

## الدرس الرابع الوحدة 11 عرض تقديمي للنطق والمحادثة 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 10:37:26

ملفات اكتب للمعلم اكتب للطالب الاختبارات الكترونية 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

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وزارة التعليم  
Ministry of Education  
2022 - 1444

**SUPER**

# GOAL 3

## U11

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مركز التعليم  
Mawqaf Center  
2022 - 1445

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# ENGLISH TIME for you



Reading



Writing



Listening



Speaking



## Covid 19

😊 Avoid gathering !

😊 We must wear a mask before going out.

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

😊 Keep a distance of 2 meters to avoid accountability

😊 wash hands constantly.





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



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



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



ونتمنى وضع صورته في ملفك التعريفي لائقة بالمنصة  
التعليمية

# Virtual Classroom Rules



**Be on time.**



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



**Sit in 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**

it's time

TO LEARN

ENGLISH



Reminder!

في كل مكان

الله يراني

لأن الله بصير

Noreyah 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





فكرة



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





# 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

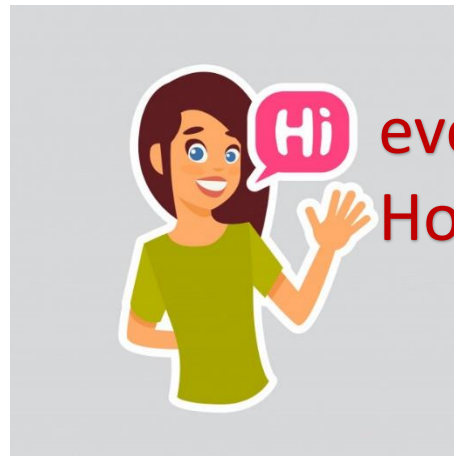
# 11 Making Choices



Today: Monday

Date: 8-10-1443 H

May 9<sup>th</sup> \ 2022

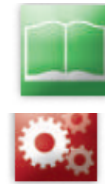


9 Reading 

Project 

SG3 U11  
Pages 120 & 121





SG3 U11  
Pages 120 & 121



### Learning Objectives



Read a text about The Right Choice to develop the reading strategy; Understanding pronoun reference



Answer questions about a text



Role-play an interview about a local issue and its positive and negative sides

## READING STRATEGY

### Understanding pronoun reference

😊 Pay attention to pronoun reference when you read.

Identify who the following pronouns refer to:

his, 1st column, line 4 (the father's)

their, 1st column, line 8 (two of the Dürers' elder children)

your, 1st column, line 16 (Albrecht's)

his, 1st column, line 21 (Albert's)

his, 1st column, line 24 (Albrecht's)

his, 1st column, line 27 (Albrecht's)

his, 2nd column, line 2 (Albert's)

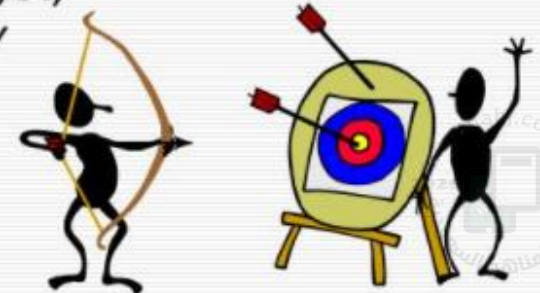
their, 2nd column, line 28 (the entire world)

his, 2nd column, line 28 (Albrecht's)



## Pronoun Reference

*I'll position the target,  
and when I nod my  
head, shoot at it.*

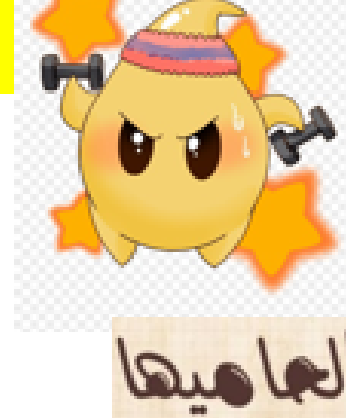


## READING STRATEGY

### Understanding pronoun reference

😊 Pay attention to pronoun reference when you read.

Identify who the following pronouns refer to:



**his**, 1<sup>st</sup> column, line 4 (the father's)

**their**, 1<sup>st</sup> column, line 8 (two of the Dürers' elder children)

**your**, 1<sup>st</sup> column, line 16 (Albrecht's)

**his**, 1<sup>st</sup> column, line 21 (Albert's)

**his**, 1<sup>st</sup> column, line 24 (Albrecht's)

**his**, 1<sup>st</sup> column, line 27 (Albrecht's)

**his**, 2<sup>nd</sup> column, line 2 (Albert's)

**their**, 2<sup>nd</sup> column, line 28 (the entire world)

**his**, 2<sup>nd</sup> column, line 28 (Albrecht's)

## Pronoun Reference

*I'll position the target,  
and when I nod my  
head, shoot at it.*



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S T R A T E G Y

WORD

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

JOB

NOUN

INTERJECTION

PRONOUN

PARTS  
OF  
SPEECH

CONJUNCTION

VERB

PREPOSITION

ADJECTIVE

ADVERB

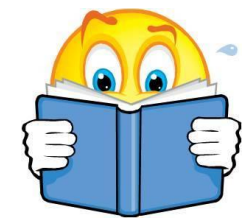
ARTICLE

العامية

# Unit:11

Saturday 15\9\1443H

April 16<sup>th</sup> 2022





Reading

Making Choices

SG3 Page 120



## What is the words job?

paragraph	line	word	Part of speech	meaning
4	8	graduate	verb	to complete a first university degree successfully
1	4	goldsmith 	noun	someone who makes objects from gold 

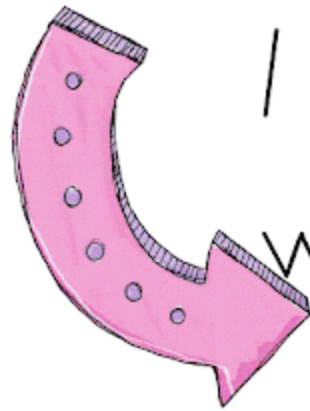
# VISUALIZING

to create a picture in your  
mind as you are reading





# COMPREHENSION



I understand  
what I read.

I'm  
Thinking

I'm  
seeing

I'm  
Wondering

I'm Feeling

I'm  
noticing



# Activating Prior Knowledge



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

**K**

**What I know**

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

**W**

**What I want to know**

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

**L**

**What I learned**

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

### READING STRATEGY Using prior knowledge

#### 9 Reading

What do I  
already know  
about this  
topic?

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

Have I read  
about this  
topic in a  
book

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

What would  
I like to  
learn about  
this topic?

الجامعيها



HIGHLIGHTER



This is some highlighted text



LEARNING IS FUN

VISION  
EDUCATION  
OBJECTIVES  
ETHICS  
STRATEGY  
INSPIRATION  
PARTNERSHIP

الجامعيها



LEARNING IS FUN

نوريه الغامدي  
الجامعيها  
Nourayah Alghamdi



suc-cess (sək ses)



Adapt



Feedback

Evaluative information derived from a response or reaction to a particular aspect of a process or product. A company uses customer feedback to improve a product, perform

## 9 Reading



العامية

### 1. the meaning of text evidence.

Text is written work.

Evidence is proof.

Text + Evidence is citing proof in the reading.



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### 2. Read through the text thoroughly.



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

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



# 9 Reading



SG3 U11  
Page 120



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# LOOK!

Find the **main ideas**



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





© Can Stock Photo



## Anticipation guide **Reading**



Before Reading		Statement	After Reading	
Agree	Disagree		Agree	Disagree
		'Could not afford' means (having enough money)		
		Albrecht came back home to fulfill his part of the deal.		
		The two boys were talented and wanted to become artists.		
		The father worked very hard as a tailor in order to support his family.		

<https://www.liveworksheets.com/1-iz2317849dy>

T. Noureyah Alghamdi

العامية



# Unit:11

Saturday 15\9\1443H

April 16<sup>th</sup> 2022

Reading

Comprehension Exercises

SG3

pages 120 and 121



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## Anticipation guide

## Reading



Before Reading		Statement	After Reading	
Agree	Disagree		Agree	Disagree
		'Could not afford' means (having enough money)	<input type="checkbox"/>	<input type="checkbox"/>
		Albrecht came back home to fulfill his part of the deal.	<input type="checkbox"/>	<input type="checkbox"/>
		The two boys were talented and wanted to become artists.	<input type="checkbox"/>	<input type="checkbox"/>
		The father worked very hard as a tailor in order to support his family.	<input type="checkbox"/>	<input type="checkbox"/>

<https://www.liveworksheets.com/1-iz2317849dy>

T. Noureyah Alghamdi

الغامدي



# 9 Reading

## Before Reading



www.ien.edu.sa

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Page 120

Have you ever had to make a serious decision in your life? Discuss.

In pairs or small groups to discuss



After finishing my higher secondary level, I continued my study at the university level and I had to pick a suitable subject to study. I wanted to study the course of arts, particularly the courses like history and literature. I wanted to be a poet or a songwriter. But my parents wanted to see me as a doctor who will treat patients with care. They wanted me to admit into any medical college so that I could be a doctor. I had to **abide** by their choice. It was truly difficult for me to move to a different track than I intended. I thought that I would study different sorts of literature and poems but instead, I have to read the books over medicine and practice on dead bodies that a trainee doctor need to do. Initially, it was difficult for me but now I am okay with all these.



GOOD  
CHOICE

abide = to accept



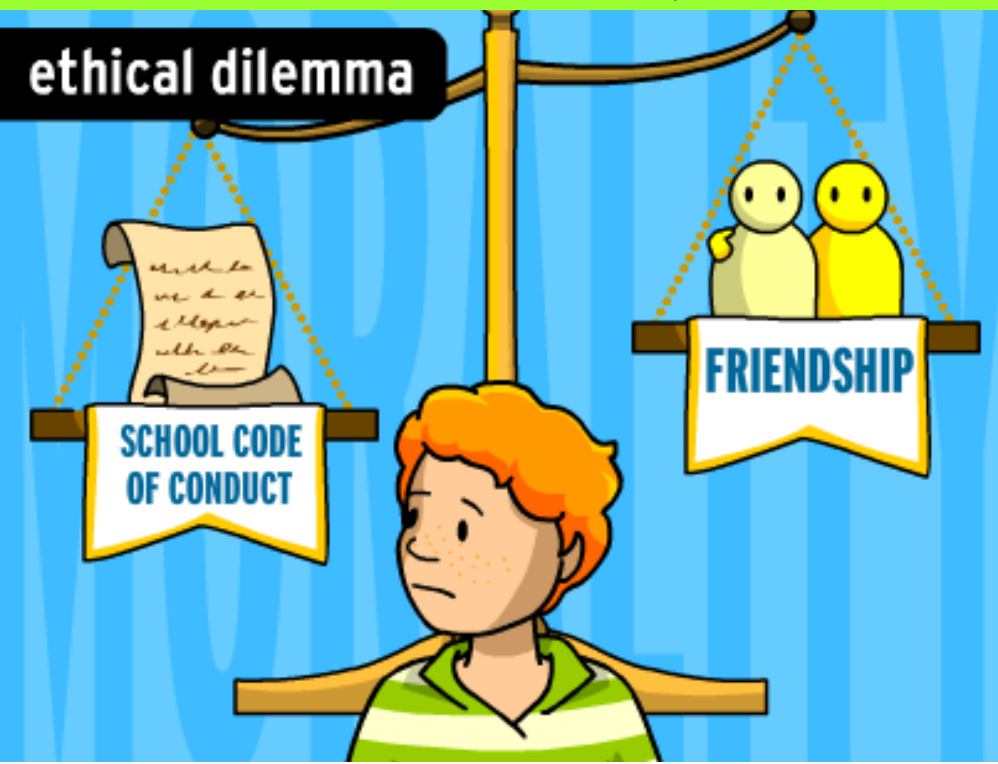
In pairs or small groups to discuss

Have you ever had to make a serious decision in your life? Discuss.

It is hard to make decisions. Three years ago. After the death of my father. He suddenly died in a road accident and my family had to struggle a lot after his death. I find none besides my family. Everyone who promised with various supports was absent. It was really a tough time for me and my other family members. It was impossible for me to continue my academic study. So, I had to take the decision whether I should continue my education or not. I continued the education and now I do not have any financial troubles at all. I think life is not a bed of roses.



**dilemma** = a difficult choice you have to make between two things you could do



قال رسول الله صلى الله عليه وسلم  
 إِنَّمَا مَثَلُ الْجَلِيسِ الصَّالِحِ وَجَلِيسِ السُّوءِ،  
 كَحَامِلِ الْمِسْكِ، وَنَافِخِ الْكَيْرِ، فَحَامِلُ الْمِسْكِ: إِذَا أَنْ يُحْذِيكَ،  
 وَإِذَا أَنْ تَبْتَاعَ مِنْهُ، وَإِذَا أَنْ تَجِدَ مِنْهُ رِيحًا طَيِّبَةً، وَنَافِخُ الْكَيْرِ:  
 إِذَا أَنْ يَحْرِقَ ثِيَابَكَ، وَإِذَا أَنْ تَجِدَ مِنْهُ رِيحًا مُذْتَنَّةً.

The illustration shows a white stick figure standing between a perfume bottle on the left and a fire on the right. The figure has its arms outstretched, appearing to be in a state of choice or conflict. Below the figure, the text 'متفق عليه' (Mutafiqun Alaihih) is written.

العاميها

you should choose your friends carefully. Your friends must be people who sustain your spirit and who should be able to give you good advice when necessary. Your friends should be able to be straightforward and show you that you're mistaken when you're wrong.

**ethical** = relating to beliefs about what is morally right and wrong

Whose house is in the picture?  
Where did he live? Why is he famous?  
What painting is he famous for?  
What do you think the hands represent?  
Do not confirm or deny answers at this point.

What do the hands in the painting represent? (Albrecht's brother's hands)  
listen and read along to answer the question.

😊 Is the story true? (Nobody knows for sure.)





## THE RIGHT CHOICE

The story goes that in the fifteenth century, in a tiny village near Nuremberg, Germany, lived a family with 18 children. In order to keep food on the table for his large family, the father—a goldsmith by profession—worked almost 18 hours a day.

Despite their hopeless situation, two of the Dürers' elder children had a dream. They both wanted to pursue their talent for art, but they knew full well that their father could never afford to send either of them to Nuremberg to study at the academy.

After many long discussions, the two boys finally worked out a pact. Albert said, "I'll go down in the mines. With my earnings, I'll support you while you attend the academy for four years. When you complete your studies, you'll support me, either with the sales of your artwork or, if necessary, also by working in the mines."

His brother Albrecht agreed and went off to Nuremberg to study art at the academy. Meanwhile, Albert went down into the dangerous mines and, for the next four years, financed his brother, whose work at the academy was almost an immediate sensation. Albrecht's etchings, his woodcuts, and his oils were far better than those of most of his professors, and by the time he graduated, he was beginning to earn high fees for his works.

When the young artist returned to his village, the Dürer family held a festive dinner to celebrate Albrecht's triumphant homecoming. After a long and memorable meal, Albrecht rose at the head of the table to thank his beloved brother for the years of support that had allowed Albrecht to fulfill his ambition. His closing words were, "And now, Albert, blessed brother of mine, it is your turn. Now you can go to Nuremberg to pursue your dream, and I will take care of you."

All heads turned to the far end of the table where Albert sat, tears streaming down his pale face, shaking his lowered head from side to side while he sobbed and repeated, over and over, "No... no... no... no."

Finally, Albert rose, wiped the tears from his cheeks and said, "No, brother. I cannot go to Nuremberg. It is too late for me. Look what four years in the mines have done to my hands! The bones in every finger have been smashed, and lately I have been suffering from arthritis so badly in my right hand that I cannot make delicate lines on parchment or carve with a pen or a brush. No, brother, for me it is too late."

In order to show his gratitude to Albert, Albrecht Dürer drew his brother's abused hands with palms together and thin fingers stretched skyward. He called his powerful drawing simply *Hands*, and the entire world almost immediately opened their hearts to his great masterpiece.



*Note: Albrecht Dürer is a famous artist, but there is no historical confirmation for this inspiring story, which appears to have been recently invented.*

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## THE RIGHT CHOICE

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### 9 Reading



CD2, T13



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# THE RIGHT CHOICE

The story goes that in the fifteenth century, in a tiny village near Nuremberg, Germany, lived a family with 18 children. In order to keep food on the table, the father decided to send his two youngest children by

Albert sat, tears streaming down his pale face, shaking his lowered head from side to side while he sobbed and repeated, over and over, "No... no... no... no."

Finally, Albert rose, wiped the tears from his cheeks and said, "No, brother. I cannot go to Nuremberg. It is too late for me. Look what four years in the mines have done to my hands! The bones of my fingers have been smashed, and lately I have been suffering from arthritis so badly in my right hand that I cannot make delicate lines on parchment with a pen or a brush. No, brother, for me it

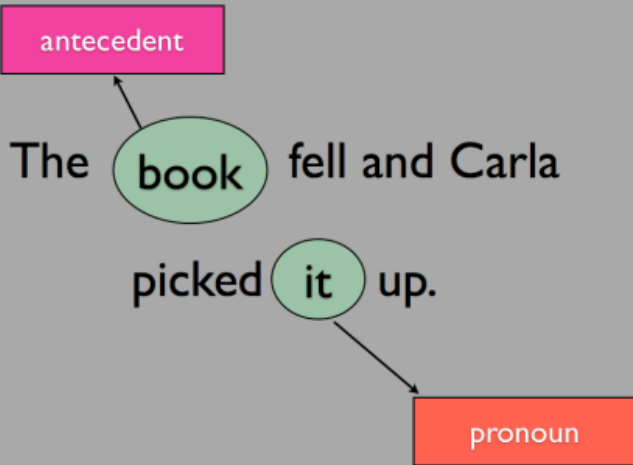
to show his gratitude to Albert, Albrecht showed his brother's abused hands with palms facing each other. The drawing is called "The Hands of Albrecht Dürer," and it has become a world-famous work of art. The world immediately recognized the hands as great.



*Note: Albrecht Dürer is a famous artist, but there is no historical confirmation for this inspiring story, which appears to have been recently invented.*

wanted to pursue their talent for art, but they knew full well that their father could never afford to send either of them to Nuremberg to study art.

the Dürer family held a festive dinner to celebrate Albrecht's triumphant homecoming. After a long and memorable meal, Albrecht rose at the head of the table to thank his beloved brother for the years of support that had allowed Albrecht to fulfill his ambition. His closing words were, "And now, Albert, blessed brother of mine, it is your turn. Now you can go to Nuremberg to pursue your dream, and I will take care of you."



## Pronoun Reference

(paragraph 1)

Did Albrecht Dürer live in the 1400s or the 1500s? (the 1400s)

How many brothers and sisters did Albrecht Dürer have? (17)

What did Albrecht Dürer's father do for a living? (He was a goldsmith.)

What do goldsmiths do? (They make things out of gold.)

(paragraph 2)

What talent did Albrecht and his brother Albert have? (They were both good artists.)

Why couldn't they both go to Nuremberg to study art? (It was too expensive.)

(paragraph 3)

What did the brothers discuss? (who was going to study art and who was going to work in the mines)

What did the brothers decide? (Albert was going to work in the mines to support Albrecht's art studies.)

(paragraph 4)

How long did Albrecht Dürer study art? (4 years)

How do you know he was successful in Nuremberg? (He earned high fees for his works.)



😊 listen and read along to answer the question



SG3 U11  
Pages 120 & 121

العامية

(paragraph 5)

Why did the family have a festive dinner? (to celebrate Albrecht's return home)

Is a festive dinner a special meal or an everyday meal? (a special meal)

What did Albrecht do after the meal? (He thanked his brother and said he would support Albert's studies in Nuremberg.)

(paragraph 6)

What was Albert's reaction? (He started to cry.)

(paragraph 7)

Why couldn't Albert draw anymore? (His hands were ruined from working in the mines.)

When people have arthritis, what happens? (They have a lot of pain in the joints of their body, so it is difficult for them to do certain activities, like bend their fingers.)

(paragraph 8)

When Albrecht Dürer drew the hands, what was he thinking of? (his brother's generous support)

Why were his brother's hands so important to him?

(Without his brother's hard work in the mines, it would have been impossible for Albrecht to study art and become a successful artist.)

Why do you think people opened their hearts to Albrecht Dürer's painting? (because the hands look as if the person has worked hard and suffered during his life)



## After Reading

find and underline the expressions in the reading.  
Then work in pairs to come up with an explanation for each

Answers will vary. Sample answers:

A. Explain the following expressions in your own words.

1. could not afford

~~didn't have enough money~~

2. to work out a pact

~~to reach an agreement~~

3. to fulfill his ambition

~~to do what he wants to do with his life~~



Answers will vary. Sample answers:

**B.** Now in your own words explain the brothers' choice.

The family could not afford to send either son to art school. The two brothers worked out a pact. Albrecht would go to fulfill his ambition at art school and Albert would work in the mines to support him.





C. Answer **true** or **false**.

1. F The father worked very hard as a tailor in order to support his family.
2. T The two boys were talented and wanted to become artists.
3. T The father didn't have enough money to send his sons to the academy.
4. T One brother would stay at home while the other went to Nuremberg.
5. T By the time he graduated, Albrecht's works were already known.
6. T Albrecht came back home to fulfill his part of the deal.
7. F His brother Albert couldn't go to the academy because he had broken fingers.
8. T Albrecht drew his brother's hands to express his gratitude.

## Discussion

What do you think about the saying: "No one ever makes it alone!"  
Discuss in a group, and give examples.



**BRAINSTORMING**

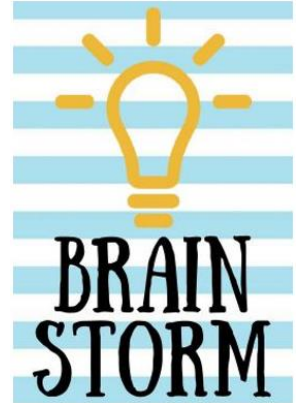
I believe that making important decision by discussing with others is important because sharing decisions lead to explore the best possible decision.



It may be about your studies, jobs, wedding and many more.

**SG3 U11**  
**Page 120**

الجمهورية



It is a very beautiful story that reminds us to support others in their dreams and ask others to support us in ours.

An advice from others can help to look over the possible effects of your decision.

Also people can share their knowledge and experiences and it enables to make a right decision.

our life is based on the choices we make either good or bad

Taking decisions alone is too risky, it will affect the family life and sometimes may ruin someone's life.

# Project

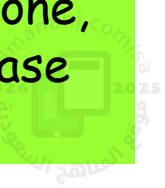
As a class, discuss local issues like the one about the highway in the **Listening** on page 52. Choose an issue and discuss the positive and negative aspects of each side. Role-play radio interviews like the one in the **Listening**, in which people who support different sides of the issue are interviewed.



Cell phones make it possible for you to access and read important information.  
Entertainment: the great part about cell phones is that you can watch all your favorite programs on it even when you are on the move.  
research: smartphone is one powerful research tool that can help to collate information on any particular topic. Emergencies: you can able to dial emergency number for free as well as GPS to locate any place in the world.

Addiction: Some of us are so addicted to our phones that we cannot even think of going a single day without using the phone.

Accidents: An accidents are taken place when the driver was on his cell phone, talking to someone when his attention should have been on the road. So please switch off your cell phone when driving.





**Reporter:** In today's program, "Impact of Cell Phones," we're going to interview Dr. Rana, who represents the Doctors Association of Jeddah, and Mr. Khaled of the telecommunications Department . Dr Rana, I understand that you're organizing a protest march in favor of cell phone addiction impact? Why?

**Dr. Rana:** If we don't bring our problem to town and let the people know what's going on, Our phones threaten our health. We think that the low levels of RF radiation of mobile phones could cause health problems such as headaches or brain tumors.

**Reporter:** And how else will the cell phone affect our health.

**Dr. Rana:** Cell phones cause body pain.

**Reporter:** What do you have to say about that, Mr. Khaled.

**Mr. Khaled:** That isn't true.

cell phones can help students stay organized and on top of tasks, homework, projects, and deadlines

**Reporter:** Do you think that cell phones can have positive or negative aspects? We'd love to hear from you in our program.

Please call and give your opinion. If you agree with Dr. Rana, call ٠٥٥٤٨٧٦٣٢١. If you agree with

**Mr. Khaled,** call ٠٥١٢٣٤٥٦٧٨



# 11 Making Choices

وزارة التعليم  
Ministry of Education

LIVEWORKSHEETS

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

# live worksheet\

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

Unit:11 Saturday 15\9\1443H  
April 16<sup>th</sup> 2022  
Reading pages 120 and 121

10/10

Anticipation guide Reading

Before Reading	Statement	After Reading
Agree Disagree		Agree Disagree
	'Could not afford' means (having enough money)	
	Albrecht came back home to fulfill his part of the deal.	
	The two boys were talented and wanted to become artists.	
	The father worked very hard as a tailor in order to support his family.	

<https://www.liveworksheets.com/1-iz2317849dy>

T. Noureyah Alghamdi العاصميا LIVEWORKSHEETS



يكتفى بصورة واحدة لتمرين واحد فقط 😊

# activity



# 11 Making Choices

وزارة التعليم

# HOMework

SCHOOL PLATFORM



## Platform

# HOMework

نوع السؤال: إختيار من متعدد

.Choose the correct country: The story is in the fifteenth century, in a village near Nuremberg

Egypt

Germany

United States of America

واجب المنصة

● للتذكير

# Workbook

Page 243 \ F

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



يكتفى بصورة واحدة لتمرين واحد فقط 😊

# activity



العلامة (\*) تعني أن الحقول مطلوبة

المقرر \*

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

MAKING CHOICES

Reading-project

SG6U5 Reading T3

اسم النشاط \*

انشطة

تصنيف النشاط \*

كتاب الطالب  نشاط خارجي أو من ملف  كتاب النشاط

مصدر النشاط \*

.Complete Work Book Page 121 Exercise F and upload the photo of the completed activity

الوصف

121

رقم الصفحة

121

رقم السؤال في الكتاب



ملف  كتابة

طريقة تسليم النشاط \*

خاص بي فقط  متاح لجميع معلمي المدرسة

نطاق النشاط \*

homework



# Homework



Assign page  
**243** for  
practice read  
and draw.  
Ex **F**

Workbook



11 Making Choices  
وزارة التعليم



**Who Influences Teens?**

The teenage years are a time of life when people must make many important choices. Teenagers need to think about questions like these: Should I go to college? What kind of career do I want? Each person must make his or her own choices. But other people influence our choices. Who influences teens? Teens were asked this question, and here's what they said.

It depends on the kind of choice. When teens buy things, friends are the most important influence. This is especially true for clothes and electronic devices. Television shows, advertisements, and parents also influence teenagers. In more serious matters, parents are probably the most important influence. Some teens say it's best to have parents and friends as influences. One seventeen-year-old girl says, "Parents are able to tell us what's right and wrong because they have experience. And they always want what's best for us."

But teens also feel they need to make their own choices—to make their own mistakes. As one teenage boy said, "If our parents don't let us make our own choices, maybe in the future we won't know how to." And they feel friends can often be a big help, especially because friends sometimes know more about their situation than their parents do. For example, one boy said his friends stopped him from making the wrong decision. He wanted to quit the basketball team because the coach wasn't nice to him. His friends kept saying, "You're a great player. The coach just wants you to try harder." Finally, he saw that they were right. "Thanks to the coach," he says, "I'm a better player than I used to be."



Complete the sentences. Use the information in the text.

1. Teenagers have to make decisions about college and their careers .
2. Teenagers' friends are the most important influence when they buy things.
3. Teenagers often go to their parents for advice on more serious matters
4. Many teens think that it is a good idea to make decisions with the help of parents and friends .
5. To some teens, it is OK to sometimes make mistakes when they make decisions.

They learn this way.

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



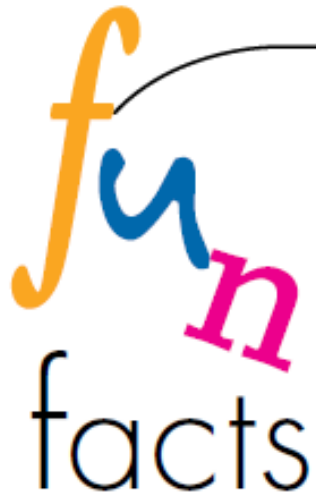
T.Noureyah Alghamdi

The end



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

العاميها



Albrecht Dürer is considered to be the greatest artist of the German Renaissance. In addition to paintings and portraits, he created copper engravings, woodcuts, and maps.



نوع السؤال: صواب أم خطأ

.Albrecht and his brother Albert were both talented artists

صواب

خطأ

Practice  
Makes  
Perfect

نوع السؤال: إختيار من متعدد

:To work out a pact' means'

- agreement
- suggestion
- objection

## نوع السؤال: صواب أم خطأ

Could not afford' means (*having enough money*)'

صواب

خطأ



# goldsmith

نوع السؤال: صواب أم خطأ

.The father worked very hard as a tailor in order to support his family



صواب   
خطأ

نوع السؤال: صواب أم خطأ

.Albrecht came back home to fulfill his part of the deal

- صواب
- خطأ

نوع السؤال: صواب أم خطأ

.The two boys (Albrecht and Albert ) were talented and wanted to become artists

- صواب
- خطأ



## Teaching Tip

Where and how you position yourself in the classroom (for example: standing or sitting; in the front or in the back) has an effect on students. Your position in the classroom sends a message to students about what you want them to do and how you want them to do it.



## Additional Activity

Choose one of the paragraphs from the reading for dictation practice. First, read the paragraph aloud slowly. Tell students they should write exactly what they hear. Then read the text a second time at a normal pace so that students can check their work.



## Project: Famous Works of Art

In groups, have students choose a famous painting or work of art to research. Have them find out everything they can about the art and present their findings to the class.

# 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



العامية

© Can Stock Photo



Empty rounded rectangular box for writing thoughts.

What do you think?

# Emotional Map Strategy



*emotion*



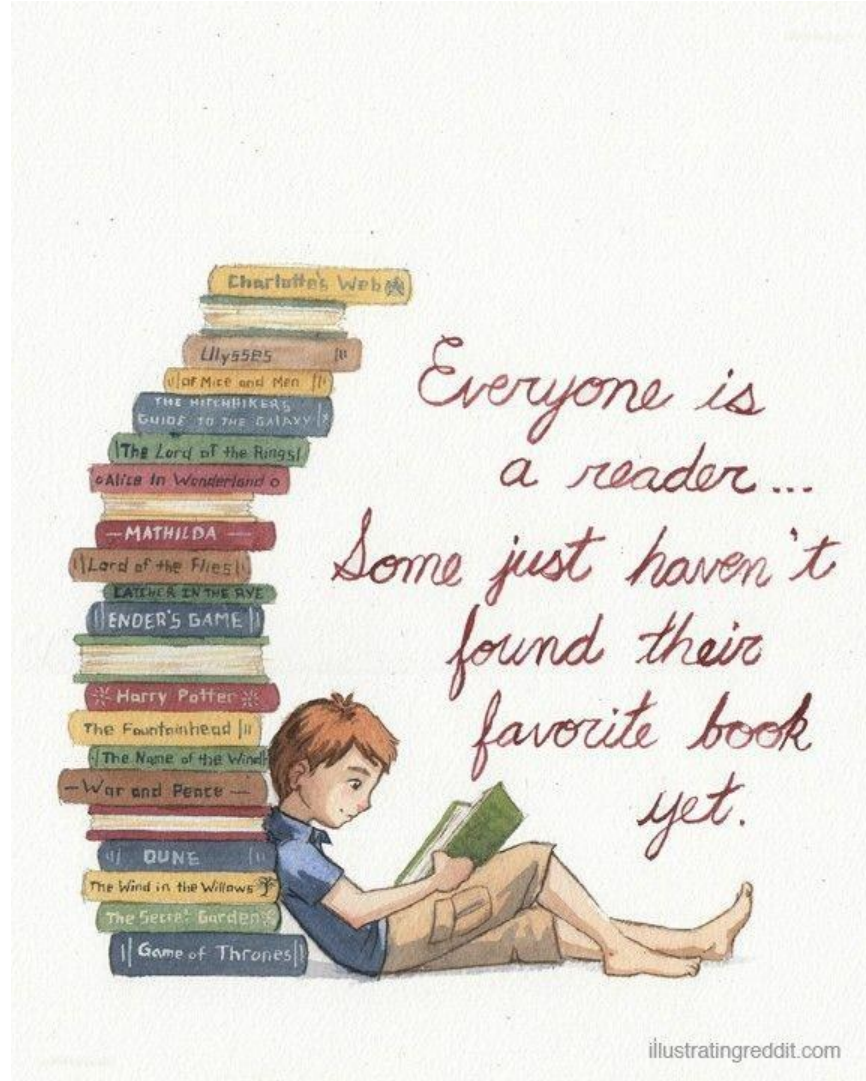
Empty rounded rectangular box for writing feelings.

What do you feel?

Give a sentence describing the picture:

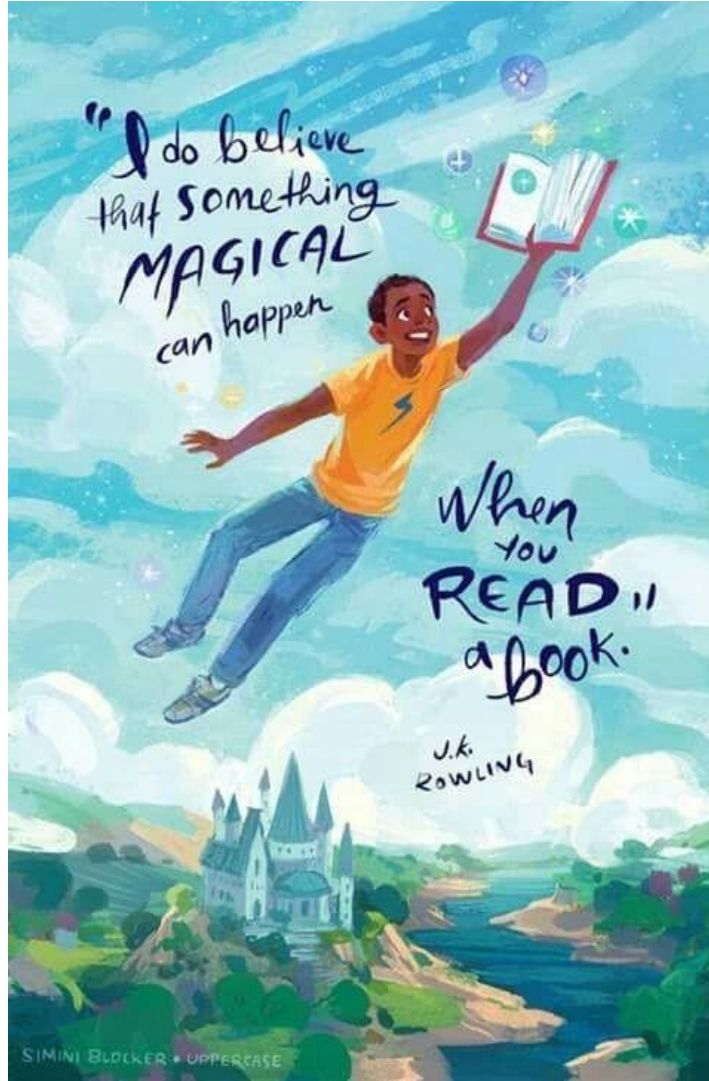
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illustratingreddit.com

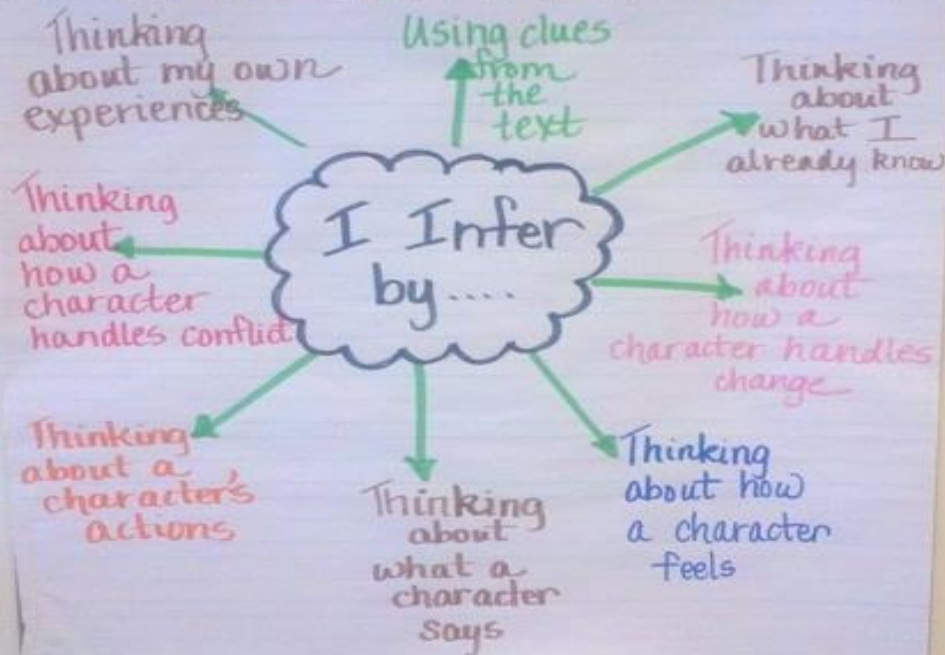
العامية



الجامعيها



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

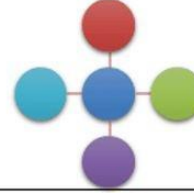


الجامعي

nonfiction  
**TEXT STRUCTURES**

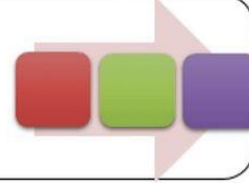
**description**

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



العامية

# Text Structures

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



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

Text Structure	Key Words	Graphic Organizer
Chronological Order/Sequence 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 <u>problem</u> is <u>solved</u> .	question is, puzzle 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!

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

العامية

# Stop-and-Jot

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

When should I stop and jot?

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

Don't stop and jot on every page!

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

Don't worry about spelling.

# Jot

## To make a quick short note

العامية

# 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.**



# Reciprocal teaching (التعلم التبادلي)

الجاميها

P roof  
o f  
c oncept

## Predict:

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

## Clarify:

Read and find out more (ideas, phrases and words),  
Explain for your friend...if she doesn't understand.



## Summarizing



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

To Tell What the Story Was Mostly About

## Questions:

Why.....?

or

How.....?



## Summarize

**Summarizing**

Summarize the story. Tell what happened in your own words using details from the beginning, middle, and end!

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

## SUMmarize It

**S**horter than the text

**U**se your own words

**M**ain ideas only