

## الدرس الخامس الوحدة التاسعة عرض تعليمي لتنمية مهارات القراءة النقدية ومناقشة الطموحات المهنية powerpoint



تم تحميل هذا الملف من موقع المناهج السعودية

موقع المناهج ← المناهج السعودية ← الصف الأول المتوسط ← لغة إنجليزية ← الفصل الثاني ← ملفات متنوعة ← الملف

تاريخ إضافة الملف على موقع المناهج: 2026-01-14 20:13:57

ملفات اكتب للمعلم اكتب للطالب ا اختبارات الكترونية ا اختبارات ا حلول ا عروض بوربوينت ا أوراق عمل  
منهج انجليزي ا ملخصات و تقارير ا مذكرة و بنوك ا الامتحان النهائي للدرس

المزيد من مادة  
لغة انجليزية:

إعداد: نوره الغامدي

### التواصل الاجتماعي بحسب الصف الأول المتوسط



صفحة المناهج  
السعودية على  
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربيـة الاسلامـية

المـواد على تـلـغرـام

### المزيد من الملفات بحسب الصف الأول المتوسط والمادة لغة إنجليزية في الفصل الثاني

ورقة عمل درس 4 الوحدة 9 نشاط تفاعلي لمراجعة نطق نهايات الأفعال وتحليل محادثة

1

الدرس الرابع الوحدة التاسعة عرض تعليمي لتحسين النطق وتطوير مهارات المحادثة حول المهن powerpoint

2

ورقة عمل درس 3 الوحدة 9 استماع مرّكّب مع دليل التوقعات والمناقشة Worksheet

3

الدرس الثالث الوحدة التاسعة عرض تعليمي تفاعلي لمهارات الاستماع والنطق powerpoint

4

ورقة عمل لقواعد اللغة والاستماع درس الثاني الوحدة التاسعة Worksheet

5

# SUPER

# GOA 2026

1



# SUPER GOAL 1

| Term 2 | Unit | Lesson                   | Page |
|--------|------|--------------------------|------|
|        | 6    | Is There a View?         | 48   |
|        | 7    | Where Do You Live?       | 56   |
|        | 8    | What Are You Doing?      | 64   |
|        | 9    | What Do You Do?          | 72   |
|        | 10   | What's School Like?      | 80   |
|        | 11   | What Time Do You Get Up? | 88   |
|        |      | EXPANSION Units 6-11     | 96   |

الأول متوسط



| Term 1 | Unit | Lesson                            | Page |
|--------|------|-----------------------------------|------|
|        | 1    | Good Morning!                     | 2    |
|        | 2    | What Day Is Today?                | 10   |
|        | 3    | What's That?                      | 18   |
|        | 4    | Around the World                  | 26   |
|        | 5    | Families, Families                | 34   |
|        |      | EXPANSION Units 1-5               | 42   |
| Term 2 | Unit | Lesson                            | Page |
|        | 6    | Is There a View?                  | 48   |
|        | 7    | Where Do You Live?                | 56   |
|        | 8    | What Are You Doing?               | 64   |
|        | 9    | What Do You Do?                   | 72   |
|        | 10   | What's School Like?               | 80   |
|        | 11   | What Time Do You Get Up?          | 88   |
|        |      | EXPANSION Units 6-11              | 96   |
| Term 3 | Unit | Lesson                            | Page |
|        | 12   | What Can You Do There?            | 108  |
|        | 13   | What Are You Going to Wear There? | 116  |
|        | 14   | Let's Celebrate                   | 124  |
|        | 15   | Then and Now                      | 132  |
|        | 16   | What Did You Do Last Week?        | 140  |
|        |      | EXPANSION Units 12-16             | 148  |

الترم الثاني



Reading

Writing

Listening

Speaking



☺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.



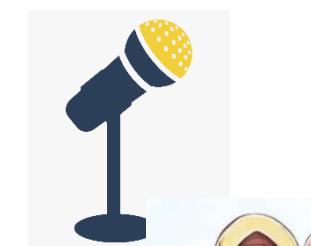
**Covid 19**



ارجو الالتزام بعدم كتابة أي تعليقات غير لائقة بالأدب العام.  
علمًاً 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 معولي الأمر والمسؤولين لاتخاذ الاجراء اللازم مع  
المخالفة.



ونتمنى وضع صوره في ملف التعريفي لائقة بالمنصة  
التعليمية

# Virtual Classroom Rules



Be on time.



Act like you're at school.



Sit in 1 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!



A woman with curly hair, wearing a yellow patterned top, looking down with her hands clasped.

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



it's time

To LEARN

English



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

## ساند الحاميها للمعلمين والمعلمات للطلاب والطالبات

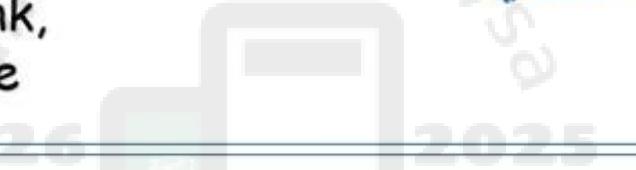
وقف خيري تعليمي بلا مقابل

لوالدي رحمة الله والحاميها

ولوالدتي الغالية أطال الله في عمرها

اختكم المعلمة :

نوريه صالح الغامدي



لا أحل من ينسب أعمالي لنفسه أو ينشرها بأسمه

لا أحل من ينسب جهدي وتعني ووقتي ووقت ابني الصغار  
في تحضير البوربوينت وشراحته او اوراق العمل وتمارين المراجعة  
والخطط العلاجية وغيرها لنفسه  
هي للنفع العام في التعليم والتدريس وتبسيط المادة للطلاب والطالبات  
والمعلمين والمعلمات في مجال التدريس وليس للربح

وقف خيري لوالدي رحمة الله والحاميها

اختكم نوريه صالح الحاميها الغامدي

# 9 What Do You Do?



Today: Sunday

Date:

13-6-1442 H

January 16<sup>th</sup> \ 2022



8 Reading

10 Project



SG1 U9

Pages 77 and 78



# 9 What Do You Do?



## Learning Objectives



Make discussion about the text



Answer questions related to the reading text



Read about dream job



Make a list of good and bad jobs.

8 Reading   
10 Project 

SG1 U9  
Pages 77 and 78

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.



Correct Answer

<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

# 8 Reading



رابط الدرس الرقمي



www.ien.edu.sa

## Before Reading

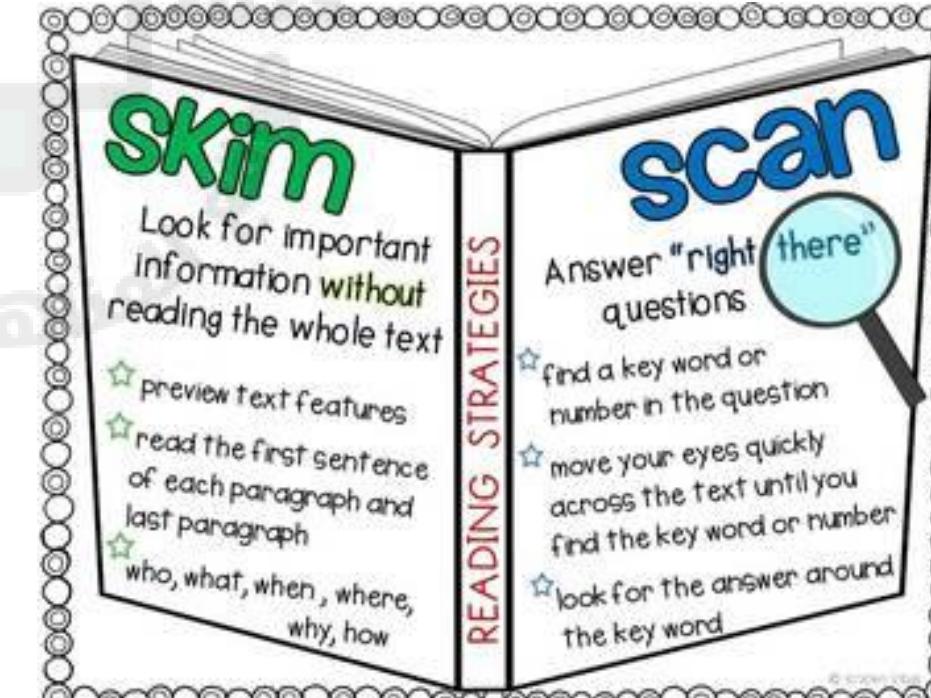
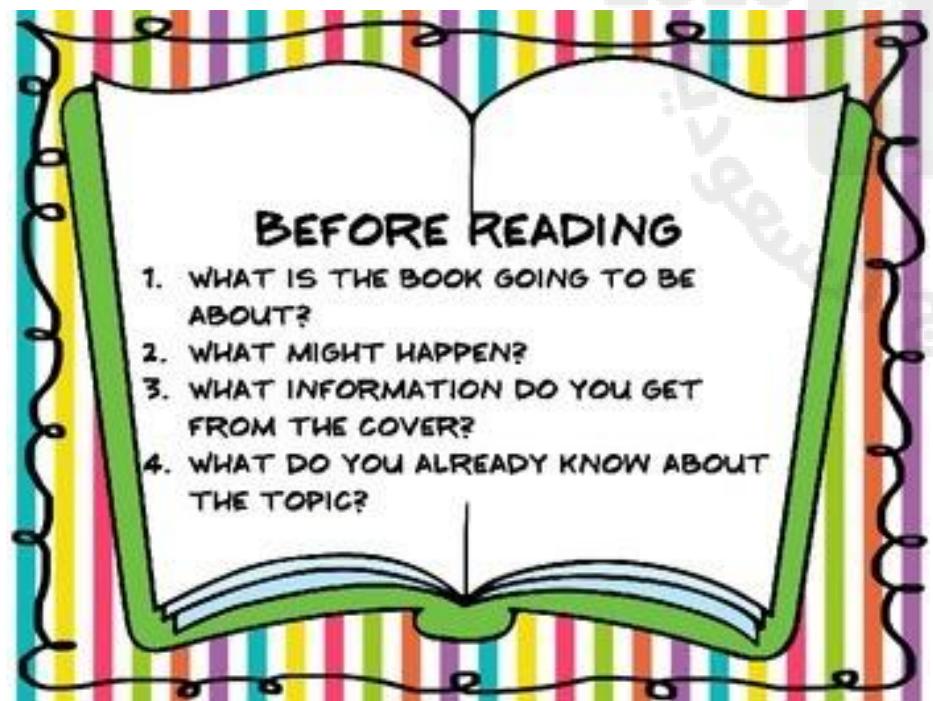
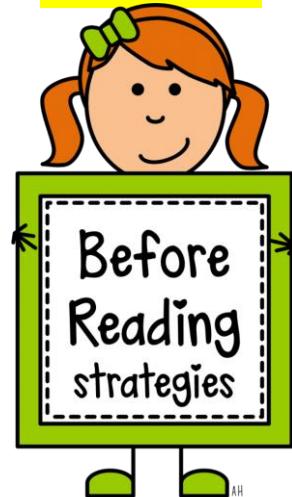
What do you think Omar Hamdan wants to be?

a football player.



العاميـها

SG1 U9  
Page 77



READING STRATEGIES

## Skim

Look for important information without reading the whole text

- ★ preview text features
- ★ read the first sentence of each paragraph and last paragraph
- ★ who, what, when, where, why, how

## scan

Answer "right there" questions

- ★ find a key word or number in the question
- ★ move your eyes quickly across the text until you find the key word or number
- ★ look for the answer around the key word

# comprehension

I understand  
what I read.





# Before Reading

What will this book be about?

What does the title tell me?

What do I already know about the topic?

What do I want to learn?

# During Reading

I wonder why...?

I'm curious about...?

What would happen if...?

How...?

How is the character feeling?

Does this make sense?

What do I think will happen next?

What have I learned so far?

# After Reading

What is my opinion of \_\_\_\_\_?

What was the author's message?

What did I learn?

Why is this information important?

What was the main idea?

What do I still want to know?

What new words did I learn?

Why did the author write this?

# 8 Reading



SG1 U9  
Page 77



## BEFORE, DURING AND AFTER READING QUESTIONS

| BEFORE | DURING | AFTER |
|--------|--------|-------|
|        |        |       |





## 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



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?





## العاميّة

|   |  |
|---|--|
|  | What do I already know about this topic?                     |
|  | What have I read that is similar?                            |
|  | Do I recognise the author's name?                            |
|  | What type of text is this?                                   |
|  | What sort of vocabulary would I expect to find in this text? |
|  | What do the pictures tell me about the text?                 |

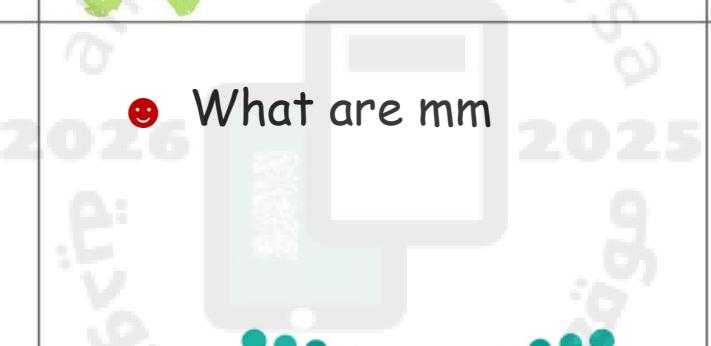
## 8 Reading

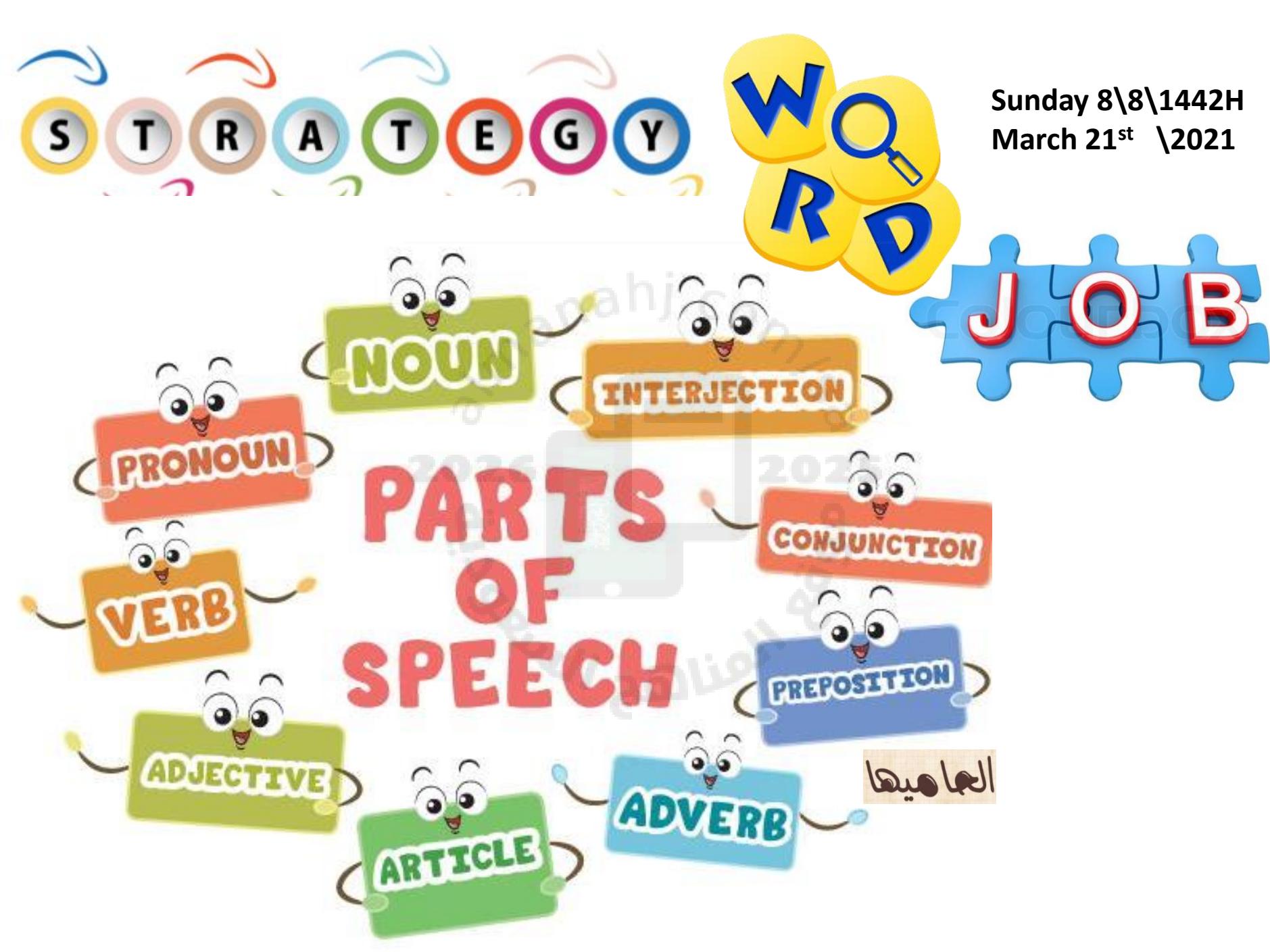
SG1 U9  
Page 77

Topic: \_\_\_\_\_

# K.W.L. chart



| K<br>What I<br>Already Know | W<br>What I<br>Want to Know   | L<br>What I<br>Have Learned |
|-----------------------------|---|-----------------------------|
| ☺ mmm                       | ☺ What are mm<br><br>VISION 2030<br>رؤية ٢٠٣٠<br>وزارة التعليم<br>جبران | ☺ mm<br>☺ mm                |



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

# Unit:9

Reading



What Do You Do?



Sunday 3 \5\1444H  
27<sup>th</sup> November 2022



SG1 page 77



What is the words job?

| paragraph | line | word         | Part of speech | meaning  |
|-----------|------|--------------|----------------|--|
| 1         | 6    | striker      | noun           | a player in football whose main job is to score goals                |
| 2         | 2    | professional | adjective      | showing that someone has been well trained and is good at their work |



### Anticipation guide

### Reading



| Before Reading |          | Statement   | After Reading |          |
|----------------|----------|---|---------------|----------|
| Agree          | Disagree |   | Agree         | Disagree |
|                |          | Omar wants to be a professional basketball player.    |               |          |
|                |          | Omer lives in Tabuk.                                  |               |          |
|                |          | Next summer he is going to Al Watani Football School. |               |          |
|                |          | Omar loves football.                                  |               |          |



<https://www.liveworksheets.com/1-am2249530bx>





## Reading



| Before Reading |          | Statement   | After Reading |          |
|----------------|----------|---|---------------|----------|
| Agree          | Disagree |   | Agree         | Disagree |
|                |          | Omar wants to be a professional basketball player.    |               |          |
|                |          | Omer lives in Tabuk.                                  |               |          |
|                |          | Next summer he is going to Al Watani Football School. |               |          |
|                |          | Omar loves football.                                  |               |          |

<https://www.liveworksheets.com/1-am2249530bx>

T. Noureyah Alghamdi



# 8 Reading

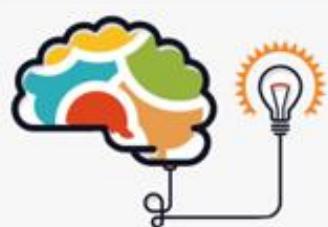


SG1 U9  
Page 77

Take a **closer** look!

# LOOK!

Find the **main ideas**



The **main idea**  
for each paragraph

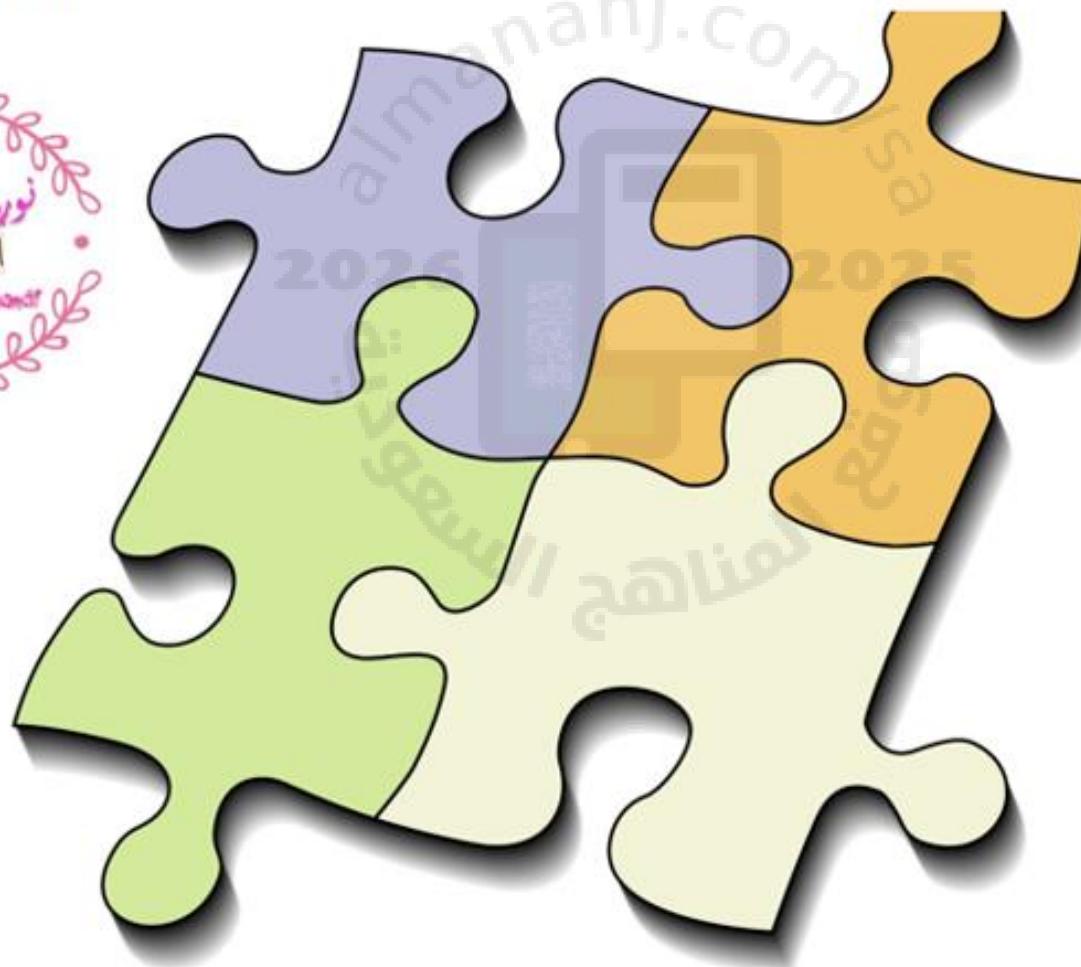


## Jigsaw Reading

## 8 Reading



Jigsaw reading is an organization technique that breaks up longer texts into smaller chunks of text (one-two paragraphs) that students work together in groups to become experts on.



# Reading is **THINKING!**

## **Predict:**

Use clues to infer what may happen.

## **Infer:**

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

## **Visualize:**

Create mental images of what I am reading.

## **Connect:**

Use what I know to understand the text better.

## **Question:**

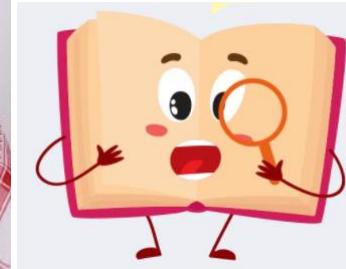
Ask questions while reading.

## **Summarize:**

Determine which ideas are most important.



# 8 Reading



SG1 U9  
Page 77

العاميـها

CD1, T7

Follow Your

Dream

Omar Hamdan lives in Tabuk. He is sixteen years old, and he's on the school football team. Omar is a very good player, and he's the team's top striker this season.

Omar wants to be a professional football player.

The coach thinks he has potential. Omar is an Al-Watani fan, and his dream is to play for Al-Watani one day. This summer he is going to the Al-Watani Football School. There, boys learn the techniques of football and how to work as a team. They also have a chance to meet their favorite star players.

Omar is really excited. His parents support him, but they want him to go to a university. They say: "Football is OK, but you need to think about your future. Not many people become professional players who make a lot of money. And professional football players have a very short career." But Omar loves football, and he wants to follow his dream.



start scanning



# 8 Reading



SG1 U9  
Page 77

العاميـها

CD1, T7

Follow Your

Dream

Omar Hamdan lives in Tabuk. He is sixteen years old, and he's on the school football team. Omar is a very good player, and he's the team's top striker this season.

Omar wants to be a professional football player.

The coach thinks he has potential. Omar is an Al-Watani fan, and his dream is to play for Al-Watani one day. This summer he is going to the Al-Watani Football School. There, boys learn the techniques of football and how to work as a team. They also have a chance to meet their favorite star players.

Omar is really excited. His parents support him, but they want him to go to a university. They say: "Football is OK, but you need to think about your future. Not many people become professional players who make a lot of money. And professional football players have a very short career." But Omar loves football, and he wants to follow his dream.

antecedent

The book fell and Carla  
picked it up.

pronoun

## Pronoun Reference

start scanning





# 8 Reading



SG1 U6  
Page 53

العاميـا

## 1. the meaning of text evidence.

Text is written work.

Evidence is proof.

Text + Evidence is citing proof in the reading.



shutterstock.com · 339216881



## 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



## After Reading

SG1 U9  
Page 77

العاميـها



## Answer

1. Where does Omar live?
2. Who does he play for?
3. What kind of player is he?
4. What does he want to be?
5. Where is he going in the summer?
6. What do Omar's parents think of his plans?

1. Omar lives in Tabuk, Saudi Arabia.
2. He plays football for his school.
3. He's a good player. / He's a striker.
4. He wants to be a professional football player.
5. He is going to a football school.
6. His parents support him, but they want him to go to a university.

## 8 Reading



CD1, T7

## Follow Your

# Dream



SG1 U9  
Page 77

العاميّة

Omar Hamdan lives in Tabuk.

1

He is sixteen years old, and he's on the school football team. Omar is a very good player, and he's the team's top striker this season. 3

2

Omar wants to be a  
professional football player.

4

The coach thinks he has potential. Omar is an Al-Watani fan, and his dream is to play for Al-Watani one day. This summer he is going to the Al-Watani Football School. There, boys learn the techniques of football and how to work as a team. They also have a chance to meet their favorite star players.



1

Omar is really excited. His parents support him, but they want him to go to a university. They say: "Football is OK, but you need to think about your future. Not many people become professional players who make a lot of money. And professional football players have a very short career." But Omar loves football, and he wants to follow his dream.

# 8 Reading

## Discussion



SG1 U9  
Page 77

العاشر

Do you agree or disagree with Omar's parents? Is a professional football player a good job? Is it easy to become a professional football player?

### Agreement



- I agree with you/ him
- I am at one with him on that point.
- I am of the same opinion.
- I am with you.

### Disagreement



- I completely disagree...
- I don't think so....
- I don't really agree with that idea...
- I don't agree with you.
- I find that very difficult to accept....
- I am of a different opinion because ...

I agree with them..

Because he can travel around the world and get paid . Practice 2-3 per week. He can develop his talent overseas. He can visit various places in Europe and even more!

I don't agree with them.

Because working everyday for about 5hrs a day and train just with one team.

In football, all it is passion, courage, hard work and competition. I enjoy so much with this sport, it teach me all day, and learn new things in every season that I play.



*Agree*

I agree with you.

I think you are right.



*Disagree*

I'm afraid I can't  
really agree.

I am sorry, I  
disagree with that.

# 10 Project



**SG1 U9**  
**Page 78**

العاميـا

What do you think are good and bad jobs? Make a list and compare in a group. As a group, decide on the best and worst jobs.

# GOOD JOBS



# BAD JOBS



# HOMEWORK



## Platform

SCHOOL PLATFORM



لوع السؤال: اختبار من متعدد

2026

2025

?Where does Omar live

واجب المنصة

للذكير

Tabuk

Riyadh

Makkah

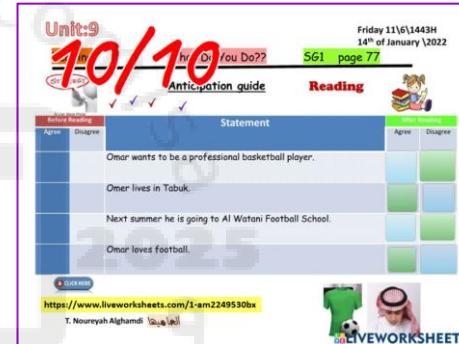
# 9 What Do You Do?

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

LIVEWORKSHEETS

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

## live worksheet\



## activity

# 9 What Do You Do?



يكتفى بصورة واحدة لتمرين واحد فقط 😊

# 9 What Do You Do?

## Workbook

Page 224 \ E



9 What Do You Do?

بعد حل الواجب

يتم ارسال صورة لذلك  
في قسم الأنشطة  
على المنصة

يكتفى بصورة واحدة لتمرين واحد فقط ☺

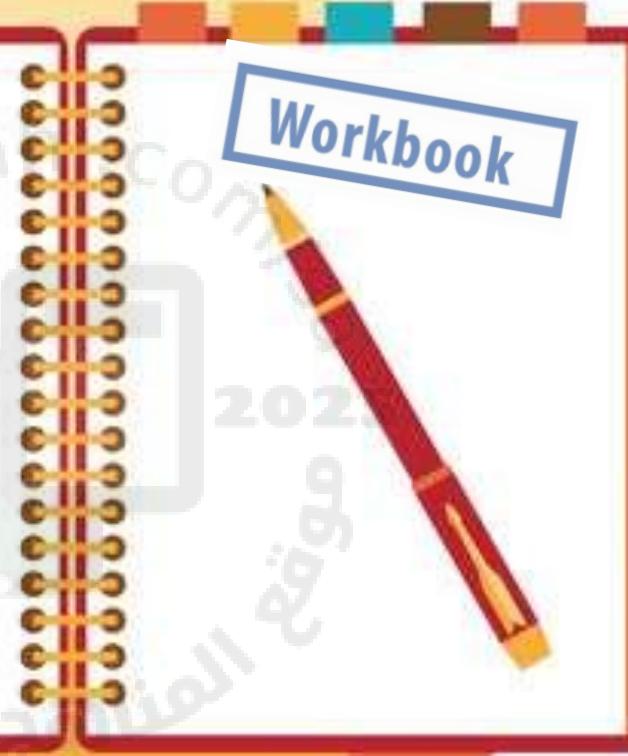




# Homework



Assign page  
**224** for  
practice  
reading  
Ex E



**E** READING**Career Day**

My name is Mark Robbs. I'm 17 years old, and I'm a student at River Street High School. I want to be an architect, a chef, and a writer. It isn't easy to decide. I like to draw. I like to cook. I like to write, too. A lot of my friends have the same problem. What do we want to do?

Today is Career Day at my school. It's from noon to 3:00 P.M. On Career Day, different professionals come to our school. We talk to them about their jobs. I want to talk to Mr. Redford. He's an architect, and he is at school today. A famous chef from New York is here, too. And a successful writer is coming at 2:00 P.M. Career Day is a great idea!



Answer **yes** or **no**.

1. **yes** Mark is a student.
2. **yes** Mark doesn't know what he wants to do.
3. **no** Career Day is in the morning.
4. **no** Mr. Redford is a chef.
5. **no** A successful designer is coming to the school.



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

## ساند الحاميها للمعلمين والمعلمات للطلاب والطالبات

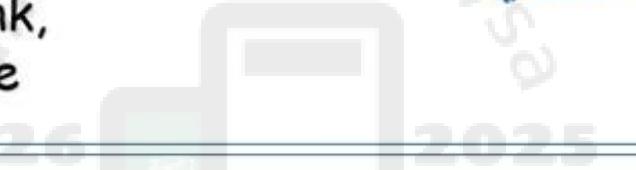
وقف خيري تعليمي بلا مقابل

لوالدي رحمة الله والحاميها

ولوالدتي الغالية أطال الله في عمرها

اختكم المعلمة :

نوريه صالح الغامدي



لا أحل من ينسب أعمالي لنفسه أو ينشرها بأسمه

لا أحل من ينسب جهدي وتعني ووقتي ووقت ابني الصغار  
في تحضير البوربوينت وشراحته او اوراق العمل وتمارين المراجعة  
والخطط العلاجية وغيرها لنفسه  
هي للنفع العام في التعليم والتدريس وتيسير الماده للطلاب والطالبات  
والمعلمين والمعلمات في مجال التدريس وليس للربح

وقف خيري لوالدي رحمة الله والحاميها

اختكم نوريه صالح الحاميها الغامدي

أتمنى الاهتمام بمتابعة ال دروس  
في قنوات **عين** الرسمية من  
وزارة التعليم



T.Noureyah Alghamdi

The end





## Teaching Tip

Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.



## Additional Activity

What do I do? Tell students that you are thinking of a job and they have to guess what it is. They ask *yes/no* questions, such as: ***Do you work in a restaurant? Do you design houses?*** If students can't guess after 10 questions, tell them the job. Continue with a student thinking of a job.



## Project: Job Collage

Have students work in groups to create a job collage. A collage is a collection of pictures arranged artistically to make one picture or piece of art. Bring old magazines to class to cut up for pictures. Each group presents their collage to the class and says something about the jobs they included.

fun  
facts

In October 2014, Martin Ødegaard of Norway became the youngest player to ever play in a UEFA European Championship qualifying match at the age of 15. In January 2015, at the age of 16, he signed with Real Madrid in Spain to play for their reserve team, Real Madrid Castilla.

# Irregular Verbs

Page 180

| 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      |