

## الدرس الخامس الوحدة 12 عرض تقديمي لدرس القراءة والمشروع الصدمة الثقافية



### تم تحميل هذا الملف من موقع المناهج السعودية

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

تاريخ إضافة الملف على موقع المناهج: 2026-05-22 14:09:15

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 الثالث المتوسط



صفحة المناهج  
السعودية على  
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

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

الدرس الرابع الوحدة 12 ورقة عمل تحضيرية للمحادثة والنطق الصدمة الثقافية

1

الدرس الرابع الوحدة 12 عرض تقديمي للنطق والمحادثة الصدمة الثقافية

2

الدرس الثالث الوحدة 12 ورقة عمل استباقية لدرس الاستماع الصدمة الثقافية

3

الدرس الثالث الوحدة 12 عرض تقديمي لقواعد اللغة والاستماع والنطق

4

الدرس الثاني الوحدة 12 ورقة عمل استباقية لدرس الاستماع

5



وزارة التعليم  
Ministry of Education  
2022 - 1444

**SUPER**

**GOAL 3**

**U12**

# Contents

موقع المناهج  
2022 - 1445  
**SUPER**

## GOAL 3

|        |                      |                         |     |
|--------|----------------------|-------------------------|-----|
| Term 3 | Unit 9               | All Kinds of People     | 94  |
|        | Unit 10              | Who Used My Toothpaste? | 104 |
|        | Unit 11              | Making Choices          | 114 |
|        | Unit 12              | Culture Shock           | 124 |
|        | EXPANSION Units 9–12 |                         | 134 |

## الثالث متوسط

| Scope and Sequence |                      |                             | iv  |
|--------------------|----------------------|-----------------------------|-----|
| Term 1             | Unit 1               | Lifestyles                  | 2   |
|                    | Unit 2               | Life Stories                | 12  |
|                    | Unit 3               | When Are You Traveling?     | 22  |
|                    | Unit 4               | What Do I Need to Buy?      | 32  |
|                    | EXPANSION Units 1–4  |                             | 42  |
| Term 2             | Unit 5               | Since When?                 | 48  |
|                    | Unit 6               | Do You Know Where It Is?    | 58  |
|                    | Unit 7               | It's a Good Deal, Isn't It? | 68  |
|                    | Unit 8               | Drive Slowly!               | 78  |
|                    | EXPANSION Units 5–8  |                             | 88  |
| Term 3             | Unit 9               | All Kinds of People         | 94  |
|                    | Unit 10              | Who Used My Toothpaste?     | 104 |
|                    | Unit 11              | Making Choices              | 114 |
|                    | Unit 12              | Culture Shock               | 124 |
|                    | EXPANSION Units 9–12 |                             | 134 |
| Vocabulary         |                      |                             | 146 |
| Writing Checklists |                      |                             | 154 |
| Irregular Verbs    |                      |                             | 162 |
| Audio Track List   |                      |                             | 163 |



# ENGLISH TIME for you





😊 Avoid gathering !

😊 We must wear a mask before going out.

😊 Social distancing is not a choice, it is a must!

😊 Keep a distance of 2 meters to avoid accountability

😊 wash hands constantly.

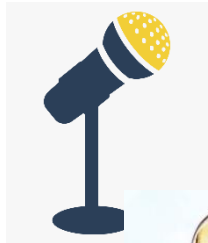




ارجو الالتزام بعدم كتابة أي تعليقات غير لائقة بالأدب العام.  
علماً بأنه أي محادثة نصية او كتابية مسجلة تحت اسمك ورقم  
هويتك



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



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



ونتمنى وضع صورته في ملفك التعريفي لائقة بالمنصة  
التعليمية

# Virtual Classroom Rules



**Be on time.**



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



**Sit in 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!**



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

it's time

To LEARN

ENGLISH



Naureyah Alghamdi



العامية



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.

## الصلاة في أول وقتها من أفضل الأعمال:

في الصحيحين عن ابن مسعود رضي الله عنه  
أن رجلاً سأل النبي صلى الله عليه وسلم:  
أي الأعمال أفضل؟ قال: الصلاة لوقتها.



العامية

حديث صحيح أخرجه أبو داود





الإستماع للقرآن ؛ دواء : "

# الأسباب الجالبة لرحمة الله

الاستماع إلى القرآن  
الكريم والإنصات له

قال الله تعالى :

وَإِذَا قُرِئَ الْقُرْآنُ  
فَاسْتَمِعُوا لَهُ وَأَنْصِتُوا  
لَعَلَّكُمْ تُرْحَمُونَ

(الأعراف: 204)

ALBETAQA.SITE



# رحمة

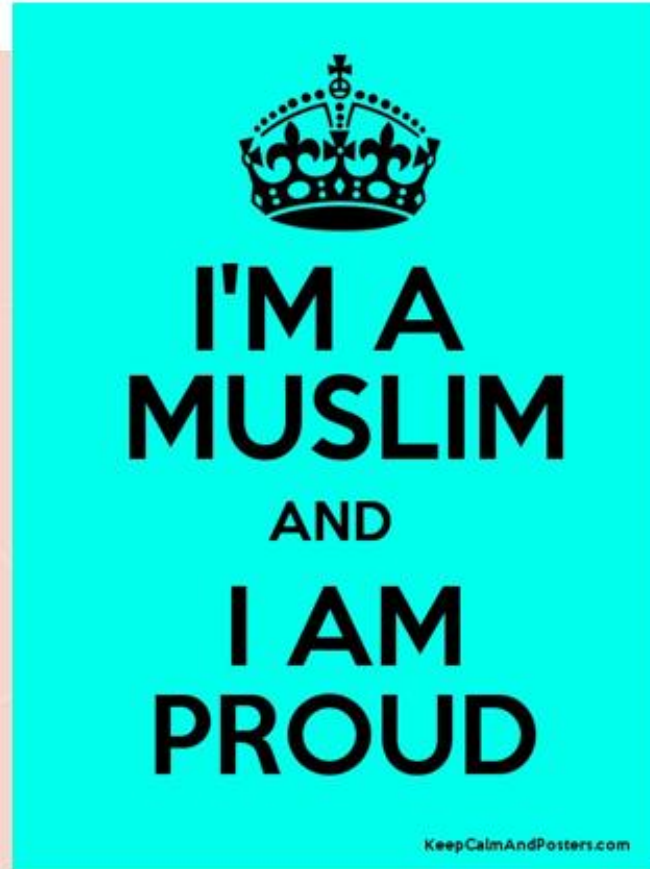




# اللَّهُ نُورُ السَّمَاوَاتِ وَالْأَرْضِ

مكررة من سورة النور

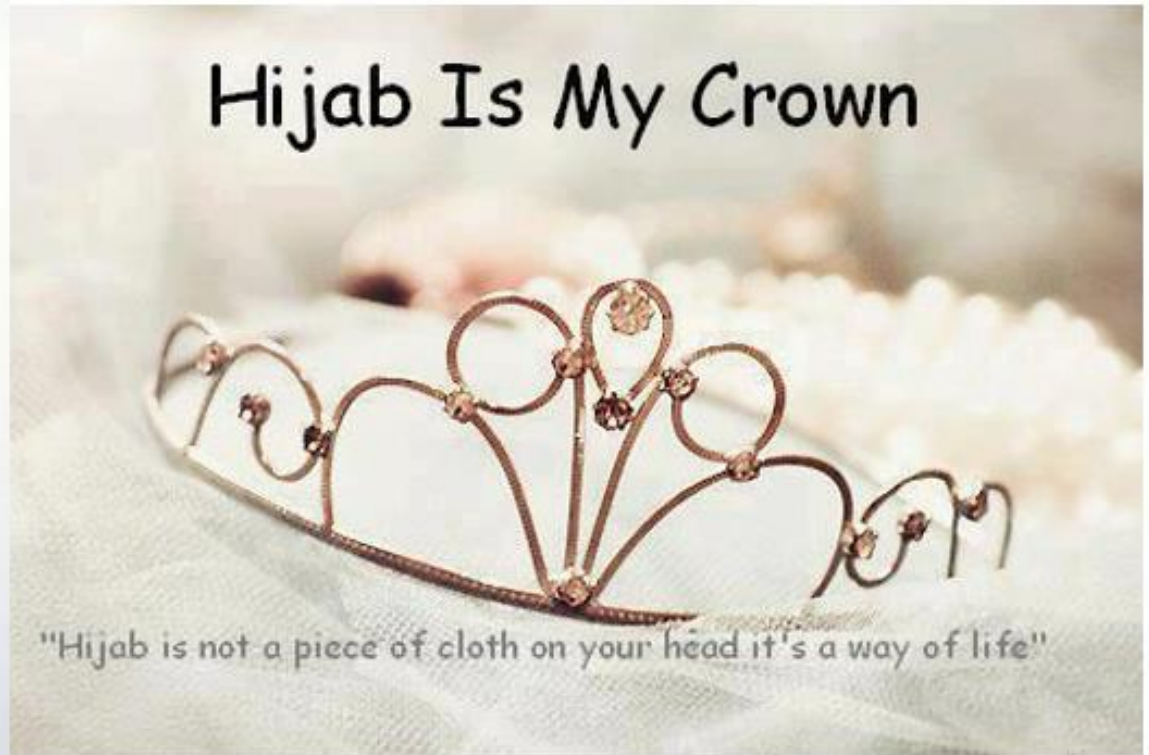
I am pleased with Allah as my Lord, with Islam as my religion, and with Muhammad (peace and blessings of Allah be upon him) as my Prophet.



رَضِيتُ بِاللّٰهِ رَبًّا وَبِالْإِسْلَامِ دِينًا وَبِمُحَمَّدٍ نَبِيًّا. (ثلاث مرات)



# Hijab is my CROWN





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

الأول متوسط

الثاني متوسط

الثالث متوسط

رؤية  
2030  
وزارة التعليم



**لا أحل من ينسب أعمالي لنفسه أو ينشرها بأسمه**

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

وقف خيري لوالدي رحمه الله والحاميه

أختكم نوريه صالح الحاميه الغامدي

## Unit Goals

### Vocabulary

Gestures  
Customs  
Expressions of advice  
Polite expressions

### Functions

Describe customs of  
different cultures  
Give advice

### Grammar

Verb + Infinitive  
Verb + Noun/  
Pronoun + Infinitive  
*It's...* + Infinitive  
Expressions of  
Advice with Infinitives  
Gerunds as Subjects  
Past Perfect

### Listening

Listen for specific  
details in travel advice

### Pronunciation

Reduction of *to*  
in sentences

### Reading

A Fish Out of Water

### Writing

Write an email about  
culture differences

### Project

Write advice  
to travelers to your  
country

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



## VOCABULARY

### Nouns

|            |         |
|------------|---------|
| break      | lawyer  |
| chopsticks | mud     |
| custom     | pocket  |
| dust       | porter  |
| graduate   | shock   |
| guest      | surname |
| host       | tip     |
| impression | topic   |

### Verbs

|             |        |
|-------------|--------|
| adjust      | manage |
| allow       | remove |
| block       | rest   |
| bump (into) | rush   |
| comment     | spear  |
| exchange    | spread |
| expect      | tip    |
| handle      |        |

### Adjectives

crowded  
customary  
globalized  
local  
punctual  
relaxed  
similar  
tricky

### Adverbs

accidentally  
patiently

# U12

## EXPRESSIONS

### Expressions with *It's* + infinitive

It's advisable to ...  
It's a good idea to ...  
It's common to ...  
It's not polite to ... / It's impolite to ...  
It's polite to ...  
It's rude to ...  
It's wrong to ...

### Expressions of advice

Be sure to ...  
Don't forget to ...  
Make sure to ...  
Remember to ...  
Try not to ...  
Try to ...

### Idioms

be based  
be on time  
stand in line  
wait your turn  
What's it like ... ?

### Real Talk

kind of  
No kidding!  
to be honest  
to get the hang of

# 12 Culture Shock



Today: Monday

Date:  
22-10-1443 H

May 23<sup>rd</sup> \ 2022



everyone,  
How is everything going?

9 Reading

10 Project

SG3 U12  
Pages 130 and 131



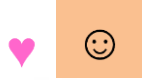
# 12 Culture Shock

وزارة التعليم

9 Reading 

10 Project 

SG3 U12  
Pages 130 and 131



## Learning Objectives



Read about different cultures using the reading strategy "using subtitles"



Answer questions about the text.



Design a list of advice to a traveler.

Warm Up



SG3 U12  
Page 130

الجامعي

## READING STRATEGY Using subtitles

It is helpful to look at subtitles to understand the subject of each paragraph before reading

The subheads from the reading :

The Adjustment Phase

Emptiness or Rejection Phase

The Conformist Phase

Assimilation Phase or Complete Adjustment

Reverse Culture Shock

S T R A T E G Y

WORD

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

JOB



العامية

# Unit:12

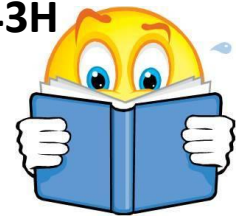
Reading

Culture Shock

SG3 pages 130 & 131

Wednesday 22\7\1443H

February 23<sup>rd</sup> 2022



## What is the words job?

| paragraph | line | word                                                                                      | Part of speech | meaning                                                           |
|-----------|------|-------------------------------------------------------------------------------------------|----------------|-------------------------------------------------------------------|
| 1         | 3    | adjust                                                                                    | verb           | to get used to situation by changing your behavior or your ideas. |
| 3         | 2    | local  | adjective      | belonging to the area where you live                              |

# Unit:12

Wednesday 22\7\1443H

February 23<sup>rd</sup> 2022

Reading

Culture Shock

SG6 pages 130 & 131



© Can Stock Photo



## Anticipation guide

## Reading



| Before Reading |          | Statement                                                                   | After Reading |          |
|----------------|----------|-----------------------------------------------------------------------------|---------------|----------|
| Agree          | Disagree |                                                                             | Agree         | Disagree |
|                |          | The newcomer must not learn to understand the cultural differences.         |               |          |
|                |          | Reverse culture shock is when the person comes back to the home country.    |               |          |
|                |          | Almost everyone who studies and works abroad feels missing home and family. |               |          |
|                |          | The adjustment phase can last three months.                                 |               |          |

<https://www.liveworksheets.com/1-bt2285132a>

T. Noureyah Alghamdi

الغامدي



© Can Stock Photo

Anticipation guide**Reading**

| Before Reading           |                          | Statement                                                                   | After Reading            |                          |
|--------------------------|--------------------------|-----------------------------------------------------------------------------|--------------------------|--------------------------|
| Agree                    | Disagree                 |                                                                             | Agree                    | Disagree                 |
| <input type="checkbox"/> | <input type="checkbox"/> | The newcomer must not learn to understand the cultural differences.         | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | Reverse culture shock is when the person comes back to the home country.    | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | Almost everyone who studies and works abroad feels missing home and family. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | The adjustment phase can last three months.                                 | <input type="checkbox"/> | <input type="checkbox"/> |

<https://www.liveworksheets.com/1-bt2285132a1>

T. Noureyah Alghamdi العامية



## Before Reading

What problems do you think people have adapting to a different culture?

There are a lot of problems such as:  
The kind of food they eat.  
The way they behave.  
The language they talk, especially the accent.  
The way they greet each other.  
The gesture they use.

### A FISH OUT OF WATER



😊 When people are trying something new, how do they usually feel? (excited and a bit nervous)

😊 Do you think people feel happy if they feel empty? (no)

😊 When people reject something, do they accept it or not accept it? (not accept it)

When you move to a new country, is it a good or bad idea to behave like the people in the new country behave? (a good idea) We call behaving like the other people **conforming**.

What happens to most people after they stay in a new country for a long time—do they begin to feel comfortable in the new country? (yes) We call that **assimilation**.

Do the people get used to things in the new country? (yes) We call that **adjustment**.

When you go in reverse, which direction do you go, backwards or forwards? (backwards)



# A FISH OUT OF WATER



Almost everyone who studies, lives, or works abroad experiences some degree of culture shock. This period of cultural adjustment involves everything from getting used to the food and language to smaller things like learning how to use the telephone. No matter *how* patient and flexible you are, adjusting to a new culture can sometimes be difficult and frustrating. Some people get depressed, and very homesick. But don't panic—these are all totally normal reactions and you are not alone. The term *culture shock* was first used by writer Kalervo Oberg in 1954. He found that all human beings experience the same feelings when they travel to or live in a different country or culture. Oberg identified five distinct stages of culture shock.

## 1. THE ADJUSTMENT PHASE

This period can last six months or longer. The newcomer is excited about being in a new place and experiencing a new lifestyle. Some problems may occur, but the person usually tends to accept them as part of the adjustment to another country and novelty of being in a new place. People are generally helpful to the newcomer, and that person feels welcome.

## 2. EMPTINESS OR REJECTION PHASE

The newcomer has to deal with the usual problems of accommodation, transportation, shopping (not finding your favorite foods), and very often not being able to communicate fluently in the local language. The local people may not understand why the newcomer is making such a big deal over what they see as a small problem. At this point, the newcomer starts to complain about, and maybe even reject, the new country.

## 3. THE CONFORMIST PHASE

Gaining some understanding of the new culture, its ideals, and its values brings a new feeling of pleasure. The crisis is over when the newcomer learns to understand the cultural differences, but hasn't completely adjusted to the new culture.

## 4. ASSIMILATION PHASE OR COMPLETE ADJUSTMENT

In this phase, the person accepts the food, the habits, and customs of the new country, and may even find some things better than things back home. The newcomer becomes completely adjusted and feels comfortable in the new place. On returning home, the traveler will miss the new friends and the country and will cherish the memories forever.

## 5. REVERSE CULTURE SHOCK

This is when the person comes back to the home country. The returnee may have been away from home for a long time and gets a "re-entry shock." Many things may have changed, and it will take a while to get used to home again.



Almost everyone who studies, lives, or works abroad experiences some degree of culture shock. This period of cultural adjustment involves everything from getting used to the food and language to smaller things like learning how to use the telephone. No matter how patient and flexible you are, adjusting to a new culture can sometimes be difficult and frustrating. Some people get depressed, and very homesick. But don't panic—these are all totally normal reactions and you are not alone. The term *culture shock* was first used by writer Kalervo Oberg in 1954. He found that all human beings experience the same feelings when they travel to or live in a different country or culture. Oberg identified five distinct stages of culture shock.

### 1. THE ADJUSTMENT PHASE

This period can last six months or longer. The newcomer is excited about being in a new place and experiencing a new lifestyle. Some problems may occur, but the person usually tends to accept them as part of the adjustment to another country and novelty of being in a new place. People are generally helpful to the newcomer, and that person feels welcome.

### 2. EMPTINESS OR REJECTION PHASE

The newcomer has to deal with the usual problems of accommodation, transportation, shopping (not finding your favorite foods), and very often not being able to communicate fluently in the local language. The local people may not understand why the newcomer is making such a big deal over what they see as a small problem. At this point, the newcomer starts to complain about, and maybe even reject, the new country.

### 3. THE CONFORMIST PHASE

Gaining some understanding of the new culture, its ideals, and its values brings a new feeling of pleasure. The crisis is over when the newcomer learns to understand the cultural differences, but hasn't completely adjusted to the new culture.

### 4. ASSIMILATION PHASE OR COMPLETE ADJUSTMENT

In this phase, the person accepts the food, the habits, and customs of the new country, and may even find some things better than things back home. The newcomer becomes completely adjusted and feels comfortable in the new place. On returning home, the traveler will miss the new friends and the country and will cherish the memories forever.

### 5. REVERSE CULTURE SHOCK

This is when the person comes back to the home country. The returnee may have been away from home for a long time and gets a "re-entry shock." Many things may have changed, and it will take a while to get used to home again.

I absorb everything, and it makes me a bad friend.



**A FISH OUT  
OF WATER**



**BEING  
MUSLIM IS  
THE BIGGEST  
REWARD  
FROM ALLAH**

THEISLAMICQUOTES

**No One Can Make  
ME Feel Down  
“I am  
proud  
of myself”**

**Create a life you  
can be proud of.**

Sometimes some people have let me down, but I have never let that make me distrust my faith in humanity. I am proud of myself for never giving up on people even when I'm hurt.



## A FISH OUT OF WATER



# I'm a Muslim!

**Alhamdulillah !**

**ALLAH is my LORD  
ISLAM is my Religion  
QUR'AN is my Guide  
MUHAMMAD**

**(peace and blessings be  
upon him) is my role model  
SUNNAH is my practice  
JANNAH is my goal**

أنا مسلم .. والإسلام دين كامل .. لكنني لست  
إنساناً كاملاً .. إذا ارتكبت خطأ .. فلا تلوموا  
الإسلام .. ولكن لوموني أنا ..

I am a Muslim .. Islam is perfect ..  
But I am not .. If I make a mistake ..  
Do not blame Islam .. But blame me..

العامية

## After Reading

SG3 U12  
Page 131



**A.** Match the words with the definitions.

1.   b   flexible
2.   e   frustrating
3.   a   homesick
4.   f   stage
5.   d   newcomer
6.   h   novelty
7.   c   values
8.   g   to cherish

- a. missing home and family
- b. able to change in different situations
- c. beliefs about what is right or wrong
- d. person who has arrived recently
- e. annoying because you cannot do something you want
- f. one level or phase in a series
- g. to remember a pleasant feeling for a long time
- h. something new and interesting

## B. Answer about the reading.

1. What do you think “fish out of water” means?

1. being in a new place and not being comfortable

2. What do you understand by the term “culture shock”?

The period of adjustment when someone moves to a new country

3. When did the expression first appear?

It was used by the writer Kalervo Oberg in 1954.

4. In your own words, classify the five different stages of culture shock.

a. Adjustment Phase: The newcomer is excited and happy to be in a new place.

b. Emptiness or Rejection Phase: The newcomer has to deal with problems and may not be able to communicate his needs effectively.

c. Conformist Phase: The newcomer learns to understand and accept differences.

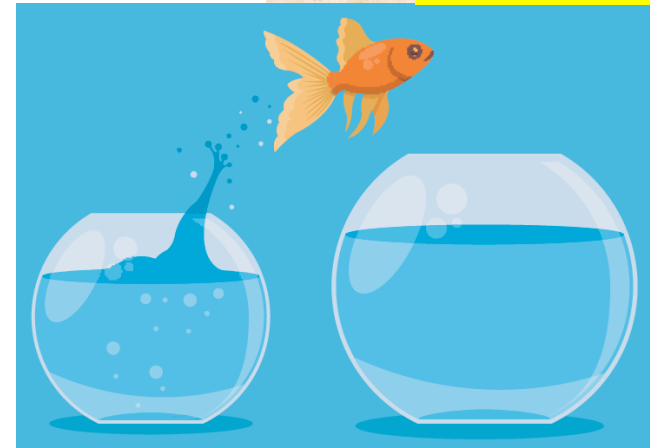
d. Assimilation Phase or Complete Adjustment: The newcomer is adjusted to the new culture and feels comfortable.

e. Reverse Culture Shock: When the person returns home, he will have to re-adjust to life in his original home

# Discussion

1. Have you ever lived for a period of time in another country?  
What was your experience like?  
Did you get culture shock?  
Reverse culture shock?

2. What experiences of culture shock have people that you know had when they visited another country?



1. Yes, I have. First, It was difficult to me to adjust the new culture.  
yes, I did. I really got a cultural shock.  
No, because it was a short time only year.

2. Some people couldn't find their favorite food. Other people didn't know how to use the local language.

# 10 Project

SG3 U12  
Page 131

Work in groups. Think of advice to give to travelers to your country. Make a list of tips to help them fit into the local culture.



work in groups to make a brochure titled "Dos and Don'ts in (Country)."  
" First, discuss the things you have noticed about how visitors to your country act. Make a list of "Dos" (such as Try to act friendlier when you greet people) and "Don'ts" (such as Don't stand too far away from the person you are talking to).

Draw pictures or find pictures in magazines to illustrate your brochures

1. Study the culture of your destination beforehand.  
Research the country, its traditions, and the language.
2. Respect the local culture.
3. Save money transportation & accommodation
4. Bring copies of your passport.
5. Get guidebooks.

## MAKE FRIENDS

With international students, whether from your own culture or another. They'll understand how you're feeling. But also look to chat to home students so you can learn about each other's cultures



# 12 Culture Shock

LIVEWORKSHEETS

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

# live worksheet\

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

Unit:12  
Wednesday 22/7/1443H  
February 23rd 2022  
SG6 pages 130 & 131

10/10

Anticipation guide Reading

| Before Reading |          | Statement                                                                   | After Reading |          |
|----------------|----------|-----------------------------------------------------------------------------|---------------|----------|
| Agree          | Disagree |                                                                             | Agree         | Disagree |
|                |          | The newcomer must not learn to understand the cultural differences.         |               |          |
|                |          | Reverse culture shock is when the person comes back to the home country.    |               |          |
|                |          | Almost everyone who studies and works abroad feels missing home and family. |               |          |
|                |          | The adjustment phase can last three months.                                 |               |          |

<https://www.liveworksheets.com/1-bt2285132a>

T. Noreyah Alghamdi الجاهدي

LIVEWORKSHEETS



يكتفى بصورة واحدة لتمرين واحد فقط 😊

# activity



# 12 Culture Shock

# HOMEWORK



## Platform

SCHOOL PLATFORM



# HOMEWORK



نوع السؤال: صواب أم خطأ

.The writer Kalervo Oberg was the first one to use the term (culture shock) in 1954

صواب ☒

خطأ ☐

واجب المنصة

● للتذكير

## Workbook

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

Page 249 \ ا



يكتفى بصورة واحدة لتمرين واحد فقط 😊

activity



المقرر \*

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

CULTURE SHOCK

Reading-project

SG6 U6 reading T3

اسم النشاط \*

انشطة

تصنيف النشاط \*

كتاب الطالب ☐ نشاط خارجي أو من ملف ☒ كتاب النشاط

مصدر النشاط \*

.Complete Work Book Page 127 Exercise I and upload the photo of the completed activity

الوصف

127

رقم الصفحة

127

رقم السؤال في الكتاب



ملف ☐ كتابة ☒

طريقة تسليم النشاط \*

خاص بي فقط ☐ متاح لجميع معلمي المدرسة ☒

نطاق النشاط \*

homework



# Homework



Assign page  
**249** for  
practice read  
and draw.  
Ex I

Workbook

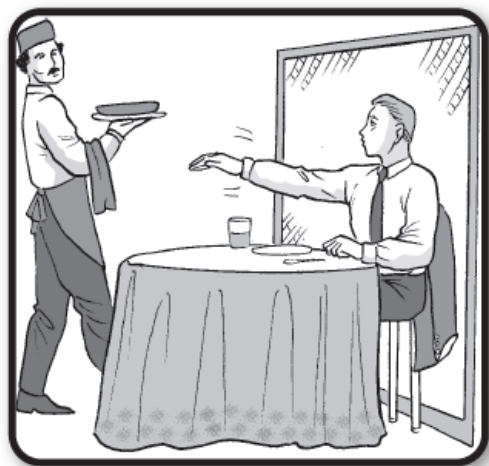


## 12 Culture Shock

وزارة التعليم



## Learn to Speak the Language



When you go to another country, you should learn to speak the language. This isn't something you can do with just a dictionary and a grammar book. Allow me to explain.

Words don't always have their literal meaning. When I went to Japan for the first time, I knew that the Japanese word for "yes" is *hai*. I went to discuss an important business issue. At the end of the meeting, I summarized my plan and asked my Japanese colleague, "Do you agree?" He answered with *hai*. That night I called my boss and told him that the Japanese company was ready to go ahead with the plan. The next day I had to tell my boss that this wasn't true. It turns out that the Japanese often use *hai* to mean "I've heard you. I understand."

Gestures are worse than words. They often have a meaning that is very different from the meaning you know. When I was in China, I saw people waving their hands at other people. They waved their hands the way I do when I want to tell someone to go away. But every time a Chinese person did this, the other person came nearer. Finally, a Chinese friend explained that this was the gesture for "come here."

This experience didn't prepare me for the taxi in Bulgaria. When my plane arrived in Sofia, I was tired. So I was happy that a taxi was right there. "OK?" I asked, opening the door. The taxi driver moved his head up and down, so I jumped in. "Downtown, please. OK?" I said. The taxi driver nodded again, but nothing happened. Finally, I became angry and jumped out. Guess what? In Bulgaria moving your head up and down means "no" and shaking your head from side to side means "yes."



Write **T** for **True** and **F** for **False**.

1. T Words sometimes have more than one meaning.
2. F In Japanese, *hai* always means “yes.”
3. T Waving one’s hand in China means “come here.”
4. T In Bulgaria, nodding the head up and down means “no.”
5. F Shaking the head from side to side in Bulgaria means “I don’t understand.”

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



T.Noureyah Alghamdi

The end





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

| Topic  | Goal | Activities | Resources |
|--------|------|------------|-----------|
| Goal 1 | 1.1  | 1.1.1      | 1.1.1.1   |
| Goal 1 | 1.2  | 1.2.1      | 1.2.1.1   |
| Goal 1 | 1.3  | 1.3.1      | 1.3.1.1   |
| Goal 1 | 1.4  | 1.4.1      | 1.4.1.1   |
| Goal 1 | 1.5  | 1.5.1      | 1.5.1.1   |
| Goal 1 | 1.6  | 1.6.1      | 1.6.1.1   |
| Goal 1 | 1.7  | 1.7.1      | 1.7.1.1   |
| Goal 1 | 1.8  | 1.8.1      | 1.8.1.1   |
| Goal 1 | 1.9  | 1.9.1      | 1.9.1.1   |
| Goal 1 | 1.10 | 1.10.1     | 1.10.1.1  |

| Topic  | Goal | Activities | Resources |
|--------|------|------------|-----------|
| Goal 2 | 2.1  | 2.1.1      | 2.1.1.1   |
| Goal 2 | 2.2  | 2.2.1      | 2.2.1.1   |
| Goal 2 | 2.3  | 2.3.1      | 2.3.1.1   |
| Goal 2 | 2.4  | 2.4.1      | 2.4.1.1   |
| Goal 2 | 2.5  | 2.5.1      | 2.5.1.1   |
| Goal 2 | 2.6  | 2.6.1      | 2.6.1.1   |
| Goal 2 | 2.7  | 2.7.1      | 2.7.1.1   |
| Goal 2 | 2.8  | 2.8.1      | 2.8.1.1   |
| Goal 2 | 2.9  | 2.9.1      | 2.9.1.1   |
| Goal 2 | 2.10 | 2.10.1     | 2.10.1.1  |

| Topic  | Goal | Activities | Resources |
|--------|------|------------|-----------|
| Goal 3 | 3.1  | 3.1.1      | 3.1.1.1   |
| Goal 3 | 3.2  | 3.2.1      | 3.2.1.1   |
| Goal 3 | 3.3  | 3.3.1      | 3.3.1.1   |
| Goal 3 | 3.4  | 3.4.1      | 3.4.1.1   |
| Goal 3 | 3.5  | 3.5.1      | 3.5.1.1   |
| Goal 3 | 3.6  | 3.6.1      | 3.6.1.1   |
| Goal 3 | 3.7  | 3.7.1      | 3.7.1.1   |
| Goal 3 | 3.8  | 3.8.1      | 3.8.1.1   |
| Goal 3 | 3.9  | 3.9.1      | 3.9.1.1   |
| Goal 3 | 3.10 | 3.10.1     | 3.10.1.1  |



لا أحلل من ينسب أعمالي لنفسه أو ينشرها بأسمه

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

وقف خيري لوالدي رحمه الله والحاميه

أختكم نوريه صالح الحاميه الغامدي

### OPTION 1

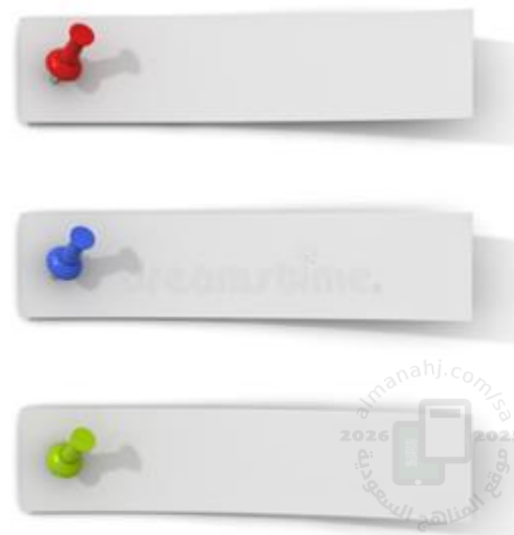
- Photocopy the text. Remove the subtitles. Photocopy the text without subtitles and hand out copies to students. Have them read the text and write the subtitles from the board in the correct place.

**!dea**



## OPTION 2

- Photocopy the text and cut up the five phases into five strips of paper. Remove the subtitles.
- Organize students into groups of five. Give every student a copy of the introduction and a paragraph for one of the phases.
- After students read the introduction and their strip of paper, have them summarize for the group what their paper is about. Then students decide who has the paragraph about the adjustment phase, the emptiness or rejection phase, etc.





أشهد أن لا إله إلا الله  
وأشهد أن محمداً رسول الله

I bear witness that there is  
no god but Allah and I bear  
witness that Muhammad is  
the Messenger of Allah.



## Teaching Tip

If you are going to watch a video with your students, make sure you preview it first. This way you can judge if it really fits with what you are teaching and if it will be beneficial to students.



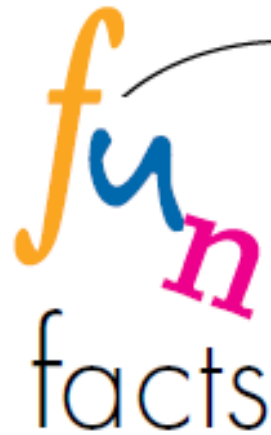
## Additional Activity

Have students imagine they have just landed on another planet. In groups, students describe the planet and comment on its cultural aspects. They should mention topics, such as greetings, punctuality, gift giving, etc. Have groups report to the class.



## Project: Exploring Cultures

Organize students into small groups. Assign each group a different topic to research about cultural differences. For example: *gift-giving, table manners, naming traditions, classroom behavior, the significance of colors*, etc. Have each group present their findings to the class. Encourage students to ask the presenters questions.



Kalervo Oberg (1901-1973) was an anthropologist. He was born in Canada to Finnish parents and later became a U.S. citizen. He is most famous for developing the term and stages of culture shock. He first presented his ideas about culture shock in a lecture to an organization in Rio de Janeiro in 1954.



نوع السؤال: صواب أم خطأ

Culture shock means the depression and anxiety experienced by many people when they travel or move to a .new social and cultural setting

صواب ☒   
خطأ ☐

Practice  
Makes  
Perfect

:Match each word to its definition

✚  
.Missing home and family

.Homesick

✚  
.Beliefs about what is right or wrong

.Values

✚  
.Able to change in different situations

.Flexible



نوع السؤال: إختيار من متعدد

'Fish out of water' means: Being in a ..... place and ..... comfortable'

- new - not being ☒
- old - not being ☐
- new - being ☐

## reverse culture shock

نوع السؤال: صواب أم خطأ

The "culture shock" is the period of adjustment when someone moves back to his country

صواب ☐

خطأ ☒

:Classify the five different stages of culture shock

.Adjustment Phase: The newcomer is excited and happy to be in a new place ➕

Assimilation Phase or Complete Adjustment: The newcomer is adjusted to the new culture and ➕  
.feels comfortable

Emptiness or Rejection Phase: The newcomer has to deal with problems and may not be able to ➕  
communicate his needs  
.effectively

.Conformist Phase: The newcomer learns to understand and accept differences ➕

Reverse Culture Shock: When the person returns home, he will have to re-adjust to life in his ➕  
.original home

## Classify the five different stages of culture shock

Adjustment Phase: The newcomer is excited and happy to be in a new place.

Assimilation Phase or Complete Adjustment: The newcomer is adjusted to the new culture and feels comfortable

Emptiness or Rejection Phase: The newcomer has to deal with problems and may not be able to communicate his needs effectively

Conformist Phase: The newcomer learns to understand and accept differences

Reverse Culture Shock: When the person returns home, he will have to re-adjust to life in his original home

# Irregular Verbs

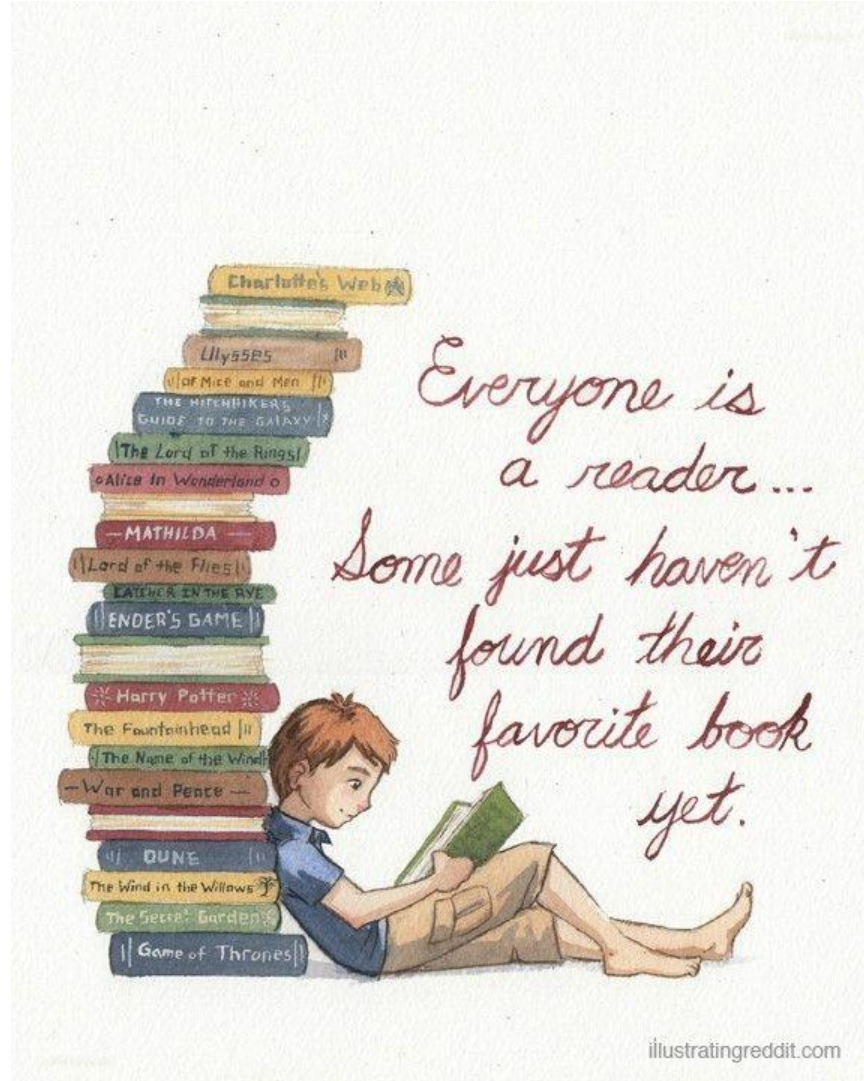
| Base Form | Simple Past |
|-----------|-------------|
| be        | was/were    |
| become    | became      |
| buy       | bought      |
| come      | came        |
| cut       | cut         |
| do        | did         |
| draw      | drew        |
| drink     | drank       |
| drive     | drove       |
| 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        |

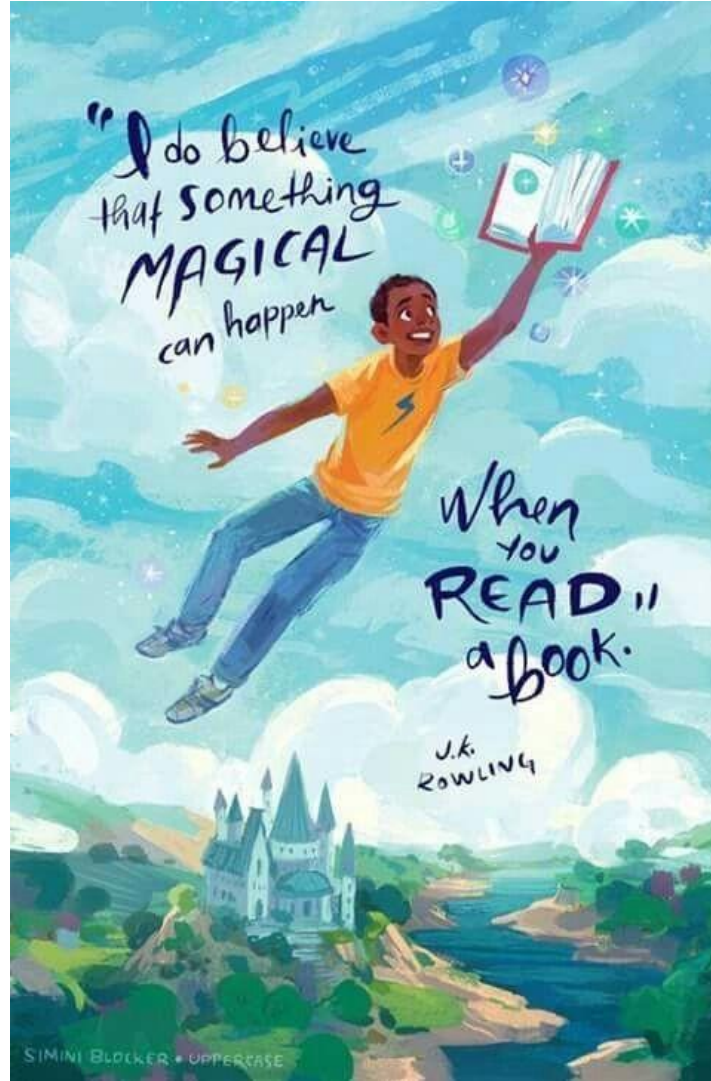
|            |            |
|------------|------------|
| mean       | meant      |
| meet       | met        |
| read       | read       |
| ride       | rode       |
| run        | ran        |
| say        | said       |
| see        | saw        |
| sell       | sold       |
| send       | sent       |
| 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      |

# Irregular Verbs

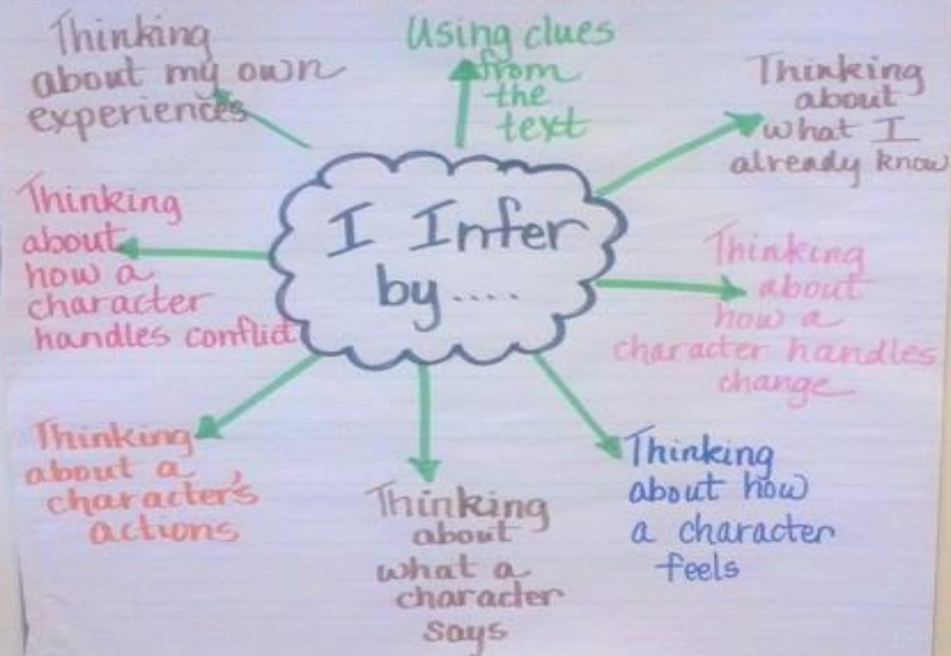
| Base Form | Simple Past | Past Participle |
|-----------|-------------|-----------------|
| be        | was / were  | been            |
| become    | became      | become          |
| blow      | blew        | blown           |
| buy       | bought      | bought          |
| come      | came        | come            |
| cut       | cut         | cut             |
| do        | did         | done            |
| drink     | drank       | drunk           |
| drive     | drove       | driven          |
| eat       | ate         | eaten           |
| fall      | fell        | fallen          |
| feed      | fed         | fed             |
| fight     | fought      | fought          |
| find      | found       | found           |
| fly       | flew        | flown           |
| get       | got         | gotten          |
| give      | gave        | given           |
| go        | went        | gone            |
| hang      | hung        | hung            |
| have      | had         | had             |
| hear      | heard       | heard           |
| hold      | held        | held            |
| hurt      | hurt        | hurt            |
| know      | knew        | known           |
| leave     | left        | left            |
| lend      | lent        | lent            |
| lose      | lost        | lost            |
| make      | made        | made            |
| mean      | meant       | meant           |
| meet      | met         | met             |
| pay       | paid        | paid            |

|           |           |            |
|-----------|-----------|------------|
| put       | put       | put        |
| read      | read      | read       |
| ride      | rode      | ridden     |
| run       | ran       | run        |
| say       | said      | said       |
| see       | saw       | seen       |
| sell      | sold      | sold       |
| send      | sent      | sent       |
| sing      | sang      | sung       |
| sit       | sat       | sat        |
| sleep     | slept     | slept      |
| speak     | spoke     | spoken     |
| spend     | spent     | spent      |
| steal     | stole     | stolen     |
| swim      | swam      | swum       |
| take      | took      | taken      |
| teach     | taught    | taught     |
| think     | thought   | thought    |
| throw     | threw     | thrown     |
| wake (up) | woke (up) | woken (up) |
| wear      | wore      | worn       |
| win       | won       | won        |
| write     | wrote     | written    |





Inferring is using the text  
and your background knowledge  
to "put the pieces together."  
"What do YOU think?"

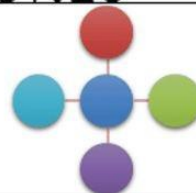


nonfiction

# TEXT STRUCTURES

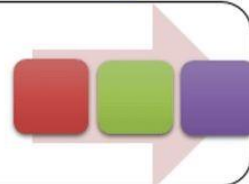
## description

characteristics,  
features, examples



## sequence

first, next, then, last,  
before, after



## compare & contrast

what is alike and what is different



## cause & effect

When something makes something else happen



## problem & solution

Problem and a way to fix it



©2015 Hannah Braun, The Classroom Key

# Text Structures

RI.5.5 I can compare and contrast the structure of events, ideas, or information in two or more texts.



Text structure refers to how the text is organized or structured.

| Text Structure                                                                                                            | Key Words                                                                           | Graphic Organizer                                          |
|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------|
| Chronological Order/Sequence<br>the order, or steps, in which events happen                                               | First, then, next, after, and finally<br>May use dates                              | Time Order<br>1. _____<br>2. _____<br>3. _____<br>4. _____ |
| Compare and Contrast<br>Shows how things are alike or different                                                           | alike, both, like, unlike, but, different                                           | Venn Diagram                                               |
| Cause and Effect<br><u>Cause</u> is why something happens and the <u>effect</u> is what happens as a result of the cause. | Why, Cause, because, therefore, as a result, effect                                 | Cause → Effect                                             |
| Problem and Solution<br>a <u>problem</u> or issue is presented then the problem is <u>solved</u> .                        | question is, puzzle is, to solve this, one answer is, one reason is, the problem is | ? → Lightbulb                                              |
| Description<br>a topic, idea, person, place, or thing is described by features, characteristics, or examples              | Characteristics, examples, such as, features,                                       | Central circle with four surrounding circles               |

## Key Words!

Look for these words to find text structure!

|                                 |                                                                                       |
|---------------------------------|---------------------------------------------------------------------------------------|
| <b>Sequence</b><br>             | first, next, then, after, finally, before, during                                     |
| <b>Cause and Effect</b><br>     | because, since, due to, as a result, unless, so, therefore, reason, cause             |
| <b>Compare and Contrast</b><br> | like, unlike, different, same as, but, similar, both, instead of, however, more, less |
| <b>Description</b><br>          | for example, for instance, such as, including                                         |
| <b>Problem and Solution</b><br> | problem is, to solve this, so that, solution, one way, question is                    |

Writer ©2013

# Stop-and-Jot

Good readers will take time to stop and jot while they are reading. This means they pause to think about their reading and make a few notes.

When should I stop and jot?

| Fiction                                                                                                                                                                                                                                                                                                                  | Non-Fiction                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• When a character's traits or feelings change</li><li>• When you can make a personal connection to the text</li><li>• When the climax of the story occurs</li><li>• When the major problem is resolved</li><li>• When you have a prediction about what will happen next</li></ul> | <ul style="list-style-type: none"><li>• When you learn a new fact or detail</li><li>• When you come to the end of a section</li><li>• When you learn a new word</li><li>• When you read something interesting</li><li>• When you have a question about something you read</li></ul> |

Don't stop and jot on every page!

Don't take too much time to jot down your thoughts. Make it quick!

Don't worry about spelling.

## Jot

To make a quick short note

# Theme

The message or lesson that the author wants you to take away from the story.

**Ask:** What did the characters learn?  
How did the characters grow?

## Common Themes:

|             |           |
|-------------|-----------|
| courage     | loyalty   |
| honesty     | hope      |
| love        | equality  |
| friendship  | hard work |
| forgiveness | teamwork  |

“big idea”



## Close Reading Annotations

Read with a pencil in hand to think, understand, and have conversations

□ - Vocabulary

☆ - important details

— - main ideas, big ideas

? - I don't understand

+ - I agree      💡 - thinking to discuss

- - I disagree      ↔ connection

! - I'm surprised      ♥ feelings theme

## ANNOTATION GUIDE



to Close Reading

- 1 Number the paragraphs.
- 2 Mark the text with symbols as you read.



Important Idea



Key Word or Detail



Unfamiliar Word



Interesting Detail



Question I Have



Connection I Made

A short explanation or note added to a text.