

SUPER

GOAL 1

SUPER GOAL 1



وزارة التعليم
Ministry of Education

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الأول متوسط



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الترم الثاني

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.

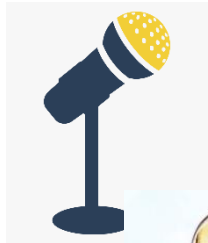




ارجو الالتزام بعدم كتابة أي تعليقات غير لائقة بالأدب العام.
علماً بأنه أي محادثة نصية او كتابية مسجلة تحت اسمك ورقم
هويتك



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) 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





I AM
WISE
BECAUSE
I LEARN FROM
MY MISTAKES

9 What Do You Do?



Unit Goals



Vocabulary

Jobs
Job activities



Functions

Ask and answer questions about jobs
Describe job activities
Ask and answer with *why / because*



Grammar

Simple Present Tense—affirmative, third person endings
Questions with *What*
Conjunctions: *So / Because*



Listening

Listen for specific details about jobs



Pronunciation

Third person singular verb endings /s/ and /z/



Reading

Follow Your Dream



Writing

Write about your dream job



Project

Make a list of good and bad jobs

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



9

What Do You Do?

Page 160

VOCABULARY

Nouns

advertising	future
airline	gadget
architecture	job
art and design	newspaper
clinic	

Nouns—Occupations/jobs

bus driver	mechanic
cameraman	reporter
carpenter	salesperson
chef	teacher
doctor	waiter
flight attendant	website designer
lawyer	

Verbs

cook
cut
design
drive
make
meet
sell
travel

Adjectives

interested (in)
professional

EXPRESSIONS

Idiom

I'm good with . . .

Ask about someone's job

What do you do?



it's time

To LEARN

ENGLISH



سائد الحاميهها للمعلمين والمعلمات
للطلاب والطالبات
وقف خيرى تعليمي بلا مقابل
لوالدي رحمه الله والحاميهها
ولوالدي الغالية أطال الله في عمرها
اختكم المعلمة :
نوريه صالح الغامدي

رؤية
2030
وزارة التعليم

نويه الغامدي
العامية
Nawyah Alghamdi

The screenshot shows a presentation slide titled "GOAL 3". It features a list of 30 items, each with a checkbox and a number. The items are arranged in two columns. The first column contains items 1 through 15, and the second column contains items 16 through 30. A progress bar at the bottom indicates that 15 items have been completed, represented by a blue bar. The text "الثالث متوسط" (Third Intermediate) is visible at the bottom of the slide.

Item	Progress
1. ...	✓
2. ...	✓
3. ...	✓
4. ...	✓
5. ...	✓
6. ...	✓
7. ...	✓
8. ...	✓
9. ...	✓
10. ...	✓
11. ...	✓
12. ...	✓
13. ...	✓
14. ...	✓
15. ...	✓
16. ...	✓
17. ...	✓
18. ...	✓
19. ...	✓
20. ...	✓
21. ...	✓
22. ...	✓
23. ...	✓
24. ...	✓
25. ...	✓
26. ...	✓
27. ...	✓
28. ...	✓
29. ...	✓
30. ...	✓

الثالث متوسط



لا أحل من ينسب جهدي وتعبي ووقتي ووقت ابتنائي الصغار
في تحضير البوربونيت وشرائه واوراق العمل وتمارين المراجعة
والخط العلاجي وغيرها لنفسه
هي للنفع العام في التعليم والتدريس وتبسيط المادة للطلاب والطالبات
والمعلمين والمعلمات في مجال التدريس وليس للبيع

أخذكُم نوربه صالح الحاميه الغامدي
وقف خيرى لوالدي رحمه الله و الحاميه

9 What Do You Do?

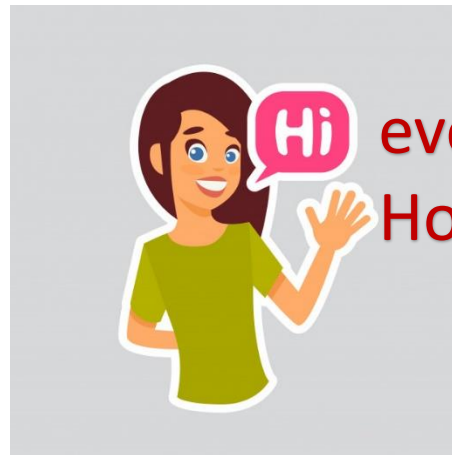


Today: Tuesday

Date:

1 -6-1443 H

January 4th \ 2022



4 Listening 

5 Pronunciation 

SG1 U9
Page 75

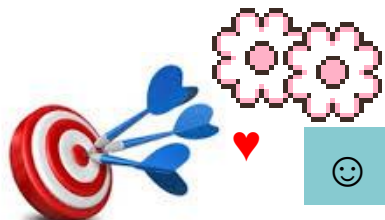
Week
5

everyone,
How is everything going?

9 What Do You Do?

4 Listening 

5 Pronunciation 



Learning Objectives

SG1 U9
Page 75



complete a chart from a listening material



Produce the different "s" sounds at the verb endings



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

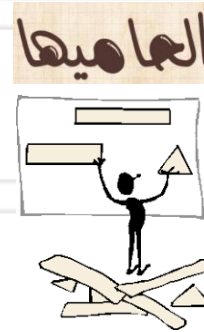
playing / feel / is a / waste of / they / time / that

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.

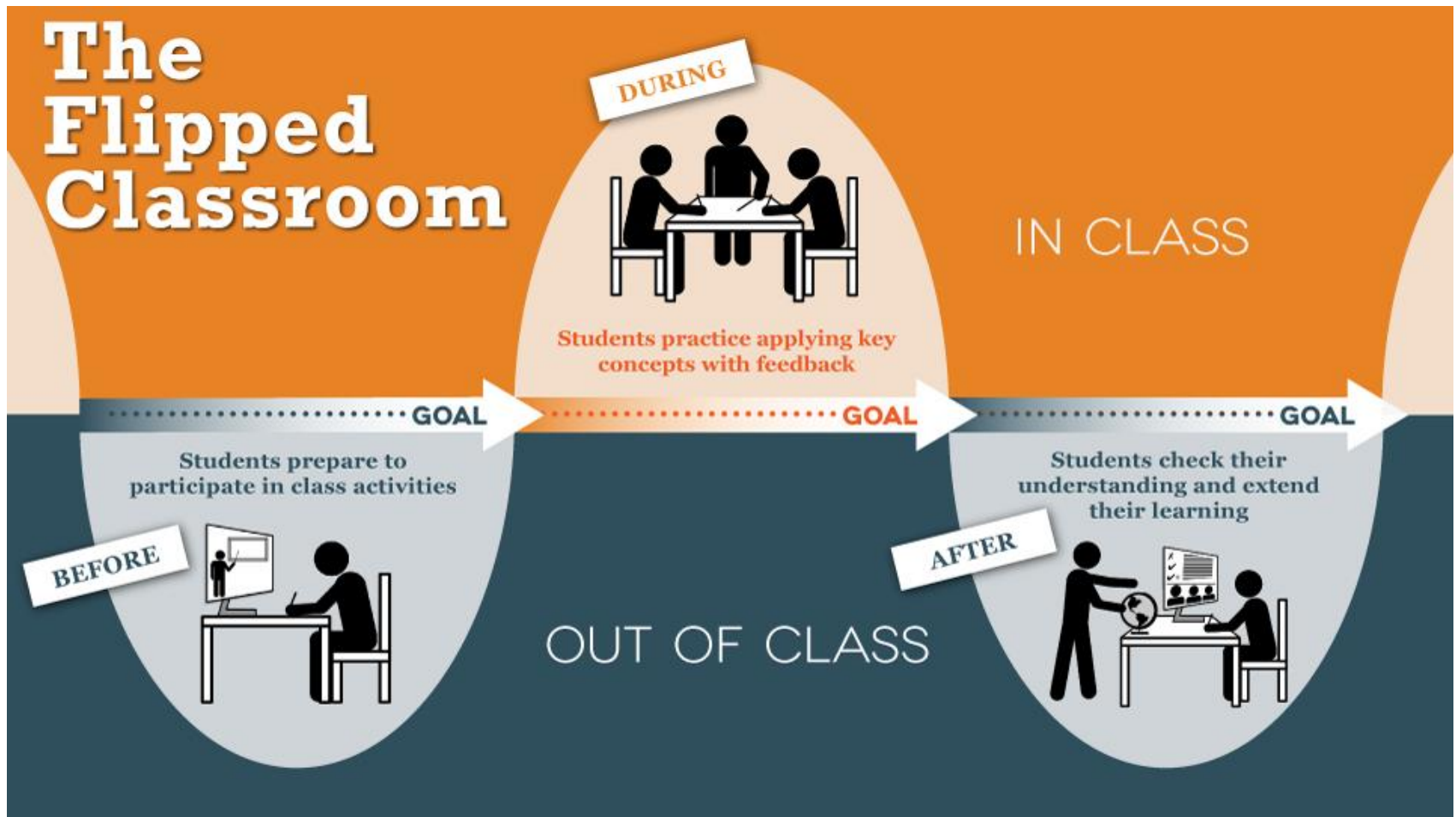
D They feel that playing is a waste of time.



Correct Answer

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

A **flipped classroom** is an instructional strategy and a type of blended learning, which aims to increase student engagement and learning by having students complete readings at home and work on live problem-solving during class time.





Sunday 4-2-1445\20 August 2023

الصف المقلوب flipped classroom

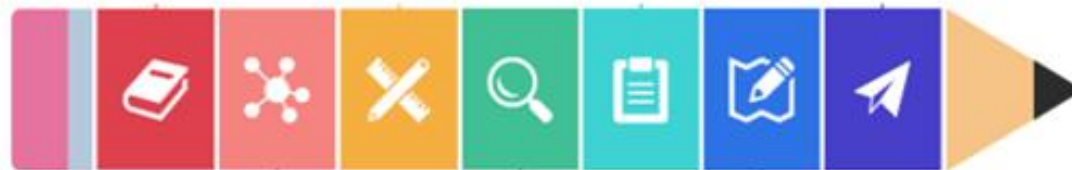
الرجاء تحضير الدروس من خلال
الباركود  على صفحات الدروس
أو من قنوات عين 

للتفاعل مع أوراق العمل والأنشطة الصفية

 YouTube



4 Listening

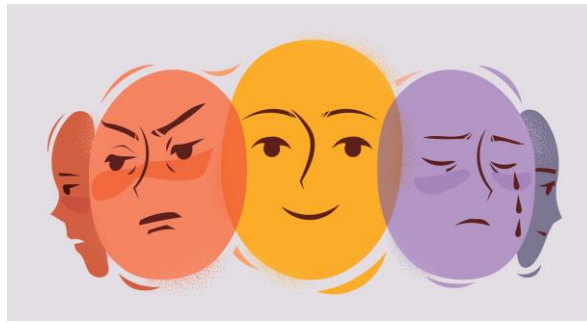


الحاميه

**lesson materials
that can help
students in the
flipped classroom**



STRATEGY



العامية

SG1 U9
Page 75

Emotions and
Feelings

emotion



Emotional Map Strategy



What do you think?

What do you feel?

Give a sentence describing the picture:

.....

.....



Excellent



Good



Poor

4 Listening

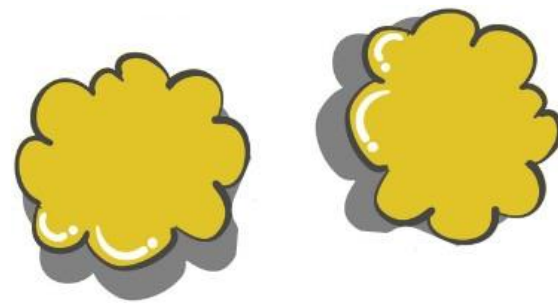
SG1 U9
Page 75

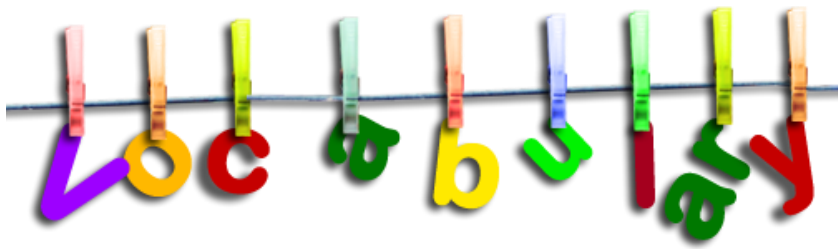
Use popcorn strategy



الجامعي

Write two jobs that you like:





العامية

a cook in a restaurant or hotel.

chef



a skilled and trained cook who works in a hotel or restaurant



العامية

a person whose job is to sell things in a store

salesperson



a person whose job is selling things to people





Anticipation guide

Listen



Before Reading		Statement	After Reading	
Agree ✓	Disagree x		Agree ✓	Disagree x
<input checked="" type="checkbox"/>		Omar prepares meals for customers.		
	<input checked="" type="checkbox"/>	Robert is a teacher.		
<input checked="" type="checkbox"/>		Lee works at the store.		

<https://www.liveworksheets.com/١٦٨٣٤٧٤gl-١mj>

CLICK



4 Listening



CD1, T4



SG1 U9

الجامعي

Page 75

Listen to each person talk about his job. Complete the chart.



Name	Job	Place of Work
1. Omar	chef - cook	restaurant
2. Lee	salesperson	store
3. David	teacher	school
4. Robert	doctor	hospital

4 Listening



SG1 U9
Page 75

SG2 U1 Listening

10/10



© Can Stock Photo



Anticipation guide

While-listening

Listen



Before Reading	
Agree ✓	Disagree x

LIVEWORKSHEETS

Omar prepares meals for customers.

Robert is a teacher

Lee works at the store.

After Reading	
Agree ✓	Disagree x

<https://www.liveworksheets.com/1-lg1683474mj>

CLICK



5 Pronunciation



CD1, T5



العامية

SG1 U9

Page 75

Listen to the endings of the following verbs. Then practice.

bus

/s/

Mr. Penn **writes** for a magazine.

Mr. Chang **works** in a bank.

Pierre **cooks** in a restaurant.

/z/

buzz

John **sells** cameras in a store.

My father **drives** a bus.

My brother **plays** volleyball.



Sounds
like /s/

books

hats

Sounds
like /z/

bags

gloves

HOMEWORK



Platform

SCHOOL PLATFORM



HOMEWORK



نوع السؤال: إختيار من متعدد

Jenan shopping

like ☐

likes ☒

liking ☐

واجب المنصة

للتذكير ●

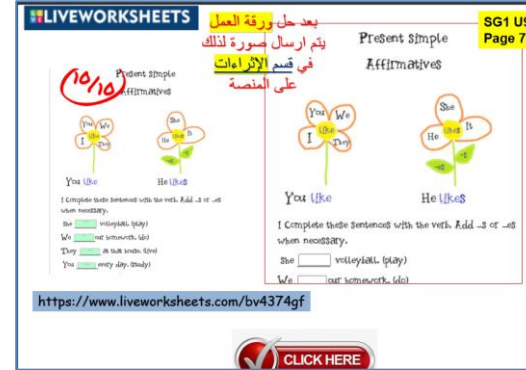
9 What Do You Do?

LIVEWORKSHEETS

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



يكتفى بصورة واحدة لتمرين واحد فقط 😊

activity



9 What Do You Do?

9 What Do You Do?

Workbook

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

Page 222 \ B



يكتفى بصورة واحدة لتمرين واحد فقط 😊

activity



9 What Do You Do?

العلامة (*) تعني أن الحقول مطلوبة

المقرر*

Super Goal - الصف الأول المتوسط - الفصل الدراسي الثاني - Super Goal

WHAT DO YOU DO

Grammar - Listening- Pronunciation

SG2 U1 Grammar 2nd term

اسم النشاط*

انشطة

تصنيف النشاط*

كتاب الطالب ☐ نشاط خارجي أو من ملف ☒ كتاب النشاط

مصدر النشاط*

.Complete Work Book Page 90 Exercise B and upload the photo of the completed activity

الوصف



90

رقم الصفحة

90

رقم السؤال في الكتاب

ملف ☐ كتابة ☒

طريقة تسليم النشاط*

خاص بي فقط ☒ متاح لجميع معلمي المدرسة ☐

نطاق النشاط*

homework



Homework



Assign page
222 and **223**
for practice
with the
simple
present tense
Ex **B – C** and **D**

Workbook



B Complete the questions and answers.



Joe and Adel



Imad



Fred and Ray



Mike, Bruce, and Ali

Complete the questions and answers.



Joe and Adel



Imad



Fred and Ray



Mike, Bruce, and Ali



A: (Joe)

What does Joe do?

B:

He paints pictures.

1. A: (Adel) What does Adel do?

B: He takes photos.

2. A: (Imad) What does Imad do?

B: He sells clothes.

3. A: (Fred) What does Fred do?

B: He cooks food.

4. A: (Ray) What does Ray do?

B: He's a waiter.

5. A: (Fred and Ray) What do Fred and Ray do?

B: They work in a restaurant.

6. A: (Bruce and Ali) What do Bruce and Ali do?

B: They drives taxis.

7. A: (Mike) What does Mike do?

B: He sells magazines.

Complete the conversation. Use the information in the picture.



Yousef: Hi. I'm Yousef Hamda. I'm a doctor. I work in a hospital in Riyadh.

Darren: That's a great job. I'm Darren Barton.

Yousef: What do you do?

Darren: I'm a lawyer. I help my clients in court. And my wife's a teacher. She's not here. She's at home.

Yousef: Do you know anyone here?

Darren: Yes, I do. Those are my friends, Saeed and Adel.

Yousef: What do they do?

Darren: They are designers. They work for a company in Kuwait. Adel's brother is a chef. He works at a French restaurant in Dubai.

Yousef: That's interesting. My brother is a chef, too. He works at a restaurant in Jeddah.

What about you? What do you want to be? Write about yourself. Use the space in the picture.

1. **A:** What (do / does) Amina do?

B: She ('re / 's) a teacher.

2. **A:** What do your parents (do / are)?

B: They (do / 're) teachers.

3. **A:** What does Yahya (do / does)?

B: He (drive / drives) a taxi.

4. **A:** What (does / is) your brother do?

B: He (does / 's) a student.



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

ساند 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

GOAL 1	
1. Reading	1. Reading
2. Writing	2. Writing
3. Speaking	3. Speaking
4. Listening	4. Listening
5. Grammar	5. Grammar
6. Vocabulary	6. Vocabulary
7. Pronunciation	7. Pronunciation
8. Cultural Awareness	8. Cultural Awareness
9. Critical Thinking	9. Critical Thinking
10. Problem Solving	10. Problem Solving
11. Teamwork	11. Teamwork
12. Leadership	12. Leadership
13. Communication	13. Communication
14. Creativity	14. Creativity
15. Innovation	15. Innovation
16. Entrepreneurship	16. Entrepreneurship
17. Social Responsibility	17. Social Responsibility
18. Environmental Awareness	18. Environmental Awareness
19. Digital Literacy	19. Digital Literacy
20. Global Citizenship	20. Global Citizenship

الأول متوسط

GOAL 2	
1. Reading	1. Reading
2. Writing	2. Writing
3. Speaking	3. Speaking
4. Listening	4. Listening
5. Grammar	5. Grammar
6. Vocabulary	6. Vocabulary
7. Pronunciation	7. Pronunciation
8. Cultural Awareness	8. Cultural Awareness
9. Critical Thinking	9. Critical Thinking
10. Problem Solving	10. Problem Solving
11. Teamwork	11. Teamwork
12. Leadership	12. Leadership
13. Communication	13. Communication
14. Creativity	14. Creativity
15. Innovation	15. Innovation
16. Entrepreneurship	16. Entrepreneurship
17. Social Responsibility	17. Social Responsibility
18. Environmental Awareness	18. Environmental Awareness
19. Digital Literacy	19. Digital Literacy
20. Global Citizenship	20. Global Citizenship

الثاني متوسط

GOAL 3	
1. Reading	1. Reading
2. Writing	2. Writing
3. Speaking	3. Speaking
4. Listening	4. Listening
5. Grammar	5. Grammar
6. Vocabulary	6. Vocabulary
7. Pronunciation	7. Pronunciation
8. Cultural Awareness	8. Cultural Awareness
9. Critical Thinking	9. Critical Thinking
10. Problem Solving	10. Problem Solving
11. Teamwork	11. Teamwork
12. Leadership	12. Leadership
13. Communication	13. Communication
14. Creativity	14. Creativity
15. Innovation	15. Innovation
16. Entrepreneurship	16. Entrepreneurship
17. Social Responsibility	17. Social Responsibility
18. Environmental Awareness	18. Environmental Awareness
19. Digital Literacy	19. Digital Literacy
20. Global Citizenship	20. Global Citizenship

الثالث متوسط



لا أحل من ينسب أعمالي لنفسه أو ينشرها بأسمه

لا أحل من ينسب جهدي وتعبي ووقتي ووقت ابتائي الصغار
في تحضير البوربونت وشرائحه واوراق العمل وتمارين المراجعة
والخطط العلاجية وغيرها لنفسه
هي للنع العام في التعليم والتدريس وتيسيط المادة للطلاب والطالبات
والمعلمين والمعلمات في مجال التدريس وليس للبيع

وقف خيري لوالدي رحمه الله والحاميه

اختكم نوريه صالح الغامدي

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



T.Noureyah Alghamdi

The end



😊 لا ابيح من ينسب تحضير البوربوينت و تمارين وتدريبات المرحلة المتوسطة لنفسه ناسيا كم
من جهد ووقت تم بذلة عليها

العاميها



1. Omar: It's very hot in the kitchen, but we're very busy and I don't notice it. I prepare meals for customers. The restaurant is excellent. I work all week, except Fridays. The restaurant is closed on Fridays. I work a lot, but I love my job. I like to cook.

2. Lee: I work at the store every day. I check all the products, put price tags on them, and make sure everything is in the right place. The customers ask for me when I am not here. They say I'm very good. I like selling things. It is fun, and I meet lots of people.

3. David: My job starts early in the morning. I have to be at school before the children come and leave after they go home. In the evening I check homework and prepare for the next day. Many people don't understand why I work so long every day. But I really like my job, and I want to be prepared with new ideas and activities for my students.

4. Robert: I work with people all the time. Sometimes, I don't go home at all when it's very busy. My friends don't understand why I enjoy my job. They don't know how it feels to help a sick or injured person. It is not easy to be in the hospital for 24 hours or more without a break, but it's part of the job.

4 Listening



CD1, T4



Page 5

Listen to each person talk about his job. Complete the chart.



Name	Job	Place of Work
1. Omar	chef	restaurant
2. Lee	salesperson	store
3. David	teacher	school
4. Robert	doctor	hospital

Language Builder

Point out that we answer the questions *What do you do?* and *What does he/she do?* with a sentence with *be*, not *do* or *does*. For example:

A: What does your father *do*?

B: He *is* a chef.

A: What do you *do*?

B: I *am* a teacher.



Teaching Tip

Students often find it difficult to hear and say the final **-s** sound on verbs. Provide plenty of opportunities for practice, but don't worry if students don't get this right away.



Additional Activity

Practice /s/ and /z/ by saying third person singular verbs at random. Have students raise one finger if they hear /s/ and two fingers if they hear /z/. Then let students say words for their classmates to guess.

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
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

TIME EXPRESSIONS WITH THE PRESENT SIMPLE

I **drink** milk **every day**.



She **plays** basketball **on Saturdays**.

They don't **go** to the cinema **once a week**.



I don't **always have** breakfast.

She **usually studies** in the afternoon.



He doesn't **often write** letters.

He **sometimes reads** the newspaper.



They **rarely watch** TV.

I **never get up** at 6 o'clock.

SEE EXAMPLES AGAIN





What's your name?
What's his/her name?
What do you do?
What are you doing?
What does he/she do?

A: What's your name?
B: My name's ____.
A: What are you doing?
B: I'm writing.

3 Grammar

How many cousins do you have?

Page 4

Are these questions with *what* the same or different?

Question word + *do/does* + subject + main verb?

😊 the main verb is always in **the base form** in the question.

Questions with *What*

What do you do?

What does he do?

What do they do?

What does she do?

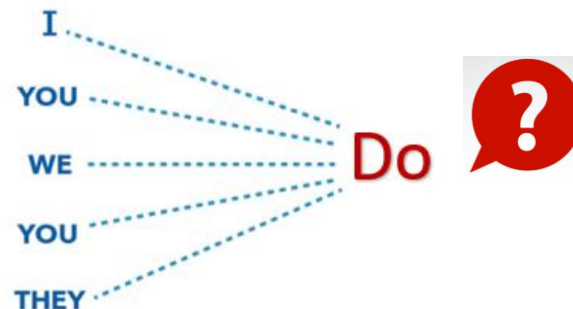
What do you want to be?
I want to be a doctor.

FYI*

What do you do? usually means *What's your job?*

***What do you do?* usually asks about a person's job.**

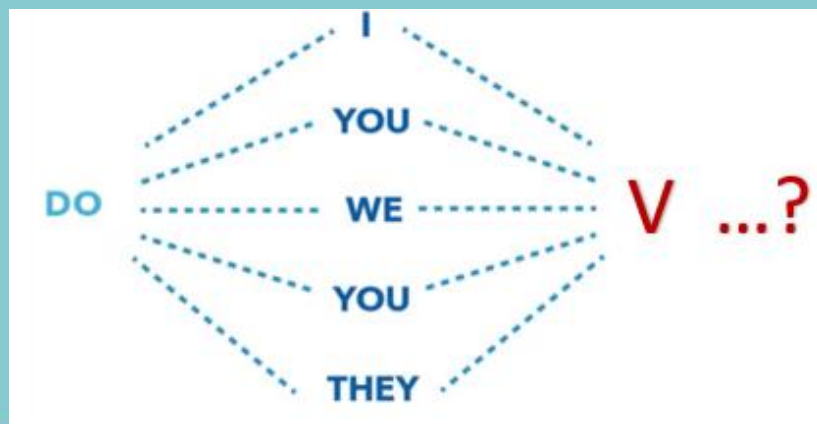
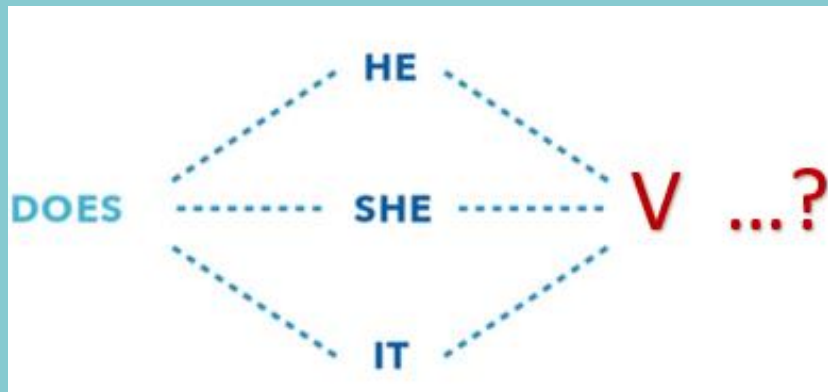
It doesn't ask about what the person is doing at that moment. That question is *What are you doing?*





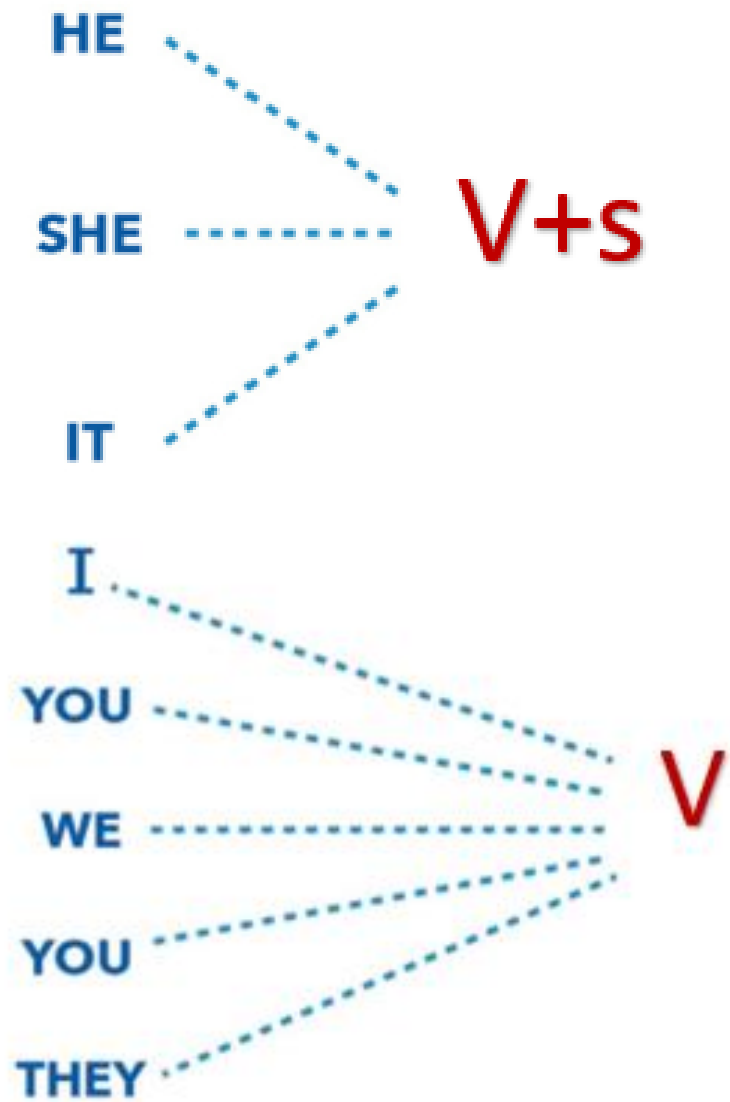
Question Form

SG1 U9
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Does he live in London?

Do they eat cheese?



All ☆	Most ☆☆	Some ☆☆☆
Can I describe the grammar feature using the correct definition?	Can I describe the grammar feature using the correct definition and give my own examples?	Can I describe the grammar feature and give my own examples as well as identifying it in in a range of texts?

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
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