

الدرس 2 الوحدة 9 ورقة عمل القواعد والاستماع من سوبر جول 3



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: 20:39:08 2026-01-15

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

المزيد من مادة
لغة انجليزية:

إعداد: نوريه الغامدي

التواصل الاجتماعي بحسب الصف 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

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الدرس الثاني الوحدة التاسعة عرض لقواعد من سوبر جول 3 والتدريبات عليها	2
الدرس الأول الوحدة التاسعة عرض شامل لمحتوى عرض تقديمي جميع أنواع الناس	3
الدرس 1 الوحدة 9 ورقة عمل نشاط الاستماع والمناقشة جميع أنواع الناس	4
إجابة مراجعة وتمارين تقوية لرفع مستوى التذني الوحدة الثامنة	5



وزارة التعليم
Ministry of Education
2022 - 1444

SUPER

GOAL 3

U9

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Ministry of Education
2022 - 1444

SUPER GOAL 3

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ENGLISH

TIME

for you



Reading

Writing

Listening

Speaking



😊 Avoid gathering !

😊 We must wear a mask before going out.

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

😊 Keep a distance of 2 meters to avoid accountability

😊 wash hands constantly.

Covid 19



Learning Styles

Visual



- * You prefer using pictures, images, and spatial understanding.

Musical/Auditory



- * You prefer using sound and music.

Verbal



- * You prefer using words, both in speech and writing.

Physical/Kinesthetic



- * You prefer using your body, hands and sense of touch.

Logical/Mathematical



- * You prefer using logic, reasoning and systems.

Social



- * You prefer to learn in groups or with other people.

Solitary



- * You prefer to work alone and use self-study.

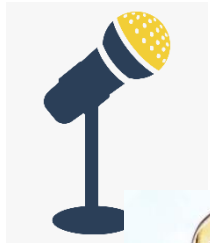
**What is
your
learning
style?**



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.



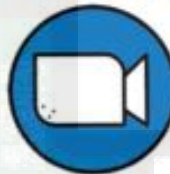
Act like you're at school.



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





2026



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



Ayats In The Quran

Inspiring Quranic Verses



There are numerous ayats in the Quran and each one more beautiful than the other. It is difficult to pick one ayat as the most beautiful, Read the Quran to find inspiring ayahs that praise Allah and fill your heart with devotion and love.

سُورَةُ فَصَّلَاتٍ

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

مَنْ عَمِلَ صَالِحًا فَلِنَفْسِهِ ۖ وَمَنْ أَسَاءَ فَعَلَيْهَا ۚ وَمَا رَبُّكَ
بِظَالِمٍ لِّلْعَبِيدِ ﴿٤٦﴾

هناك العديد من الآيات في القرآن وكل واحدة أجمل من الأخرى. من الصعب اختيار آية واحدة كأجمل، اقرأ القرآن للعثور على آيات ملهمة تسبح الله وتملأ قلبك بالتفاني والحب.

▼ آية 46

▼ سورة فصلت



التفسير (Tafsir) الطبري - Al-Tabari

مَنْ عَمِلَ صَالِحًا فَلِنَفْسِهِ ۖ وَمَنْ أَسَاءَ فَعَلَيْهَا ۚ وَمَا رَبُّكَ بِظَالِمٍ لِّلْعَبِيدِ (46)

القول في تأويل قوله تعالى : مَنْ عَمِلَ صَالِحًا فَلِنَفْسِهِ وَمَنْ أَسَاءَ فَعَلَيْهَا وَمَا رَبُّكَ بِظَالِمٍ لِّلْعَبِيدِ (46)

يقول تعالى ذكره: من عمل بطاعة الله في هذه الدنيا، فائتمر لأمره، وانتهى عما نهاه عنه (فَلِنَفْسِهِ) يقول: فلنفسه عمل ذلك الصالح من العمل، لأنه يجازى عليه جزاءه، فيستوجب في المعاد من الله الجنة، والنجاة من النار. (وَمَنْ أَسَاءَ فَعَلَيْهَا) يقول: ومن عمل بمعاصي الله فيها، فعلى نفسه جنى، لأنه أكسبها بذلك سخط الله، والعقاب الأليم. (وَمَا رَبُّكَ بِظَالِمٍ لِّلْعَبِيدِ) يقول تعالى ذكره: وما ربك يا محمد بحامل عقوبة ذنب مذنب على غير مكتسبه، بل لا يعاقب أحدا إلا على جرمه الذي اكتسبه في الدنيا، أو على سبب استحققه به منه، والله أعلم.

اعمل ما شئت



سُورَةُ الْفُودِ

بِسْمِ اللَّهِ

مَنْ عَمِلَ صَالِحًا فَلِنَفْسِهِ وَ
بِظَلَمٍ لِلْعَبِيدِ ٤٦



Unit Goals



Vocabulary

Personality
and character
Sights and activities
in the city



Functions

Talk about past
events that
are interrupted
Describe people's
personalities and
character



Grammar

Relative Pronouns:
Who, That, Which
Past Progressive with
When and *While*
Can/May/Could



Listening

Listen to infer who
is speaking and
match speakers

to their pictures



Pronunciation

Syllable stress
in adjectives



Reading

Simple Ideas,
Big Results



Writing

Write an imaginary
interview with a
famous humanitarian



Project

Present a person
who has made
a difference in
the world

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



9 All Kinds of People

VOCABULARY

Nouns

airline fake
attraction flyers
editor pedal cab
event thief

Verbs

compliment
grab
recognize
spill
steal

Adjectives

absentminded	honest	pessimistic	serious
athletic	kind	polite	silly
clever	lazy	quiet	talkative
efficient	optimistic	reliable	typical
generous	patient	rude	unreliable
hardworking	persuasive	selfish	

EXPRESSIONS

Idioms

give directions
hail a taxi
hand out
in a hurry
on duty

Real Talk

a real treat
I mean
Of course

U9



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

ساند الحاميه للمعلمين والمعلمات
للطلاب والطالبات

وقف خيرى تعليمي بلا مقابل
لوالدي رحمه الله والحاميه

ولو الدتي الغالية أطل الله في عمرها
اختكم المعلمة :

نوريه صالح الغامدي

GOAL 1
1. Saudi History
2. Saudi's flag
3. Saudi's coat of arms
4. Saudi's capital
5. Saudi's largest city
6. Saudi's largest island
7. Saudi's largest desert
8. Saudi's largest mountain
9. Saudi's largest lake
10. Saudi's largest river

GOAL 2
1. Saudi's largest city
2. Saudi's largest island
3. Saudi's largest desert
4. Saudi's largest mountain
5. Saudi's largest lake
6. Saudi's largest river
7. Saudi's largest port
8. Saudi's largest airport
9. Saudi's largest stadium
10. Saudi's largest university

GOAL 3
1. Saudi's largest city
2. Saudi's largest island
3. Saudi's largest desert
4. Saudi's largest mountain
5. Saudi's largest lake
6. Saudi's largest river
7. Saudi's largest port
8. Saudi's largest airport
9. Saudi's largest stadium
10. Saudi's largest university



لا أحل من ينسب أفعالي لنفسه أو ينشرها بأسمه

لا أحل من ينسب جهدي وتعبي ووقتي ووقت ابنائي الصغار
في تحضير البوربوينت وشرائحه واوراق 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 خيرى لوالدي رحمه الله والحاميه

اختكم نوريه صالح الحاميه الغامدي

9 All Kinds of People

4 Language in Context

5 Listening

6 Pronunciation

SG3 U9
Page 98

WEEK 1



Today: Tuesday

Date:
19-8-1443 H

March 22nd \ 2022



everyone,
How is everything going?



9 All Kinds of People

SG3 U9
Page 98

4 Language in Context

5 Listening

6 Pronunciation



Learning Objectives



Give a definition for a different word



Listen to infer who is speaking and match speakers to their pictures



Relate people to a speech according to description



Produce the stress in adjectives



4 Language in Context

رابط الدرس الرقمي



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Page 98

الجامعيها

focus your attention on the words in the box

Work with a partner. Give a definition of an adjective from the words in the box to describe a person. Your partner guesses the adjective. You can use a dictionary for help.

A: Someone who makes you laugh is...?

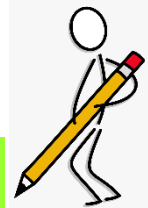
B: Funny.

A: Someone that always says please and thank you is _____?

B: (polite)

Write a word from the box under the correct face

absentminded / athletic / clever / friendly / funny / generous / hardworking / honest / kind / lazy / optimistic / patient / persuasive / pessimistic / polite / quiet / reliable / rude / selfish / serious / talkative



pessimistic
absentminded
selfish
lazy



optimistic
athletic
polite
kind



العامية

to fall from or as from a container

spill



- it accidentally flows over the edge of a container
→ pour



العامية

to show that you like what they have done
or you like their appearance



compliment



- a remark that shows you admire someone or something



thinking that bad things are more likely to happen

pessimistic



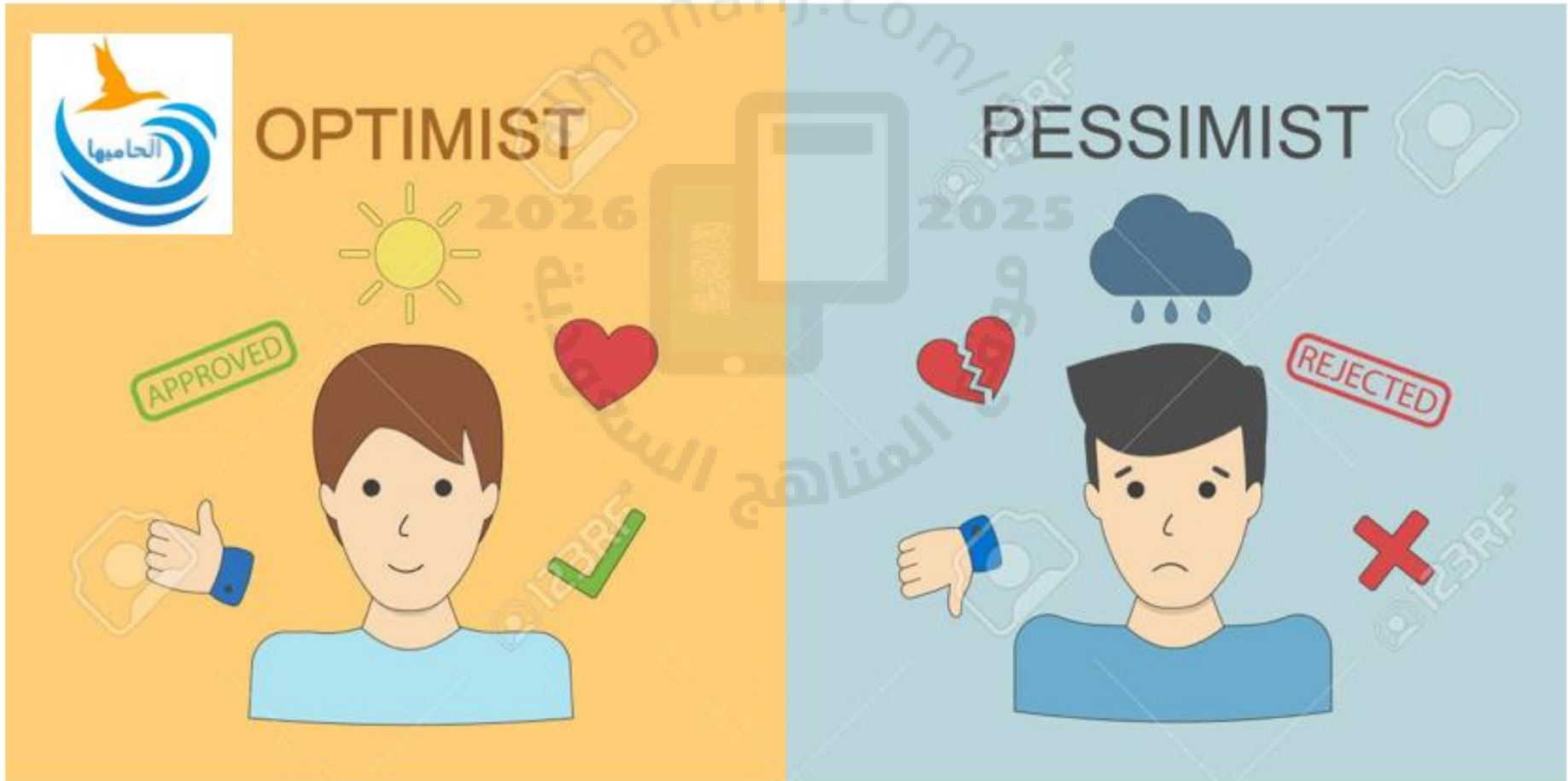
- expecting that bad things will happen in the future or that something will have a bad result ≠ optimistic

4 Language in Context

SG3 U9
Page 98

believing that **good things**
will happen in the future.

العامية





العامية

able to make people agree to do something

persuasive



- able to make other people believe something or do what you ask = convincing



العامية

to forget things or do not pay attention
to what is happening

absentminded



shutterstock.com • 234743683



- to forget things, especially because you are
thinking about something else = forgetful

4 Language in Context

Work with a partner. Give a definition of an adjective from the words in the box to describe a person. Your partner guesses the adjective. You can use a dictionary for help.

A: Someone who makes you laugh is...?

B: Funny.

absentminded = someone who doesn't remember things

athletic = someone who is good at sports

clever = someone who is smart

friendly = someone who likes to be with others

funny = someone who makes others laugh

generous = someone who gives freely

hardworking = someone who works a lot

honest = someone who tells the truth

kind = someone who is nice to other people

lazy = someone who doesn't like to do work

optimistic = someone who looks on the positive side

patient = someone who waits calmly and doesn't get angry or annoyed quickly

persuasive = someone who gets others to do what he/she wants or to think a certain way

pessimistic = someone who looks on the negative side

polite = someone who says "please" and "thank you"

quiet = someone who doesn't make a lot of noise

reliable = someone who can be trusted

rude = someone who is not polite

selfish = someone who cares only about him/herself

serious = someone who doesn't laugh a lot

talkative = someone who speaks a lot

العامية

SG3 U9
Page 98

رابط الدرس الرقمي



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4 Language in Context

Work with a partner. Give a definition of an adjective from the words in the box to describe a person. Your partner guesses the adjective. You can use a dictionary for help.

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العامية

SG3 U9
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رابط الدرس الرقمي



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5 Listening



CD1, T16



SG3 U9
Page 98

العامية

Listen. Look at the picture of a gallery opening. Who said what? Write the numbers in the boxes.

listen for
the
statements
on the
board.



What are the
various people
doing and what
might be they
saying?



e.g. The man who is
taking a snack is
number one because
he says that the
snacks look
delicious

- 1** The man who is taking a snack
- 6** The waiter who is carrying the tray
- 5** The artist who is talking about his painting
- 7** The man who spilled his coffee
- 3** The person who is taking the photo
- 2** The man who is leaving the gallery
- 8** The man who is talking to a reporter
- 4** The man who is complimenting the artist



Audioscript



1. Yes, thank you. They look delicious.
2. I have to leave early. Thanks for inviting me.
3. Now, smile everyone. Say "cheese."
4. What a beautiful painting! What inspired you?
5. Well, nature has always been an inspiration in my work.
6. Would you like to try one of these?
7. Oh, I'm terribly sorry.
8. As Mayor, it is my pleasure to support the talent of new artists.

6 Pronunciation



CD1, T17



رابط الدرس الرقمي



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العامية

SG3 U9
Page 98



pay attention to which syllable in each word is stressed, as indicated in bold.

Listen. Notice the stress in the adjectives. Then practice.

talkative
generous

ath**letic**
pers**uas**ive

eff**ici**ent
re**li**able

pess**im**istic
absent**mind**ed

9 All Kinds of People

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

LIVEWORKSHEETS

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

live worksheet\



activity

يكتفى بصورة واحدة لتمرين واحد فقط 😊



9 All Kinds of People

HOMEWORK

SCHOOL PLATFORM



Platform



HOMEWORK



:Rearrange the words to make a sentence

4 when ➕

7 went off ➕

6 electricity ➕

5 the ➕

2 was ➕

1 Adel ➕

3 watching TV ➕

واجب المنصة
للتذكير

3 All Kinds of People

Workbook

Page 228 \ C

بعد حل الواجب

يتم ارسال صورة لذلك

في قسم الأنشطة

على المنصة

يكتفى بصورة واحدة لتمرين واحد فقط 😊



activity



3 All Kinds of People

المقرر *

Super Goal - الصف الثالث المتوسط - الفصل الدراسي الثالث -

ALL KINDS OF PEOPLE

Grammar

SG6 U3 Grammar Term 3

اسم النشاط *

اختر

تصنيف النشاط *

كتاب الطالب ☐ نشاط خارجي أو من ملف ☒ كتاب النشاط

مصدر النشاط *

.Complete Work Book Page 102 Exercise C and upload the photo of the completed activity

الوصف

102

رقم الصفحة

102

رقم السؤال في الكتاب



ملف ☐ كتابة ☒

طريقة تسليم النشاط *

خاص بي فقط ☐ متاح لجميع معلمي المدرسة ☒

نطاق النشاط *

homework



Homework



Assign page
228, 229 and
230 for
grammar
practice.
Ex C, D, E, F, G
and H

Workbook



Assign pages 102-104 for more practice with the grammar of the unit.

3 All Kinds of People





1. which

3. who

5. who

7. that

2. that

4. that

6. who

8. that

1. Ali works in an office (who / which) is noisy and busy.
2. So yesterday he went to a park (who / that) is near his office to have lunch.
3. He sat down on a bench next to a man (who / which) was reading a book.
4. A minute later, the man picked up a cell phone (who / that) was on the bench next to him and began making calls.
5. Two men (which / who) were sitting under a tree were having a quiet conversation.
6. Then some children (who / which) were playing near the men started to fight and shout.
7. Ali left the park thinking, "There is no place (who / that) is quiet and peaceful."
8. So he went back to his office (who / that) is not so different from the rest of the world.

Imad's cousin from America is coming to visit Imad and his family. Combine each pair of sentences by putting the second sentence after the correct noun in the first sentence. Replace the underlined word(s) in the second sentence with **who**, **which**, or **that**.

1. My parents want me to be nice to Ahmed. He is my age.

~~My parents want me to be nice to Ahmed~~ **who** is my age.

2. They want me to take Ahmed to the football game. The football game is tomorrow night.

~~They want me to take Ahmed to the football game~~ **which** is tomorrow night.

3. I don't want to take my cousin. He might not be a football fan.

~~I don't want to take my cousin~~ **who** might not be a football fan.

4. This morning I heard voices. The voices were coming from the living room.

~~This morning I heard voices~~ **that** were coming from the living room.

5. When I walked into the room, I saw Ahmed. He was wearing a football jersey.

~~When I walked into the room, I saw Ahmed~~ **who** was wearing a football jersey.

6. I think that Ahmed is going to be fun to hang out with. Ahmed loves football.

~~I think Ahmed~~ **who** loves football, is going to be fun to hang out with.

Write two new sentences for each group of sentences. Use **who** in one sentence and **which** or **that** in the other sentence.



Brian likes adventure sports. He doesn't get nervous. Adventure sports take a lot of concentration.

Brian, who doesn't get nervous, likes adventure sports.

Brian likes adventure sports that take a lot of concentration.



1. Vincent works as a security guard at a bank. Vincent is a very serious person. The bank has never been robbed.

Vincent, who is a very serious person, works as a security guard at a bank.
Vincent works as a security guard at a bank that has never been robbed.



2. My brother designed a new eco-friendly home. My brother is an architect. The home uses solar and wind power.

My brother, who is an architect, designed a new ecofriendly home.
My brother designed a new eco-friendly home which uses solar and wind power.



3. Omar passed the test. Omar always studies and is very smart. The test was about relative pronouns.

mar, who always studies and is very smart, passed the test.
Omar passed the test that was about relative pronouns.

1. The tourists were eating (eat) their lunch when a thief stole (steal) their camera.
2. The thief was running (run) when he dropped (drop) the camera.
3. The camera was sitting (sit) on the ground when a boy picked it up (pick it up).
4. The boy was playing (play) with the camera when the tourists suddenly noticed (notice) him. They got their camera back!
5. The boy was eating (eat) an ice cream cone that the tourists bought for him when they took (take) a picture of him.

On Thursday morning, Martin decided that he wanted to invite some friends over that night. He had to do many things at the same time. Write sentences about what he did. Use the pictures and his list.



change the lightbulb	have breakfast
make a list of things to do	clean house
make sandwiches	shop at the grocery store
talk on the phone	watch TV
think of what he needed to buy	make a cake

! He was making a list of things to do while he was having breakfast.

1. He was making sandwiches while he made a cake.
2. He was talking on the phone while he cleaned the house.
3. He was thinking of what he needed to buy while he shopped at the grocery store.
4. She was changing the lightbulb while he watched TV.

1. My brother was watching TV while he was eating dinner.
2. Ahmed was walking in the park when he saw Hameed.
3. Maha and Badria were studying for the math test when the phone rang.
4. Mom was cutting some vegetables for dinner when she cut her finger.
5. Dad was drinking coffee while he was reading the newspaper.
6. They were surfing when it started to rain.



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

GOAL 1

1. **Unit Message**

2. **Writing a Letter**

3. **Writing a Book**

4. **Answer the Questions**

5. **Reading Comprehension**

1. **Unit Message**

2. **Writing a Letter**

3. **Writing a Book**

4. **Answer the Questions**

5. **Reading Comprehension**

Unit Message

Writing a Letter

Writing a Book

Answer the Questions

Reading Comprehension

Unit Message

Writing a Letter

Writing a Book

Answer the Questions

Reading Comprehension

The screenshot shows a presentation slide titled "GOAL 2". It features a list of items, each with a checkbox and a progress indicator. The items are:

- 1. The Marketing Plan
- 2. Marketing Mix Strategy
- 3. Product Mix
- 4. Price Mix
- 5. Place Mix
- 6. Promotion Mix

Below the list is a progress bar and the text "The Marketing Plan".

The screenshot shows a presentation slide titled "GOAL 3". It features a list of items, each preceded by a checkbox. The items are:

- ☐ Item 1
- ☒ Item 2
- ☐ Item 3
- ☐ Item 4
- ☐ Item 5
- ☐ Item 6
- ☐ Item 7
- ☐ Item 8
- ☐ Item 9
- ☐ Item 10
- ☐ Item 11
- ☐ Item 12
- ☐ Item 13
- ☐ Item 14
- ☐ Item 15
- ☐ Item 16
- ☐ Item 17
- ☐ Item 18
- ☐ Item 19
- ☐ Item 20
- ☐ Item 21
- ☐ Item 22
- ☐ Item 23
- ☐ Item 24
- ☐ Item 25
- ☐ Item 26
- ☐ Item 27
- ☐ Item 28
- ☐ Item 29
- ☐ Item 30
- ☐ Item 31
- ☐ Item 32
- ☐ Item 33
- ☐ Item 34
- ☐ Item 35
- ☐ Item 36
- ☐ Item 37
- ☐ Item 38
- ☐ Item 39
- ☐ Item 40
- ☐ Item 41
- ☐ Item 42
- ☐ Item 43
- ☐ Item 44
- ☐ Item 45
- ☐ Item 46
- ☐ Item 47
- ☐ Item 48
- ☐ Item 49
- ☐ Item 50
- ☐ Item 51
- ☐ Item 52
- ☐ Item 53
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- ☐ Item 56
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- ☐ Item 84
- ☐ Item 85
- ☐ Item 86
- ☐ Item 87
- ☐ Item 88
- ☐ Item 89
- ☐ Item 90
- ☐ Item 91
- ☐ Item 92
- ☐ Item 93
- ☐ Item 94
- ☐ Item 95
- ☐ Item 96
- ☐ Item 97
- ☐ Item 98
- ☐ Item 99
- ☐ Item 100

At the bottom of the slide, there is a red banner with the Arabic text "الثلاث متوسط" (The Three Medium).



لا أحلل من ينسب أعماله لنفسه أو ينشرها بأسماء

لا أحل من ينسب جهدي وتعبتي ووقتي ووقت ابناتي الصغار في تحضير البوربونيت وشرائه واوراق العمل وتمارين المراجعة والخط العلاجي وغيرها لنفسه هي للنفع العام في التعليم والتدريس وتبسيط المادة للطلاب والطالبات والمعلمين والمعلمات في مجال التدريس وليس للبيع

وقف خيرى لوالدي رحمه الله و الحاميهما

أختمكم نوربه صالح الحاميه الغامدي

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



T.Noureyah Alghamdi

The end



Language Builder

All clauses contain a subject and a verb. Clauses are either independent (also called main clauses) or dependent (also called subordinate clauses). Independent clauses express a complete thought and can be written as a sentence. *I was walking down the street* is an independent clause. Adjective clauses, adverb clauses, and noun clauses are examples of dependent clauses. They are part of a sentence, but they cannot be a sentence on their own. *When I saw him* is a dependent clause.

Language Builder

That is generally used in restrictive relative clauses rather than *which* or *who*. Restrictive clauses are essential to the meaning of a sentence. (*I ate at the restaurant that opened this weekend.*) Restrictive clauses answer the question *Which?* (*Which restaurant? The restaurant that opened this weekend.*)

Which and *who* are used for nonrestrictive clauses. These are clauses that give additional information that is not essential to the meaning of a sentence. (*I saw Burj Khalifa, which is the tallest building in the world.*)



Teaching Tip

Pay close attention to your students' facial expressions and body language. These signs will tell you if students are interested or bored, and if they are learning. Taking cues from their body language can help you make decisions during class. For example, if students seem bored with an exercise, you might want to try to finish it quickly and move on. On the other hand, if students seem particularly interested in an activity and seem to be learning from it, it makes sense to prolong or extend it.



Additional Activity

Arrange students in groups to discuss characteristics of friends or family members. Have students choose two people to describe. Write on the board: ***My friend/My brother _____ is a person who _____.*** Provide a model. For example: *My friend Ali is a person who likes to be with people. He's a person who talks all the time about everything.* When everyone has described two people, have the group vote on the person they would most like to meet.



Past progressive

Match pictures with the activities

1. Making a sand castle
2. Taking the sun
3. Sleeping on the beach
4. Swimming in the sea
5. Camping in the forest
6. Reading a book
7. Putting sunscreen
8. Having a picnic



3 Grammar



العامية

SG3 U9

p.96

We use past progressive:

- To talk about what somebody was doing at a certain time in the past.

Example: The farmer was working at 6 o'clock yesterday.



Formation of the Past Continuous Tense

past tense of
the verb

be

+

Verb

-ing form

He was reading.

3 Grammar



SG3 U9
p.96

العامية

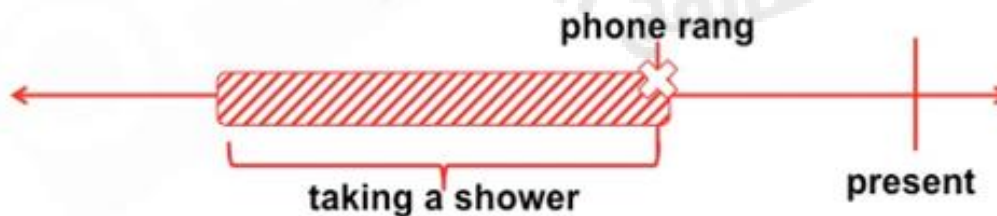
Past continuous for interruptions



We use the past continuous to describe an activity that was *unfinished* and *interrupted* by another action in the past.

They *were walking* home when it *started to rain*.

I *was taking* a shower when the phone *rang*.



What is it? (Examples)

- I was studying when she called.



I was carefully picking up the snake when it bit me.



Past simple

Past Progressive



Simple Past vs. Past Continuous

Simple Past

We use the **simple past** to talk about:

Completed actions, **habits** and **facts** in the past.

- I **went** to the cinema **yesterday**.
- I **always visited** my grandparents in my summer holidays **when I was little**.
- I **lived** near Liverpool for a couple of years.



Past Continuous

The **past continuous** is used to express:

Interrupted actions, **specific time** as an **interruption** and **parallel** actions.

- I **was watching** TV **when** the phone rang.
- **Last night at 7pm**, I **was having** dinner.
While she **was doing** her homework her brother **was playing** football.



Irregular Verbs

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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

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leave	left
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make	made

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think	thought
understand	understood
wake (up)	woke (up)
wear	wore
write	wrote

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