



وزارة التعليم  
Ministry of Education  
2022 - 1444

SUPER

GOAL 2

U6

ثاني متوسط

# book contents

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وزارة التعليم  
Ministry of Education  
2022 - 1444

SUPER

# GOAL 2

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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

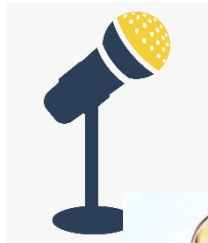
Make a brochure about an  
event in your town



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!**





في كل مكان  
الله يراني  
لأن الله بصير

Noreyah Alghamdi

الله IS  
WATCHING YOU

العامة



## 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:

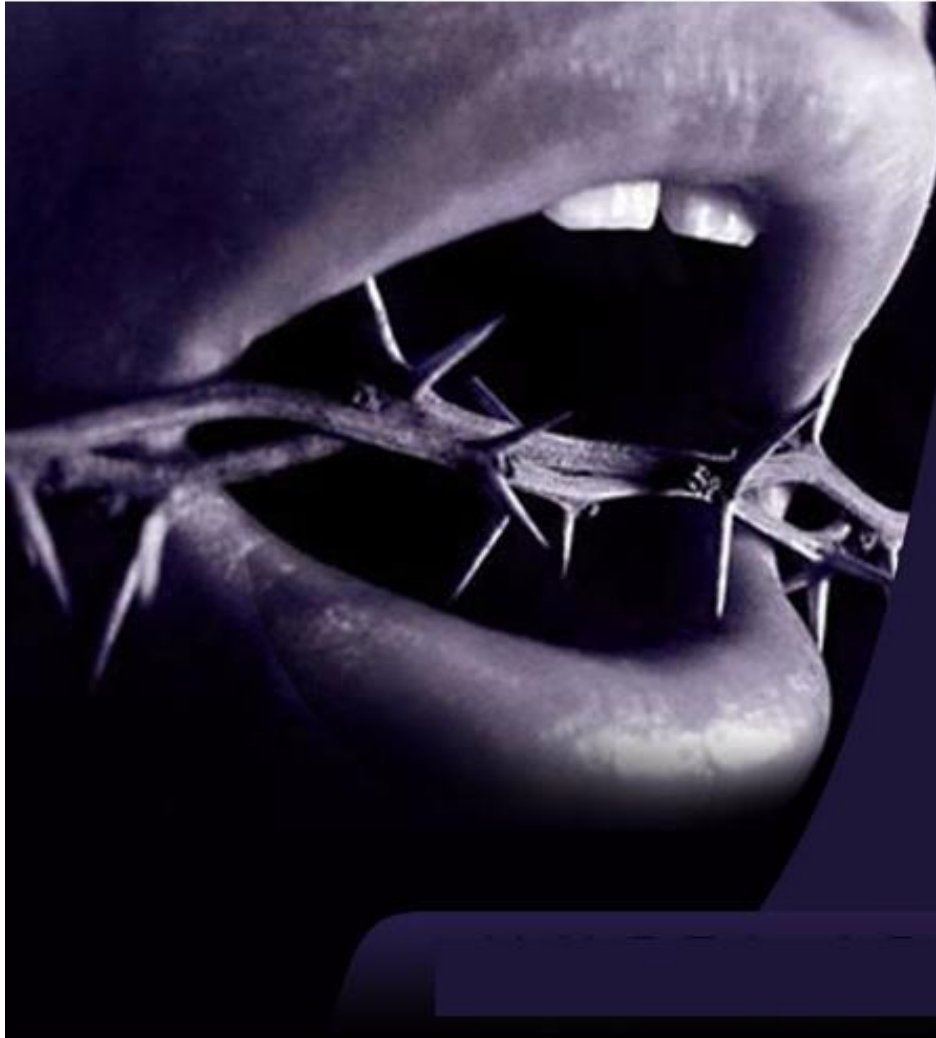
"اجْتَنِبُوا السَّبْعَ الْمَوْبِقَاتِ". قَالُوا يَا رَسُولَ اللَّهِ وَمَا هُنَّ قَالَ "الشُّرْكُ بِاللَّهِ، وَالسَّحَرُ، وَقَتْلُ النَّفْسِ الَّتِي حَرَّمَ اللَّهُ إِلَّا بِالْحَقِّ، وَأَكْلُ الرِّبَا، وَأَكْلُ مَالِ الْيَتِيمِ، وَالتَّوَلَّى يَوْمَ الزَّحْفِ، وَقَذْفُ الْمُحْصَنَاتِ الْمُؤْمِنَاتِ الْغَافِلَاتِ".





(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.



## 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?



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teachers and students  
Educational link,  
Free of charge

ساند الهامية للمعلمين والمعلمات  
للطلاب والطالبات  
وقف خيري تعليمي بلا مقابل  
لوالدي رحمه الله والهامية  
ولو الدتي الغالية أطل الله في عمرها  
اختكم المعلمة :  
نورية صالح الغامدي

| GOAL 1                 |                          |
|------------------------|--------------------------|
| 1. Goal Setting        | 1. تحديد الهدف           |
| 2. Planning & Strategy | 2. التخطيط والاستراتيجية |
| 3. Action Plan         | 3. خطة العمل             |
| 4. Progress Tracking   | 4. متابعة التقدم         |
| 5. Review & Reflection | 5. المراجعة والتفكير     |

الأول متوسط

| GOAL 2                 |                          |
|------------------------|--------------------------|
| 1. Goal Setting        | 1. تحديد الهدف           |
| 2. Planning & Strategy | 2. التخطيط والاستراتيجية |
| 3. Action Plan         | 3. خطة العمل             |
| 4. Progress Tracking   | 4. متابعة التقدم         |
| 5. Review & Reflection | 5. المراجعة والتفكير     |

الثاني متوسط

| GOAL 3                 |                          |
|------------------------|--------------------------|
| 1. Goal Setting        | 1. تحديد الهدف           |
| 2. Planning & Strategy | 2. التخطيط والاستراتيجية |
| 3. Action Plan         | 3. خطة العمل             |
| 4. Progress Tracking   | 4. متابعة التقدم         |
| 5. Review & Reflection | 5. المراجعة والتفكير     |

الثالث متوسط



لا أحلل من ينسب أعمالي لنفسه أو ينشرها بأسمه  
لا أحلل من ينسب جهدي وتعبتي ووقتي ووقت ابنتي الصغار  
في تحضير البوربوينت وشرائه ووراق العمل وتساير المراجعة  
والخطط العلاجية وغيرها لنفسه  
هي للنفع العام في التعليم والتدريس وتيسير المادة للطلاب والطالبات  
والمعلمين والمعلمات في مجال التدريس وليس للبيع  
وقف خيري لوالدي رحمه الله والهامية  
اختكم نورية صالح الهامية الغامدي



# 6 What Was It Like?

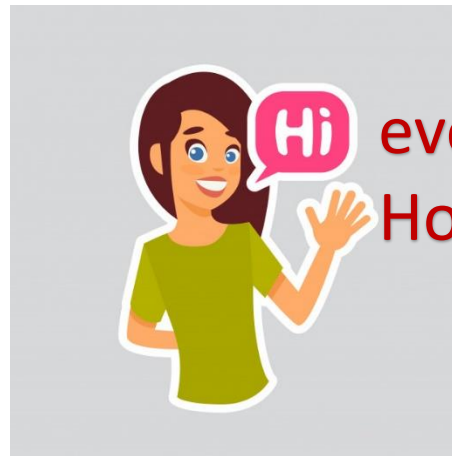


Today: Tuesday

Date:

19 -5 -1444 H

December 12<sup>th</sup> \ 2022



everyone,  
How is everything going?

9 Writing 

10 Project 

SG2 U6  
Page 56



لا اتغيب عن المدرسة



أشجع زميلاتي على الانضباط



أتجنب صديقات السوء



الثلاثاء ٢٠ - ٢٠١٤٤٥  
مبادرة أنا قدوة في انضباطي

أحافظ على كتبتي



معلمات اللغة الإنجليزية:

أجعلني والديك يفخرون بك  
لحسن سلوكك واحترامك للمعلمات والعلم



# سبب المدرسي



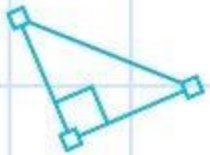
الحفاظ على النظافة الشخصية،  
والنظافة العامة والممتلكات  
العامة بالمدرسة مثل المقاعد  
والجدران والجهزة



الحضور إلى المدرسة بشكل  
يومي، والبعد عن الغياب بدون  
أسباب



مدرسي  
ة





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



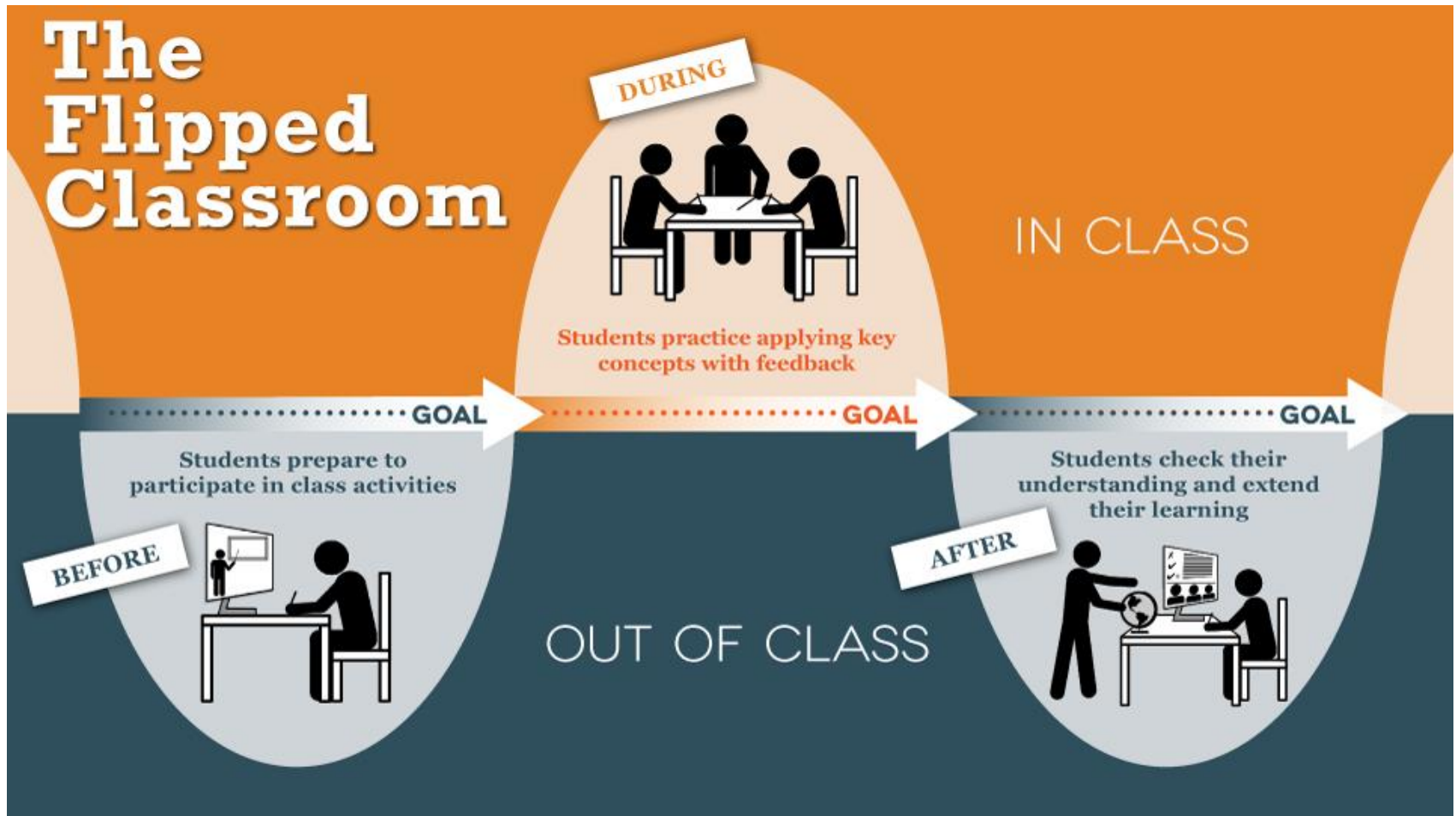


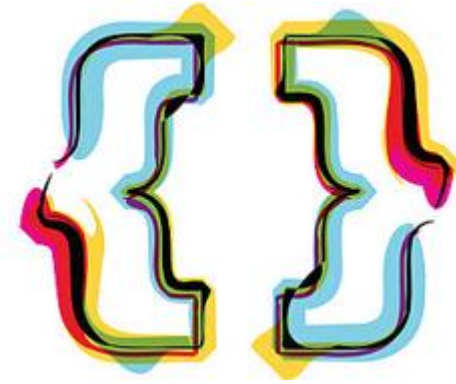
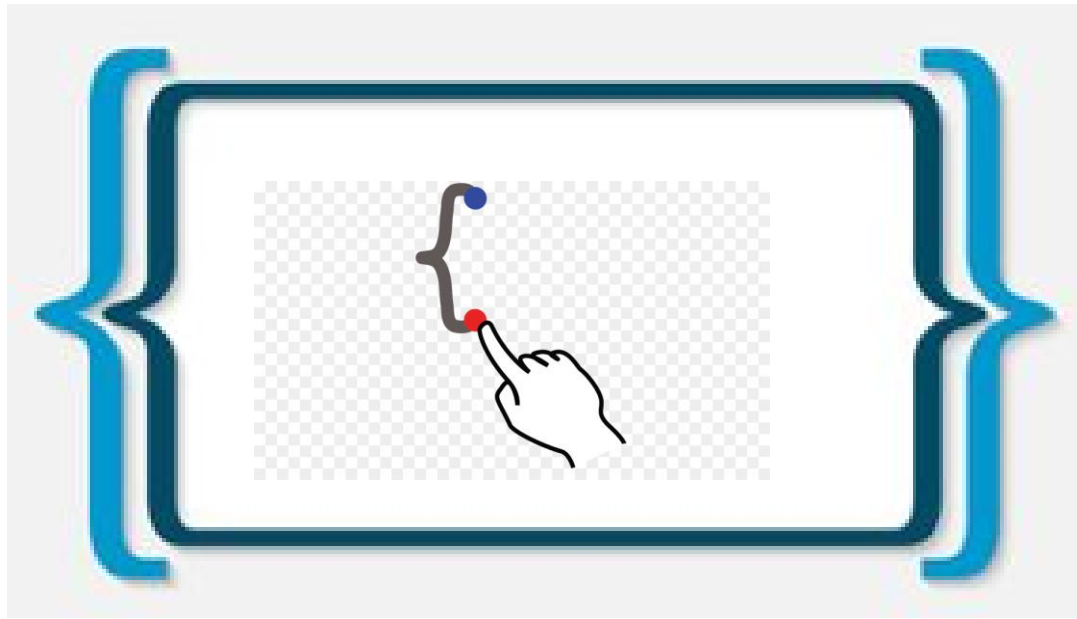


# lesson materials that can help students in the **flipped classroom**



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.





## 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)





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teachers and students  
Educational link,  
Free of charge

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

| GOAL 1             | 1. Knowledge       | 2. Understanding   | 3. Application     | 4. Analysis        | 5. Evaluation      | 6. Creation        |
|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| 1. Self-Motivation | 1. Self-Motivation | 1. Self-Motivation | 1. Self-Motivation | 1. Self-Motivation | 1. Self-Motivation | 1. Self-Motivation |
| 2. Self-Motivation | 2. Self-Motivation | 2. Self-Motivation | 2. Self-Motivation | 2. Self-Motivation | 2. Self-Motivation | 2. Self-Motivation |
| 3. Self-Motivation | 3. Self-Motivation | 3. Self-Motivation | 3. Self-Motivation | 3. Self-Motivation | 3. Self-Motivation | 3. Self-Motivation |
| 4. Self-Motivation | 4. Self-Motivation | 4. Self-Motivation | 4. Self-Motivation | 4. Self-Motivation | 4. Self-Motivation | 4. Self-Motivation |
| 5. Self-Motivation | 5. Self-Motivation | 5. Self-Motivation | 5. Self-Motivation | 5. Self-Motivation | 5. Self-Motivation | 5. Self-Motivation |
| 6. Self-Motivation | 6. Self-Motivation | 6. Self-Motivation | 6. Self-Motivation | 6. Self-Motivation | 6. Self-Motivation | 6. Self-Motivation |

الأول متوسط

| GOAL 2             | 1. Knowledge       | 2. Understanding   | 3. Application     | 4. Analysis        | 5. Evaluation      | 6. Creation        |
|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| 1. Self-Motivation | 1. Self-Motivation | 1. Self-Motivation | 1. Self-Motivation | 1. Self-Motivation | 1. Self-Motivation | 1. Self-Motivation |
| 2. Self-Motivation | 2. Self-Motivation | 2. Self-Motivation | 2. Self-Motivation | 2. Self-Motivation | 2. Self-Motivation | 2. Self-Motivation |
| 3. Self-Motivation | 3. Self-Motivation | 3. Self-Motivation | 3. Self-Motivation | 3. Self-Motivation | 3. Self-Motivation | 3. Self-Motivation |
| 4. Self-Motivation | 4. Self-Motivation | 4. Self-Motivation | 4. Self-Motivation | 4. Self-Motivation | 4. Self-Motivation | 4. Self-Motivation |
| 5. Self-Motivation | 5. Self-Motivation | 5. Self-Motivation | 5. Self-Motivation | 5. Self-Motivation | 5. Self-Motivation | 5. Self-Motivation |
| 6. Self-Motivation | 6. Self-Motivation | 6. Self-Motivation | 6. Self-Motivation | 6. Self-Motivation | 6. Self-Motivation | 6. Self-Motivation |

الثاني متوسط

| GOAL 3             | 1. Knowledge       | 2. Understanding   | 3. Application     | 4. Analysis        | 5. Evaluation      | 6. Creation        |
|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| 1. Self-Motivation | 1. Self-Motivation | 1. Self-Motivation | 1. Self-Motivation | 1. Self-Motivation | 1. Self-Motivation | 1. Self-Motivation |
| 2. Self-Motivation | 2. Self-Motivation | 2. Self-Motivation | 2. Self-Motivation | 2. Self-Motivation | 2. Self-Motivation | 2. Self-Motivation |
| 3. Self-Motivation | 3. Self-Motivation | 3. Self-Motivation | 3. Self-Motivation | 3. Self-Motivation | 3. Self-Motivation | 3. Self-Motivation |
| 4. Self-Motivation | 4. Self-Motivation | 4. Self-Motivation | 4. Self-Motivation | 4. Self-Motivation | 4. Self-Motivation | 4. Self-Motivation |
| 5. Self-Motivation | 5. Self-Motivation | 5. Self-Motivation | 5. Self-Motivation | 5. Self-Motivation | 5. Self-Motivation | 5. Self-Motivation |
| 6. Self-Motivation | 6. Self-Motivation | 6. Self-Motivation | 6. Self-Motivation | 6. Self-Motivation | 6. Self-Motivation | 6. Self-Motivation |

الثالث متوسط



لا أحلل من ينسب أعمالي لنفسه أو ينشرها بأسمه

لا أحلل من ينسب جهدي وتعبي ووقتي ووقت ابنتي الصغار  
في تحضير البوربوينت وشرائه وأوراق العمل وتأمين المراجعة  
والخطط العلاجية وغيرها لنفسه  
هي للنفع العام في التعليم والتدريس وتبسيط المادة للطلاب والطالبات  
والمعلمين والمعلمات في مجال التدريس وليس للبيع

وقف خيرى لوالدي رحمه الله والحاميه

اختكم نوريه صالح الحاميه الغامدي

# 6 What Was It Like?

**9 Writing**



**10 Project**



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Page 56



## *Learning Objectives*



Write some sensory details about an event



Read the writing corner.



Complete the paragraph about racing horse.



Design a brochure about an event

# Special events!

## EVENTS

SG2 U6  
Page 56

الجامعة

# Events

Marketing event

wedding event



## Upcoming Events:

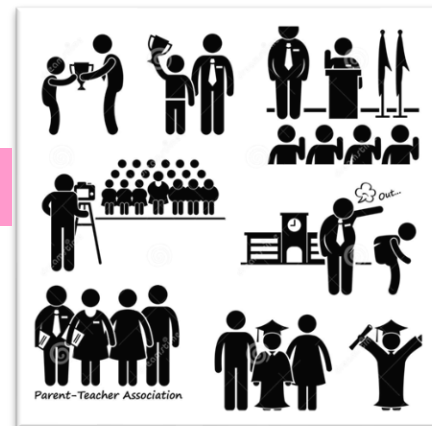
School event



Social media Event



Sport event



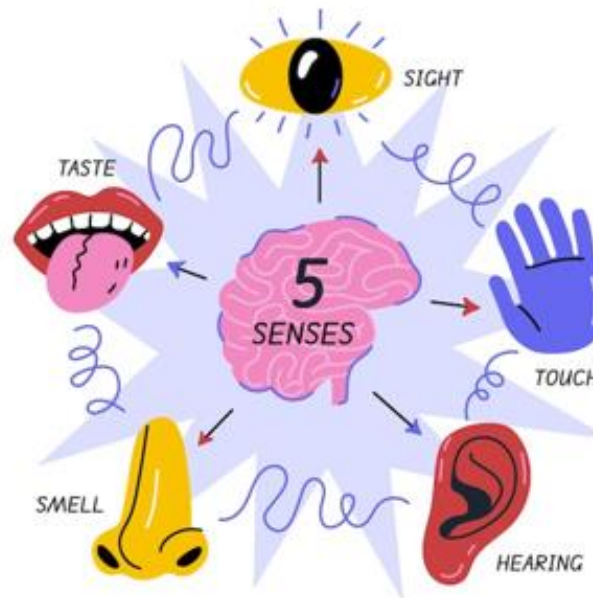


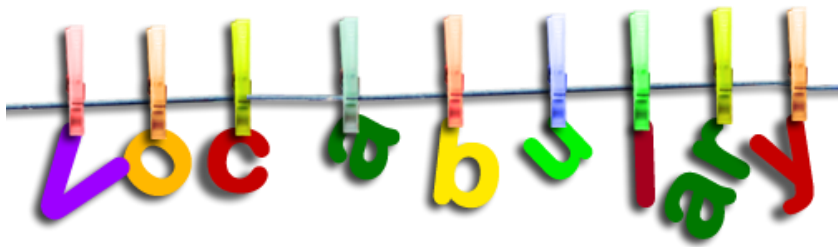


connected with the physical senses of  
touch, smell, taste, hearing, and sight



sensory





العامية

a large group of people who have gathered

crowd







العامية

a large group of people who have gathered

crowd





العامية

many people walking all going  
in the same direction



paraded



to walk or march somewhere,  
usually as part of a public celebration





العامية

to give a loud shout of encouragement

cheered



a loud shout of encouragement





العامية

Making short, sudden movements

shook



shake



to move backwards and forwards or up and down in quick, short movements.



العامية

the loud noise that comes right after lightning

thundered



to move, making a lot of noise





# 9 Writing

A. Think about a museum, performance, or sports event that you attended. Try to remember as many sensory details as you can. Write notes in the chart.

Recall an event that you attended.  
Describe as many sensory details as possible.

VOLUNTEER



to describe her own experience at an event

Marketing event



EVENTS

Complete the chart with details of an event they attended. write as many details as possible and not to worry if you can't fill in all of the categories. You will later use your notes to write about the experience.

Football game

| Sights        | Sounds       | Smells/Tastes | Touch/Feelings |
|---------------|--------------|---------------|----------------|
| The crowd     | cheer        | popcorn       | excited        |
| Yellow flags  | whistles     | Coca cola     | happy          |
| My old friend | Ball kicking | Fireworks     | Field grass    |

A good narrative describes events in a way that the reader can share the sensory and emotional experience of the writer.

☺ Go over the information about time words.

Scan the first two lines of the text in B to find time words.

For example:

Before the race...,

While the jockeys...

time words help to clarify the sequence of events in a story.

### Writing Corner

1. A narrative story usually describes the events in the order that they happened. It describes what the writer feels and senses, so the reader can imagine being there.
2. Use time words to show sequence: when, as, while, before, and after. If a time word begins the sentence, there is a comma after the time clause.
3. An exclamation point (!) shows strong feelings, like the writer is shouting.
4. Use quotation marks (" ") around the exact words that a person says.



☺ Read the information about **exclamation points**.

☺ Scan the text in B to find exclamation points.

Examples include:

“That’s the winner!”;

Prince was in front by a neck!

Prince was the winner by two lengths!

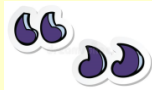
☺ How does the writer feel when he makes these statements.

excited

☺ Go over the information about quotation marks and scan the text in B to find examples.

“That’s the winner!”;

“They’re off”.



Direct quotes in narratives help the reader to “hear” sounds and speech from the story.



## Writing Corner

1. A narrative story usually describes the events in the order that they happened. It describes what the writer feels and senses, so the reader can imagine being there.
2. Use time words to show sequence: *when, as, while, before, and after*. If a time word begins the sentence, there is a comma after the time clause.
3. An exclamation point (!) shows strong feelings, like the writer is shouting.
4. Use quotation marks ( " ") around the exact words that a person says.

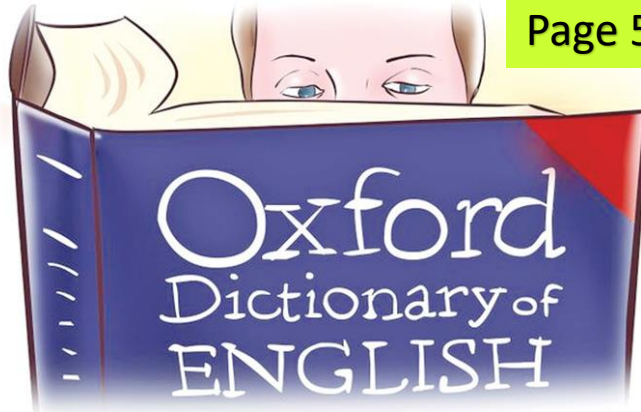


# VOCABULARY WORDS

- 1.
- 2.
- 3.







# LET'S LEARN ABOUT How to Use a Dictionary

The dictionary is a reference book that gives information about words.  
Look at this brief overview of a dictionary page.

**Guide Words**  
Guide words tell you the first and last entry words that appear on the page.

**Entry Word**  
Words listed in ABC order.

**Part of Speech**  
Tells the part of speech for the entry word. This can change with a new meaning.

**Definition**  
The meaning of a word. Many words have more than one definition and meaning.

**Dictionary Page Example:**

**baby/bed**

**baby** *noun* An infant or very young child.

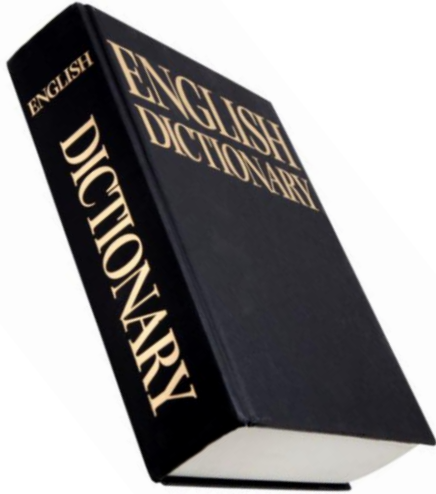
**bald** *adjective* Having little or no hair.

**bed** *noun* A piece of furniture or a place for sleeping.

63

Name: \_\_\_\_\_





Why do  
we have  
to use a  
dictionary?

to **look up** the **meaning** of any **words** that you **don't** understand.

## 9 Writing



الجاميعة

SG2 U6  
Page 56

Have you ever attended a horse race or seen one on TV?

If so, describe the event.

Go over the meaning of expressions that are specifically related to horse racing such as: stable, jockey, track, binoculars, by a neck, cross the finish line, by a length.

binoculars = a pair of special glasses, that you hold up to your eyes to look at objects that are a long distance away



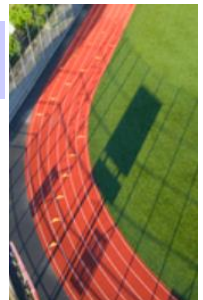
jockey = a person whose job is riding horses in races



stable = a building in which horses are kept



track = a piece of ground or a path/ a road, often oval-shaped, that is used for races





# Unit:6



Friday 24\4\1444H  
18<sup>th</sup> November \2022

Writing

What Are They Making?

SG2 page 56



© Can Stock Photo



## Anticipation guide

Writing



| Before Reading |          | Statement   | After Reading |          |
|----------------|----------|---|---------------|----------|
| Agree          | Disagree | <u>English Capitalization Rules, exclamation point and Time words</u>       | Agree         | Disagree |
|                |          | Capitalize most words in titles.  |               |          |
|                |          | You should always capitalize people's names. ( <b>A</b> li)                 |               |          |
|                |          | Exclamation marks are used<br>to end expressions of strong feeling.         |               |          |
|                |          | Use quotation marks (" ")<br>before and after the exact words of a speaker. |               |          |

<https://www.liveworksheets.com/sq3259703ob>

T. Noureyah Alghamdi

الغامدي



exclamation  
point



question  
mark



quotation  
marks



Full stop/  
period

# Unit:6

Friday 24\4\1444H  
18<sup>th</sup> November \2022

SG2 page 56



What Are They Making?

Anticipation guide

Writing



| Before Reading |          | Statement   | After Reading |          |
|----------------|----------|---|---------------|----------|
| Agree          | Disagree | <u>English Capitalization Rules, exclamation point and Time words</u>       | Agree         | Disagree |
|                |          | Capitalize most words in titles.  |               |          |
|                |          | You should always capitalize people's names. (Ali)                          |               |          |
|                |          | Exclamation marks are used<br>to end expressions of strong feeling.         |               |          |
|                |          | Use quotation marks (" ")<br>before and after the exact words of a speaker. |               |          |

<https://www.liveworksheets.com/sq3259703ob>

T. Noureyah Alghamdi

الغامدي



**LIVEWORKSHEETS**

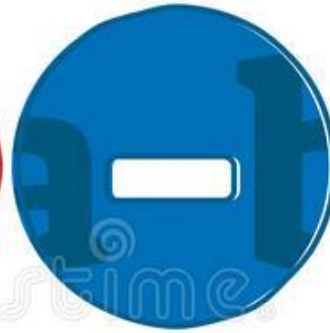
# PUNCTUATION MARKS



**COMMA**



**APOSTROPHE**



**HYPHEN**



**ELLIPSIS**



**FULL STOP/  
PERIOD**



**EXCLAMATION  
MARK**



**QUESTION  
MARK**



# punctuation marks



feeling

What is the **right** punctuation:

What is the **correct** punctuation:

I can't wait to go to Grandma's house !

We usually go to mosque •

What a lovely day is it !

Has anyone seen my torch ?

What is your teacher's name ?

He said, "Can you sing the national anthem?"



exclamation  
point



question  
mark



quotation  
marks



Full stop/  
period



# punctuation marks



## Exclamation marks are used

- ✓ 1. to end interjections and expressions of strong feeling.
- ✓ 2. to end sentences that are commands.

## 9 Writing



- A. What is a museum you know? What are your favorite objects in the museum? Write notes in the chart. Describe the age, size, or where the objects are from. You can use words like: *old, new, modern, big, small, nice, strange, or interesting.*

| Museum: <b>Abdul Raouf Khalil</b> |   |
|-----------------------------------|---|
| Object                            | Description   |
| <b>paintings</b>                  | I like the <b>modern paintings</b> at the National Gallery. They are beautiful. |
| <b>coins</b>                      | pre-Islamic history,  |
| <b>Sculptures</b>                 | <b>a work of art that is produced by carving or shaping stone, wood, clay</b>   |

### Abdul Raouf Khalil Museum



**an old castle.      a strong castle**

It includes several large buildings: a mosque, the front of the citadel, the house of Saudi Arabian Heritage, the House of Islamic Heritage, the House of the International Heritage, and the Public Heritage Exhibition.

**Take  
Note**



😊😊 Focus your attention on the words in the box.  
Say definitions (in English) for the words you know.  
😊 consult a dictionary for any unknown words.

Read sections of the paragraph. which two words are usually nouns but are used **metaphorically** as verbs.  
(paraded, thundered)

Work individually to complete the paragraph and then compare answers with a partner.

- B.** Read about Faisal's experience at a horse race. Learn the meaning of the words in the box. Then, complete the paragraph with the words.

nervous    crowd    thundered    shook    silent    paraded    excited    cheered

Last month, I went to a horse race for the first time. Before the race, my father and I walked by the stables to see the horses. While the jockeys (1) **paraded** past us, one of the horses jumped up on its back legs. The horse, named Prince, was very (2) **nervous**, but the jockey looked confident. I said to my father, "That's the winner!" Then we pushed through the noisy (3) **crowd** to find a place near the track. The horses were ready to start, and suddenly the crowd was (4) **silent**. "They're off," shouted the announcer. The horses (5) **thundered** past us, and it felt like the ground (6) **shook**. They disappeared around the track, so I looked in my binoculars. Prince was in front by a neck! I started to jump because I was so (7) **excited**. As they crossed the finish line, the crowd (8) **cheered**. Prince was the winner by two lengths!



paraded = to walk together



الجماميعا

SG2 U6  
Page 56

thundered = to move, making a lot of noise

to run or move along quickly, in a way that makes a very loud noise



cheered = a loud shout of happiness or encouragement

## 9 Writing

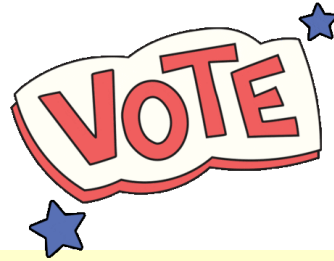


- C. Write about an interesting museum, performance, or sports event that you attended. Use your notes from the chart to describe what you sensed and how you felt.

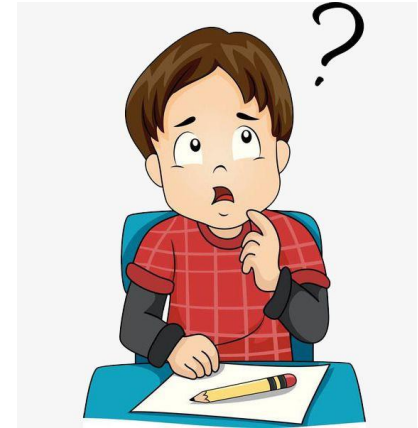


Write about an event you attended using your notes from the chart.

- 😊 include sensory and emotional details.
- 😊 Exchange papers and vote on which event sounds the most interesting.



sensory = senses of touch, smell, taste, hearing, and sight





# Capitalization



ABCD Capital Letters

A B C D E F G H I  
J K L M N O P Q  
R S T U V W X Y

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Page 56

الجاميعة

I when it is  
about you.



I like apples.

First letter in a  
sentence:

Where is my bike?

Titles of  
people:

Dr. Jones



Languages:



Spanish  
English

Days, Months and  
holidays:



March

Names of  
People:

Jane



Titles:



The Times

Itsy Bitsy Spider

Names of places:

Central  
Park



Names of cities and countries

Abha

Saudi Arabia



# 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.**

**B**



**M**



**E**



# Punctuation Marks

SG2 U6  
Page 56

الجمهورية

## PUNCTUATION MARKS

### Full Stop



Shows the end of a sentence

### Question Mark



Shows that a question is being asked

### Comma



Joins two or more ideas in a sentence or separates items in a series

### Exclamation Mark



Shows strong emphasis or strong emotion

### Quotation Marks



Show that words have been directly quoted

### Colon



Introduces the information that comes after it

### Semi Colon



Connects two complete sentences that are related

### Apostrophe



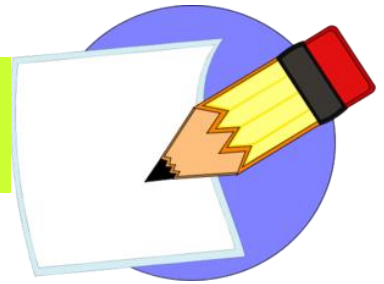
Used to show possession or for contraction of word.



# Writing Process

العامية

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Page 56



1



## 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. العامية
7. Organize your ideas.



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.



العامية



3

## Revising

## Arms

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



4

## Editing

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



Capitalization



Usage(grammar)



Punctuation! ? ; ,

Spelling



Spelling

العامية

Neureyah Alghamdi

5



## Publishing

- 1.type your writing or copy it neatly onto new paper
2. © Sharing final writing with others.



I ♥ Publishing

# 9 Writing



SG2 U6  
Page 56

الجامعة



journalistic  
questions



I visited the  
National  
Museum.

in London

I saw fossils  
and skeleton  
of a man.

National  
Museum

What is the name  
of the museum?

Where is it?

What do you  
see there?

What is  
the name  
of the  
museum?

During the summer holiday I visited the National Museum in London. I saw fossils, an enormous dinosaur, skeleton of a man, coins, and a meteor. After that, we visited exhibit of Egyptian mummies. There were three mummies in their gold coffins. I like it because it is a treasure. It makes me familiar with the history, culture, and civilization of the country. It was an exciting experience.

Opinion



Museums are fantastic places to meet new people and teach us about the past.  
Museums inspire.





## Mind map



Adobe Stock | #370503426





# 9 Writing



5



SG2 U6  
Page 56

الجامعة



## 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.



I visited the National Museum in London.

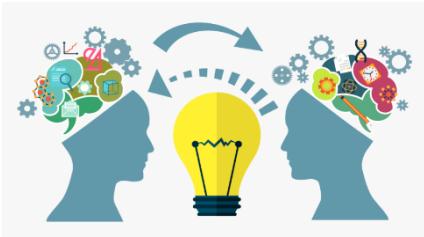
I saw skeleton of a man

## Your Favorite Museum

I like it because it is a treasure.



It makes me familiar with the history,



# 9 Writing



5



SG2 U6  
Page 56

الجامعة

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.

الجامعة



I went to the Museum  
of Natural History. I  
saw a great exhibit  
there. It was an exhibit  
of Egyptian mummies.  
There were three



# 9 Writing



5



SG2 U6  
Page 56

الجاميها



Revising

## Arms

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



I went to the Museum of Natural History. I saw a great exhibit there. It was an exhibit of Egyptian mummies. There were three mummies in their gold coffins. There were rooms from the tombs, too. I went with my friends Ali and Tariq. We walked through the rooms and looked at the mummies. It was awesome!



# 9 Writing



5



SG2 U6  
Page 56

الجاميها



4

## Editing

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



Capitalization



Usage(grammar)



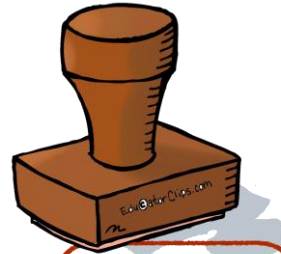
Punctuation



Spelling



Nooreyah Alghamdi



PLEASE  
CORRECT  
MISTAKES

I went to the Museum of Natural History. **i** saw a great exhibit there. It were an exhibit of Egyptian mummies. There were three mummies in their gld coffins. There were rooms from the tombs, too. I went with my friends ali and tariq. We walked through the rooms and looked at the mummies. It was awesome!

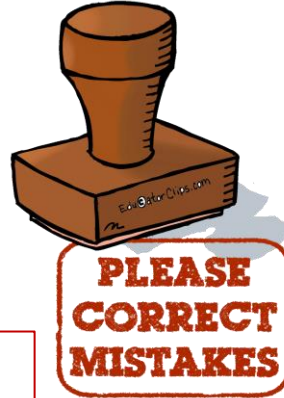


# 9 Writing



SG2 U6  
Page 56

mistake



الجاميكا

I went to the Museum of Natural History. I see a great exhibit there. It were an exhibit of Egyptian mummies. There were three mummy in their gold coffins.

Grammar mistakes

I wnt to the Museum of Natural History. I saw a great exhibit there. It was an exhibit of Egyptian mummies. There were thre mummies in their gld coffins.

Spelling mistakes

I went to the Museum of Natural History. i saw a great exhibit there. It was an exhibit of Egyptian mummies. there were three mummies in their gold coffins

punctuation mistakes



i went to the Museum of Natural History. I saw a great exhibit there. It was an exhibit of egyptian mummies. There were three mummies in their gold coffins.

capitalization mistakes

# 9 Writing



5



SG2 U6  
Page 56

الجامعة



## Publishing



1.type your writing

or copy it neatly onto new paper

2. 😊 Sharing final writing with others.

I ♥ Publishing



I went to the Museum of Natural History. I saw a great exhibit there. It was an exhibit of Egyptian mummies. There were three mummies in their gold coffins. There were rooms from the tombs, too. I went with my friends Ali and Tariq. We walked through the rooms and looked at the mummies. It was awesome!

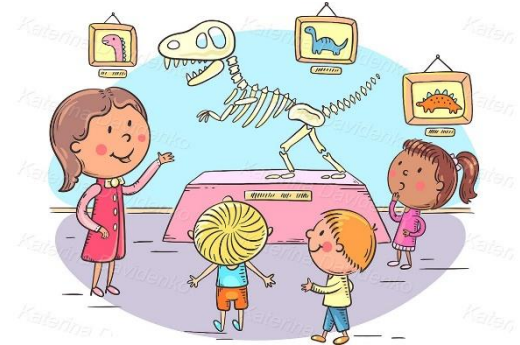


## 9 Writing



Write a paragraph about **your favorite museum**. Give your opinion about it.  
Use the answers to the questions below:

- 1- What is the name of the museum?
- 2- Where is it?
3. What do you see there?
4. Why do you like this museum?



During the summer holiday I visited the National Museum in London. I saw fossils, an enormous dinosaur, skeleton of a man, coins, and a meteor. After that, we visited exhibit of Egyptian mummies. There were three mummies in their gold coffins. I like it because it is a treasure. It makes me familiar with the history, culture, and civilization of the country. It was an exciting experience

## 9 Writing

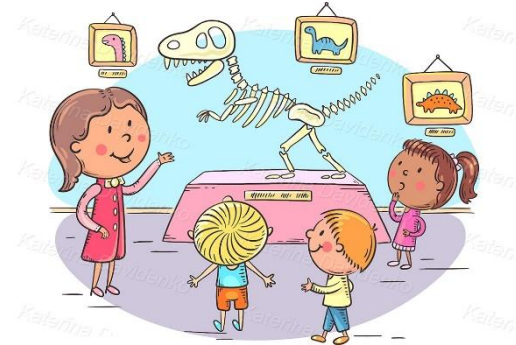


الجاميها

SG2 U6  
Page 56

Write a paragraph about **your favorite museum**. Give your opinion about it.  
Use the answers to the questions below:

- 1- What is the name of the museum?
- 2- Where is it?
3. What do you see there?
4. Why do you like this museum?



During the summer holiday I visited the Abdul Raouf Khalil Museum in Jeddah. There are many large buildings like the House of Islamic Heritage. I saw paintings, stamps, magazines, rare photos, coins and war equipment. The museum displays educational videos. I like it because it was amazing, and I can learn about the Islamic history.



## A Sport Event

Last month, I went with my friends to a match. I was very excited because it was Alhilar against Al Ittihad. When I got there, the stadium was very crowded, and all the people were blue and yellow. After the match started, the sound of the cheering and whistles were all over the place. While I was watching my team, I saw a man selling pop corn, so I bought some for me and my friends. It was fantastic.



## A Museum Event

I went to the Museum of Natural History. I saw a great exhibit there. It was an exhibit of Egyptian mummies. There were three mummies in their gold coffins. There were rooms from the tombs, too. I went with my friends Ali and Tariq. After that, we walked through the rooms and looked at the mummies. It was awesome!





# 10 Project



Check on the events in your town. Choose one, and make a brochure about it. Present your brochure to the class.

Check in your local newspaper or on the Web for the week's events in your town.

☺ Organize yourselves in groups and have each group make a **brochure** for one of the events.

☺ Make sure the brochure is attractive and informative.

☺ look in magazines and newspapers to find pictures and words to include in your brochures.



Groups show your brochures to the class.

The class votes on the best one.



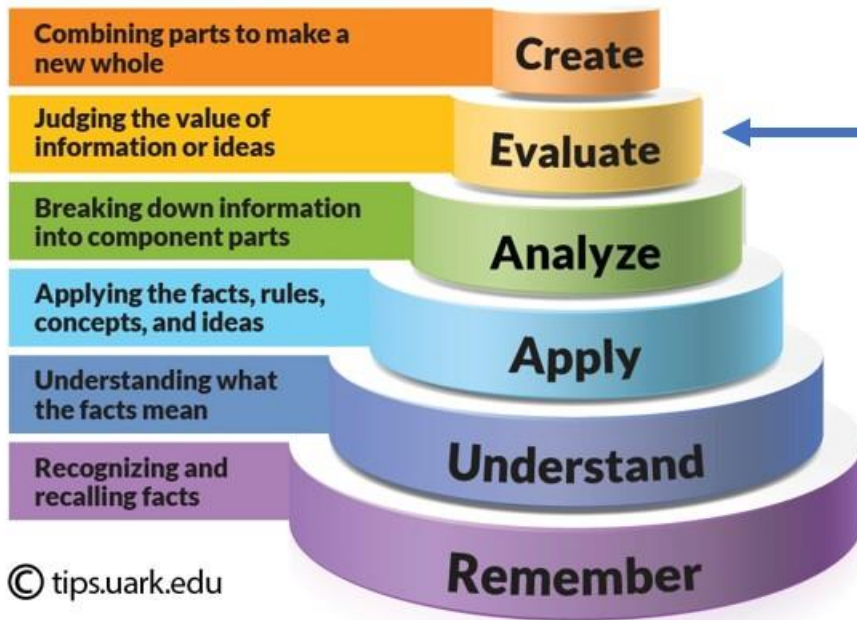
## Evaluate and assess the Writing Skills

### RUBRIC

Evaluate and assess the Writing Skills

| Power Looking at How I write                |       |      |
|---|-------|------|
| Ideas                                       | Yes 😊 | No ☹ |
| I wrote the ideas that related to the topic |       |      |
| I wrote my opinion                          |       |      |
|   |       |      |
| Structure (grammar)                         | Yes 😊 | No ☹ |
| I used grammar correctly                    |       |      |
|   |       |      |
| Spelling                                    | Yes 😊 | No ☹ |
| I used correct spelling                     |       |      |
|   |       |      |
| Capitalization                              | Yes 😊 | No ☹ |
| I used correct capitalization               |       |      |
|   |       |      |
| Punctuation                                 | Yes 😊 | No ☹ |
| I used correct punctuation                  |       |      |





## 9 Writing

Monday 26-2-1445  
Monday 11 September 2023

SG2 U2  
Page 16  
الجامعة

### Evaluate and assess the Writing Skills

Evaluate and assess the Writing Skills

### RUBRIC

|   |       |      |
|---|-------|------|
| Power Looking at How I write                |       |      |
| Ideas                                       | Yes ☺ | No ☹ |
| I wrote the ideas that related to the topic |       |      |
| I wrote my opinion                          |       |      |
| Structure (grammar)                         |       |      |
| I used grammar correctly                    | Yes ☺ | No ☹ |
| Spelling                                    |       |      |
| I used correct spelling                     | Yes ☺ | No ☹ |
| Capitalization                              |       |      |
| I used correct capitalization               | Yes ☺ | No ☹ |
| Punctuation                                 |       |      |
| I used correct punctuation                  | Yes ☺ | No ☹ |







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teachers and students  
Educational link,  
Free of charge

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

| GOAL 1                 |                              |
|------------------------|------------------------------|
| 1. Goal Setting        | 1. تحديد الهدف               |
| 2. Planning & Strategy | 2. التخطيط والاستراتيجية     |
| 3. Action Plan         | 3. خطة العمل                 |
| 4. Progress Tracking   | 4. متابعة التقدم             |
| 5. Review & Feedback   | 5. المراجعة والتغذية الراجعة |

الأول متوسط

| GOAL 2                 |                              |
|------------------------|------------------------------|
| 1. Goal Setting        | 1. تحديد الهدف               |
| 2. Planning & Strategy | 2. التخطيط والاستراتيجية     |
| 3. Action Plan         | 3. خطة العمل                 |
| 4. Progress Tracking   | 4. متابعة التقدم             |
| 5. Review & Feedback   | 5. المراجعة والتغذية الراجعة |

الثاني متوسط

| GOAL 3                 |                              |
|------------------------|------------------------------|
| 1. Goal Setting        | 1. تحديد الهدف               |
| 2. Planning & Strategy | 2. التخطيط والاستراتيجية     |
| 3. Action Plan         | 3. خطة العمل                 |
| 4. Progress Tracking   | 4. متابعة التقدم             |
| 5. Review & Feedback   | 5. المراجعة والتغذية الراجعة |

الثالث متوسط



لا أحلل من ينسب أعمالي لنفسه أو ينشرها بأسمه  
لا أحلل من ينسب جهدي وتعبتي ووقتي ووقت ابنتي الصغار  
في تحضير البوربوينت وشرائه ووراق العمل وتساير المراجعة  
والخطط العلاجية وغيرها لنفسه  
هي للنفع العام في التعليم والتدريس وتيسير المادة للطلاب والطالبات  
والمعلمين والمعلمات في مجال التدريس وليس للبيع  
وقف خيري لوالدي رحمه الله والهاميها  
اختكم نوريه صالح الهاميها الغامدي

# 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  
10/10  
What Are They Making?  
Writing  
Friday 24/11/2022  
18<sup>th</sup> November 2022  
SG2 page 56

English Capitalization Rules, exclamation point and Time words

| Before Reading |          | Statement  | After Reading |          |
|----------------|----------|--|---------------|----------|
| Agree          | Disagree |  | Agree         | Disagree |
|                |          | Capitalize most words in titles.   |               |          |
|                |          | You should always capitalize people's names. (Ali)                       |               |          |
|                |          | Exclamation marks are used to end expressions of strong feeling.         |               |          |
|                |          | Use quotation marks (" ") before and after the exact words of a speaker. |               |          |

T. Noreyah Alghamdi

يكتفى بصورة واحدة لتمرين واحد فقط 😊



# HOMEWORK



## Platform

SCHOOL PLATFORM



# HOMEWORK



نوع السؤال: إختيار من متعدد

.Find the intensifiers in this sentence: Everyone was extremely excited

excited ☐

was ☐

extremely ☒

واجب المنصة

للتذكير ●



## Workbook

Page 212\ G

بعد حل الواجب

يتم ارسال صورة لذلك

في قسم الأنشطة

على المنصة



activity

يكتفى بصورة واحدة لتمرين واحد فقط 😊



المقرر \*

المرحلة المتوسطة - الصف الثاني المتوسط - الفصل الدراسي الثاني - Super Goal

What Was It Like?

Writing + Form, Meaning and Function

SG2 U6 Writing and Form Meaning function T2 1444

اسم النشاط \*

أخرى

تصنيف النشاط \*

workbook

اخرى

☒ منهجي
 ☐ غير منهجي

مستوى التصنيف \*

☐ كتاب الطالب
 ☐ نشاط خارجي
 أو من ملف
 ☒ كتاب النشاط

مصدر النشاط \*

..Complete Workbook Page 212 Exercise G and upload the photo of the completed activity

الوصف

212

رقم الصفحة \*

212

رقم السؤال في الكتاب \*

☒ ملف
 ☐ كتابة
 ☐ خارج النظام

طريقة تسليم النشاط \*

☒ خاص بي فقط
 ☐ متاح لجميع معلمي المدرسة

نطاق النشاط \*

إلغاء

حفظ



homework

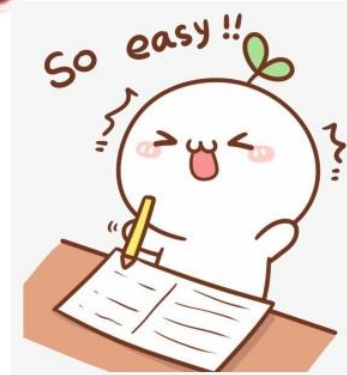


# Homework



Assign page  
**212** for  
additional  
writing  
practice.  
Exercise **G**

Workbook





Write about an exhibit you saw at a museum or an event you went to. Where did you go? What did you see? Who did you go with? What did you do? What was it like?

### An Exhibit/Event I Went To

#### An Exhibit/Event I Went To

**I went to the Museum of Natural History. I saw a great exhibit there. It was an exhibit of Egyptian mummies. There were three mummies in their gold coffins. There were rooms from the tombs, too. I went with my friends Ali and Tariq. We walked through the rooms and looked at the mummies. It was awesome!**

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



T.Noureyah Alghamdi

The end



نوع السؤال: صواب أم خطأ

?It's an interesting very shop. Is this sentence correct




○ صواب

○ خطأ



## نوع السؤال: ترتيب الآتي

:Put the words in order

a really 

movie 

It's 

good 

**Practice  
Makes  
Perfect**

نوع السؤال: إختيار من متعدد

.Mark the intensifiers in this sentence: The new show was quite interesting



show ☐

was ☐

quite ☐

نوع السؤال: إختيار من متعدد

.Find the meaning of the intensifiers in this sentence: I had a very big sandwich today



enormous ☐

delicious ☐

good ☐

## Quiz: Uses of the Exclamation Mark

Which sentence shows CORRECT use of the exclamation mark?

Her behavior was despicable!



Don't you sometimes wonder about her!?

Neither a nor b



exclamation  
point  




question  
mark



quotation  
marks  




Full stop/  
period



## Quiz: Uses of the Exclamation Mark

Choose the example that shows CORRECT placement of the exclamation mark.

"It serves you right!" she screamed.

"It serves you right" she screamed!

"It serves you right"! she screamed.



exclamation  
point  
!



question  
mark



quotation  
marks  
"



Full stop/  
period  
.

Choose the example that shows CORRECT placement of the exclamation mark.

"It serves you right!" she screamed.

"It serves you right" she screamed!

"It serves you right"! she screamed.



exclamation  
point



question  
mark



quotation  
marks



Full stop/  
period

Choose the sentence that shows CORRECT use of the exclamation mark(s).

Shut up!! You don't know what you're talking about!!

Shut up! You don't know what you're talking about!

Shut up! Do you know what you're talking about?!

## Quiz: Uses of the Exclamation Mark

Which of the following sentences could correctly end with an exclamation mark?

Woe is me

That's impossible

Both a and b



exclamation  
point  




question  
mark



quotation  
marks  




Full stop/  
period

**Last month, I went with my friends to a match. I was very excited because it was Alhilal against Al Ittihad. When I got there, the stadium was very crowded, and all the people were blue and yellow. After the match started, the sound of the cheering and whistles were all over the place. While I was watching my team, I saw a man selling pop corn, so I bought some for me and my friends. It was fantastic.**

**I went to the Museum of Natural History. I saw a great exhibit there. It was an exhibit of Egyptian mummies. There were three mummies in their gold coffins. There were rooms from the tombs, too. I went with my friends Ali and Tariq. We walked through the rooms and looked at the mummies. It was awesome!**