



وزارة التعليم
Ministry of Education

ثاني متوسط – ثرم ثاني



Treatment plan for weakness

خطة علاجية لرفع مستوى التدني في مادة اللغة الإنجليزية
قبل الاختبار النصفى او الفترى - من ٢٠

Monday 5-6-1445
Monday 18- Dec. 12-2023



To improve your academic performance



Treatment plan for weakness

Monday 5-6-1445

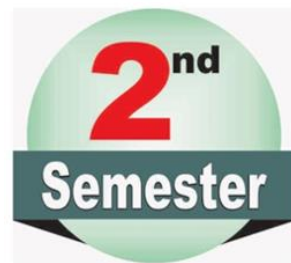
Monday 18- Dec. 12-2023

To improve your academic performance

PRACTICE

make you

BETTER



خطة علاجية ... لزيادة التدريب والالتقان ... Good Luck

ثاني متوسط – ترم الثاني

Practice

Makes

Perfect



العلم نور
والجهل ظلام





سر النجاح



الرغبة الشديدة في التعلم هي الدافع لتصل للنجاح.. 😊
مهما كانت العقبات
كن **مستعداً** بشكل دائم لفهم المفاهيم الجديدة بطرق متنوعة
و**اجتهد** حتى تستوعبها.



لكي تتعلم يجب أن يكون لديك
اعتماد ذاتي على نفسك في طلب العلم والدراسة
الرغبة الشديدة في التعلم
الاصغاء الجيد لشرح المعلم و**متابعة الدروس** من القنوات المختلفة
تعلم طرق البحث الجيدة و ابحث عن كل معلومة لم تفهمها
المبادرة: فتكون سباقاً نحو القراءة، وإتمام المهمات المطلوبة منك



الانضباط الذاتي: يجعلك **تدير وقتك** بكفاءة عالية، وتذكر الوقت المناسب للقيام
بالأمور المختلفة، بغض النظر عن مدى حبك لها،
فالطالب المتميز دائماً ما يفي بمواعيده بالرغم من كل العوائق التي يتعرض لها.

التوكل على الله و الدعاء

سر النجاح

دَبَيْتُ للمجدِ والساعون قد بلغوا
جَهْدَ النفوس وألقوا دونه الأُزرا
وكابدوا المجد حتى ملَّ أكثرُهم
وعانقَ المجدَ مَنْ أوفى وَمَنْ صَبَّرا
لا تحسبِ المجدَ تمرًا أنتَ آكله
لن تبلغَ المجدَ حتى تلغى الصِّبرا



https://voutu.be/akbl_UuGoJ0



Dear student;

وزارة التعليم
Ministry of Education

Practice exams are a great idea to start with so you can identify your weaknesses and work on them.



Good Luck



تعتبر **الاختبارات** التدريبية فكرة رائعة 😊
حتى تتمكن من تحديد نقاط ضعفك والعمل على التغلب عليها.

التدريب يحقق المستحيل



**Attention
Please!**



وزارة التعليم
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خطة علاجية للإتقان ورفع مستوى التدني
في مادة اللغة الإنجليزية

الرجاء من أولياء الأمور تشجيع الطالبة
للدخول على الرابط والمحاولة لاجتياز المهارات
المطلوبة في المنهج
وممكن الإعادة حتى الوصول للإتقان والفهم





My students,
I am proud of you

Please, don't forget
to study hard.



ورقة العمل

تشجع الطالب على **تذكر** ما تعلمه في الفصل، فإنها ترسل رسالة إلى الطالب مفادها أن المحتوى الموجود في ورقة العمل هو أبرز ما تم تدريسه أو أهم معلومات الدرس

تساعد الطالب على **فهم** مفاهيم الدرس

تساعد الطالب على **التركيز** وتحسين فهمه لموضوع معين

تساعد الطالب على تحسين **الادراك** للمواضيع والقاعدات من خلال الممارسة المتكررة.

13-5-1445

SG2 U6

Page 52

<https://www.liveworksheets.com/jh89577zz>

10/10

Was or were?

1. My Mum at home.
2. You tired.
3. Sam and Ann at school.
4. I happy.
5. Our friends hungry.
6. The weather hot.
7. The birds red.
8. The clown funny.
9. They fine.
10. His cake delicious.

13-5-1445

SG2 U6
Page 52

<https://www.liveworksheets.com/nz1325778ek>



REGULAR AND IRREGULAR VERBS

Put the verbs into the correct column (in the alphabetical order):

REGULAR	IRREGULAR

PLAY	READ	TRY	CHECK	LIKE	COLLECT
WANT	SPEAK	STUDY	TEACH	BECOME	
WRITE	FALL	LOOK	KNOW	STOP	SING
				SEE	

Write the past tense of these verbs:

play: <input type="text"/>	want: <input type="text"/>	fall: <input type="text"/>
read: <input type="text"/>	speak: <input type="text"/>	look: <input type="text"/>
try: <input type="text"/>	study: <input type="text"/>	know: <input type="text"/>
check: <input type="text"/>	teach: <input type="text"/>	stop: <input type="text"/>
see: <input type="text"/>	write: <input type="text"/>	sing: <input type="text"/>
like: <input type="text"/>	collect: <input type="text"/>	become: <input type="text"/>

13-5-1445

SG2 U6
Page 52

<https://www.liveworksheets.com/aj591994ry>



IRREGULAR VERBS

Look and write the verbs in past

saw wore drank made bought went gave
ate had



wear



go



make



buy



give



have



eat



drink



see

13-5-1445

SG2 U6
Page 52

<https://www.liveworksheets.com/fa1876041xa>



Match the verbs:

FIGHT		DREW
CATCH		FELL
BUY		CAUGHT
DO		TOOK
DRAW		FOUGHT
GO		DRANK
FALL		BOUGHT
TAKE		FORGOT
SEE		DID
DRINK		WENT
FORGET		HAD
EAT		SAW
HAVE		ATE

11 Form, Meaning and Function



23-5-1445

SG U6
Page 57

<https://www.liveworksheets.com/ko1921689ys>



10/10 INTENSIFIERS

I. Unscramble the words about "Feelings".

- DERIT:
- USBY:
- ANEM:
- DIERROW:
- SUOINAX:

II. Read the following text and answer the questions.

Hello, I am Peter. I am very anxious to see you my Dear friend.
Sometimes I feel a little worried because I have a terrible headache
but I think that I am so tired.
On Mondays I have classes, and I am really busy all day long.
I hope to see you next month. I miss you.

Choose True or false.

- | | | |
|-------------------------------|------|-------|
| 1. His name is Peter. | True | False |
| 2. Peter is not very anxious. | True | False |
| 3. Peter feels a bit worried. | True | False |
| 4. On Mondays he is relaxed. | True | False |
| 5. He is not so tired. | True | False |



III. Choose the correct intensifier on each sentence.

- I am **So happy** because tomorrow is my birthday party.
- Pamela works too much. She feels **Very tired**.
- They are **Extremely** because their pet is sick.
- We are **Overwhelmed** about coronavirus.
- Paola is **So hungry** because food delivery arrived 2 hours later. She is hungry.

<https://www.liveworksheets.com/ue1301275tk>



THERE WAS OR THERE WERE?

Look at the picture from the story "Who's coming for tea?" and choose the correct beginning **There was** or **There were**:



What was there in the room when the bell rang?

1. **There was** / **There were** some delicious pink cupcakes near the girl in the blue sweater.
2. **There was** / **There were** a striped cat sleeping on the comfortable sofa.
3. **There was** / **There were** a lot of tasty sandwiches on the table.
4. **There was** / **There were** a juice jar next to the fruit bowl.
5. **There was** / **There were** a yellow flower vase in the middle of the table.
6. **There was** / **There were** a picture on the yellow wall, over the green dotted sofa.
7. **There was** / **There were** some pictures on the wall over the stairs.
8. **There was** / **There were** two umbrellas in the umbrella stand.
9. **There was** / **There were** a race car on the floor, near the dog.
10. **There was** / **There were** some beautiful small plates between the cupcakes and the flower vase.

27-5-1445





SG2 U7
Page 60

<https://www.liveworksheets.com/it2145154je>







Indefinite Pronouns



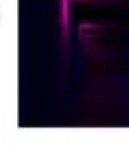

A Put into the blanks: *something, someone (somebody) or somewhere*

1.  SOMEBODY gave me this book. It is amazing!	2.  We want to go SOMEWHERE hot this summer.	3.  I think there is SOMEBODY at the door.	4.  I feel hungry. I need SOMETHING to eat.
--	--	--	---





B Put into the blanks: *nothing, no one (nobody) or nowhere*

1.  There is NOTHING to eat. The fridge is empty.	2.  I called Peter last night but NOBODY answered.	3.  Car park is full! There is NOWHERE to park.	4.  I have NOTHING to do. I've finished everything.
---	--	---	---

C Put into the blanks: *anything, anyone (anybody) or anywhere*

1.  I was sick so I didn't go ANYWHERE at the weekend.	2.  He read the book but he didn't understand ANYTHING.	3.  I can't see ANYTHING because the room is dark.	4.  Is there ANYTHING to eat? I'm very hungry.
--	---	--	--

D Put into the blanks: *everything, everyone (everybody) or everywhere*

1.  I bought EVERYTHING we need to make a cake.	2.  The play was good. EVERYBODY clapped at the end.	3.  I looked EVERYWHERE for my glasses yesterday.	4.  She packed EVERYTHING for a holiday.
---	--	---	--

11 Form, Meaning and Function

8-6-1445

SG2 U7
Page 65

<https://www.liveworksheets.com/fx1382410xc>



Choose the correct conjunction:

10/10



1- He played in the street ↓ he had an accident.

, so

because

Neither

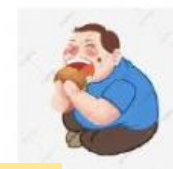


2- The meat is burnt ↓ he forgot it on the fire.

, so

because

Neither



3- He is very fat ↓ he eats three burgers a day.

, so

because

Neither



4- He didn't study well ↓ he failed.

, so

because

Neither



5- A: I don't like washing dishes.

B: ↓ do I.

, so

because

Neither

Monday 5-6-1445
Monday 18- Dec. 12-2023

REVISION



تم تدريب
الطلاب والطالبات

على حل **تمارين مكثفة** لرفع مستوى **التدني**

في مادة اللغة الإنجليزية

ولزيادة الفهم والاستيعاب بعد كل وحدة دراسية





نوريه الغامدي
الجامعة

Vocabulary (1st-4th)			
Choose the correct word			
№	Meaning	Word	Answer
1	to be finished	to <u>complete</u>	1. <u>complete</u>
2	to be able to do sth. or to have sth. in one's work	to be <u>capable</u>	2. <u>capable</u>
3	to be finished	to be <u>ended</u>	3. <u>ended</u>
4	We lost the <u>key</u> to the open in the crowd	to <u>lose</u>	4. <u>lose</u>
5	to be finished	to be <u>ended</u>	5. <u>ended</u>
6	to be finished	to be <u>ended</u>	6. <u>ended</u>
7	to be finished	to be <u>ended</u>	7. <u>ended</u>
8	to be finished	to be <u>ended</u>	8. <u>ended</u>
9	to be finished	to be <u>ended</u>	9. <u>ended</u>
10	to be finished	to be <u>ended</u>	10. <u>ended</u>
11	to be finished	to be <u>ended</u>	11. <u>ended</u>
12	to be finished	to be <u>ended</u>	12. <u>ended</u>
13	to be finished	to be <u>ended</u>	13. <u>ended</u>
14	to be finished	to be <u>ended</u>	14. <u>ended</u>
15	to be finished	to be <u>ended</u>	15. <u>ended</u>
16	to be finished	to be <u>ended</u>	16. <u>ended</u>
17	to be finished	to be <u>ended</u>	17. <u>ended</u>
18	to be finished	to be <u>ended</u>	18. <u>ended</u>
19	to be finished	to be <u>ended</u>	19. <u>ended</u>
20	to be finished	to be <u>ended</u>	20. <u>ended</u>
21	to be finished	to be <u>ended</u>	21. <u>ended</u>
22	to be finished	to be <u>ended</u>	22. <u>ended</u>
23	to be finished	to be <u>ended</u>	23. <u>ended</u>
24	to be finished	to be <u>ended</u>	24. <u>ended</u>
25	to be finished	to be <u>ended</u>	25. <u>ended</u>
26	to be finished	to be <u>ended</u>	26. <u>ended</u>
27	to be finished	to be <u>ended</u>	27. <u>ended</u>
28	to be finished	to be <u>ended</u>	28. <u>ended</u>
29	to be finished	to be <u>ended</u>	29. <u>ended</u>
30	to be finished	to be <u>ended</u>	30. <u>ended</u>
31	to be finished	to be <u>ended</u>	31. <u>ended</u>
32	to be finished	to be <u>ended</u>	32. <u>ended</u>
33	to be finished	to be <u>ended</u>	33. <u>ended</u>
34	to be finished	to be <u>ended</u>	34. <u>ended</u>
35	to be finished	to be <u>ended</u>	35. <u>ended</u>
36	to be finished	to be <u>ended</u>	36. <u>ended</u>
37	to be finished	to be <u>ended</u>	37. <u>ended</u>
38	to be finished	to be <u>ended</u>	38. <u>ended</u>
39	to be finished	to be <u>ended</u>	39. <u>ended</u>
40	to be finished	to be <u>ended</u>	40. <u>ended</u>
41	to be finished	to be <u>ended</u>	41. <u>ended</u>
42	to be finished	to be <u>ended</u>	42. <u>ended</u>
43	to be finished	to be <u>ended</u>	43. <u>ended</u>
44	to be finished	to be <u>ended</u>	44. <u>ended</u>
45	to be finished	to be <u>ended</u>	45. <u>ended</u>
46	to be finished	to be <u>ended</u>	46. <u>ended</u>
47	to be finished	to be <u>ended</u>	47. <u>ended</u>
48	to be finished	to be <u>ended</u>	48. <u>ended</u>
49	to be finished	to be <u>ended</u>	49. <u>ended</u>
50	to be finished	to be <u>ended</u>	50. <u>ended</u>
51	to be finished	to be <u>ended</u>	51. <u>ended</u>
52	to be finished	to be <u>ended</u>	52. <u>ended</u>
53	to be finished	to be <u>ended</u>	53. <u>ended</u>
54	to be finished	to be <u>ended</u>	54. <u>ended</u>
55	to be finished	to be <u>ended</u>	55. <u>ended</u>
56	to be finished	to be <u>ended</u>	56. <u>ended</u>
57	to be finished	to be <u>ended</u>	57. <u>ended</u>
58	to be finished	to be <u>ended</u>	58. <u>ended</u>
59	to be finished	to be <u>ended</u>	59. <u>ended</u>
60	to be finished	to be <u>ended</u>	60. <u>ended</u>
61	to be finished	to be <u>ended</u>	61. <u>ended</u>
62	to be finished	to be <u>ended</u>	62. <u>ended</u>
63	to be finished	to be <u>ended</u>	63. <u>ended</u>
64	to be finished	to be <u>ended</u>	64. <u>ended</u>
65	to be finished	to be <u>ended</u>	65. <u>ended</u>
66	to be finished	to be <u>ended</u>	66. <u>ended</u>
67	to be finished	to be <u>ended</u>	67. <u>ended</u>
68	to be finished	to be <u>ended</u>	68. <u>ended</u>
69	to be finished	to be <u>ended</u>	69. <u>ended</u>
70	to be finished	to be <u>ended</u>	70. <u>ended</u>
71	to be finished	to be <u>ended</u>	71. <u>ended</u>
72	to be finished	to be <u>ended</u>	72. <u>ended</u>
73	to be finished	to be <u>ended</u>	73. <u>ended</u>
74	to be finished	to be <u>ended</u>	74. <u>ended</u>
75	to be finished	to be <u>ended</u>	75. <u>ended</u>
76	to be finished		

[illegible][illegible]

What time	to what	to what	to what
Choose the correct structure:			
a I stayed home yesterday.		c I stay home yesterday.	
b I am staying home yesterday.		d I stayed home now.	
Choose the correct structure:			
a They don't go to the beach last weekend.		b They didn't go to the beach last weekend.	
c They doesn't go to the beach last weekend.		d They didn't <u>went</u> to the beach last weekend.	

Do as shown between brackets:

- I (go) to the museum **yesterday**. [Correct the use]
I went to the museum yesterday.
- It was good. [Change into **negative**] : not
It was not good.
- They went to the beach. [Make **WH** question]
Where did they go?

[illegible]

Reading Comprehension

Jack has three new friends. Maria has short brown hair and she is nine years old. Maria's school bag is purple and her shoes are pink. Jeremy is eight years old and has small eyes and a big head. Jeremy's school bag is blue and his pants are blue too. Peter is nine years old and has curly black hair. Peter has got a basketball, green shorts and a gray shirt. Maria can swim, can dance and can sing but she can't ride a bike. Jeremy can climb, can roller-skat, can ride a bike but he can't play the piano. Peter can run fast, can draw, can do karate but he can't drive a car.

Choose the correct answer.

47. (he) is late () refer to ()	a. Mario	b. Peter	c. Jeremy	d. Zack
48. The whiten () of the () is ()	a. heavy	b. to bronze	c. flat	d. small
49. The () system () speak ()	a. fast	b. to study	c. meat	d. bad
50. The main idea of the text is ()	a. Jack's new cousin	b. Jack's new school	c. Jack's new friends	d. Jack's new house

Choose (True) or (False)	True <i>T</i>	False <i>F</i>
1. Jeremy can play the piano.		F
2. Maria is nine years old.	T	

١٢٧٠ هـ / ١٨٥٤ م : في هذه السنة كان من أهم ما جرى في مصر من الأعمال ما يتعلق بالإنشاءات

Sitz Revision UE
T. Simon-Alphard

502 Revision 10
T. W. W. W. W.

T. 

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Skill Revision
T. S. Young, Jr.

T. ~~www~~fishery

Intensifiers SG UE
Page 57

adverbs --- show emphasis to make adjectives stronger

very – quite – really – pretty and extremely



11 Form, Meaning and Function

Interjectives are adverbs that emotionally affect and/or elaborate other words.
 Read about the examples.

Read the following sentence starters on the board and complete with **quite**.

50/50
Page 57
Spoken

It is **quite** quiet. (to affect text)

The book was **quite** interesting because it was **quite** different.

It was **quite** a lovely first trip.

The test was **quite** difficult.

The house was **quite** big, interesting.

The trip was **quite** long.

Interjectives

We use adverbs like **quite**, **really**, **pretty**, and **extremely** to make adjectives stronger. These adverbs are normally placed before the adjective.

<p>It is very interesting exhibit.</p> <p>It is really interesting exhibit.</p> <p>It is quite an interesting exhibit.</p>	<p>Everyone was pretty excited.</p> <p>Everyone was extremely excited.</p> <p>Everyone was quite excited.</p>
---	--


Note: When there is a singular noun, quite goes before the article.

Simple past tense

Past simple

regular verb	irregular verb
work → worked	go → went
want → wanted	pay → paid

Thursday
-age
-ed



Video 1
Page 52

Verb to **be**

is	was
am	were
are	were

1.She **was** late for work.

2.You **were** very good.

3.I **was** tired this morning.

1.The cat **drank** all the milk yesterday.

2.I **have** seen miles last week.

3.The family **baked** a cake together three hours ago.

3 Grammar

SOG U6
Page 52

Simple Past Tense: Regular and Irregular Verbs

<p>Information Questions (?) What <u>did</u> you eat yesterday? Where <u>did</u> you go on holiday? Who <u>did</u> you meet? What <u>did</u> you think of the museum?</p>	<p>Affirmative (+) I <u>ate</u> an apple. You <u>went</u> to the beach. They <u>met</u> a friend. We <u>thought</u> it was amazing.</p>	<p>Negative (-) I <u>didn't</u> stay home. You <u>didn't</u> go to the beach. They <u>didn't</u> see a friend. We <u>didn't</u> think it was amazing.</p>
--	--	--

Regular past tense verbs end in *-ed* in the affirmative. Most English verbs are regular.


Regular Past Forms	Verb	Verb	Verb
buy – bought	cut – cut	go – went	meet – met
close – closed	eat – ate	have – had	ride – rode
fall – fell	feel – felt	know – knew	take – took
fly – flew	flow – flowed	see – saw	write – wrote
drink – drank	give – gave	sleep – slept	
live – lived	quit – quit	study – studied	


Note: See the list of irregular verbs on page 83.

Evaluate and assess the Writing Skills		RUBRIC	
Power Looking at How I write			
Idioms	I write the ideas that related to the topic I wrote my opinion	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Structure (grammar)	I used grammar correctly	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Spelling	I used correct spelling	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Capitalization	I used correct capitalization	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Punctuation	I used correct punctuation	Yes <input type="checkbox"/> No <input type="checkbox"/>	

Check your work!

Writing Checklist





Writing Checklist

1. I use full stops to mark the end of sentences and longer phrases.
2. I start sentences with capital letters.
3. I know the full letters and how to write the letters on the line.
4. I use a selection of words after a comma, so to add meaning.
5. I know question marks to indicate where a question has been asked.
6. I use paragraphs to give one sentence or more of similar ideas.
7. I know the different parts of a paragraph and how to write them.
8. I describe the feelings of characters in a story.
9. I check my work for mistakes before handing in my work.
10. I know the difference between punctuation and other symbols.
11. I can write headlines.
12. I can follow orders between the words.

Print Writing Goals

A Handwritten

B Handwritten

C Handwritten

D Handwritten

E Handwritten

A Handwritten

B Handwritten

C Handwritten

D Handwritten

E Handwritten

Well done, You used

- 1 Capital letters
- 2 Start stops
- 3 Paragraphs
- 4 Question marks
- 5 Makes sense

5

3

5

5

3

5

This Paragraph was Scored For

5

Ideas

3

Structures

5

Spelling

Total

9 Writing

A Sport Event

Last month, I went with my friends to a match. It was very excited because it was Alhilal against Al Itihad. 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 pens, 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 tomb. So, I went with my Friends Ali and Tariq. After that we walked through the rooms and looked at the mummies. It was awesome!

اكتب فقرة واحدة عن **متحفك المفضل** في **الجزيرة العربية** في **الشرق الأوسط**. اكتب رأيك حول هذا الموضوع. اكتب إجابتك في الفراغ التالي.

Use the answer to the question below:

aa model

Last month, I went with my friends to a **museum**. I was very excited because it was **different** and **interesting**. When I got there, the children were very crowded and all of the people were **happy** and **joyful**. After the month started, the sound of the children was heard in all over the place. While I was watching my picture, I saw a man talking to me. I bought some for me and my friends. I was **fortunate**.

9 Writing

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

1- Where is it?
2- What is it?
3- Why do you like this museum?

During the summer holiday I visited the Abdul Raouf Khalil Museum in Zeddah. There are many large buildings like the House of Islamic Heritage. I saw paintings, maps, magazines, more photos, china and so on equipment. The museum displays educational videos. I like it because I was amazing and I can learn about the Islamic history.

Click the links To Make Study Fun

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تمارين تقوية - ثاني متوسط

الفصل الدراسي الثاني

SG2 T2 Us 6 to 8

Term 2





Spelling Time

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<https://wordwall.net/resource/65753501>





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Guess the
missing
word in
one try
and win
points



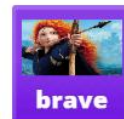
<https://wordwall.net/resource/65747617>



Pairing Question

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<https://wordwall.net/resource/65754332>



the antonym
of scared



you pay money
to a company



the synonym
of hurt



responsible
for mistake



the ability
to see



a very high
temperature



the study
of universe



= the
synonym
of worried



the antonym
of sad



a person who
sees an event
happening

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Matching



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Subject

Verb

<https://wordwall.net/resource/65746363>



“

There are no secrets to success. It is the result of preparation, hard work, and learning from failure.

Colin Powell



The Key to
Success:
Good
Study
Habits





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

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

[illegible]

The screenshot shows the 'GOAL 2' software interface. On the left, there is a sidebar with navigation options: 'Home', 'Goals', 'Reports', 'Settings', and 'Help'. The main area displays a list of goals with columns for 'Goal Name', 'Status', and 'Priority'. The goals listed are: 'Goal 1: Increase Sales', 'Goal 2: Improve Customer Satisfaction', 'Goal 3: Reduce Operational Costs', 'Goal 4: Enhance Employee Productivity', 'Goal 5: Expand Market Reach', 'Goal 6: Strengthen Brand Identity', 'Goal 7: Optimize Marketing Spend', 'Goal 8: Increase Website Conversion', 'Goal 9: Improve Social Media Engagement', and 'Goal 10: Enhance Customer Retention'. The status of each goal is indicated by a colored dot (green for 'On Track', yellow for 'At Risk', red for 'Overdue'). The priority is indicated by a number (1, 2, 3). At the bottom of the main area, there is a section titled 'التالي متوسط' (Next Average) with a 'View Report' button.

SUPER GOAL 3

GOAL: 3

NUMBER: 3

QUESTIONS

1. What is the number of the goal?
2. What is the number of the goal?
3. What is the number of the goal?
4. What is the number of the goal?
5. What is the number of the goal?
6. What is the number of the goal?
7. What is the number of the goal?
8. What is the number of the goal?
9. What is the number of the goal?
10. What is the number of the goal?

ANSWERS

1. 3
2. 3
3. 3
4. 3
5. 3
6. 3
7. 3
8. 3
9. 3
10. 3



لا أحل من ينسب أصالي لنفسه أو ينسبها بأسمة
 لا أحل من ينسب جهدي وتعبه ووقتي ووقت أبنائي الصغار
 في تحضير البوربونيت وشرائه وأوراق العمل وتمرين المراجعة
 والخطط العلاجية وغيرها لنفسه
 هي للتفجع العام في التعليم والتدريس وتبسيط المادة للطلاب والطالبات
 والمعلمين والمعلمات في مجال التدريس وليس للبيع
 وفق خيري لو الذي رحمه الله و الحاميه
 اختمك ثوريه صالح الحاميه الغامدي

Monday 5-6-1445
Monday 18- Dec. 12-2023

Good luck!