using prior knowledge and inferences.**



# 8 Reading



SG2 U6  
Page 55



# LOOK!

Find the **main ideas**



The main **idea**  
for each **paragraph**





# ART OF THE PEN: ARABIC CALLIGRAPHY



## Calligraphy and the Holy Qur'an

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# 8 Reading

Answer the questions individually.  
Underline the part of the text that provided you with the answer.  
Go over the answers with your partner.

Education is the  
knowledge and  
systematic training  
development of cha  
One of the most su

الجاميها

SG2 U6  
Page 55

Answers will vary. Sample answers:

## After Reading

1. What is so beautiful about calligraphy?
2. Why did the Prophet Mohammed, peace be upon him, need a clear system of writing?
3. How is *Kufic* script different from cursive scripts?
4. Where can you see examples of *Thuluth* script?



1. It is used to write the holy words of the Qur'an

2. It was important to have a clear script that all the people of Islam could easily read and understand.

3. Kufic script has straight, geometric letters that are not connected.

4. Thuluth is often used to write the headings of surahs, and it is the script on the Saudi Arabian flag.

# ART OF THE PEN: ARABIC CALLIGRAPHY



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## 8 Reading

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Page 55

### Discussion

Do you know about historic examples of calligraphy?  
Tell about them.



Kufic, Thuluth and Naskh

Say examples of **historic calligraphy** that you may have read about or seen in museums.

In small groups to discuss what you know about **historic calligraphy** you have seen or read about.

there are six main styles of Arabic calligraphy





wedding event



## Social media Event



# EVENTS



SG2 U6  
Page 55

## الجامعي

## Upcoming Events:

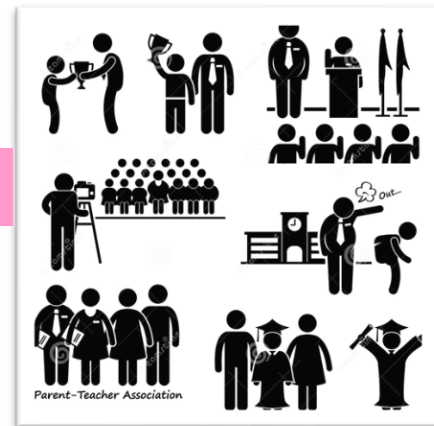
## School event

## Sport event



# Events

## Marketing event





# 6 What Was It Like?

LIVEWORKSHEETS

Do the live Worksheet Exercise

then upload the photo of the completed activity.

# live worksheet\



# activity

# 6 What Was It Like?

بعد حل ورقة العمل  
يتم ارسال صورة لذلك  
في قسم الإثراءات  
على المنصة

Unit:6 Thursday 23\4\1444H  
17th November 2022

Reading What Was It Like? SG2 page 55

10/10

Occupation guide Reading

Before Reading		Statement	After Reading	
Agree	Disagree		Agree	Disagree
		Diwani script is from the British Empire .		
		Kufic script is the oldest style.		
		There are nine main styles of Arabic calligraphy.		
		The word calligraphy means "beautiful writing."		

T. Noreyah Alghamdi العارضة

LIVEWORKSHEETS

يكتفى بصورة واحدة لتمرين واحد فقط 😊



# HOMELWORK



## Platform

SCHOOL PLATFORM



# HOMELWORK



واجب المنصة

للتذكير ●

## Workbook

Page 212\ F

بعد حل الواجب

يتم ارسال صورة لذلك

في قسم الأنشطة

على المنصة



activity

يكتفى بصورة واحدة لتمرين واحد فقط 😊



homework



# Homework



Assign page  
**212** for  
additional  
reading  
practice.  
Exercise **F**

Workbook



6 What Was It Like?





Read the story.

### The Tombs of Egypt

What did the ancient Egyptians think about death? The tombs of ancient Egypt give us some of the answers.

Egyptians believed in life after death. So they prepared the body of the dead person very carefully for life in the next world. They wrapped the body in cotton cloth and used perfumes and oils. They made the bodies into mummies.

The Egyptians made special tombs for the mummies of their kings. They placed the mummies of kings in gold coffins. They put the coffins into a large tomb or sometimes a pyramid with strong walls. They wanted to hide and protect the kings' bodies.

Inside the kings' tombs, they put many beautiful and valuable objects. There were also everyday objects like games and combs. Sometimes they even put food in the tombs. In addition, there were pictures on the walls of tombs. Many showed everyday life in ancient Egypt. The tombs were often like a complete little world.



Write **T** for *True* or **F** for *False*.

1. **F** The Egyptians didn't believe in life after death.
2. **F** They didn't make the bodies of kings into mummies.
3. **T** The pyramids held the coffins of kings.
4. **T** The ancient Egyptians wanted to protect the kings' bodies.
5. **T** The Egyptians put valuable objects into kings' tombs.
6. **T** There were objects from everyday life inside the tombs.

أتمنى الاهتمام بمتابعة الدروس  
في قنوات **عين** الرسمية من  
وزارة التعليم



T.Noureyah Alghamdi

The end



# 8 Reading



## Teaching Tip

When students learn about a new subject in class, for example, exhibits in a science museum, encourage them to follow up on what they have learned by doing further research on the subject.



## Additional Activity

Have students work in pairs to rewrite the Conversation, imagining that Majid did not like the restaurant. Then have them act out their conversations for the class.



## Project: Museum Exhibits

Have students get information about museum exhibits in their town or nearby towns. They should provide information about location, times, and cost, as well as a description of the exhibits. They should also provide some historical or background information about the exhibit.



- Calligraphers write with a traditional pen called a *qalam*. It is usually made of reed or bamboo. The end of the pen is cut so the size and angle are appropriate for the script it is going to write.
- Calligraphy is usually written with black ink made of soot, gum arabic, and water. It is water-soluble so mistakes can be easily corrected. Colored ink and even gold are often used in the Holy Qur'an.
- Historically, calligraphy was written on papyrus (made from reeds) and parchment (made from animal skin) until paper was introduced. The paper is often colored by the calligrapher.