

الدرس الثاني الوحدة 11 عرض تقديمي للقواعد والاستماع صنع القرارات



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: 2026-04-21 10:33:15

ملفات اكتب للمعلم اكتب للطالب الاختبارات الالكترونية الاختبارات ا حلول ا عروض بوربوينت ا أوراق عمل
منهج انجليزي ا ملخصات وتقارير ا مذكرات وبنوك ا 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 الأول الوحدة 11 عرض تقديمي للاستماع والمناقشة الزوجية صنع القرارات	1
تقييم الوحدة العاشرة ملف تدريبات حول أدوات الاستخدام اليومي وآداب الضيافة مع الإجابات النموذجية م2025-2026	2
مراجعة شاملة الوحدات من 7 إلى 9 الأسئلة الذيلية والقواعد والمفردات	3
الدرس السابع الوحدة 10 ورقة عمل تفاعلية للشكل والمعنى والوظيفة	4
الدرس السابع الوحدة العاشرة عرض تقديمي للشكل والمعنى والوظيفة: استخدام must/t'can	5



وزارة التعليم
Ministry of Education
2022 - 1444

SUPER

GOAL 3

U11

Contents

SUPER GOAL 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



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

Covid 19



😊 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 قولة
والتواصل مع ولي الأمر والمسؤولين لاتخاذ الاجراء اللازم مع
المخالفة.



ونتمنى وضع صورته في ملفك التعريفي لائقة بالمنصة
التعليمية

Virtual Classroom Rules



Be on time.



Act like you're at school.



Sit in I spot during class.



Keep yourself muted.



Turn off your video.



Raise your hand to talk.



Listen.



No eating during class.



HAVE FUN AND DO YOUR BEST!



I AM
WISE
BECAUSE
I LEARN FROM
MY MISTAKES

i t's time

TO LEARN

ENGLISH



Reminder!

في كل مكان

الله يراني

لأن الله بصير

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.



الجمعة

حديث صحيح أخرجه أبو داود





اللَّهُ نُورُ السَّمَاوَاتِ وَالْأَرْضِ

مكررة من سورة النور

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



11 Making Choices

VOCABULARY

Nouns

airshow	pollution
benefit	preference
choice	resort
conservationist	route
environment	scholarship
farmer	subject
graduation	

Verbs

care	interfere
fail	involve
fit in	pass (a test)
generate	speed
graduate	study

Adjective

scenic

EXPRESSIONS

Idioms

be against
feel like (doing)
fit in
get a chance
get caught
would rather

Real Talk

It seems to me
make up your mind
up in the air

U11

Unit Goals

- 🎯 **Vocabulary**
 - Environmental concerns
 - Rural life
 - Making choices
- 🎯 **Functions**
 - Express cause and effect
 - Make choices
 - Express preferences
- 🎯 **Grammar**
 - Conditional Sentences with Present and Future Forms
 - I'd Rather*
 - Conditional for Imaginary Situations
 - Wish*
- 🎯 **Listening**
 - Listen for points of view in a radio interview
- 🎯 **Pronunciation**
 - Consonant clusters *sp, tr, cr, pr, gr* in initial position
- 🎯 **Reading**
 - The Right Choice
- 🎯 **Writing**
 - Write about choices you have made and their consequences
- 🎯 **Project**
 - Role-play an interview about a local issue and its positive and negative sides

11 Making Choices

3 Grammar 

4 Language in Context 

5 Listening 

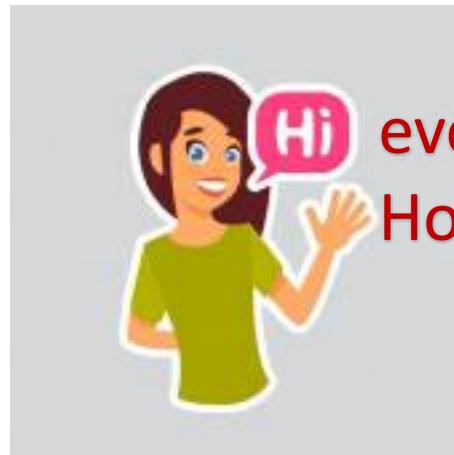
SG3 U11
Pages 116, 117 & 118



Today: Thursday

Date:
20-9-1442 H

April 21st \ 2020



everyone,
How is everything going?

11 Making Choices

3 Grammar 

4 Language in Context 

5 Listening 



Learning Objectives

SG3 U11
Pages 116, 117 & 118



Use conditional sentences with present and future forms



Express preferences using I'd rather



Present effects of actions.



State effects of an issue after listening to audio script



Present effects of actions.

WARM UP!



_____ you speak English?



- A Are
- B Do
- C Is

SG3 U11
Pages 116, 117 & 118



We _____ in this house.



- A don't live
- B lives
- C are not live

Matt and Julia are teachers.
_____ work at a college.



- A He
- B She
- C They



WARM UP!

SG3 U11

Pages 116, 117 & 118



...you're
going
to fall!

...it's
going
to rain.

...it will
rain later
today.



WARM UP!

SG3 U11
Pages 116, 117 & 118



Don't worry. I'll answer it!

I've already ordered. I'm going to have the chicken.

...you'll fall!



Conditional Sentences with Present and Future Forms

You can use conditional sentences with *if* to talk about causes and results.

Present Facts if means whenever

Use the *simple present tense* in both clauses.

If you **cook** an egg in the microwave, it **explodes**.

If you **put** water in the freezer, it **becomes** ice.

Future Facts if means something may or may not happen.

Use the *simple present* in the *if*-clause and the *future* with *be going to* or *will* in the result clause

If Saeed **gets** the job, he'll **be** very happy.

If Imad **doesn't go** to college, he's **going to be** very sorry.

(the second event is certain to happen if the event in the *if*-clause happens).

May/Might

Use *may/might* in the result clause to suggest something is possible, but not certain.

If Noura doesn't do the homework, she **may fail** the class.

If Imad doesn't go to college, he **might not get** a good job.

(the second event is **not certain** to happen if the event in the *if*-clause happens)





Conditional Sentences with Present and Future Forms

You can use conditional sentences with *if* to talk about causes and results.

Present Facts

if means whenever

Use the *simple present tense* in both clauses.

If you **cook** an egg in the microwave, it **explodes**.

If you **put** water in the freezer, it **becomes** ice.

If + S + Vs \ V , S + Vs \ V

Future Facts

if means something may or may not happen.

Use the *simple present* in the *if*-clause and the *future* with *be going to* or *will* in the result clause

If Saeed **gets** the job, he **'ll be** very happy.

If Imad **doesn't go** to college, he **'s going to be** very sorry.

If + S + Vs \ V , S + w

May/Might

(the second event is certain to happen if the event in

Use *may/might* in the result clause to suggest something is possible, but not certain.

If Noura **doesn't** do the homework, she **may fail** the class.

If Imad doesn't go to college, he **might not get** a good job.

If + S + doesn't \ don't

(the second event is **not certain** to happen if the event in the *if*-clause happens)

Conditional Sentences with Present and Future Forms

Present Facts **If + S + Vs\V, S + Vs\V....**



Use the *simple present tense* in both clauses.

If you cook an egg in the microwave, it **explodes**.

If you put water in the freezer, it **becomes** ice.

Future Facts

If + S + Vs\V, S + will\be going to + V....



Use the *simple present* in the *if*-clause and the *future* with *be going to* or *will* in the result clause.

If Saeed gets the job, he'll **be** very happy.

If Imad doesn't go to college, he's **going to be** very sorry.

May/Might

If + S + doesn't\don't, S + may\ might+ V....

Use *may/might* in the result clause to suggest something is possible, but not certain.

If Noura doesn't do the homework, she **may fail** the class.

If Imad doesn't go to college, he **might not get** a good job.

Conditional sentence type	Usage	If clause verb tense	Main clause verb tense
Zero	General truths	Simple present	Simple present
Type 1	A possible condition and its probable result	Simple present	Simple future

If + S + Vs\V , S + Vs\V....

If + S + Vs\V , S + will\be going to + V....

If + S + doesn't\don't , S + may\ might+ V....

FIRST CONDITIONAL

We can use other modal verbs in the result part of the sentence. For example:

IF	CONDITION	RESULT	SITUATION
If	she gets good grades,	she will go to university.	If the condition is met, then she definitely will go
If	he gets good grades,	he may go to university.	He is not sure about going to university.
If	she gets good grades,	she should go to university.	The speaker is expressing his or her opinion , giving advice .
If	he gets good grades,	he can go to university.	This means that it is possible .
If	she gets good grades,	she could go to university.	This means that it is possible , but not that likely .
If	he gets good grades,	he might go to university.	This means that it is possible , but not that likely .

The zero conditional

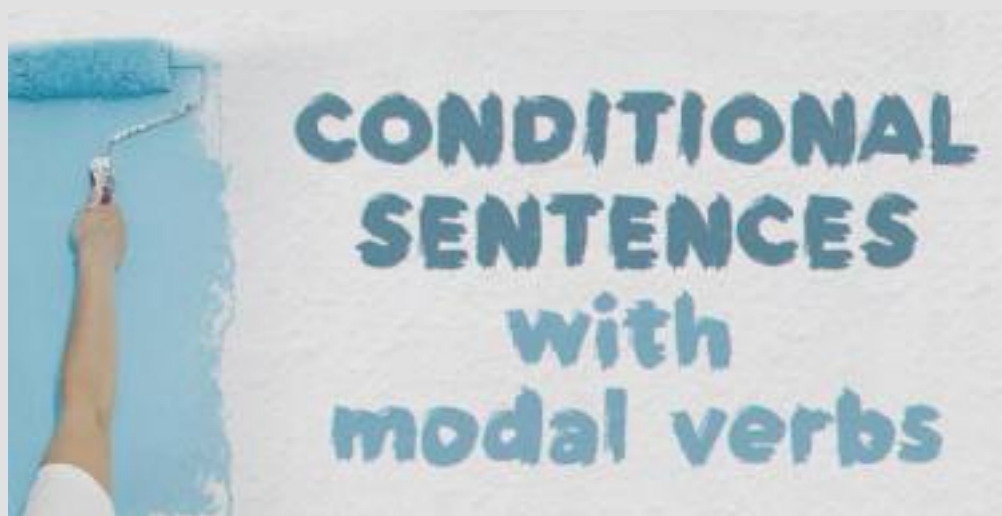
The zero conditional is used for when the time being referred to is **now or always** and the situation is **real and possible**. The zero conditional is often used to refer to general truths. The tense in both parts of the sentence is the simple present. In zero conditional sentences, the word "if" can usually be replaced by the word "when" without changing the meaning.

If clause	Main clause
If + simple present	simple present
If this thing happens	that thing happens.
If you heat ice	it melts.
If it rains	the grass gets wet.

Type 1 conditional

The type 1 conditional is used to refer to the **present or future** where the **situation is real**. The type 1 conditional refers to a possible condition and its probable result. In these sentences the if clause is in the simple present, and the main clause is in the simple future.

If clause	Main clause
If + simple present	simple future
If this thing happens	that thing will happen.
If you don't hurry	you will miss the train.
If it rains today	you will get wet.



We use the model verbs (may\might) for something possible but not certain.

If you don't hurry , you might miss the train .

We might save enough money if you worked overtime.

I may come to your house after work if I have enough time.

If I enter the contest, I might win.

If you are nice to me, I may buy you a gift when I'm in Abha.

If they train a little harder, they might win the match.

If he doesn't do his work, he may get fired.

We use **if** to talk about present facts, if means whenever.

☺ the verb forms in the if-clause and the main clause.
(simple present + simple present)

↪ When we use **if** to talk about the future, if means something may or may not happen.

☺ the verb forms in the if-clause and the main clause.
(simple present + will/be going to + verb)

☺☺ We use the simple present in the if-clause even though we are talking about the future.

✋ the difference in meaning between

an if-clause + may/might

(the second event is not certain to happen if the event in the if-clause happens)

and an if-clause + will

(the second event is certain to happen if the event in the if-clause happens).



الواجب

Structure

IF + Present Simple, Present Simple.

Usage

**To talk about things that are always true,
like a scientific fact**

Examples



- If you **freeze** water, it **turns** into ice.
- And, if you **heat** water at 100 degrees, it **boils**.
- If students **miss** an exam, the professor **fails** them.
- If my wife **has** a cold, I usually **catch** it.
- I **get** tired if I **work** too much.
- If I'm late for dinner, they **start** eating without me.



- refers to **present** or **future**
- likely to happen
- **real**

WE DON'T USE 'WHEN', AS IF DOESN'T EXPRESS CONDITION

First conditionals

First Conditionals

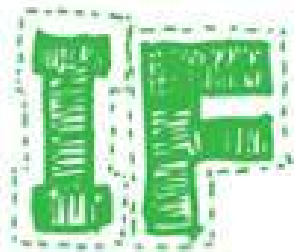
Tense :

If-clause ~ **Present Tense**

Main Clause ~ **Future Tense**

Present Tense

Future Tense



If I feel sick tomorrow, I will not go to school.

If it rains, the match will be cancelled.

Structure

IF + Simple Present, Simple Future

(S + will/won't + V(bare form))

Usage

To talk about possibilities in the present or in the future

Examples


- If it rains, I will stay at home.
- If I wake up late, I will miss the bus.
- And, if it's sunny, we'll go to the park.
- If Juan leaves, Paula will be sad.
- If I find your email, I will send you the picture.
- If you study hard, you will pass your exams.



First Conditional Form: If + Simple Present, Subject + will/won't + Verb 

:First conditional examples









.If it rains, I will stay at home 

.If I wake up late, I will miss the bus 

.And, if it's sunny, we'll go to the park 

Preferences **S + would rather + V**

The verbs **like**, **enjoy**, **love** and **hate** are used to express likes and dislikes. These faces demonstrate what the person feels

- Like  
- Enjoy  
- Love  
- Hate  

3 Grammar

الجامعة

would rather. We use the base form of the verb after **would rather** but the **infinitive** after **prefer**.

The **negative** of would rather is **would rather not**.
For example: I would rather not drive there



I'd Rather S + **would rather** + V...

Use *I'd rather* (= *I would rather*) to talk about preferences.

- A:** Do you prefer to drive along the scenic route or take the highway?
B: **I'd rather** drive along the scenic route.




INFINITIVE VERB EXAMPLE

verb	infinitive verb
↓	↓

I promise **to love** you forever.

Infinitive
V + to



I **want to be** an astronaut.

↑	↑
verb	infinitive verb



3 Grammar

SG3 U11
Page 116

الجامعيات

S + **would rather** + V...



I'd Rather

Use *I'd rather* (= *I would rather*) to talk about preferences.

I'd rather **drive** along the scenic route.

A. Complete the sentences about facts. Use the simple present or **will** in the second clause.

refers to a present fact or a future fact.

underline the if-clause in each sentence and circle the main clause.

SG3 U11
Page 116

المامية

1. If you heat (heat) water to 100 degrees Celsius, it boils (boil).
2. If they climb (climb) up to 4,000 meters, they will need (need) oxygen.
3. If you don't cross (not cross) its path, the snake won't bite (not bite) you.
4. If we get (get) this HD television, we will see (see) the game better.
5. If you mix (mix) flour and water, you end up (end up) with batter.
6. If he doesn't obey (not obey) the speed limit, he will get (get) a ticket.

refers to a present fact or a future fact. Underline the if-clause in each sentence and circle the main clause.

B. Work with a partner. Say what will/might happen in the following situations.

Skim the parts of sentences and answer any questions about vocabulary.

Answers will vary. Sample answers:

SG3 U11
Page 116

الجمهورية

1. If we take the scenic route, it will take more time.
2. If we spend the day in the country, we will be able to relax.
3. If we rent a boat, we will be able to go across the lake.
4. If we bring a picnic lunch, we will be able to eat near the lake.
5. If we invite some friends to come along, we will have more fun.
6. If we have time, we will walk around the lake.
7. Your idea: _____



😊compare answers in pairs.

Describe what you see in the picture.
Read aloud the parts of the sentences.

1. If she leaves the food on the ground, c
2. If the cow crosses the road, e
3. If the boy doesn't stop hitting their nest, f
4. If the man catches a fish, a
5. If it rains on the farm, d
6. If the toy plane crashes, b

- a. he'll be pleased.
- b. the boy won't be happy.
- c. the ants will take it.
- d. it'll be good for the farmer's crops.
- e. the truck might hit it.
- f. the wasps will sting him.

ants,
cow,
truck,
wasps,
sting,
nest,
and crops



wasps

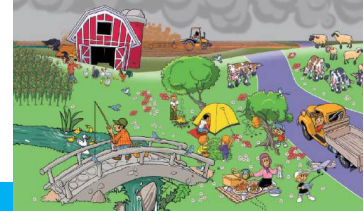


sting

D. Make up your own questions and answers with *if* about the picture.

Question: What do you think will happen if the government builds a highway along this route?

Answer: If they build a highway, a new shopping mall will go up.
If they build a highway, there won't be any cows in the field.



Q: What do you think will happen if the man catches a fish?

A: If the man catches a fish, he'll be pleased.

Q: What do you think will happen if the cow crosses the road?

A: If the cow crosses the road, the truck might hit it.

Q: what do you think will happen if you drive too fast?

A: If I drive too fast, I will crash.

Q: What do you think will happen if you go to Abha?

A: If I go to Abha, I will Al Muftaha Village.

E. What would you rather do? Share your choices with a partner.

Work in pairs to talk about their preferences.

use contractions with pronouns and would with proper names.

For example:

Fahd would rather live in a house than in an apartment.

He'd rather travel by plane than by train

live in the city / live in the country

I'd rather live in the country than live in the city.

1. get a job / go to college
2. lie in the sun / sit in the shade
3. cook dinner / wash the dishes
4. live in an apartment / live in a house

5. travel by train / travel by plane
6. go to the beach / go to the mountains
7. have cold weather / have hot weather
8. eat at home / eat at a restaurant



1. I'd rather **get** a job than go to college. / I'd rather go to college than get a job.
2. I'd rather **lie** in the sun than sit in the shade. / I'd rather sit in the shade than lie in the sun.
3. I'd rather cook dinner than wash the dishes. / I'd rather wash the dishes than cook dinner.
4. I'd rather live in an apartment than live in a house. / I'd rather live in a house than live in an apartment.
5. I'd rather **travel** by train than travel by plane. / I'd rather travel by plane than travel by train.
6. I'd rather go to the beach than go to the mountains. / I'd rather go to the mountains than go to the beach.
7. I'd rather **have** cold weather than have hot weather. / I'd rather have hot weather than have cold weather.
8. I'd rather eat at home than eat at a restaurant. / I'd rather eat at a restaurant than eat at home

4 Language in Context

Make sentences with **if** to talk about the effects that each of the events would have on your lives.

(If I go to college, I'll get a good job), **الجامعيها**
two negative clauses
(If I don't go to college, I won't get a good job),
or one affirmative and one negative clause
(If I go to college, I won't be able to work).

How will the following things affect your life? Discuss in small groups.

If I don't go to college, I might not get a good job.



- go to college
- learn English well
- save some money
- move to another town
- travel to other countries
- get good grades
- get a scholarship
- get a lot of money

If I learn English well, I'll improve communication skills.

If I save some money, I'll buy a house and a car.

If I move to another town, I'll make new friends.

5 Listening CD2, T10



read aloud the first two sentences



العامية



- What are you going to hear?
- What are they going to talk about?
- Who is going to speak?
- What arguments might they make?
- ◇an argument is a reason (or reasons)

A. Listening to the radio program with representatives of the Farmers' Association and of the Highway Department on the issue of the road. Which of the arguments are mentioned in the program? Check them.

Check if Mentioned	F (Farmer) or H (Highway)
--------------------	---------------------------

1.	People will lose a scenic route.		
2.	Few people use the scenic route.		
3.	Factories will pollute the river.		
4.	Drinking water will be bad.		
5.	No new housing will go up.		
6.	Factories won't dump chemicals into the river.		
7.	The river is polluted already.		
8.	Farmers can buy new farms.		
9.	The development will create hundreds of jobs.		
10.	Farmers won't be able to find new land.		

B. Listen again and write **F** if the representative of the Farmers' Association says it or **H** if the representative of the Highway Department says it.



Answers

1. People will lose a scenic route.	✓	F
2. Few people use the scenic route.		
3. Factories will pollute the river.	✓	F
4. Drinking water will be bad.	✓	F
5. No new housing will go up.		
6. Factories won't dump chemicals into the river.	✓	H
7. The river is polluted already.		
8. Farmers can buy new farms.	✓	H
9. The development will create hundreds of jobs.	✓	H
10. Farmers won't be able to find new land.		

SG3 U11
Page 118

- C. Discuss whether you support the Farmers' Association or the Highway Department. Give reasons for your position.

Reporter: In today's program, "Your Side of the Story," we're going to interview Mr. Russell Murray, who represents the Farmers' Association of Belleview, and Mr. Jason Ryland of the Highway Department. Mr. Murray, I understand that you're organizing a protest march in favor of the farmers. Why?

Mr. Murray: If we don't bring our problem to town and let the people know what's going on, we'll lose one of the most scenic routes in our state. We think that people will be against the highway.

Reporter: And how else will the new highway affect the people of this city?

Mr. Murray: If the highway cuts through the Belleview area, new housing projects and factories will go up, and they will pollute the river. People will start drinking contaminated water.

Reporter: What do you have to say about that, Mr. Ryland?

Ms. Ryland: That isn't true. If factories go up near the river, they will have to obey environmental standards. They won't be able to dump their chemicals into the river.

Reporter: And will farmers lose their land and have to move out?

Ms. Ryland: Actually, their land will be worth much more. They will be able to sell their land at very high prices. They'll be able to buy land in other areas. The highway means good things. It will bring development, and it will create hundreds of new jobs.

Reporter: Should we stop progress and save the scenic route? What do you think? Please call and give your opinion. If you agree with Mr. Murray, call 800-555-6831. If you agree with Mr. Ryland, call 800-555-6832



Audioscript



CD2, T10



SG3 U11
Page 118

Reporter: In today's program, "Your Side of the Story," we're going to interview Mr. Russell Murray, who represents the Farmers' Association of Belleview, and Mr. Jason Ryland of the Highway Department. Mr. Murray, I understand that you're organizing a protest march in favor of the farmers. Why?

Mr. Murray: If we don't bring our problem to town and let the people know what's going on, we'll lose one of the most scenic routes in our state. We think that people will be against the highway.

Reporter: And how else will the new highway affect the people of this city?

Mr. Murray: If the highway cuts through the Belleview area, new housing projects and factories will go up, and they will pollute the river. People will start drinking contaminated water.

Reporter: What do you have to say about that, Mr. Ryland?

Ms. Ryland: That isn't true. If factories go up near the river, they will have to obey environmental standards. They won't be able to dump their chemicals into the river.

Reporter: And will farmers lose their land and have to move out?

Ms. Ryland: Actually, their land will be worth much more. They will be able to sell their land at very high prices. They'll be able to buy land in other areas. The highway means good things. It will bring development, and it will create hundreds of new jobs.

Reporter: Should we stop progress and save the scenic route? What do you think? Please call and give your opinion. If you agree with Mr. Murray, call 800-555-6831. If you agree with Mr. Ryland, call 800-555-6832.

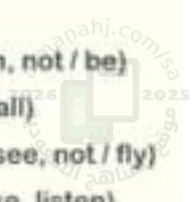
**Zero Conditional and First Conditional
(Type 0 and Type 1)**

Type 0	always, usually, often, sometimes, never, etc.	
	if clause	result clause
	Present Simple	Present Simple
	If it rains,	I always take an umbrella.
	If it doesn't rain,	I usually walk in the park.
	If it rains,	I don't walk in the park.
	If it doesn't rain,	I don't take an umbrella.
Type 1	in the future (tomorrow, etc.)	
	if clause	result clause
	Present Simple	will / won't
	If it rains,	I will take an umbrella.
	If it doesn't rain,	I will walk in the park.
	If it rains,	I won't walk in the park.
	If it doesn't rain,	I won't take an umbrella.

<https://www.liveworksheets.com/la1361309yt>

sentences.

- I _____ for a walk tomorrow **if** the weather _____ good. (go, be)
- We often _____ puzzles **if** we _____ to wait. (solve, have)
- If** it _____ next week, we _____ to the mountains. (not / snow, drive)
- If** she _____, she always _____. (not / win, cry)
- He never _____ **if** the water _____ warm enough. (swim, not / be)
- If** they _____ tomorrow, we _____ them. (not / arrive, call)
- She _____ him next year **if** she _____ to London. (not / see, not / fly)
- If** he _____ up early, he always _____ to the birds. (wake, listen)



<https://www.liveworksheets.com/la1361309yt>

Complete the sentences.

1. I for a walk tomorrow **if** the weather good. (go, be)
2. We often puzzles **if** we to wait. (solve, have)
3. **If** it next week, we to the mountains. (not / snow, drive)
4. **If** she , she always . (not / win, cry)
5. He never **if** the water warm enough. (swim, not / be)
6. **If** they tomorrow, we them. (not / arrive, call)
7. She him next year **if** she to London. (not / see, not / fly)
8. **If** he up early, he always to the birds. (wake, listen)

11 Making Choices

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



يكتفى بصورة واحدة لتمرين واحد فقط 😊👋

activity



11 Making Choices

HOMESWORK

SCHOOL PLATFORM



HOMESWORK



Platform

نوع السؤال: إختيار من متعدد

..... Choose the correct word to complete the sentence: If you heat water to 100 degrees Celsius, it

boil

boils

is boiling

واجب المنصة

● للتذكير

Workbook

Page 240 \ B

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



يكتفى بصورة واحدة لتمارين واحد فقط 😊

activity



العلامة (*) تعني أن الحقول مطلوبة

المقرر *

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

MAKING CHOICES

Grammar

SG6 U5 Grammar T3

انشطة

اسم النشاط *

تصنيف النشاط *

مصدر النشاط *

الوصف

.Complete Work Book Page 118 Exercise B and upload the photo of the completed activity

رقم الصفحة

118

رقم السؤال في الكتاب

118



ملف كتابة

طريقة تسليم النشاط *

خاص بي فقط متاح لجميع معلمي المدرسة

نطاق النشاط *

2026 2025

homework



Homework



Assign page
240, 241
and **242** for
practice
grammar.
Ex **B, C, D**
and **E**

Workbook



Assign pages 118-120 for more practice
with the grammar of the unit.



11 Making Choices



Complete the conditional sentences about facts. Use the present and future forms of verbs.



If I spend (spend) money on clothes, I won't have enough to buy a car next year. But if I don't spend money on clothes, I won't look (not look) good when I go on job interviews.

1. If I sleep (sleep) in class, the teacher won't be happy. But if I don't study until midnight, I won't pass (not pass) the exam.

2. If it rains (rain) a lot this week, the team won't be able to practice for the big game. If the weather is nice, the team will practice (practice) every afternoon.



Complete the conditional sentences about facts. Use the present and future forms of verbs.

3. If the temperature drops below zero, rain changes (change) to ice and snow. But if the temperature stays above zero degrees, rain doesn't freeze (not freeze).
4. If I decide (decide) on King Saud University , I'll move to Riyadh next fall. I will be (be) happy there if I make (make) friends quickly.
5. If I tell (tell) my parents that I didn't do well on the test, they will be (be) angry. If I don't tell (not tell) my parents the truth, they will be (be) angry, too!
6. If you drop an apple, it falls (fall) to the ground. If you drop (drop) a feather, it floats (float) to the ground.
7. If Sultan gets (get) the job, he will move (move) to Dhahran. But if he moves (move) to Dhahran, he probably won't see (not see) his friends and family very often.
8. If Mahmoud makes (make) his hotel reservation now, he will be (be) guaranteed a room. If Mahmoud doesn't go (not go) on vacation, he will have (have to) cancel his reservation.

C Write sentences about facts and possibilities. Use the information in the lists provided below.

The city is thinking about putting a modern sculpture in a square in the old part of town.



Facts

- have to pay for the sculpture
- plant trees instead
- have a new place to sit



Possibilities

- not like the modern piece of art
- be more beautiful than it is now
- not visit the square

The sculpture will be expensive. If the city puts a modern sculpture in the square, the city
will have to pay for the sculpture.


The city is thinking about putting a modern sculpture in a square in the old part of town.

1. The garden club loves trees. If the city doesn't put a modern sculpture in the square, the garden club will plant trees instead .
2. The square isn't very pretty right now, and some sculptures are really beautiful. If the city puts a modern sculpture in the square, the square may be more beautiful than it is now
3. The city wants more tourists to visit the square, but sculptures aren't really big tourist attractions. If the city puts a modern sculpture in the square, more tourists may not visit the square .
4. People have their own ideas about what good art is. If the city puts a modern sculpture in the square, some people may not like the modern piece of art
5. There are a lot of birds in the square. If the city puts a modern sculpture in the square, the birds will have a new place to sit will have a new place to sit



If I spend less time playing video games, I may do better in school

1. If I stop eating junk food, I may start going to the gym.
2. If I get more sleep, I won't be so tired in the morning.
3. If I practice more, I'll be able to speak English better.
4. If I save money, I might buy a computer.

 **Derek is riding his bicycle by the lake. Would you rather go shopping at the mall or ride your bicycle by the lake?**

I'd rather ride my bicycle by the lake than go shopping at the mall.

1. Kevin is reading his favorite book in the park. Would you rather study math or read your favorite book in the park?



2. David is camping in the mountains. Would you rather go camping in the mountains or stay in a hotel at the beach?



3. Charles is going to visit England and Scotland on vacation. Would you rather go on vacation to another country or stay at home during vacation?

4. Tom plays on his school's football team. Would you rather play on your school's football team or play on its basketball team?



5. My brother and his friend went hiking in France last year. Would you rather go hiking across another country or take a train?

6. I have a little cousin who loves to go fishing. Would you rather go fishing or play video games?



7. That's my Uncle Bill. He went to the Grand Canyon in Arizona. Would you rather visit the Grand Canyon or visit New York City?



E Answer the questions. Use *I'd rather*.

1. Kevin is reading his favorite book in the park. Would you rather study math or read your favorite book in the park?

I'd rather read my favorite book in the park than study math.



2. David is camping in the mountains. Would you rather go camping in the mountains or stay in a hotel at the beach?

I'd rather go camping in the mountains than stay in a hotel at the beach.



3. Charles is going to visit England and Scotland on vacation. Would you rather go on vacation to another country or stay at home during vacation?

I'd rather go on vacation to another country than stay at home during vacation.



4. Tom plays on his school's football team. Would you rather play on your school's football team or play on its basketball team?

I'd rather play on my school's football team than play on its basketball team.

5. My brother and his friend went hiking in France last year. Would you rather go hiking across another country or take a train?

I'd rather go hiking across another country than take a train.



6. I have a little cousin who loves to go fishing. Would you rather go fishing or play video games?

I'd rather play video games than go fishing.

7. That's my Uncle Bill. He went to the Grand Canyon in Arizona. Would you rather visit the Grand Canyon or visit New York City?

I'd rather visit the Grand Canyon than visit New York City.

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



T.Noureyah Alghamdi

The end



😊 لا ابيح من ينسب تحضير البوربوينت و تمارين وتدريبات المرحلة المتوسطة لنفسة ناسيا كم
من جهد ووقت تم بذلة عليها

العاميها

Language Builder

Remind students that *won't* is the contraction of the negative form *will not*. The negative forms of *may* and *might* are *may not* and *might not*. We do not use a contraction for *may not* and rarely use the contraction *mightn't* for *might not*.

Language Builder

Explain that although it is more common to answer a question that begins *Do you prefer* with *I prefer*, sometimes *I'd rather* or *I'd prefer* is used instead. The answer to *Would you prefer* is usually either *I'd rather...* or *I'd prefer...*



Teaching Tip

When dividing students into groups, four or five students per group should normally be the maximum number. If groups are any bigger, it can be difficult for all of the members to participate effectively in the activity.



Additional Activity

Have students write on a piece of paper something they would rather do than something else. Tell them to try to make their sentence representative of who they are. For example: *I would rather play basketball than any other sport.* Collect the papers and read each one aloud. Students have to guess which of their classmates wrote the sentence.

fun facts

- Many young people dream of becoming a professional sports player. In a recent survey in the U.S., becoming a professional athlete was listed as the top career goal of eight percent of students, ages 8–12.
- The odds of becoming a professional athlete in the U.S. are about 24,550 to 1. The odds of becoming a rich and famous professional athlete are much smaller.



3 Grammar

نوع السؤال: اختيارات من متعدد

:Choose all the correct ways to start this sentence
.sleep early than to stay late at night ...

I'd rather

I would rather

Idrather

I'drather



3 Grammar

نوع السؤال: إختيار من متعدد

:Choose the correct tense

If we (see) an open gas station, we will fill up the tank with gas.

saw

see

sees



3 Grammar

نوع السؤال: إختيار من متعدد

.If the storm comes ashore this evening, it (destroy) buildings, trees, and shorelines

- will destroy
- destroys
- destroied



3 Grammar

نوع السؤال: إختيار من متعدد

:Choose the correct sentence structure with (I'd rather)

- .I'd rather have dinner before taking my bath
- .I have dinner I'd rather before taking my bath
- .I have dinner before taking my bath I'd rather



3 Grammar

نوع السؤال: إختيار من متعدد

.Choose the correct sentence structure with (I'd rather) Come to work in the morning

- .Come I'd rather to work in the morning
- .I'd rather come to work in the morning
- .Come to work in the morning I'd rather

5 Listening

نوع السؤال: إختيار من متعدد

... Farmers are against building a



**Practice
Makes
Perfect**

- .new shopping mall
- .highway
- .factory

5 Listening

نوع السؤال: اختيارات من متعدد

The reasons which farmers have for rejecting the highway are

- .People will lose a scenic route
- .Factories will pollute the river
- .New housing will go up
- .Drinking water will be bad
- .Farmers can buy new farms



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



© Can Stock Photo



A large, empty rounded rectangular box for writing a response.

What do you think?

Emotional Map



emotion

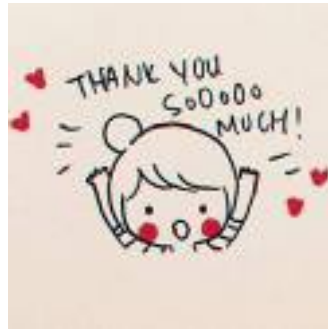


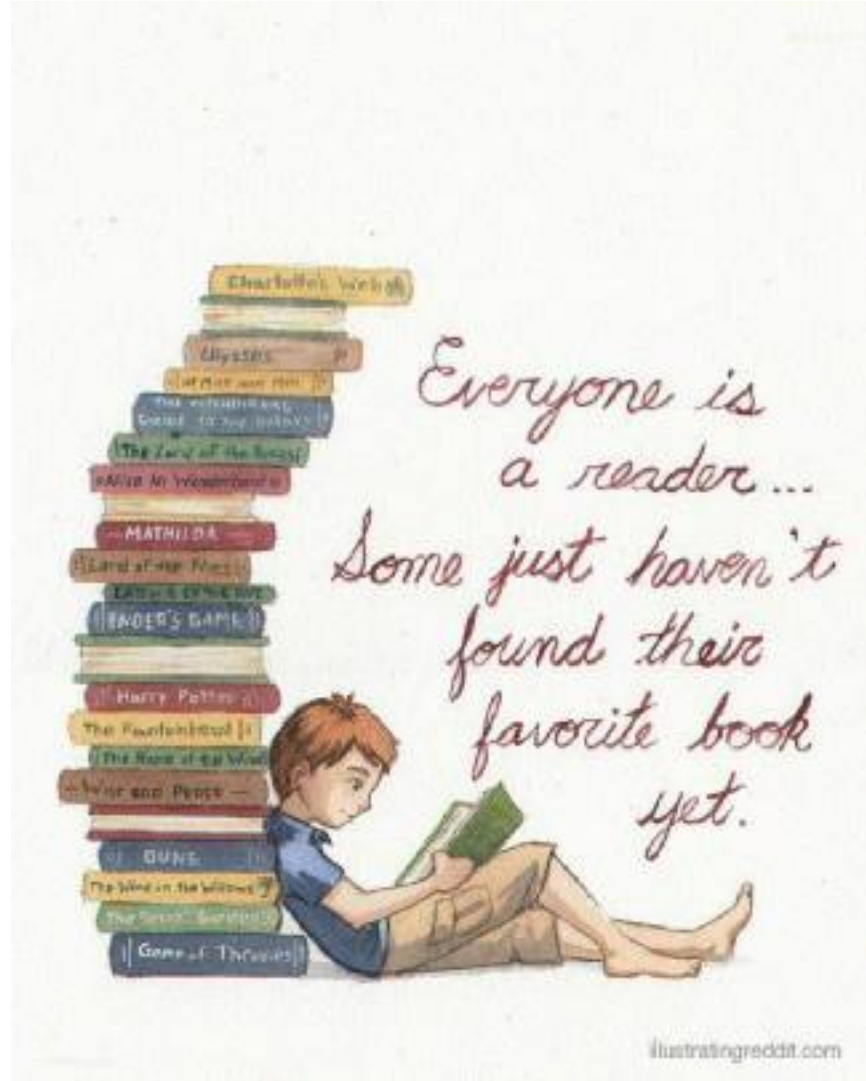
A large, empty rounded rectangular box for writing a response.

What do you feel?

sentence describing the picture:

.....
.....





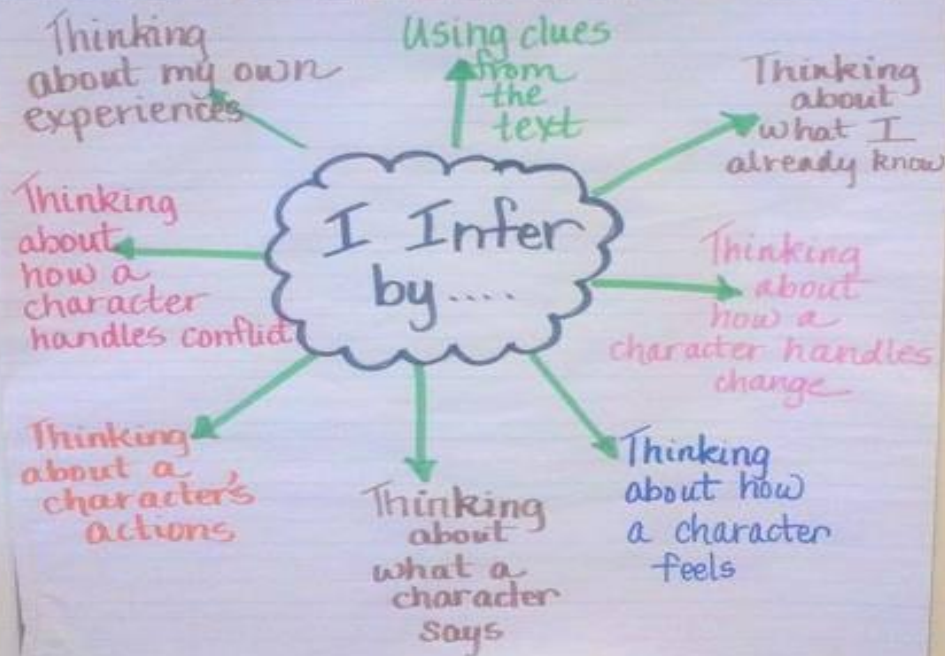
Everyone is
a reader ...
Some just haven't
found their
favorite book
yet.

illustratingreddit.com





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



nonfiction

TEXT STRUCTURES

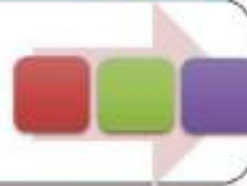
description

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 Houghton Mifflin Harcourt, The Classroom Key

Text Structures

W.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 the order, or steps, in which events happen	First, then, next, after, and finally may use dates	Time Order 1. _____ 2. _____ 3. _____ 4. _____
Compare and Contrast Shows how things are alike or different	alike, both, like, unlike, but, different	Venn Diagram
Cause and Effect Cause is why something happens and the effect is what happens as a result of the cause.	Why, cause, because, therefore, as a result, effect	Cause → Effect
Problem and Solution A <u>problem</u> or issue is presented then the problem is <u>solved</u> .	question is, people is, to solve this, one answer is, one reason is, the problem is	? → Lightbulb
Description 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!

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

Writer: EBO3

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

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.



The 8 Parts of Speech

Verb An action: like run, jump, or read;
or a state of being: like is or was.

Noun A thing, or idea: rock, dog, John,
democracy, birthday, gravity

Adverb Tells how an action occurred:
quickly, slowly, carefully

Adjective Tells about a noun:
big, red, Fred's

Pronoun Used to replace a noun:
it, I, them

Preposition Describes relationship:
on, over, for, beside

Conjunction Joins words or phrases:
and, or, because

Interjection A word of surprise:
Wow! Oh my!

What is the words job?

paragraph	line	word	Part of speech	meaning
		successful		achieving the result wanted or hoped for
		complain		to say that something is wrong

Guided Writing Summary (fiction)

The story _____ written by _____

is about _____ in _____.

First, _____ Next, _____

Then, _____ Finally, _____

The problem was _____ The solution was _____

* The message/lesson I learned from the story is _____

* Summaries do not include your opinion.

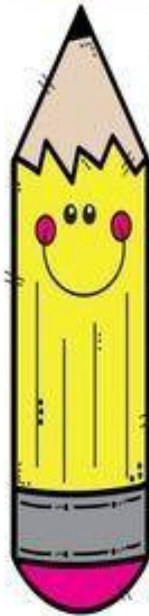
* This is just a model. Add additional compositional risks to make your summary SPARKLE & SHINE!

Writing

	My sentences start with capital letters. ⇒ My cat is little.
	My sentences end with punctuation. My cat is little. ↗
	I used finger spaces. My cat is little. (with three finger icons pointing to spaces)
	I can write at least 3 sentences. I went to the zoo. I saw a snake. It ate a rat. Gross!
	My story has a B-M-E. (B: girl with butterfly, M: potted plant, E: tree)

© kreativeinkinder.blogspot.com

Writing Checklist



- Use a capital letter at the beginning of my sentence.
ex.) The dog is big.
- Use finger spaces. 🖐️
ex.) I see the bat.
- Use ending punctuation. ❓
ex.) My dad is tall.
- Use the word wall to spell words.
ex.) I like cats and dogs.

Ad	ibz	Co
to	or	on
me	at	was
are		

Writing Checklist



- Use a capital letter at the beginning of a sentence.
EX: The tree is tall.
- Use finger spaces. 🖐️
EX: I _swim_ at _the_ pool.
- Use ending punctuation. ❓!
EX: Do you have a pet? ?!
- Use the word wall to help you spell.
EX: I fell down.

writing checklist

- My **name** is on my paper.
- I started **all** my sentences with a **capital letter**.
- All** my sentences end with a **punctuation mark**. (. ? !)
- I put **spaces** between each word.
- I checked my **spelling**.
- My writing makes **sense**.
- I used some "wow" words.





Thank you



© Can Stock Photo



A large, empty rounded rectangular box for writing a response.

What do you think?

Emotional Map



emotion



A large, empty rounded rectangular box for writing a response.

What do you feel?

sentence describing the picture:

.....
.....

Leader Name: _____

Group No. (____)



© Can Stock Photo

Anticipation guide



Before Reading		Statement	After Reading	
Agree	Disagree		Agree	Disagree
			
		✓	
		✓	
		✓	
			



Predict:



Reciprocal teaching (التعلم التبادلي)

- Open your book p.
- Make a scanning reading (quick reading)
- To predict** What is our lesson about.....

P proof
 of
 Concept

Clarify:

Read and find out more (ideas, phrases and words)



Explain for your friend...if she doesn't understand.

Questions:
 Why.....?
 or
 How.....?



Summarizing



- Fiction
- Who?
 - When?
 - Where?
 - What?
 - Why?
- Nonfiction
- Facts
 - Important Information

To Tell What the Story Was Mostly About

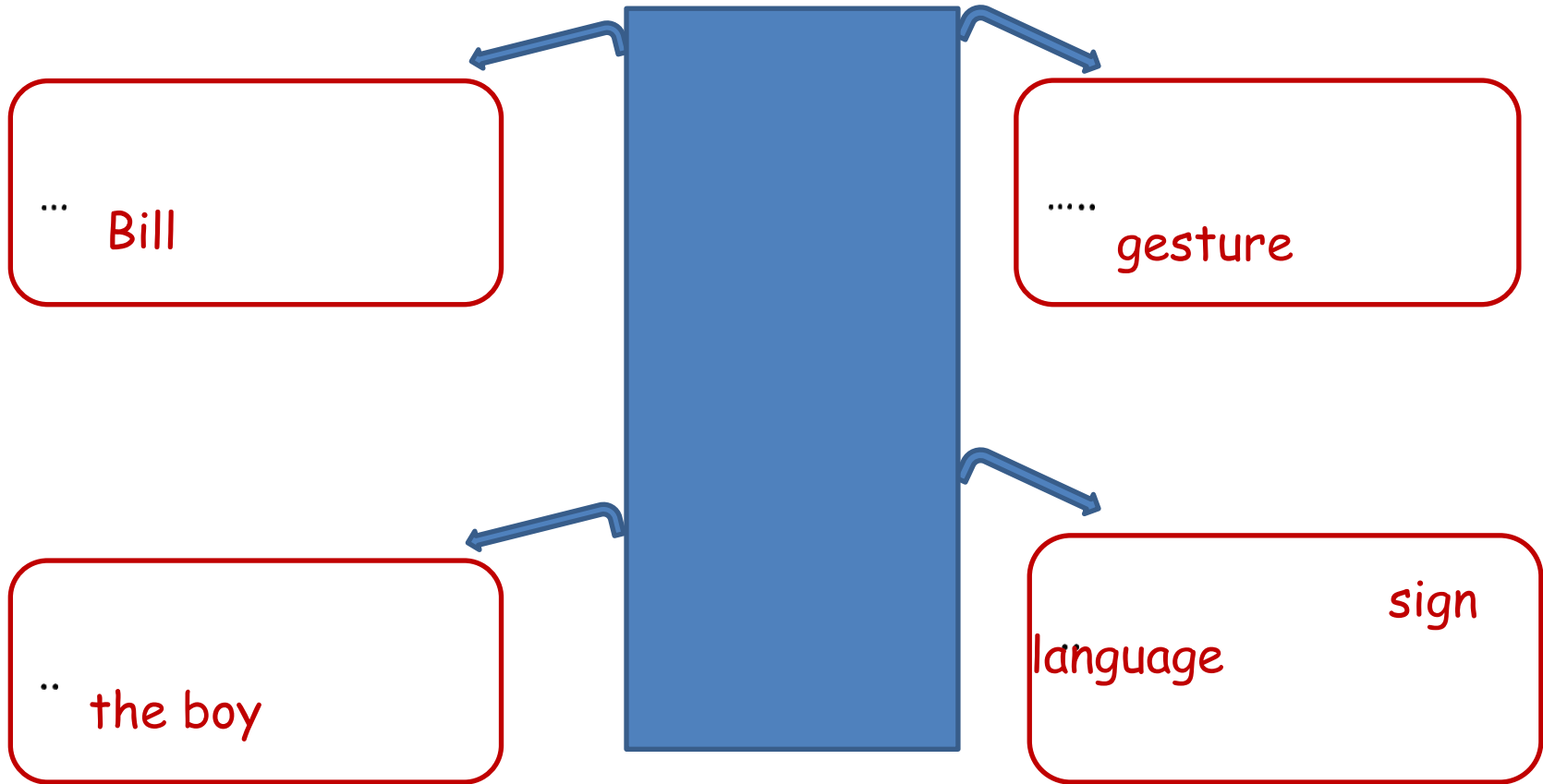
Summarize



Write one sentence or two about every paragraph as a conclusion for the text or passage.

SUMMARIZE It
 Shorter than the text
 Use your own words
 Main ideas only

Character map





The Remembering Game





**Remember
me !**

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

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
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

