

## الدرس الخامس الوحدة التاسعة عرض تفصيلي لقسم القراءة حول آراء المراهقين وأولياء الأمور في الأعمال المنزلية powerpoint



### تم تحميل هذا الملف من موقع المناهج السعودية

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

تاريخ إضافة الملف على موقع المناهج: 01:31:46 2026-01-15

ملفات اكتب للمعلم اكتب للطالب | اختبارات الكترونية | اختبارات | حلول | عروض بوربوينت | أوراق عمل  
منهج انجليزي | ملخصات وتقارير | مذكرات وبنوك | الامتحان النهائي | للمدرس

المزيد من مادة  
لغة انجليزية:

إعداد: نوريه الغامدي

### التواصل الاجتماعي بحسب الصف الثاني المتوسط



صفحة المناهج  
السعودية على  
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

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

الدرس 4 الوحدة 9 ورقة عمل أنشطة تفاعلية لاختبار فهم الطلاب للحوار والنطق Worksheet

1

الدرس الرابع الوحدة التاسعة تحسين النطق وممارسة المحادثة powerpoint

2

الدرس الثالث الوحدة التاسعة توضيح مهارات الاستماع والنطق powerpoint

3

الدرس 1 الوحدة 9 ورقة عمل أوراق عمل تفاعلية لتدريب الطلاب على القواعد والتعبيرات الإنجليزية Worksheet

4

الدرس الثاني الوحدة التاسعة شرح وحدة تعليمية في القواعد والاستماع powerpoint

5



وزارة التعليم  
Ministry of Education  
2022 - 1444

SUPER

GOAL

2

2026

2025

U9

ثاني متوسط

# book contents

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وزارة التعليم  
Ministry of Education  
2022 - 1444

SUPER

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# ثاني متوسط

# ENGLISH

# TIME

for you



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.





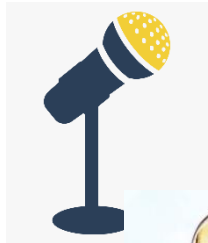
**I AM**  
**WISE**  
**BECAUSE**  
**I LEARN FROM**  
**MY MISTAKES**



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



وعليه سيتم معاقبة من لم تلتزم بالذوق العام والسلوك الحسن  
خلال تواجدك في المنصة او الفصول الافتراضية.



وذلك برفع شكوى وبلاغ رسمي ضدك بما تم كتابته او قوله  
والتواصل مع ولي الأمر والمسؤولين لاتخاذ الاجراء اللازم مع  
المخالفة.



ونتمنى وضع صورته في ملفك التعريفي لائقة بالمنصة  
التعليمية

# Virtual Classroom Rules



**Be on time.**



**Act like you're at school.**



**Sit in 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!**





it's time

To LEARN

ENGLISH

# 9 Let's Go Out

## Unit Goals

### Vocabulary

Free-time activities  
Activities with *go*  
Chores

### Functions

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

### Grammar

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

### Listening

Listen to phone conversations  
for excuses

### Pronunciation

*have + to*

### Reading

Someone Has to Do It!

### Writing

Write about how parents and teenagers feel about homework

### Project

Take a survey on common excuses



في كل مكان  
الله يراني  
لأن الله بصير

Naureyah Alghamdi

الله IS  
WATCHING YOU

العامية



## اجتنبوا السبع الموبقات



(1) الشُّرك بالله

(2) السحر

(3) قتل النفس التي حرم الله إلا بالحق

(4) أكل الربا

(5) أكل مال اليتيم

(6) التول يوم الزحف

(7) قذف المحصنات المؤمنات الغافلات

... عَنْ أَبِي هُرَيْرَةَ، عَنِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ:

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



(7) قذف المحصنات المؤمنات الغافلات

# THE DANGERS OF BACKBITING & SLANDERING







To put a feeling, idea, or principle gradually into someone's mind, so that it has a strong influence on the way that person thinks or behaves.

# Seven Destructive Sins



**Stay away from these  
sins**







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

ساند الحاميه للمعلمين والمعلمات

للطلاب والطالبات

وقف خيري تعليمي بلا مقابل

لوالدي رحمه الله والحاميه

ولو الدتي الغالية أطل الله في عمرها

اختكم المعلمة :

نوريه صالح الغامدي

VISION 2030  
وزارة التعليم

الأول متوسط

الثاني متوسط



لا أحفل من ينسب أفعالي لنفسه أو ينشرها بأسمه

لا أحفل من ينسب جهدي وتعبني ووقتي ووقت ابنائي الصغار

في تحضير البوربوينت وشرائه واوراق العمل وتمازين المراجعة

والخطط العلاجية وغيرها لنفسه

هي للنع العام في التعليم والتدريس وتيسيط المادة للطلاب والطالبات

والمعلمين والمعلمات في مجال التدريس وليس للبيع

وقف خيري لوالدي رحمه الله والحاميه

اختكم نوريه صالح الحاميه الغامدي

# 9 Let's Go Out



Today: Thursday

Date:

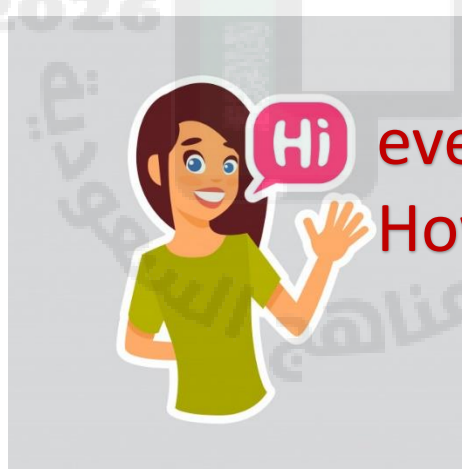
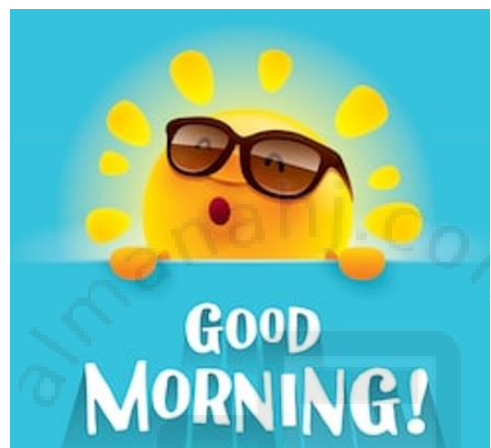
15 -6-1442 H

January 28<sup>th</sup> \ 2020



## 8 Reading

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everyone,

How is everything going?

Week 6

# 9 Let's Go Out

## 8 Reading

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### *Learning Objectives*



Read a text about chores



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

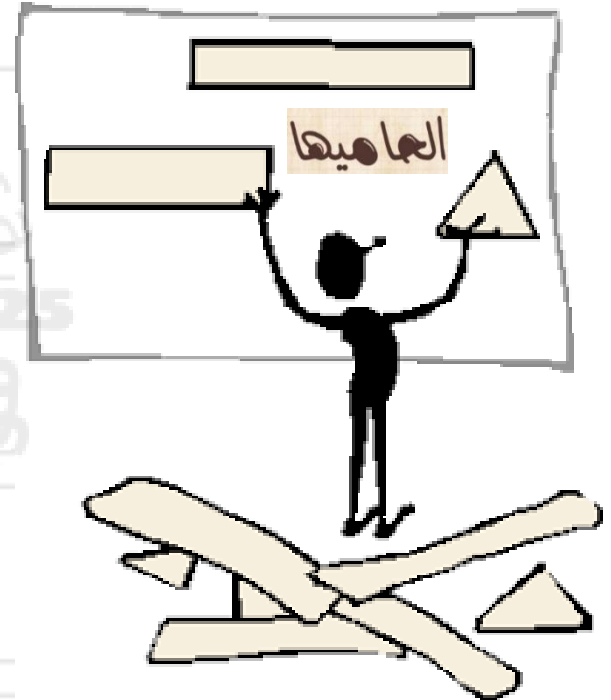




Rearrange the following words and phrases to form a meaningful sentence:

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

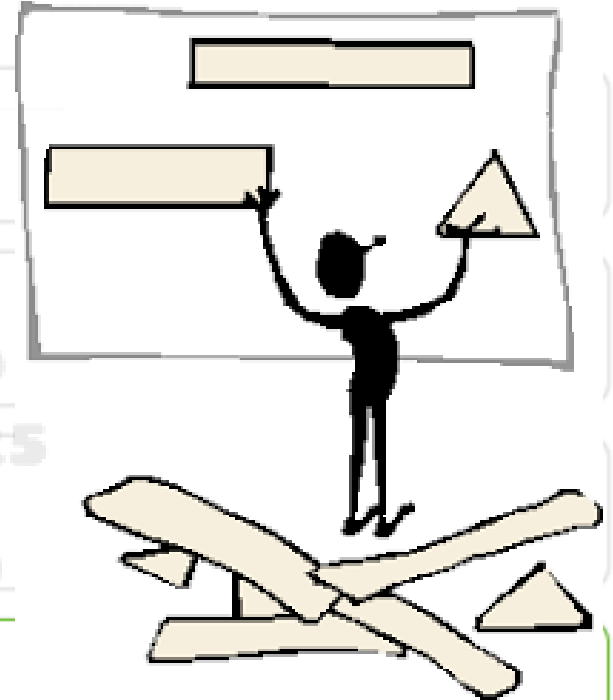
- A Time that is a waste of playing they feel.
- B Playing is a time they that feel waste of.
- C That they feel playing is waste of time.
- D They feel that playing is a waste of time.



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

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

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



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

Rearrange the words to make a meaningful sentence:

? / whose / is / house / this.

A Whose is this house?

B Whose this house is?

C Whose house is this?

D This house is whose?



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



A Whose is this house?

B Whose this house is?

C Whose house is this?

D This house is whose?

Correct Answer

# Household Chores

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1. sweep the floor



2. Take out the garbage.



3. Set the table.



4. clean the table



5. wash the dishes.



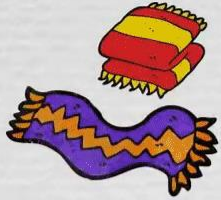
6. dry the dishes.



# Household Chores

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Fold



Iron



Hang



Dry



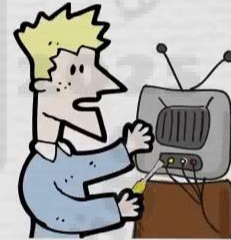
Make ( the bed)



Change ( the sheets)



Vacuum



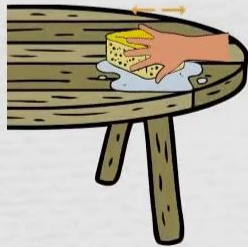
Repair



Drill



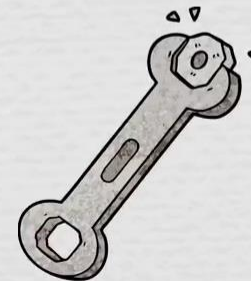
Take out  
( the rubbish)



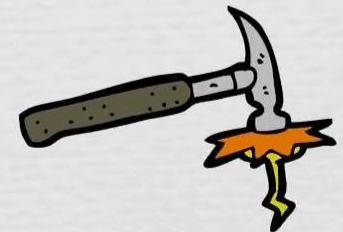
Wipe ( the table)



Scrub  
( the floors)



Tighten



Nail  
ESL.COM

## 8 Reading



CD1, T7

رابط الدرس الرقمي



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العامية

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

**Make my bed.**

**My mother.**



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

# Main Idea

The main idea is what a text is mostly about.



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



# VISUALIZING

to create a picture in your  
mind as you are reading



# COMPREHENSION

I understand  
what I read.







# Activating Prior Knowledge



I can use what I already know to help me understand something new.  
I can think about what is going to happen based on what I already know and what I have read.

**K**

**What I know**

Introduce the topic and brainstorm with the class. Note down responses.

**W**

**What I want to know**

Record any questions the class has about the topic and/or turn textbook subheadings into questions.

**L**

**What I learned**

After reading or listening record what students say they have learned.  
Note any W questions that were answered.

**READING STRATEGY** Using prior knowledge**8 Reading**SG2 U9  
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What do I  
already know  
about this  
topic?

Have I seen this  
topic on  
Television or in  
a movie?

Have I read  
about this  
topic in a  
book

Does the topic  
remind me of  
any  
experiences I  
have had?

What would  
I like to  
learn about  
this topic?

الجاميها







## HIGHLIGHTER

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This is some highlighted text



VISION  
EDUCATION  
OBJECTIVES  
ETHICS  
STRATEGY  
INSPIRATION  
PARTNERSHIP

العامية



نوره الغامدي  
العامية  
Nourah Alghamdi



Feedback

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



العامية

## 1. the meaning of text evidence.

Text is written work.

Evidence is proof.

Text + Evidence is citing proof in the reading.



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## 2. Read through the text thoroughly.



It is helpful to read through the text independently and then together. That way struggling readers will be able to hear words that they may not have understood or read correctly.

**Answer the question using prior knowledge and inferences.**





# 8 Reading



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# LOOK!

Find the **main ideas**



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





## What is a main idea?

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

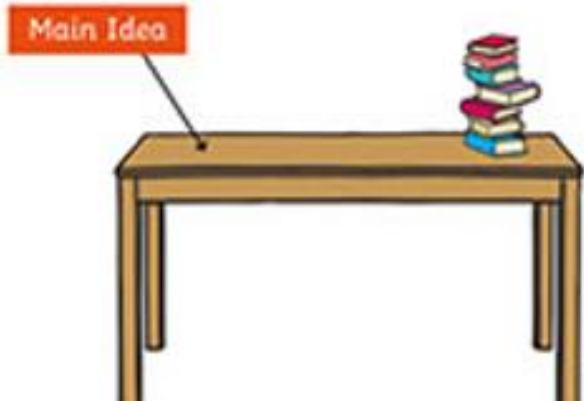




## Main Idea

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

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




## Supporting Details

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

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



# Main Idea



Main Idea and Details

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

**Details** are facts that support the main idea.







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# Emotional Map Strategy

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emotion



☹ The vacuum cleaner makes a lot of noise.

😊 vacuum the floors

What do you think?

Give a sentence describing the picture:

I vacuum once a week.

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

What do you feel?

S T R A T E G Y

WORD

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

JOB

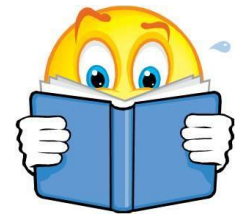


العامية



# Unit:9

Thursday 23\4\1444H  
17<sup>th</sup> November 2022




Reading

Let's go out

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What is the words job?

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





© Can Stock Photo



## Anticipation guide

## Reading



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

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

T. Noureyah Alghamdi العامية



# Reading is **THINKING!**

## **Predict:**

Use clues to infer what may happen.

## **Connect:**

Use what I know to understand the text better.

## **Infer:**

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

## **Question:**

Ask questions while reading.

## **Visualize:**

Create mental images of what I am reading.

## **Summarize:**

Determine which ideas are most important.



# Someone Has to Do It!



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

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

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

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

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

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

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



Read the first paragraph  
for the main idea.



FINDING  
the Main Idea





# Unit:9

Thursday 23\4\1444H  
17<sup>th</sup> November 2022

Reading

Let's Go Out

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STRATEGY

10/10

## Anticipation guide

Reading



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

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

T. Noureyah Alghamdi الجامعية





# Someone Has to Do It!



## Pronoun Reference

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

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

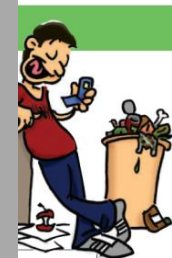
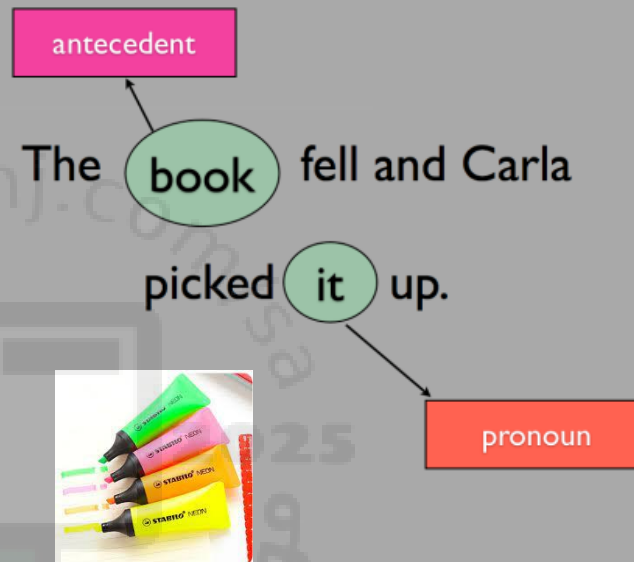
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One mother says, "My daughter and I make a list of chores each week. That way **she** can organize her time for schoolwork, housework, and free time, too." Another

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

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

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



Read the first for the main idea.



# READING STRATEGY Reading for main idea

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الجاميها



## FINDING the Main Idea



Read the first paragraph for the main idea.



Parents and teens disagree about chores.



## 8 Reading



# Someone Has to Do It!

العامية

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رابط الدرس الرقمي



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

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

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house. **He** says, "No chores, no money. It makes teens responsible for earning their money, rather than just simply giving **them** an allowance." Some teenagers complain, "My friends don't have to do chores, so why should I?"

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

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



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

### After Reading

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



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

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



### Discussion

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



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

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



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teachers and students  
Educational link,  
Free of charge

ساند الحاميه للمعلمين والمعلمات

للطلاب والطالبات

وقف خيري تعليمي بلا مقابل

لوالدي رحمه الله والحاميه

ولو الدتي الغالية أطل الله في عمرها

اختكم المعلمة :

نوريه صالح الغامدي

VISION 2030  
وزارة التعليم

الأول متوسط

الأول متوسط

الثالث متوسط



لا أحل من ينسب أفعالي لنفسه أو ينشرها بأسمه

لا أحل من ينسب جهدي وتعبني ووقتي ووقت ابنائي الصغار

في تحضير البوربوينت وشرائه واوراق العمل وتأمين المراجعة

والخطط العلاجية وغيرها لنفسه

هي للنع العام في التعليم والتدريس وتيسيط المادة للطلاب والطالبات

والمعلمين والمعلمات في مجال التدريس وليس للبيع

وقف خيري لوالدي رحمه الله والحاميه

اختكم نوريه صالح الحاميه الغامدي

# HOMELWORK

SCHOOL PLATFORM



## Platform



# HOMELWORK



نوع السؤال: إختيار من متعدد

2026

2025

:Parents often think their kids are

responsible ☐

irresponsible ☒

ignorant ☐

واجب المنصة

للتذكير ●

# 9 Let's Go Out

## Workbook



No Homework Today

بعد حل الواجب

يتم ارسال صورة لذلك

في قسم الأنشطة

على المنصة

يكتفى بصورة واحدة لتمرين واحد فقط 😊



activity

9 Let's Go Out



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



T.Noureyah Alghamdi

The end





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الأول متوسط

الثاني متوسط



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هي للرفع العام في التعليم والتدريس وتيسيط المادة للطلاب والطالبات

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وقف خيري لوالدي رحمه الله والحاميه

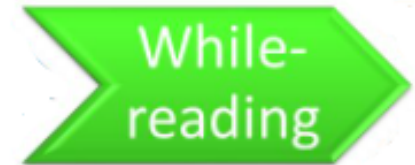
اختكم نوريه صالح الحاميه الغامدي



## Anticipation guide



Read



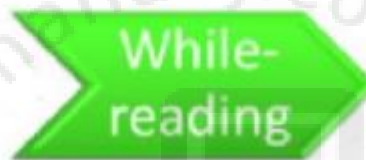
Before Reading		Statement	After Reading	
Agree √	Disagree x		Agree √	Disagree x
<input checked="" type="checkbox"/>		Make a list of chores each week will organize the time.		
<input checked="" type="checkbox"/>		"No chores, no money". It makes teens irresponsible.		
<input checked="" type="checkbox"/>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



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## Anticipation guide

Read



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





## Anticipation guide

Read



While-  
reading

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



## Teaching Tip

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



## Additional Activity

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



## Project: Suggest Activities

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



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

# Irregular Verbs

Base Form	Simple Past
be	was/were
become	became
buy	bought
come	came
cut	cut
do	did
draw	drew
drink	drank
drive	drove
eat	ate
fight	fought
find	found
get (up)	got (up)
give	gave
go	went
hang	hung
have	had
hear	heard
know	knew
leave	left
lend	lent
make	made

mean	meant
meet	met
read	read
ride	rode
run	ran
say	said
see	saw
sell	sold
send	sent
sing	sang
sit	sat
sleep	slept
speak	spoke
spend	spent
sweep	swept
swim	swam
take	took
teach	taught
think	thought
understand	understood
wake (up)	woke (up)
wear	wore
write	wrote