

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 إنجليزية ← الفصل الثاني ← ملفات متنوعة ← الملف

تاريخ إضافة الملف على موقع المناهج: 15-01-2026 20:39:08

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

المزيد من مادة
لغة انجليزية:

إعداد: نوريه الغامدي

التواصل الاجتماعي بحسب الصف الثالث المتوسط



الرياضيات



اللغة الانجليزية



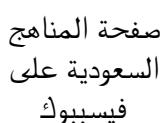
اللغة العربية



ال التربية الإسلامية



المواد على تلغرام



صفحة المناهج
السعودية على
فيسبوك

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

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

1

الدرس الثاني الوحدة التاسعة عرض لقواعد من سوبر جول 3 والتدريبات عليها

2

الدرس الأول الوحدة التاسعة عرض شامل لمحوى 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 التدريسي الوحدة الثامنة

5



وزارة التعليم
Ministry of Education
2022 - 1444

SUPER

GOAL

3

U9

Contents

الطبعة الأولى
الطبعة الأولى
2022 - 1443

SUPER GOAL 3

Term 3

- Unit 9 All Kinds of People
- Unit 10 Who Used My Toothpaste?
- Unit 11 Making Choices
- Unit 12 Culture Shock
- EXPANSION Units 9–12

الثالث متوسط



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Reading

Writing

Listening

Speaking



☺Avoid gathering !

☺We must wear a mask before going out.

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

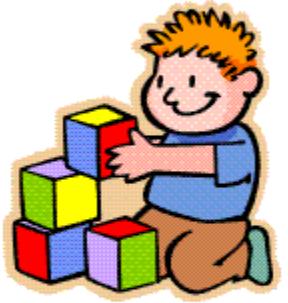
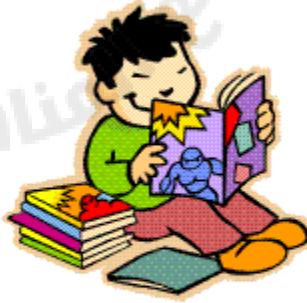
☺Keep a distance of 2 meters to avoid accountability

☺wash hands constantly.



Covid 19

Learning Styles

<p><u>Visual</u></p> 	<p><u>Musical/Auditory</u></p> 	<p><u>Verbal</u></p> 	<p><u>Physical/Kinesthetic</u></p> 
<p>* You prefer using pictures, images, and spatial understanding.</p>	<p>* You prefer using sound and music.</p>	<p>* You prefer using words, both in speech and writing.</p>	<p>* You prefer using your body, hands and sense of touch.</p>
<p><u>Logical/Mathematical</u></p> 	<p><u>Social</u></p> 	<p><u>Solitary</u></p> 	<p>What is your learning style?</p>
<p>* You prefer using logic, reasoning and systems.</p>	<p>* You prefer to learn in groups or with other people.</p>	<p>* You prefer to work alone and use self-study.</p>	



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



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



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



ونتمنى وضع صوره في ملف التعريفي لائقة بالمنصة
التعليمية

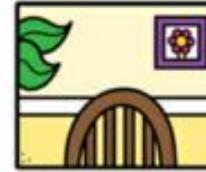
Virtual Classroom Rules



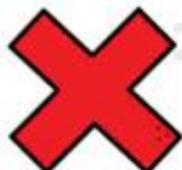
Be on time.



Act like you're at school.



Sit in 1 spot during class.



Keep yourself muted.



Turn off your video.



Raise your hand to talk.



Listen.



No eating during class.



HAVE FUN AND DO YOUR BEST!





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

it's time

To LEARN

English





2025



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.

الصلوة في أول وقتها من أفضل الأعمال:

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

الصلوة



العايدها

حديث صحيح أخرجه أبو داود





فكرة



2026

الأسباب الجالبة لرحمه الله

الاستماع إلى القرآن الكريم والإنصات له

قال الله تعالى :

وَإِذَا قُرِئَ الْقُرْآنُ
فَاسْتَمِعُوا لَهُ وَأَنْصِتُوا
لَعَلَّكُمْ تُرَحَّمُونَ

(الأعراف: 204)

نوره الفارسی
العاوینها
Nourah Al-Farsi

ALBETAQA.SITE

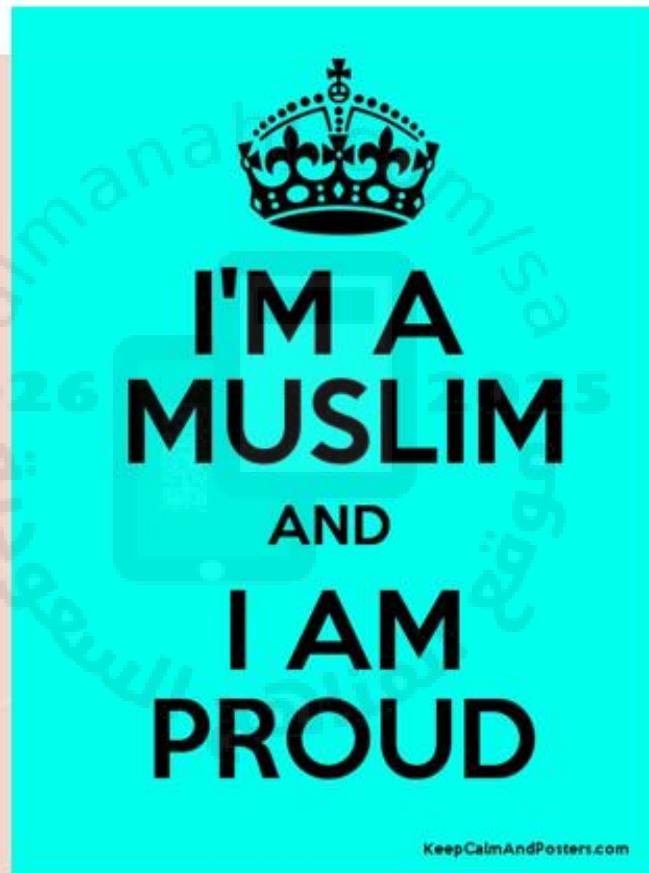




اللَّهُ نُورُ السَّمَاوَاتِ وَالْأَرْضِ

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.

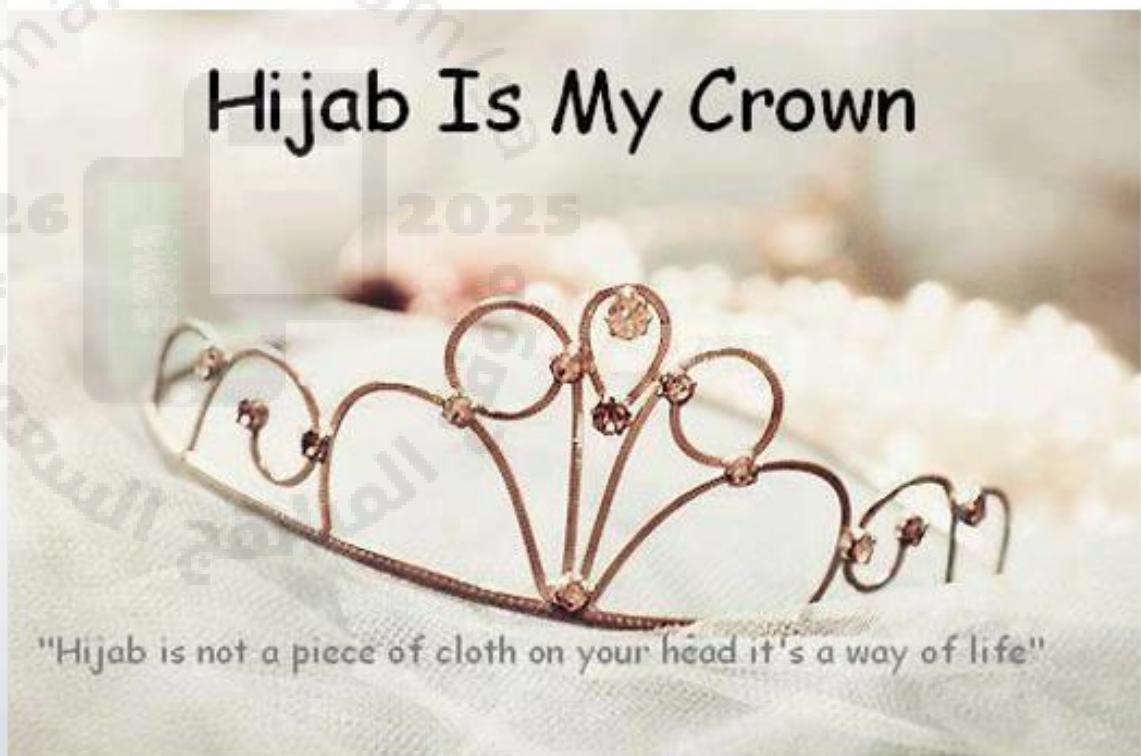


رَضِيَتْ بِاللَّهِ رَبَّاً وَبِالْإِسْلَامِ دِيَنَا وَبِمُحَمَّدٍ نَبِيًّاً . (ثلاث مرات)





Hijab is my CROWN



Ayats In The Quran Inspiring Quranic Verses



نوره الغامدي
العايمها
Nororeyah Alghamdi

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.



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

2026

مَنْ عَمِلَ صَالِحًا فَلِنَفْسِهِ وَمَنْ أَسَاءَ فَعَلَيْهَا وَمَا رَبُّكَ
يُظَلِّمُ لِلْعَبْدِ

آية 46

فصلت Sura Fussilat



التفصير (Tafsir) الطبرى - Al-Tabari (explication) مَنْ عَمِلَ صَالِحًا فَلِنَفْسِهِ وَمَنْ أَسَاءَ فَعَلَيْهَا وَمَا رَبُّكَ بِظَلَامٍ لِلْعَبْدِ (46)

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

يقول تعالى ذكره: من عمل بطاعة الله في هذه الدنيا، فائتمر لأمره، وانتهى عما نهاه عنه (فِلِنَفْسِهِ) 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 بِظَلَامٍ لِلْعَبْدِ) يقول تعالى ذكره: وما ربك يا محمد بحامل عقوبة ذنب مذنب على غير مكتسبه، بل لا يعاقب أحدا إلا على جرمته الذي اكتسبه في الدنيا، أو على سبب

استحققه به منه، والله أعلم.

اعمل ما شئت

سورة ف

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

مَنْ عَمِلَ صَالِحًا فَلِنَفْسِهِ وَ

بِظَلَمٍ لِلَّهِ عَيْدٍ
٤٦

والخاسر الأول
بِعَمَلِ الشَّرِّ
هو أنت

فالمستفيد الأول
بِعَمَلِ الْخَيْرِ
هو أنت

قال الله سيدناه وتعالى ﷺ
{مَنْ عَمِلَ صَالِحًا فَلِنَفْسِهِ
وَمَنْ أَسَاءَ فَعَلَيْهَا }
فصلت: ١٥





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



VOCABULARY

Nouns

airline	fake
attraction	flyers
editor	pedal cab
event	thief

Verbs

compliment
grab
recognize
spill
steal

Adjectives

absentminded
athletic
clever
efficient
generous
hardworking

honest
kind
lazy
optimistic
patient
persuasive

pessimistic
polite
quiet
reliable
rude
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 الحاميها للمعلمين والمعلمات
للطلاب والطالبات

وقف خيري تعليمي بلا مقابل

لوالدي رحمة الله والحاميها

ولوالدتي الغالية أطال الله في عمرها

اختكم المعلمة :

نوريه صالح الغامدي



لا أحل من ينسب أصالى لنفسه أو ينشرها باسمه

لا أحل من ينسب جهدي وتبني ووقتي ووقت ابني الصغار

في تحضير الدوريات وشرائحة وأوراق العمل وتسارين 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 رحمة الله والحاميها

اختكم نوريه صالح الحاميه الغامدي

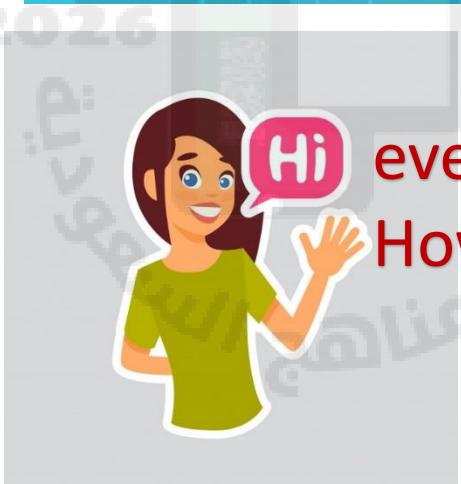


Today: Tuesday

Date:

19-8-1443 H

March 22nd \ 2022



4 Language in Context

5 Listening



6 Pronunciation



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WEEK 1

2026

2025

2024

2023

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1801

1800



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



5 Listening



6 Pronunciation



4 Language in Context



focus your attention on the words in the box

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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



optimistic
athletic
polite
kind

vocabulary



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Page 98

العافية

to fall from or as from a container

spill



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



نوره الخامس
العافية
Nourah Alghamdi

Vocabulary



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العامي

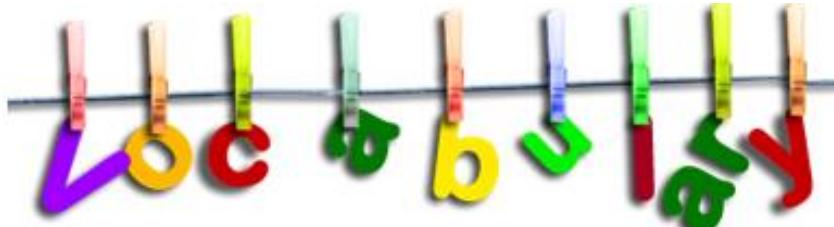
to show that you like what they have done
or you like their appearance

compliment



نوره الغامدي
العامي
Hoorah Alghamdi

- a remark that shows you admire someone or something



العاميها

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



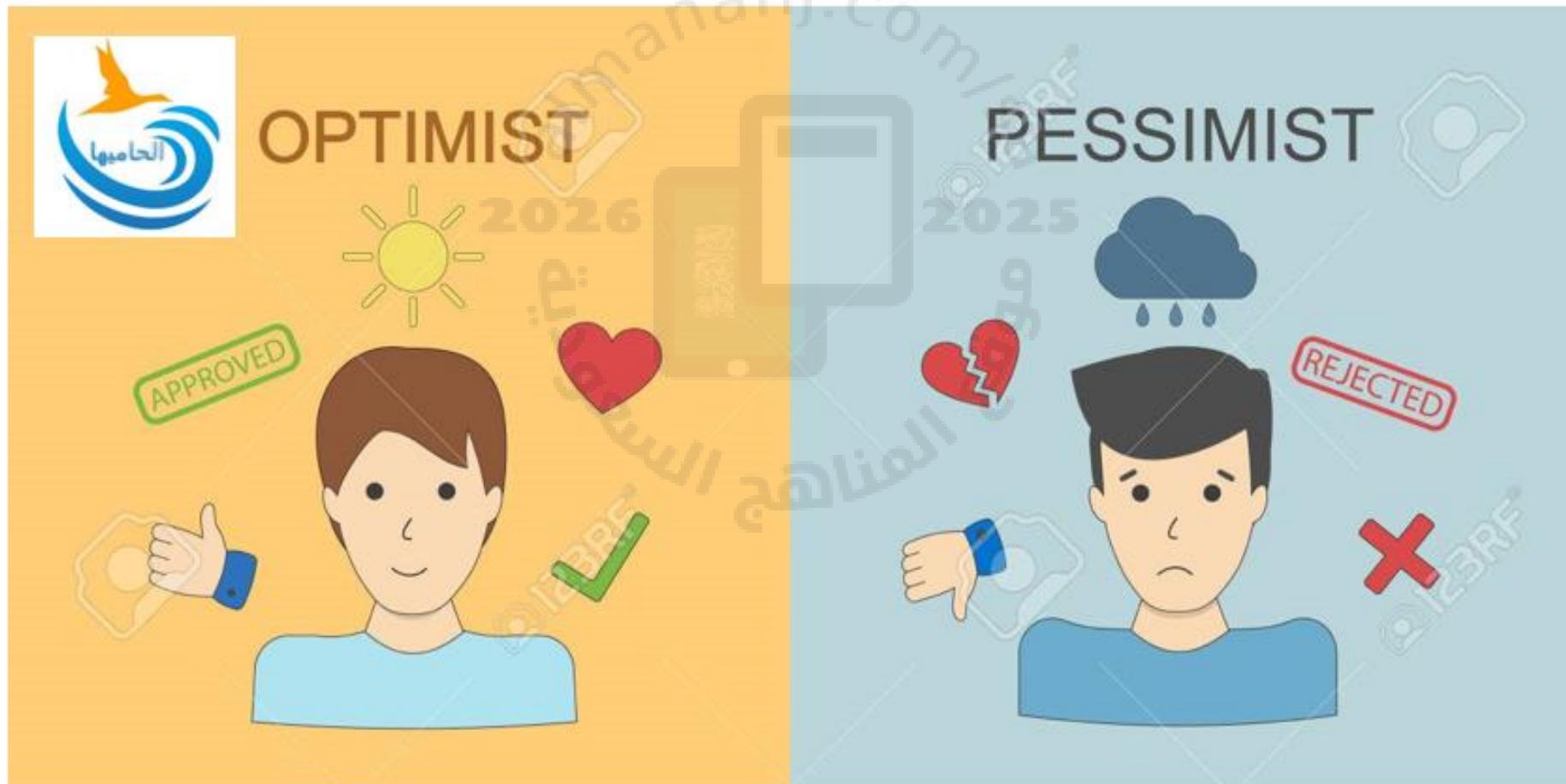
4 Language in Context



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

الحادي



VOCABULARY



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العاميـا

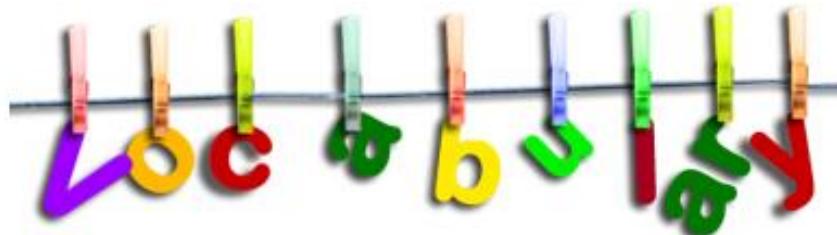
able to make people agree to do something

persuasive



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

نوره العـاصـي
العامـيـا
Nourah Alshai
Nourah Alshai



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Page 98

العَالِيَّةِ

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**



نوره الغامدي
العاليه
Naureyah Alghamdi

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.

العاميـا

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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

رابط الدرس الرقمي



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4 Language in Context



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العاشر

رابط الدرس الرقمي



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5 Listening



CD1, T16



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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?



- 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

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

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



العام معها

SG3 U9
Page 98

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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**let**ic

persuasive

effici**ent**
reli**able**

pessi**mis**tic
absent**mind**ed



9 All Kinds of People

وزارة التعليم

LIVEWORKSHEETS

Do the live Worksheet Exercise

then upload the photo of the completed activity.

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

live worksheet\

يكتفى بصورة واحدة لتمرين واحد فقط ☺



activity



9 All Kinds of People

د. سارة الجلبي

HOMEWORK



Platform

SCHOOL PLATFORM



HOMEWORK

:Rearrange the words to make a sentence

2026

2025

4

when

7

went off

6

electricity

5

the

2

was

1

Adel

3

watching TV

واجب المنصة

للذكير

3 All Kinds of People

Workbook

Page 228 \ C



activity

3

All Kinds of People

بعد حل الواجب

يتم ارسال صورة لذلك
في قسم الأنشطة
على المنصة

يكتفى بصورة واحدة لتمرين واحد فقط ☺



* المقرر

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



ALL KINDS OF PEOPLE



Grammar

* اسم النشاط

SG6 U3 Grammar Term 3



اختر

* تصنيف النشاط

* مصدر النشاط

كتاب الطالب نشاط خارجي أو من ملف كتاب النشاط

الوصف

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

رقم الصفحة

102

رقم السؤال في الكتاب

102



ملف كتابة

* طريقة تسليم النشاط

* نطاق النشاط

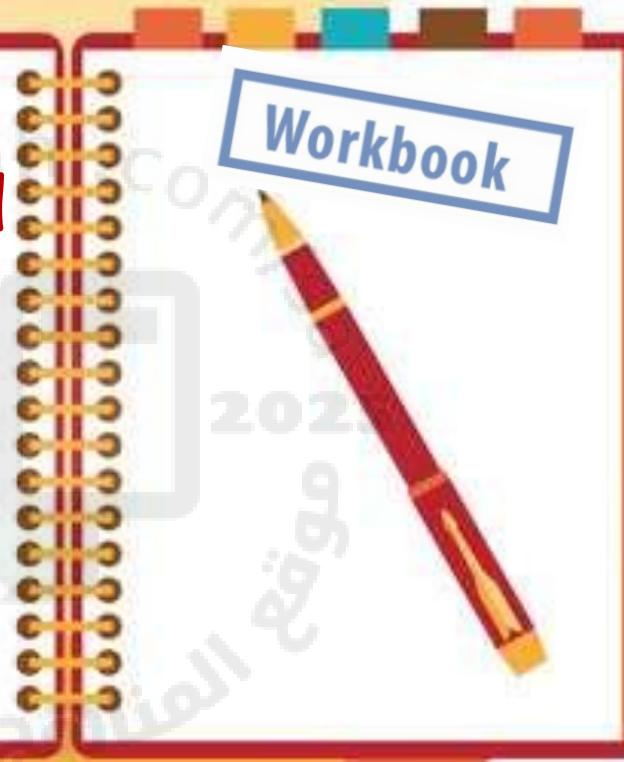
خاص بي فقط متاح لجميع معلمي المدرسة



Homework



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



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

- Ali works in an office (who / which) is noisy and busy.
- So yesterday he went to a park (who / that) is near his office to have lunch.
- He sat down on a bench next to a man (who / which) was reading a book.
- A minute later, the man picked up a cell phone (who / that) was on the bench next to him and began making calls.
- Two men (which / who) were sitting under a tree were having a quiet conversation.
- Then some children (who / which) were playing near the men started to fight and shout.
- Ali left the park thinking, “There is no place (who / that) is quiet and peaceful.”
- 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*.

Page 228

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 eco-friendly 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.**

Complete the sentences. Use *when* or *while*.

Page 230

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.



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Free of charge

ساند الحاميها للمعلمين والمعلمات
للطلاب والطالبات

وقف خيري تعليمي بلا مقابل

لوالدي رحمة الله والحاميها

ولوالدتي الغالية أطال الله في عمرها

اختكم المعلمة :

نوريه صالح الغامدي



لا أحل من ينسب أصالى لنفسه أو ينشرها باسمه

لا أحل من ينسب جهدي وتبني ووقتي ووقت ابني الصغار
في تحضير الابوروبونت وشراحته او وراق العمل وتسارين المراجعة
والخلط العلاجية وغيرها لنفسه

هي للنفع العام في التعليم والتدريس وتبسيط المادة للطلاب والطالبات
والمعلمين والمعلمات في مجال التدريس وليس للبيع

وقف خيري لوالدي رحمة الله والحاميها
اختكم نوريه صالح الحاميه الغامدي

أتمنى الاهتمام بمتابعة ال دروس
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



العام السادس

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

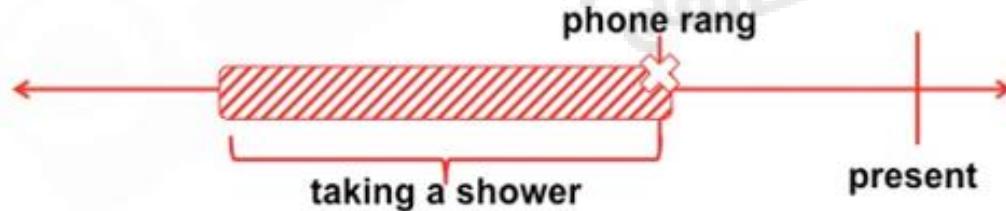
Past continuous for interruptions



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

العاميـها





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

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

Base Form	Simple Past	Past Participle
be	was / were	been
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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

Irregular Verbs

Page 162

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
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win	won	won
write	wrote	written

Irregular Verbs

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leave	left	
lend	lent	
make	made	
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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

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