



وزارة التعليم  
Ministry of Education  
2022 - 1444

**SUPER**

**GOAL 3**

**U7**

# Contents

SUPER

## GOAL 3

Unit	5	Since When?	48
Unit	6	Do You Know Where It Is?	58
Unit	7	It's a Good Deal, Isn't It?	68
Unit	8	Drive Slowly!	78
		EXPANSION Units 5–8	88

## الثالث متوسط

		Scope and Sequence	iv
Term 1	Unit	1 Lifestyles	2
	Unit	2 Life Stories	12
	Unit	3 When Are You Traveling?	22
	Unit	4 What Do I Need to Buy?	32
		EXPANSION Units 1–4	42
Term 2	Unit	5 Since When?	48
	Unit	6 Do You Know Where It Is?	58
	Unit	7 It's a Good Deal, Isn't It?	68
	Unit	8 Drive Slowly!	78
		EXPANSION Units 5–8	88
Term 3	Unit	9 All Kinds of People	94
	Unit	10 Who Used My Toothpaste?	104
	Unit	11 Making Choices	114
	Unit	12 Culture Shock	124
		EXPANSION Units 9–12	134
		Vocabulary	146
		Writing Checklists	154
		Irregular Verbs	162
		Audio Track List	163



# ENGLISH TIME for you



Reading



Writing



Listening



Speaking



## Covid 19

😊 Avoid gathering !

😊 We must wear a mask before going out.

😊 Social distancing is not a choice, it is a must!

😊 Keep a distance of 2 meters to avoid accountability

😊 wash hands constantly.



**I AM**  
**WISE**  
**BECAUSE**  
**I LEARN FROM**  
**MY MISTAKES**



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 قولة  
والتواصل مع ولي الأمر والمسؤولين لاتخاذ الاجراء اللازم مع  
المخالفة.



ونتمنى وضع صورته في ملفك التعريفي لائقة بالمنصة  
التعليمية

# Virtual Classroom Rules



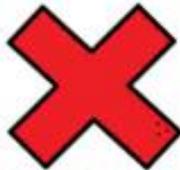
**Be on time.**



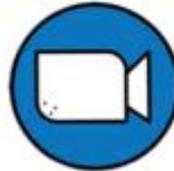
**Act like you're at school.**



**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!**





Reminder!

في كل مكان

الله يراني

لأن الله بصير

Naureyah Alghamdi

العامية



(1) الشرك 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

... عن أبي هريرة، عن النبي صلى الله عليه وسلم قال:

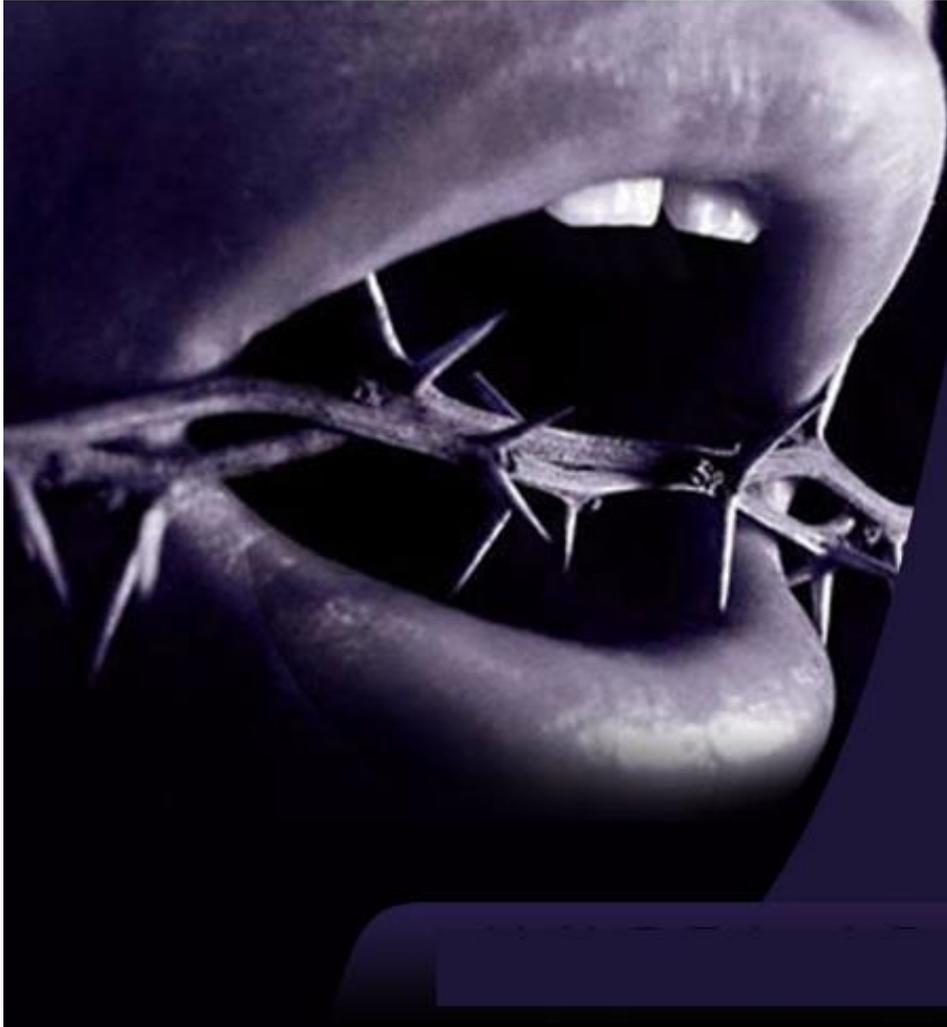
" اجْتَنِبُوا السَّبْعَ الْمَوْبِقَاتِ . قَالُوا يَا رَسُولَ اللَّهِ وَمَا هُنَّ قَالَ " الشُّرْكَ بِاللَّهِ،  
وَالسُّحْرُ، وَقَتْلُ النَّفْسِ الَّتِي حَرَّمَ اللَّهُ إِلَّا بِالْحَقِّ، وَأَكْلُ الرِّبَا، وَأَكْلُ مَالِ الْيَتِيمِ،  
وَالتَّوَلَّى يَوْمَ الزَّحْفِ، وَقَذْفُ الْمُحْصَنَاتِ الْمُؤْمِنَاتِ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

# Seven Destructive Sins



**Stay away from these  
sins**



**Shirk**

**Magic**

**Riba**

**Murder**

**Eating Orphan Property**

**Slandering**

**Fleeing from battle**

## Unit Goals

- ◎ **Vocabulary**  
Housewares  
and appliances  
Tools
- ◎ **Functions**  
Talk about common  
items at a garage sale  
Confirm information  
Describe abilities
- ◎ **Grammar**  
Tag Questions—  
affirmative, negative  
Negative Questions  
*Be Able To*  
*Should/Can/Could* and  
*Why Don't/Let's*
- ◎ **Listening**  
Listen to a conversation  
to explain a  
misunderstanding
- ◎ **Pronunciation**  
Rising intonation  
in tag questions
- ◎ **Reading**  
You Look Just Like Me!
- ◎ **Writing**  
Write about a strange  
coincidence or  
chance meeting
- ◎ **Project**  
Prepare an  
advertisement for a  
garage sale

i t's time

TO LEARN

ENGLISH



Alhamiya Support for  
teachers and students  
Educational link,  
Free of charge

ساند الھامیة للمعلمین والمعلمات  
للطلاب والطالبات  
وقف خیري تعليمي بلا مقابل  
لوالدي رحمہ اللہ والھامیة  
ولوالدتي الغالیة أطال اللہ فی عمرھا  
اختکم المعلمة :  
نوریه صالح الغامدي

VISION	رؤية
<b>GOAL 1</b>	<b>2030</b>
1. Skill Based	1. Skill Based
2. Quality Based	2. Quality Based
3. World Class	3. World Class
4. Future Ready	4. Future Ready
5. Industry Led	5. Industry Led
6. World Class	6. World Class
7. World Class	7. World Class
8. World Class	8. World Class
9. World Class	9. World Class
10. World Class	10. World Class
11. World Class	11. World Class
12. World Class	12. World Class
13. World Class	13. World Class
14. World Class	14. World Class
15. World Class	15. World Class
16. World Class	16. World Class
17. World Class	17. World Class
18. World Class	18. World Class
19. World Class	19. World Class
20. World Class	20. World Class

الأول متوسط

VISION	رؤية
<b>GOAL 2</b>	<b>2030</b>
1. Skill Based	1. Skill Based
2. Quality Based	2. Quality Based
3. World Class	3. World Class
4. Future Ready	4. Future Ready
5. Industry Led	5. Industry Led
6. World Class	6. World Class
7. World Class	7. World Class
8. World Class	8. World Class
9. World Class	9. World Class
10. World Class	10. World Class
11. World Class	11. World Class
12. World Class	12. World Class
13. World Class	13. World Class
14. World Class	14. World Class
15. World Class	15. World Class
16. World Class	16. World Class
17. World Class	17. World Class
18. World Class	18. World Class
19. World Class	19. World Class
20. World Class	20. World Class

الثاني متوسط

VISION	رؤية
<b>GOAL 3</b>	<b>2030</b>
1. Skill Based	1. Skill Based
2. Quality Based	2. Quality Based
3. World Class	3. World Class
4. Future Ready	4. Future Ready
5. Industry Led	5. Industry Led
6. World Class	6. World Class
7. World Class	7. World Class
8. World Class	8. World Class
9. World Class	9. World Class
10. World Class	10. World Class
11. World Class	11. World Class
12. World Class	12. World Class
13. World Class	13. World Class
14. World Class	14. World Class
15. World Class	15. World Class
16. World Class	16. World Class
17. World Class	17. World Class
18. World Class	18. World Class
19. World Class	19. World Class
20. World Class	20. World Class

الثالث متوسط

رؤية  
2030  
وزارة التعليم



**لا أحل من ينسب أعماله لنفسه أو ينشرها بأسمه**  
لا أحل من ينسب جهدي وتعبي ووقتي ووقت ابنائي الصغار  
في تحضير البوربوينت وشرائحه واوراق العمل وتسايرين المراجعة  
والخطط العلاجية وغيرها لنفسه  
هي للنفع العام في التعليم والتدريس وتبسيط المادة للطلاب والطالبات  
والمعلمين والمعلمات في مجال التدريس وليس للبيع  
وقف خيري لوالدي رحمہ اللہ والھامیة  
اختکم نوریه صالح الھامیة الغامدي

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



## 7 It's a Good Deal, Isn't It?

### VOCABULARY

#### Nouns

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

#### Verbs

guess  
run on

#### Verb phrase

be able to

# U7

### EXPRESSIONS

#### Idiom

from around here

#### Disagreeing politely

I don't think so.

#### Real Talk

How do you do?  
I'll be happy to . . .  
Is that so?  
show someone around

# 7 It's a Good Deal, Isn't It?

وزارة التعليم

## 11 Writing



Today: Monday

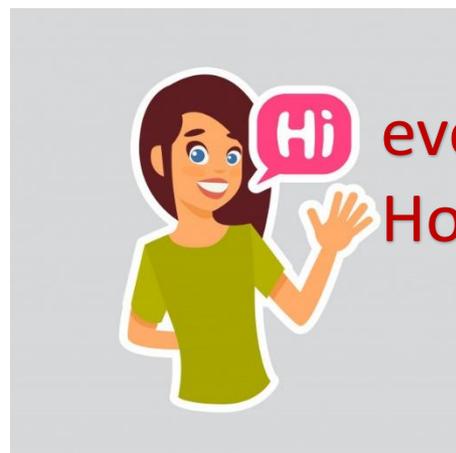
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January 17<sup>th</sup> \ 2022



SG3 U7  
Page 76



everyone,  
How is everything going?

# 7 It's a Good Deal, Isn't It?

وزارة التعليم



## Learning Objectives

### 11 Writing



SG3 U7  
Page 76



Reorder a paragraph



Differentiate between past tenses



Take notes in the event chain diagram.



Write about a strange coincidence or chance meeting.

## Warm Up

You are going to read about a chance meeting at college.

\*how the young men in the picture might feel.

(surprised)

☺ work in pairs to put the paragraphs in the correct order.

\*To check comprehension,

*Where is Sean from?*

(Ireland)

*Why is Sean in Chicago?* (He's an exchange student.)

*Who is Mike?* (Sean's cousin)

*Why was Sean surprised to see him?* (He hadn't seen Mike in five years.)

## New **vo·cab·u·lary**

For example

**catch up** (with someone) means to meet someone after a length of time and find out their news.

What a **small world!** is an expression used to show surprise that people or events in different places are connected.

\*further examples

☺ read aloud:

*I have to go now. I'll catch up with you later.*

*I didn't know you were in this class. What a small world!*



SG3 U7  
Page 76



S T R A T E G Y

WORD

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

JOB

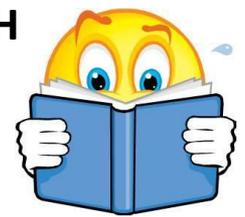
PARTS OF SPEECH



العامية

# Unit:7

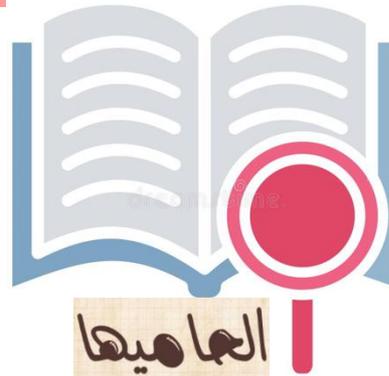
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January 13<sup>th</sup> 2022



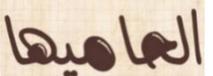
Writing

It's a Good Deal, Isn't It?

SG3 Page 76



What is the words job?

paragraph	line	word	Part of speech	meaning
1	2	lonely	adjective	unhappy because you are not with other people:
1	2	confusing 	adjective	it difficult to know exactly what is happening or what to do. 



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## Anticipation guide

## Writing



Before Reading		Statement	After Reading	
Agree	Disagree		Agree	Disagree
		Sean hadn't seen his cousin Mike in ten years.		
		Sean is an Irish.		
		Sean felt lonely most of the time.		
		Mike is studying economic in Chicago.		

<https://www.liveworksheets.com/1-il2248422ei>

T. Noureyah Alghamdi 



# Unit:7

Writing

It's a good idea, Isn't It?

SG3 page 76

# 10/10



## Anticipation guide

## Writing



© Can Stock Photo

Before Reading		Statement	After Reading	
Agree	Disagree		Agree	Disagree
		Sean hadn't seen his cousin Mike in ten years.	<input type="checkbox"/>	<input type="checkbox"/>
		Sean is an Irish.	<input type="checkbox"/>	<input type="checkbox"/>
		Sean felt lonely most of the time.	<input type="checkbox"/>	<input type="checkbox"/>
		Mike is studying economic in Chicago.	<input type="checkbox"/>	<input type="checkbox"/>

<https://www.liveworksheets.com/1-il2248422ei>

T. Noureyah Alghamdi العاصميا



# 11 Writing

A. Read about a coincidence. Number the paragraphs and the sentence in the correct order.

2 One afternoon, I was walking around the campus looking for a place to eat lunch when suddenly I heard someone call my name. I turned around. “You’re Sean, aren’t you?” said a familiar voice.

6 The three of us went for lunch that afternoon, and Mike and I did a lot of catching up. Since then, I hang out with him and Lee almost every day.

1 I arrived here in Chicago two months ago as an exchange student. During my first week at the college, everything was still a bit confusing. I felt lonely most of the time. Sure, I had met a few students in my classes, but I hadn’t made any friends yet.

4 “Mike, what are you doing here in Chicago?”

3 It took me a second to realize who it was. To my surprise, it was my cousin, Mike. I hadn’t seen him in five years because his family had moved to the U.S. He was with Lee, a student in one of my classes.

5 “Well, I live in Chicago and I’m studying economics here at the college. When Lee told me there was an Irish student in one of his classes, I had no idea it was you! What a small world!”



read aloud the sample sentences in 1.

😊 we use the simple past tense to describe things that happened and finished in the past, that is, completed actions.

☹️ a volunteer read aloud the sample sentence in 2.

\*the **past progressive** is used to talk about an action that started and was continuing in the past, but we use the simple past to talk about an action that ended in the past.

To form the past progressive (was/were + verb + -ing).



## Writing Corner

1. Use simple past to talk about completed past events.

Suddenly I **heard** someone call my name. I **turned** around.

2. Use the past progressive\* (*was/were* + verb-*ing*) to talk about actions that were in progress when another past event happened.

I **was walking** around the campus when suddenly I heard someone call my name.

3. Use the past perfect\* (*had* + past participle\*\*) to talk about an action that happened before another action in the past.

I **hadn't seen** him in five years because his family **had moved** to the United States.

\* You will practice the past progressive in Unit 3 and the past perfect in Unit 6.

\*\* See a list of irregular verbs and past participles on page 82.

😊 To show that a continuous past action was interrupted by another action, we use the past progressive and a when-clause with a verb in the simple past. (*cook dinner / phone rang*)  
(She was cooking dinner when the phone rang.)

*sit in a café / saw an old friend*

(I was sitting in a café when I saw an old friend.)

☹️ read aloud the sample sentence in 3.

\*How the past perfect is formed  
(had + past participle).

\*We use the past perfect to show that the one action happened before another past action. In this case, *hadn't seen* and *had moved* are events that happened before Sean met Mike on campus. e.g.

*he couldn't open the door because / forgot keys*

(He couldn't open the door because he had forgotten his keys.)

*train left / when I got to the station*

(The train had left when I got to the station.)



### Writing Corner

1. Use simple past to talk about completed past events.  
Suddenly I **heard** someone call my name. I **turned** around.
  2. Use the past progressive\* (*was/were + verb-ing*) to talk about actions that were in progress when another past event happened.  
I **was walking** around the campus when suddenly I heard someone call my name.
  3. Use the past perfect\* (*had + past participle\*\**) to talk about an action that happened before another action in the past.  
I **hadn't seen** him in five years because his family **had moved** to the United States.
- \* You will practice the past progressive in Unit 3 and the past perfect in Unit 6.  
\*\* See a list of irregular verbs and past participles on page 82.

Write about a coincidence.

B. Look at the writing task in C. Before you write, take notes in the event chain diagram.



C. Write about a strange coincidence or chance meeting. Here are some examples for ideas.

**Coincidence = two events or more happening at the same time**  
events that happen at the same time by accident but seem to have some connection

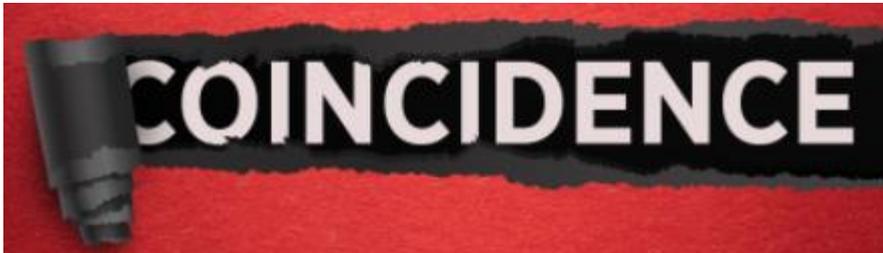
SG3 U7  
Page 76

العامية

1. I have a big family, and I don't know them all. One day when I was in a café...
2. I was taking a summer English course in London. A student sat next to me in class, and we started a conversation. The student mentioned...

1. I have a big family, and I don't know them all. One day when I was in a café, I saw one of my cousins.

2. I was taking a summer English course in London. A student sat next to me in class, and we started a conversation. The student mentioned. one of my family member and my town



My husband's birthday date is the 15th of July. His brother and sister are also born on the 15th of May but different years. Two of my children celebrate their birthday on the 15th.

C. Write about a strange coincidence or chance meeting. Here are some examples for ideas.

# Coincidence?



A few years ago, I had a wonderful chance meeting my cousin.  
It was the strangest coincidence of my life to meet her.

# 11 Writing

C. Write about a strange coincidence or chance meeting. Here are some examples for ideas.

*A Strange Coincidence*  
*A Chance Meeting*

**SG3 U7**  
**Page 76**



write

*A Strange Coincidence*

One day last week. My father and I were out shopping in town. We were looking for a present for my uncle. So, we went to a mug shop. My father saw a nice mug on the shelf. My father said your uncle will like that because he drinks a lot of tea. I picked it up to look for the price and it was the shop assistant's own mug. I was very happy to know that the shop assistant is my cousin. It was the strangest coincidence of my life to meet him.

## A Strange Coincidence

I was going for an interview. While I was walking to the building. I saw a man drop an empty sweet packet out of his car. I picked it up and gave it back to him. The man looked embarrassed and said sorry. Then I went to the interview. When I arrived there, I recognized the interviewer. He was the same man, and I was sure he recognized me, but he didn't say anything, and the interview carried on as normal.

At the end, he shook my hand and thanked me. He seemed to be smiling about something and he said he would contact me, So I don't know whether I got the job or not.



write

C. Write about a strange coincidence or chance meeting. Here are some examples for ideas.

1. What happened last week?
2. Who did you see or meet? Where?
3. How did you feel? Why?



A Strange Coincidence  
A Chance Meeting

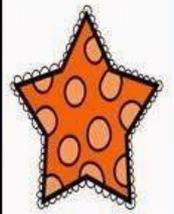
Last week, I went to the Red Sea mall. I saw an old friend. On a café. I was happy and surprised to see her after all these years. Because she was one of my best friend. It was the strangest coincidence of my life to meet her.

# Writing



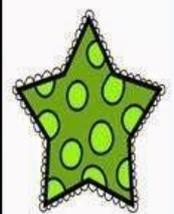
My sentences start with capital letters.

→ My cat is little.



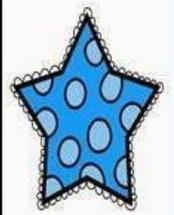
My sentences end with punctuation.

My cat is little. ↘



I used finger spaces.

My cat is little.



I can write at least 3 sentences.

I went to the zoo. I saw a snake. It ate a rat. Gross!

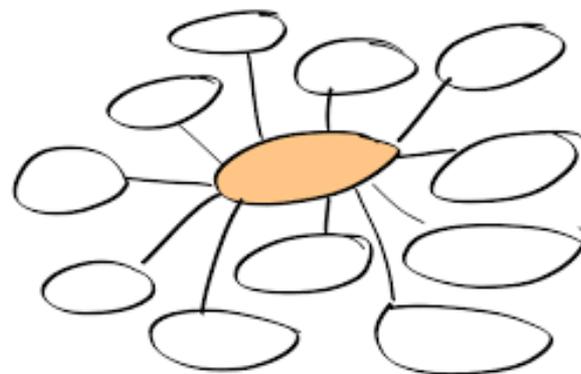
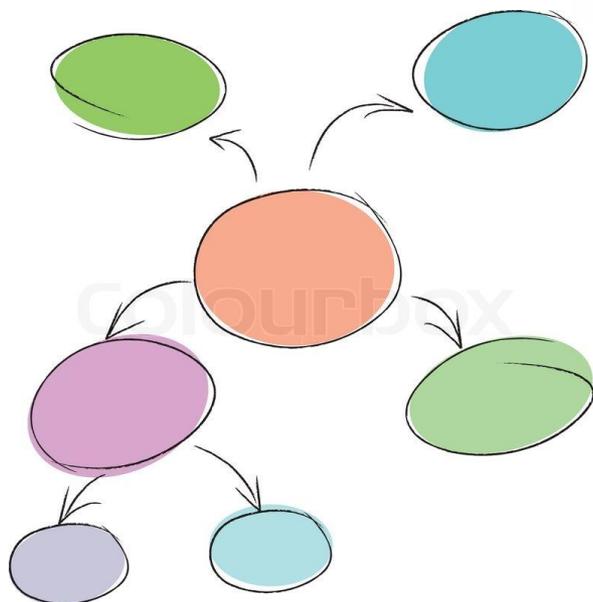
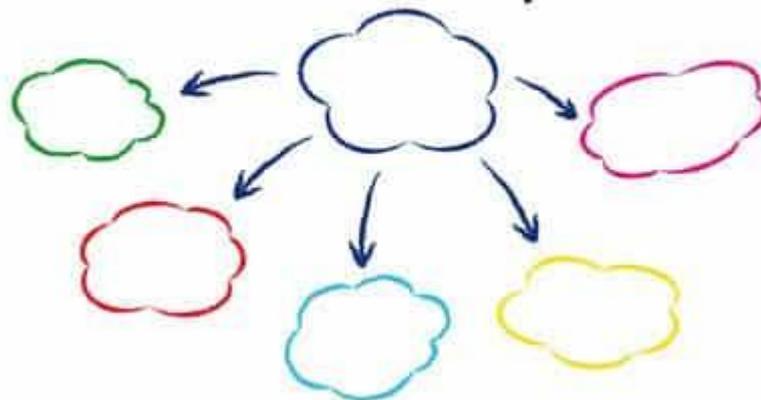


My story has a B-M-E.





# Mindmap



# 9 Writing



Your city



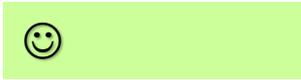
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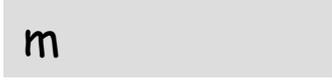
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mm



mm



m



mm





## Prewriting

1. Choose a topic and plan it out.
2. Find your **ideas**/Brain storming.
3. Talk about it.
4. Draw a picture.
5. Make a web.
6. Planning. الجامعة
7. Organize your ideas.

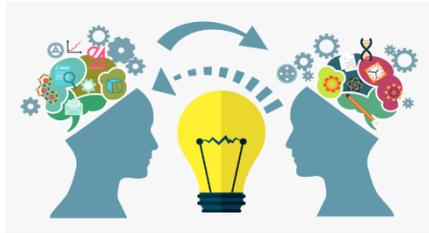


**Ideas**

Yes!!

the internet help us

the time you spend on the internet



## The internet in Our Life



the internet is useful for many reasons

**The best thing about the internet**

- \*taking lessons
- \*to download books and files

# 9 Writing



# 2



## Drafting



- 1-Get it down on paper.
- 2.Quick put your thoughts on paper
- 3.Follow your plan.
- 4.Show, not tell.
- 5.Use interesting information.



Last week, I went to  
the Red Sea mall. I  
saw an old friend.

---

---

---

---

---

---

---

---

---

---

the internet help us

the time you spend on the internet

### The internet in Our Life

the internet is useful for many reasons

The best thing about the internet

- \*taking lessons
- \*to download books and files



# 9 Writing



SG3 U7  
Page 76

الجامعة



Revising

## Arms

1. Add:
2. Remove:
3. Move:
4. Substitute:



Last week, I went to the Red Sea mall. I saw an old friend. On a café. I was happy and surprised to see her after all these years. Because she was one of my best friend. It was the strangest coincidence of my life to meet her.

# 9 Writing



## Editing

4

1. Edit and check your writing.
2. Reviewing and correcting



Capitalization



Usage(grammar)



Punctuation



Spelling



PLEASE  
CORRECT  
MISTAKES

Last weik, I went to the red Sea mall. I saw an old friend. On a café. i was happy and surprised to see her after all these years. because she was one of my best friend. It were the strangest coincidence of my life to meet her

# 9 Writing



5



SG3 U7  
Page 76

الجامعة



## Publishing



1. type your writing

or copy it neatly onto new paper

2. 😊 Sharing final writing with others.

I ♥ Publishing



Last week, I went to the Red Sea mall. I saw an old friend. On a café. I was happy and surprised to see her after all these years. Because she was one of my best friend. It was the strangest coincidence of my life to meet her.

# 7 It's a Good Deal, Isn't It?



Do the live Worksheet Exercise  
then upload the photo of the completed activity.

# live worksheet\

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

Unit:7  
Writing  
10/10  
Anticipation guide  
Writing  
Thursday 10/6/1443H  
January 13<sup>th</sup> 2022  
563 page 76

Before reading	Statement	After reading	
Agree	Disagree	Agree	Disagree
	Sean hadn't seen his cousin Mike in ten years.		
	Sean is an Irish.		
	Sean felt lonely most of the time.		
	Mike is studying economic in Chicago.		

<https://www.liveworksheets.com/1-ii2248422ei>  
T. Nourayah Alghamdi

# activity

7 It's a Good Deal, Isn't It?

يكتفى بصورة واحدة لتمرين واحد فقط 😊



# HOMELWORK

SCHOOL PLATFORM



## Platform

# HOMELWORK



Choose the correct form of verb to complete this sentence: I .....  
.the water glass by mistake

drop

dropped

was dropping

واجب المنصة

● للتذكير

7 It's a Good Deal, Isn't It?

# Workbook

بعد حل الواجب  
يتم ارسال صورة لذلك  
في قسم الأنشطة  
على المنصة

Page 214 \ I and J



يكتفى بصورة واحدة لتمارين واحد فقط 😊

## activity



7 It's a Good Deal, Isn't It?

homework



# Homework



Assign page  
**214** for  
writing  
practice  
Ex **I** and **J**

Workbook



Assign page 214 for additional writing practice.

**7** It's a Good Deal, Isn't It?



**I** Think about several things you are learning to do. For example, are you learning to play a sport or to speak a new language? Write them on the lines below.

 *I'm learning to speak English.*

~~I'm learning to play tennis.~~ \_\_\_\_\_

~~I'm learning to cook.~~ \_\_\_\_\_

~~I'm learning to surf.~~ \_\_\_\_\_

Now complete the chart with information about one of the things you are learning to do.

Past	Present	Future
<p>What was I able to do?</p> <p> <i>I was only able to say the alphabet.</i></p>	<p>What am I able to do now?</p>	<p>What will I be able to do?</p>
<p>What wasn't I able to do?</p> <p><i>What I was able to do?</i> I was only able to say the alphabet. <i>What wasn't I able to do?</i> I wasn't able to speak English.</p>	<p>What am I not able to do now?</p> <p><i>What am I able to do now?</i> I am able to have a conversation in English. <i>What am I not able to do now?</i> I am not able to understand every word.</p>	<p>What won't I be able to do?</p> <p><i>What will I be able to do?</i> I will be able to speak fluently. <i>What won't I be able to do?</i> I won't be able to speak without an accent..</p>

Now write a paragraph about what you are learning to do. Use the information from your chart above.

*I Am Able to Do That!*

Three years ago I wasn't able to speak English. I was only able to say the alphabet. Now I'm able to speak English and have a conversation. It's fun! I'm still not able to understand every word. But I'm patient. Soon I'll be able to speak fluently. I know I won't be able to speak English exactly like an American because I'll always have an accent. But that's OK. It's still a lot of fun!



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teachers and students  
Educational link,  
Free of charge

ساند الھامیة للمعلمین والمعلمات  
للطلاب والطالبات  
وقف خیري تعليمي بلا مقابل  
لوالدي رحمہ اللہ والھامیة  
ولوالدتي الغالیة أطال اللہ فی عمرھا  
اختکم المعلمة :  
نوریه صالح الغامدي

VISION	رؤية
<b>GOAL 1</b>	<b>2030</b>
1. Goal 1	1. Goal 1
2. Goal 2	2. Goal 2
3. Goal 3	3. Goal 3
4. Goal 4	4. Goal 4
5. Goal 5	5. Goal 5
6. Goal 6	6. Goal 6
7. Goal 7	7. Goal 7
8. Goal 8	8. Goal 8
9. Goal 9	9. Goal 9
10. Goal 10	10. Goal 10
11. Goal 11	11. Goal 11
12. Goal 12	12. Goal 12
13. Goal 13	13. Goal 13
14. Goal 14	14. Goal 14
15. Goal 15	15. Goal 15
16. Goal 16	16. Goal 16
17. Goal 17	17. Goal 17
18. Goal 18	18. Goal 18
19. Goal 19	19. Goal 19
20. Goal 20	20. Goal 20

الأول متوسط

VISION	رؤية
<b>GOAL 2</b>	<b>2030</b>
1. Goal 1	1. Goal 1
2. Goal 2	2. Goal 2
3. Goal 3	3. Goal 3
4. Goal 4	4. Goal 4
5. Goal 5	5. Goal 5
6. Goal 6	6. Goal 6
7. Goal 7	7. Goal 7
8. Goal 8	8. Goal 8
9. Goal 9	9. Goal 9
10. Goal 10	10. Goal 10
11. Goal 11	11. Goal 11
12. Goal 12	12. Goal 12
13. Goal 13	13. Goal 13
14. Goal 14	14. Goal 14
15. Goal 15	15. Goal 15
16. Goal 16	16. Goal 16
17. Goal 17	17. Goal 17
18. Goal 18	18. Goal 18
19. Goal 19	19. Goal 19
20. Goal 20	20. Goal 20

الثاني متوسط

VISION	رؤية
<b>GOAL 3</b>	<b>2030</b>
1. Goal 1	1. Goal 1
2. Goal 2	2. Goal 2
3. Goal 3	3. Goal 3
4. Goal 4	4. Goal 4
5. Goal 5	5. Goal 5
6. Goal 6	6. Goal 6
7. Goal 7	7. Goal 7
8. Goal 8	8. Goal 8
9. Goal 9	9. Goal 9
10. Goal 10	10. Goal 10
11. Goal 11	11. Goal 11
12. Goal 12	12. Goal 12
13. Goal 13	13. Goal 13
14. Goal 14	14. Goal 14
15. Goal 15	15. Goal 15
16. Goal 16	16. Goal 16
17. Goal 17	17. Goal 17
18. Goal 18	18. Goal 18
19. Goal 19	19. Goal 19
20. Goal 20	20. Goal 20

الثالث متوسط

رؤية  
2030  
وزارة التعليم



**لا أحل من ينسب أعماله لنفسه أو ينشرها بأسمه**  
لا أحل من ينسب جهدي وتعبي ووقتي ووقت ابنائي الصغار  
في تحضير البوربوينت وشرائحه واوراق العمل وتسايرين المراجعة  
والخطط العلاجية وغيرها لنفسه  
هي للنفع العام في التعليم والتدريس وتبسيط المادة للطلاب والطالبات  
والمعلمين والمعلمات في مجال التدريس وليس للبيع  
وقف خيري لوالدي رحمہ اللہ والھامیة  
اختکم نوریه صالح الھامیة الغامدي

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



T.Noureyah Alghamdi

The end



67066638

# Irregular Verbs

Base Form	Simple Past
be	was/were
become	became
buy	bought
come	came
cut	cut
do	did
draw	drew
drink	drank
drive	drove
eat	ate
fight	fought
find	found
get (up)	got (up)
give	gave
go	went
hang	hung
have	had
hear	heard
know	knew
leave	left
lend	lent
make	made

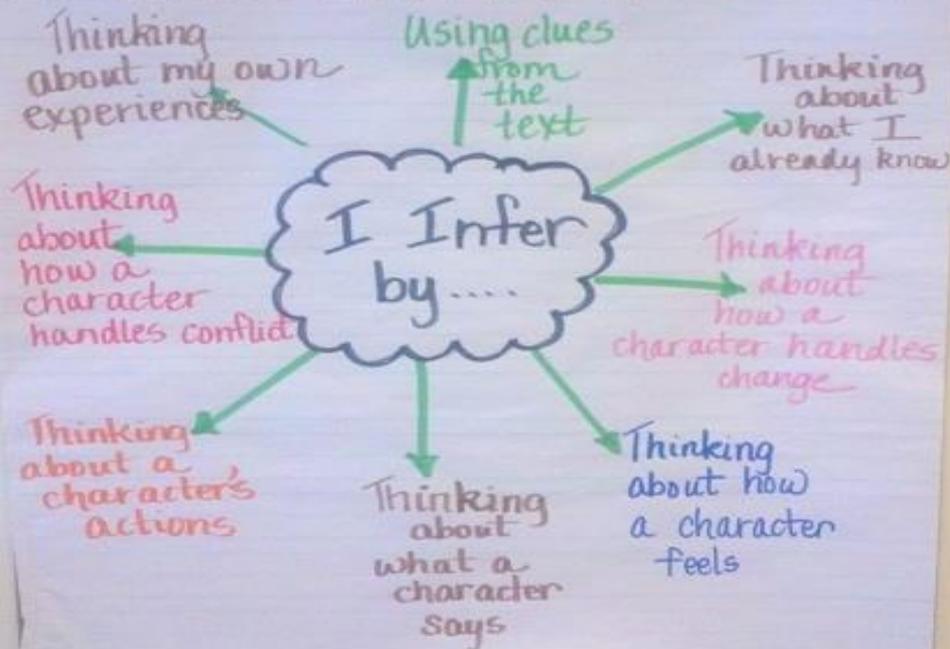
mean	meant
meet	met
read	read
ride	rode
run	ran
say	said
see	saw
sell	sold
send	sent
sing	sang
sit	sat
sleep	slept
speak	spoke
spend	spent
sweep	swept
swim	swam
take	took
teach	taught
think	thought
understand	understood
wake (up)	woke (up)
wear	wore
write	wrote

# Irregular Verbs

Base Form	Simple Past	Past Participle
be	was / were	been
become	became	become
blow	blew	blown
buy	bought	bought
come	came	come
cut	cut	cut
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
fight	fought	fought
find	found	found
fly	flew	flown
get	got	gotten
give	gave	given
go	went	gone
hang	hung	hung
have	had	had
hear	heard	heard
hold	held	held
hurt	hurt	hurt
know	knew	known
leave	left	left
lend	lent	lent
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid

put	put	put
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
think	thought	thought
throw	threw	thrown
wake (up)	woke (up)	woken (up)
wear	wore	worn
win	won	won
write	wrote	written

Inferring is using the text  
and your background knowledge  
to "put the pieces together."  
"What do YOU think?"



# Stop-and-Jot

Good readers will take time to stop and jot while they are reading. This means they pause to think about their reading and make a few notes.

When should I stop and jot?

<b>Fiction</b>	<b>Non-Fiction</b>
<ul style="list-style-type: none"><li>• When a character's traits or feelings change</li><li>• When you can make a personal connection to the text</li><li>• When the climax of the story occurs</li><li>• When the major problem is resolved</li><li>• When you have a prediction about what will happen next</li></ul>	<ul style="list-style-type: none"><li>• When you learn a new fact or detail</li><li>• When you come to the end of a section</li><li>• When you learn a new word</li><li>• When you read something interesting</li><li>• When you have a question about something you read</li></ul>

Don't stop and jot on every page!

Don't take too much time to jot down your thoughts. Make it quick!

Don't worry about spelling.

# Jot

## To make a quick short note

# Guided Writing Summary (fiction)

The story \_\_\_\_\_ written by \_\_\_\_\_  
Title Author

is about \_\_\_\_\_ in \_\_\_\_\_.  
Main characters setting

First, \_\_\_\_\_ Next, \_\_\_\_\_  
main events: beginning main events: middle

Then, \_\_\_\_\_ Finally, \_\_\_\_\_  
main events: middle main events: ending

The problem was \_\_\_\_\_ The  
problem/conflict/issue  
solution was \_\_\_\_\_  
how was the problem solved?

\* Bonus... The message/lesson I learned from  
the story is \_\_\_\_\_  
the lesson/message/moral/theme

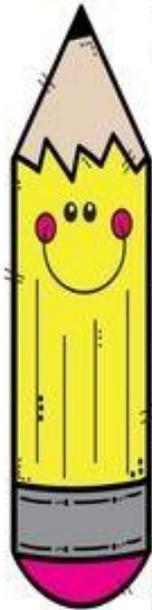
\* Summaries do not include your opinion.

\* This is just a model. Add additional  
compositional risks to make your  
summary SPARKLE & SHINE!

# Writing

	<p>My sentences start with capital letters.</p> <p>⇒ My cat is little.</p>
	<p>My sentences end with punctuation.</p> <p>My cat is little. ↗</p>
	<p>I used finger spaces.</p> <p>My cat is little. 🖐️ 🖐️ 🖐️</p>
	<p>I can write at least 3 sentences.</p> <p>I went to the zoo. I saw a snake. It ate a rat. Gross!</p>
	<p>My story has a B-M-E.</p> <p><b>B</b>  <b>M</b>  <b>E</b> </p>

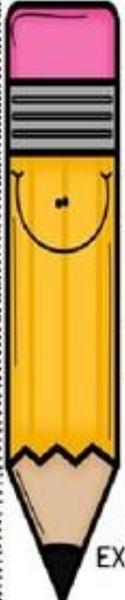
# Writing Checklist



- Use a capital letter at the beginning of my sentence.  
ex.) The dog is big.
- Use finger spaces. 🙌  
ex.) I see the bat. 🙌 🙌 🙌
- Use ending punctuation. ❓  
ex.) My dad is tall. .
- Use the word wall to spell words.  
ex.) I like cats and dogs.

Ad	ib	Co
to	or	on
me	at	was
are		

## Writing Checklist



- Use a capital letter at the beginning of a sentence.  
EX: The tree is tall.
- Use finger spaces. 🙌  
EX: I \_swim\_ at \_the\_ pool.
- Use ending punctuation. ❓!  
EX: Do you have a pet? ? !
- Use the word wall to help you spell.  
EX: I fell down.

# writing checklist

- My **name** is on my paper.
- I started **all** my sentences with a **capital letter**.
- All** my sentences end with a **punctuation mark**. (. ? !)
- I put **spaces** between each word.
- I checked my **spelling**.
- My writing makes **sense**.
- I used some "wow" words.

