



وزارة التعليم
Ministry of Education
2022 - 1444

SUPER

GOAL 2

U9

ثاني متوسط

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Ministry of Education
2022 - 1444

SUPER

GOAL 2

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ثاني متوسط

ENGLISH TIME for you





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.





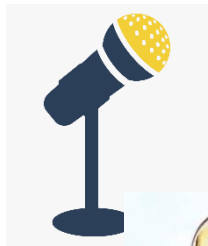
I AM
WISE
BECAUSE
I LEARN FROM
MY MISTAKES



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 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!



it's time

To LEARN

ENGLISH

9 Let's Go Out

Unit Goals



Vocabulary

Free-time activities
Activities with *go*
Chores



Functions

Talk about free-time activities and chores
Make suggestions
Express obligation
Make excuses



Grammar

Should, Why
don't/doesn't, and
Let's for Suggestions
Go + Verb + -ing
Have to / Had to and
Don't / Didn't have to
Must / Mustn't for
Obligation and
Prohibition



Listening

Listen to phone conversations
for excuses



Pronunciation

have + to



Reading

Someone Has to Do It!



Writing

Write about how parents and teenagers feel about homework



Project

Take a survey on common excuses



اجتنبوا السبع الموبقات

(1) الشُّرْكُ بِاللَّهِ

(2) السَّحَرُ

(3) قَتْلُ النَّفْسِ الَّتِي حَرَّمَ اللَّهُ إِلَّا بِالْحَقِّ

(4) أَكْلُ الرِّبَا

(5) أَكْلُ مَالِ الْيَتِيمِ

(6) التَّوَلَّى يَوْمَ الزَّحْفِ

(7) قَذْفُ الْمُحْصَنَاتِ الْمُؤْمِنَاتِ الْغَافِلَاتِ

... 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.

Seven Destructive Sins



**Stay away from these
sins**





سائد الحاميه للمعلمين والمعلمات
للطلاب والطالبات
وقف خيري تعليمي بلا مقابل
لوالدي رحمه الله والحاميه
ولو الدتي الغالية أطل الله في عمرها
اختكم المعلمة :
نوريه صالح الغامدي



نويه الغامدي
العامية
Nawwaf Alghamdi

The screenshot shows a presentation slide titled "GOAL 3". It features a list of 15 items, each with a checkbox and a number. The items are:

1. [] Item 1
2. [] Item 2
3. [] Item 3
4. [] Item 4
5. [] Item 5
6. [] Item 6
7. [] Item 7
8. [] Item 8
9. [] Item 9
10. [] Item 10
11. [] Item 11
12. [] Item 12
13. [] Item 13
14. [] Item 14
15. [] Item 15

At the bottom of the slide, there is a red banner with the text "الثالث متوسط" (Third Intermediate) and a small logo on the left.



9 Let's Go Out



Today: Thursday

Date:

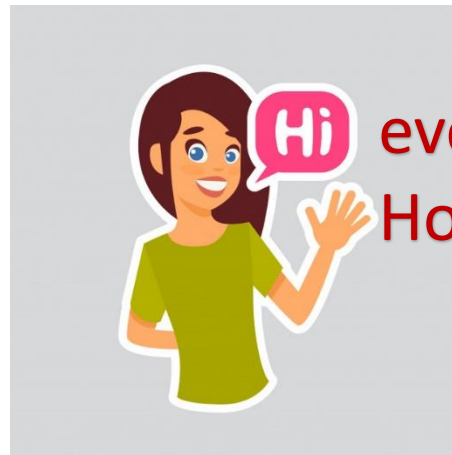
15 -6-1442 H

January 28th \ 2020



8 Reading

SG2 U9
Page 79



everyone,

How is everything going?

Week 6

9 Let's Go Out

8 Reading

SG2 U9
Page 79



Learning Objectives



Read a text about chores



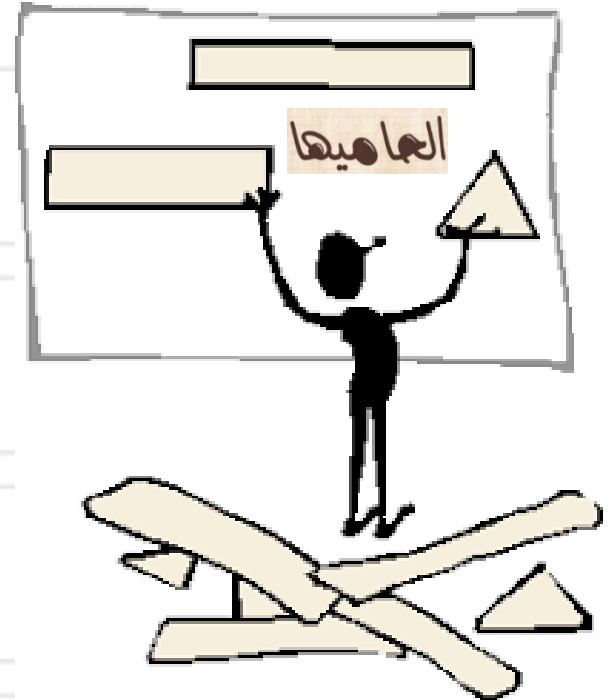
Make a list of what parents & what teens think about chores



Rearrange the following words and phrases to form a meaningful sentence:

playing / feel / is a / waste of / they / time / that

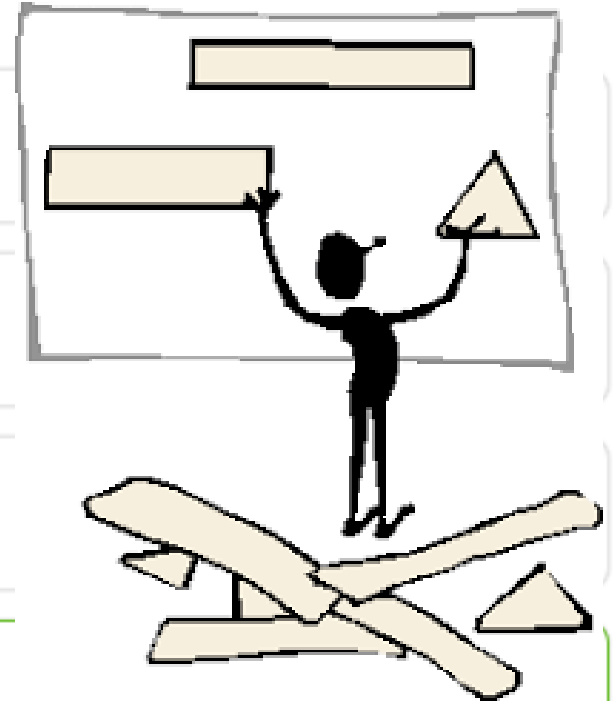
- A Time that is a waste of playing they feel.
- B Playing is a time they that feel waste of.
- C That they feel playing is waste of time.
- D They feel that playing is a waste of time.



Rearrange the following words and phrases to form a meaningful sentence:

playing / feel / is a / waste of / they / time / that

- A Time that is a waste of playing they feel.
- B Playing is a time they that feel waste of.
- C That they feel playing is waste of time.
- D They feel that playing is a waste of time.



<https://www.toppr.com/ask/question/rearrange-the-following-words-and-phrases-to-form-a-meaningful-sentenceplaying-feel-is/>

Rearrange the words to make a meaningful sentence:

? / whose / is / house / this.

A Whose is this house?

B Whose this house is?

C Whose house is this?

D This house is whose?



Rearrange the words to make a meaningful sentence:
? / whose / is / house / this.



A Whose is this house?

B Whose this house is?

C Whose house is this?

D This house is whose?

Correct Answer

Household Chores

SG2 U9
Page 79



1.sweep the floor



2.Take out the garbage.



3. Set the table.



4. clean the table



5.wash the dishes.

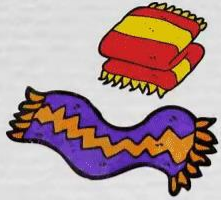


6.dry the dishes.

Household Chores

العامية

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Fold



Iron



Hang



Dry



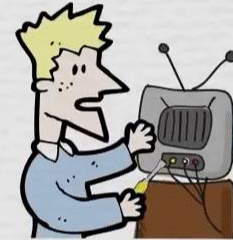
Make (the bed)



Change (the sheets)



Vacuum



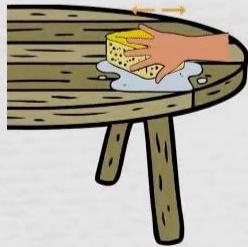
Repair



Drill



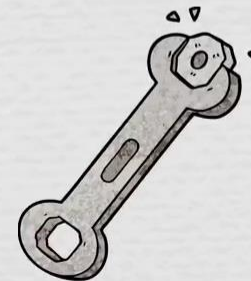
Take out
(the rubbish)



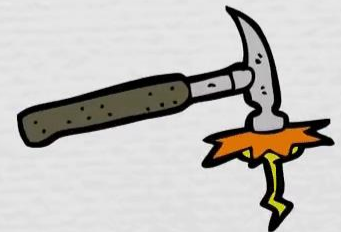
Wipe (the table)



Scrub
(the floors)



Tighten



8 Reading



CD1, T7

رابط الدرس الرقمي



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العامية

SG2 U9
Page 79

What kinds of chores do you do at home?
Who decides the chores you do?

Make my bed.

My mother.



1. What do you think the teen's chores are?
2. How are his parents going to feel if they come home in the next few minutes?
3. What are they going to say?

Main Idea



The main idea is what a text is mostly about.

- 🔍 Look at the title & pictures.
- 🔍 Sometimes the main idea is in the first & last sentence.
- 🔍 Look for clue words repeated over & over.

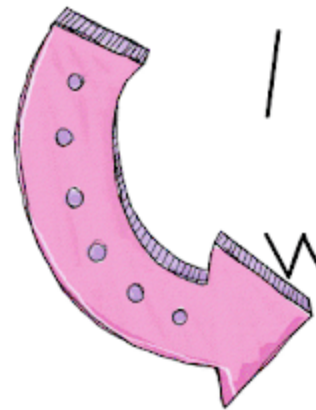
VISUALIZING

to create a picture in your
mind as you are reading



COMPREHENSION

I understand
what I read.







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.

READING STRATEGY Using prior knowledge**8 Reading**SG2 U9
Page 79

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?

الجاميها





HIGHLIGHTER

SG2 U9
Page 79

This is some highlighted text



VISION
EDUCATION
OBJECTIVES
ETHICS
STRATEGY
INSPIRATION
PARTNERSHIP

العامية



نويه الغامسي
العامية
Nourayah Alghamdi

1 novel, movie, etc.
suc-cès d'es-time (suk
gaining of acim from profes
artistic work...iving such ac
success
suc-cès fou (s
cess, esp. financ.
suc-cess (sək ses
1 orig., result; ou
result b) somethin
wealth, fame, rank, ad.
suc-cess-ful (-fəl) ad.
honed fo

to be best in a
point of view
Adapt
make fit for,
to suit a new
perform one

Feedback

Evaluative information derived from a response or reaction to a part about the result of a process or company uses customer feedback to improve a product, perform

8 Reading



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Page 79

العامية

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



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LOOK!

Find the **main ideas**



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





What is a main idea?

- The main idea of a story tells you what the entire story is about. You should be able to sum up the main idea in one sentence.
- You can also think of the main idea as the reason a story was written.

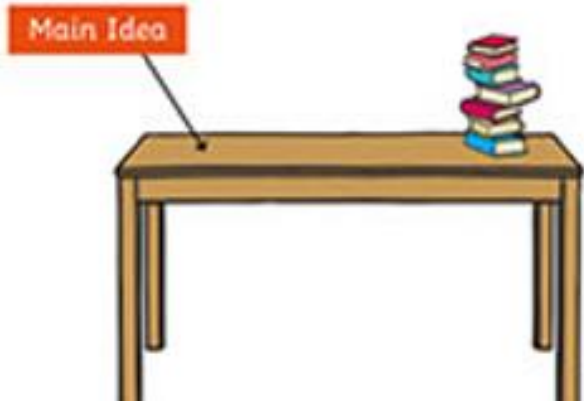




Main Idea

The main idea is the most important point of a text.

Good readers determine the main idea by looking for details in the text.



Supporting Details

These details describe or explain the main idea of the text.

These details are important to the text and support the main idea.



Main Idea



Main Idea and Details



Main idea is what the story or passage is mostly talking about.

Details are facts that support the main idea.





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Emotional Map Strategy

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Page 79



العامية



emotion



☹ The vacuum cleaner makes a lot of noise.

😊 vacuum the floors

What do you think?

Give a sentence describing the picture:

.....
I vacuum once a week.

I don't like it.
It is not fun.
I have to do it.

What do you feel?

S T R A T E G Y

WORD

Sunday 8\8\1442H
March 21st \2021

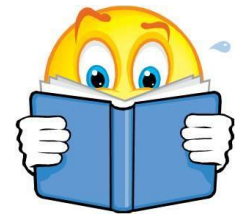
JOB



العامية

Unit:9

Thursday 23\4\1444H
17th November 2022




Reading

Let's go out

SG2 page 79



What is the words job?

paragraph	line	word	Part of speech	meaning
6.	2	compromise	noun	an agreement to accept something
2	5	conflict 	noun	disagreement between people with opposing opinions
1 2 3 4	3 2 2-4 2	chore	noun	-a job or piece of work that is often boring -a small job that you have to do regularly



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Anticipation guide

Reading



Before Reading		Statement	After Reading	
Agree	Disagree		Agree	Disagree
		Make a list of chores each week will organize the time.		
		"No chores, no money". It makes teens irresponsible.		
		Teens and parents have to reach a compromise		
		Parents are always nagging and complaining.		

<https://www.liveworksheets.com/jy3265558bp>

T. Noureyah Alghamdi العامية



Reading is **THINKING!**

Predict:

Use clues to
infer what may
happen.

Connect:

Use what I know
to understand the
text better.

Infer:

Use Clues and
what I know to
make sense of my
reading.

Question:

Ask questions
while reading.

Visualize:

Create mental
images of what I
am reading.

Summarize:

Determine which
ideas are most
important.



Someone Has to Do It!



Parents often complain that they always have to tell their teenage children to do their chores. Parents think their kids are irresponsible. On the other hand, teens feel **their** parents are always nagging and complaining.

A major problem is that parents think that teens need to do the chores on **their** schedule, while the teens think, "Why do I have to do it now, when I can do it later?" **This** usually leads to unnecessary conflict between teens and their parents.

The general questions parents usually ask about chores are the following: Should teens have them? Should teens and parents agree on a list of chores together? Should teens have freedom to decide when to do **them**?

One mother says, "My daughter and I make a list of chores each week. That way **she** can organize her time for schoolwork, housework, and free time, too." Another

parent only gives his son pocket money after he has done all his chores around the house. **He** says, "No chores, no money. It makes teens responsible for earning their money, rather than just simply giving **them** an allowance." Some teenagers complain, "My friends don't have to do chores, so why should I?"

Normally parents expect their teenage sons and daughters to help around the house. But parents and teens have to agree on the kind of chores and when the teens have to do them. One mom's son wants to do his chores *after* he goes out with **his** friends, but then he's usually too tired. Another mother only lets **her** daughter see her friends *after* she finishes all the housework. But housework never ends! So what's the solution?

Teens and parents have to reach a compromise. There has to be common sense on both sides, don't you think?



Read the first paragraph
for the main idea.



Unit:9

Thursday 23\4\1444H
17th November 2022

Reading

Let's Go Out

SG2

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STRATEGY

10/10

Anticipation guide

Reading



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Before Reading		Statement	After Reading	
Agree	Disagree		Agree	Disagree
<input type="checkbox"/>	<input type="checkbox"/>	Make a list of chores each week will organize the time.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	"No chores, no money". It makes teens irresponsible.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Teens and parents have to reach a compromise	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Parents are always nagging and complaining.	<input type="checkbox"/>	<input type="checkbox"/>

<https://www.liveworksheets.com/jy3265558bp>

T. Noureyah Alghamdi الجامديا



Someone Has to Do It!



Pronoun Reference

irresponsible. On the other hand, teens feel **their** parents are always nagging and complaining.

A major problem is that parents think that **teens** need to do the chores on **their** schedule, while the teens think, "Why do I have to do it now, when I can do it later?" **This** usually leads to unnecessary conflict between teens and their parents.

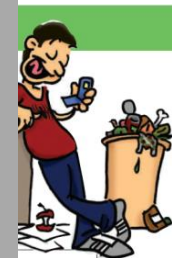
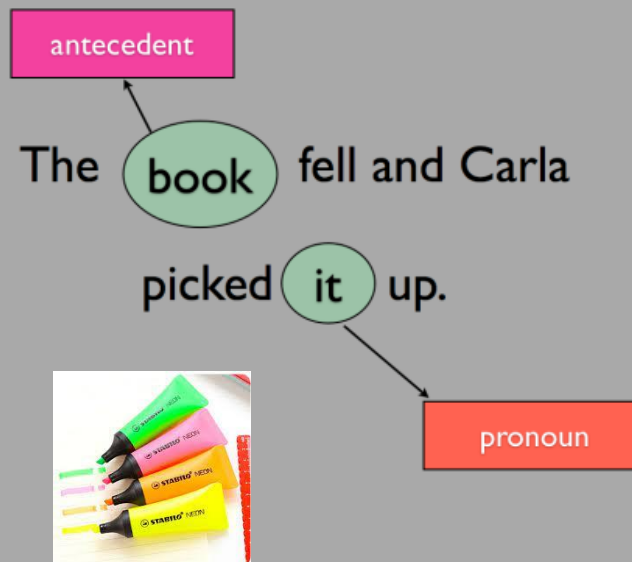
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One mother says, "My daughter and I make a list of chores each week. That way **she** can organize her time for schoolwork, housework, and free time, too." Another

makes money, an allowance. "My friend should. Nor sons are. But par

kind of chores and when the teens have to do them. One mom's son wants to do his chores *after* he goes out with **his** friends, but then he's usually too tired. Another mother only lets **her** daughter see her friends *after* she finishes all the housework. But housework never ends! So what's the solution?

Teens and parents have to reach a compromise. There has to be common sense on both sides, don't you think?



Read the first paragraph for the main idea.



READING STRATEGY Reading for main idea

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الجاميها



FINDING the Main Idea



Read the first paragraph for the main idea.



Parents and teens disagree about chores.



8 Reading



Someone Has to Do It!

العامية

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رابط الدرس الرقمي



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have to tell their teenage children to do their chores. Parents think their kids are irresponsible. On the other hand, teens feel **their** parents are always nagging and complaining.

A major problem is that parents think that teens need to do the chores on **their** schedule, while the teens think, "Why do I have to do it now, when I can do it later?" **This** usually leads to unnecessary conflict between teens and their parents.

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Teens and parents have to reach a compromise. There has to be common sense on both sides, don't you think?



Underline the parts of the text that provided them with answers.

After Reading

Write two lists: (1) What parents think about teens' chores, and (2) What teens think about their chores.



**1. Parents complain that they have to tell teens to do their chores. They think that kids are irresponsible and don't want to do the chores. They want them to do chores on a schedule.
Some think that teens should not get an allowance until they do their chores.**

**2. Teens feel that their parents are always nagging them about chores.
They think they can do the chores later, and not on a schedule.**

Discussion

In your opinion, how can teens and parents reach a compromise about chores?



Compromise means to reach an agreement where both sides accept less than they want.

A compromise is a way of settling differences by everybody making concessions.
If you want to stay out until 10 and your parents want, you to stay out until 7 p.m. 9 is a good compromise.



سائد الحاميه للمعلمين والمعلمات
للطلاب والطالبات
وقف خيري تعليمي بلا مقابل
لوالدي رحمه الله والحاميه
ولو الدتي الغالية أطل الله في عمرها
اختكم المعلمة :
نوريه صالح الغامدي



نويه الغامدي
العامية
Nawyah Alghamdi

The screenshot shows a presentation slide titled "GOAL 3". It features a list of 15 items, each with a checkbox and a number. The items are:

1. [] Item 1
2. [] Item 2
3. [] Item 3
4. [] Item 4
5. [] Item 5
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8. [] Item 8
9. [] Item 9
10. [] Item 10
11. [] Item 11
12. [] Item 12
13. [] Item 13
14. [] Item 14
15. [] Item 15

At the bottom of the slide, there is a red banner with the text "الثالث متوسط" (Third Intermediate) and a small logo on the left.



HOMELWORK



Platform

SCHOOL PLATFORM



HOMELWORK



نوع السؤال: إختيار من متعدد

:Parents often think their kids are

☐ responsible

☒ irresponsible

☐ ignorant

واجب المنصة

للتذكير ●

9 Let's Go Out

Workbook



No Homework Today

بعد حل الواجب

يتم ارسال صورة لذلك

في قسم الأنشطة

على المنصة

يكتفى بصورة واحدة لتمرين واحد فقط 😊



activity

9 Let's Go Out

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



T.Noureyah Alghamdi

The end





سائد الحاميه للمعلمين والمعلمات
للطلاب والطالبات
وقف خيري تعليمي بلا مقابل
لوالدي رحمه الله والحاميه
ولو الدتي الغالية أطل الله في عمرها
اختكم المعلمة :
نوريه صالح الغامدي



نويه الغامدي
العامية
Nawyah Alghamdi

The screenshot shows a presentation slide titled "GOAL 3". It features a list of 15 items, each with a checkbox and a number. The items are:

1. [] Item 1
2. [] Item 2
3. [] Item 3
4. [] Item 4
5. [] Item 5
6. [] Item 6
7. [] Item 7
8. [] Item 8
9. [] Item 9
10. [] Item 10
11. [] Item 11
12. [] Item 12
13. [] Item 13
14. [] Item 14
15. [] Item 15

At the bottom of the slide, there is a red banner with the text "الثالث متوسط" (Third Intermediate) and a small logo on the left.



SG2 U9 Reading

الجامع



Anticipation guide



Read

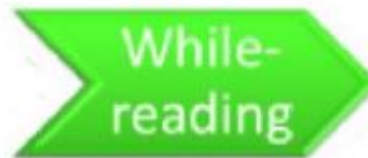


Before Reading		Statement	After Reading	
Agree √	Disagree x		Agree √	Disagree x
<input checked="" type="checkbox"/>		Make a list of chores each week will organize the time.		
<input checked="" type="checkbox"/>		"No chores, no money". It makes teens irresponsible.		
<input checked="" type="checkbox"/>		Teens and parents have to reach a compromise.		



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Anticipation guide



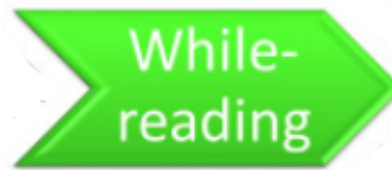
Read



Before Reading		Statement	After Reading	
Agree ✓	Disagree x		Agree ✓	Disagree x
		Make a list of chores each week will organize the time.		
		"No chores, no money". It makes teens irresponsible.		
		Teens and parents have to reach a compromise.		



Anticipation guide



Read



Before Reading		Statement	After Reading	
Agree ✓	Disagree x		Agree ✓	Disagree x
		Make a list of chores each week will organize the time.	✓	
		"No chores, no money". It makes teens irresponsible.		✓
		Teens and parents have to reach a compromise.	✓	



Teaching Tip

Make sure all students participate equally. Have weaker students do easier tasks; for example, reading aloud lines from a conversation. Save the more challenging tasks for the stronger students; for example, answering questions about meaning.



Additional Activity

Have students role-play the conversation on page 6, changing the suggestion and the excuse.



Project: Suggest Activities

Organize students into groups. Assign each group a person or group of people to spend the day with and entertain; for example: your cousins, ages 10 and 12; your grandparents; a visitor from the U.S.; etc. Students suggest places to go and things to do, and plan the day, doing research on the activities as necessary. One member from each group reports to the class how they spent the day.



According to a recent survey conducted in the U.S., the average amount of money kids get for an allowance per week is \$10 for 12-year olds, \$15 for 15-year olds, and \$30 for 17-year olds.

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