

حلول مراجعة وتمارين تقوية لرفع مستوى التدني ورفع نواتج التعلم الوحدة 15



تم تحميل هذا الملف من موقع المناهج السعودية

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

تاريخ إضافة الملف على موقع المناهج: 20:45:27 2026-05-18

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 الثاني المتوسط



صفحة المناهج
السعودية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

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

مراجعة وتمارين تقوية لرفع مستوى التدني ورفع نواتج التعلم الوحدة 15 غير محلول

1

الدرس السابع الوحدة 15 ورقة عمل تفاعلية لقاعدة could و to able were/was

2

الدرس السابع الوحدة 15 الصيغة والمعنى والوظيفة للقواعد المتقدمة

3

الدرس السادس الوحدة 15 ورقة عمل تفاعلية لكتابة الملخص والأحرف الكبيرة

4

الدرس السادس الوحدة 15 تدريب على استخدام الأحرف الكبيرة في الكتابة

5

😊 لا ابيح من ينسب تمارين وتدريبات المرحلة المتوسطة

Super Goal 2

Revision

U15\ Today's News

وتحضير البوربوينت لنفسه ناسيا كم من جهد ووقت تم بذلة عليها

Grade 8- 2nd Intermediate Class:

Name: _____

Grammar (1 to 15)		S+ was\were + Ving ...when + S+ Ved	
Choose the correct answers			
1. He was writing an e-mail when the phone			
a. to ring	b. rang	c. rings	d. ringing
2. The kids in the garden when it began to rain.			
a. be playing	b. was playing	c. were playing	d. are playing
3. I was practising the guitar when he home.			
a. came	b. come	c. comes	d. coming
4. He a shower when the phone rang .			
a. were taking	b. to take	c. is taking	d. was taking
5. When I into the room, everyone was working .			
a. to walk	b. walked	c. was walking	d. is walking
6. When her train got to the station, we			
a. waited	b. is waiting	c. were waiting	d. to wait
7. Peter a book yesterday evening.			
a. was reading	b. is reading	c. to read	d. were reading
8. You playing football.			
a. are	b. is	c. was	d. were
9. He sleeping all night long.			
a. were	b. are	c. was	d. be
10. When she was young, my aunt could for miles. S+ could + V ...when + S+ Ved			
a. running	b. run	c. to run	d. runs
11. When I five, I could not swim.			
a. be	b. is	c. was	d. were
12. I could when I was less than a year old.			
a. walked	b. walks	c. walking	d. walk
13. My brother drive a car when he was young. S+ was\were able to + V...when + S+ Ved			
a. was not able to	b. were not able to	c. is not able to	d. am not able to
14. I was able to football.			
a. plays	b. playing	c. play	d. played
15. He able to swim across the lake.			
a. were	b. is	c. are	d. was

..

Choose the correct structure:			
a	Was they sleeping? Yes, she was.	c	Was she sleeps? Yes, she was.
b	Was she sleeping? Yes, she were.	d	Was she sleeping? Yes, she was.
Choose the correct structure:			
a	I am talking when the phone rang.	b	I was talking when the phone ring.
c	I was talking when the phone rang.	d	We was talking when the phone rang.

Do as shown between brackets:

1. I was able to (ran) fast when I was young. [Correct the verb]

I was able to run fast when I was young.

2. They couldn't (seeing) in the dark. [Correct the verb]

They couldn't see in the dark.

Spelling \ Orthography (16 to 25)			
Choose the correct letters			
16. She killed him with a kni__e.			
a. (p)	b. (v)	c. (f)	d. (d)
17. The anac__nda wrapped itself around the boy.			
a. (o)	b. (a)	c. (i)	d. (e)
18. Wi__es are used to convey electricity.			
a. (q)	b. (s)	c. (n)	d. (r)
19. She got the key st__ck in the lock.			
a. (i)	b. (u)	c. (e)	d. (a)
20. The room is em__ty.			
a. (b)	b. (h)	c. (p)	d. (q)
21. My parr__t died yesterday.			
a. (a)	b. (i)	c. (u)	d. (o)
22. The s__ake swallowed a frog.			
a. (w)	b. (n)	c. (m)	d. (j)
23. He likes to take electric de__ices apart.			
a. (l)	b. (y)	c. (f)	d. (v)
24. She mana__ed to steer the ship through the st__rm.			
a. (q-a)	b. (m-i)	c. (g-o)	d. (l-u)
25. The animals tried to ov__rpower the wi__e fence to escape.			
a. (e-r)	b. (u-x)	c. (e-f)	d. (a-q)

الرجاء الالتزام بالمنهج في الكتاب وهذه مراجعه للتدريب ولزيادة الفهم ومعالجة مستوى التذني والصعوبات في مادة اللغة الإنجليزية

Vocabulary				
Pairing Questions				
1	He was fired from the company.	C	A	to go very quickly
2	The police warned us to keep back.	H	B	injury or a cut in the skin
3	Paper burns quickly.	G	C	to remove from a job
4	He was attacked by a shark.	I	D	to shout or cry loudly
5	The baby began to shriek .	D	E	a long reptile without legs.
6	I rushed out of my house.	A	F	a person who has done something brave
7	Khaled became a hero .	F	G	to hurt, destroy or damage by fire
8	Blood flowed from the wound .	B	H	to tell a person of a danger,
9	The man wore a gun on his hip .	K	I	to try to hurt or damage
10	Be careful with that knife .	J	J	a tool for cutting with a sharp edge
11	The snake swallowed a frog.	E	K	the area between the tops of legs and waist.
12	I was kicked out of high school.	N	L	the synonym of dominate
13	A crowd gathered at the scene.	M	M	a large number of people
			N	to force someone to leave a place

empty ≠ full

I **warned** him of the danger.

الرجاء الالتزام بالمنهج في الكتاب وهذه مراجعه للتدريب ولزيادة الفهم ومعالجة مستوى التدني والصعوبات في مادة اللغة الإنجليزية

Vocabulary (26 to 43)

Choose the correct words

26. He was for serious mistake.

- a. **fired** b. rush c. burn d. deliver

27. She whenever she saw a spider.

- a. risked b. attacked c. **shrieked** d. burned

28. Tom to help Mary.

- a. warned b. **rushed** c. shocked d. attacked

29. I him about the danger.

- a. managed b. kicked out c. shocked d. **warned**

30. The enemythe town.

- a. **attacked** b. rushed c. delivered d. remembered

31. The died at the end of the book.

- a. wire b. hip c. **hero** d. device

32. The left a scar on my arm.

- a. scream b. **wound** c. attraction d. hip

33. My is sharp.

- a. crowd b. headphone c. storm d. **knife**

34. My grandmother fell and broke her

- a. parrot b. **hip** c. wire d. hero

35. Some are poisonous.

- a. parrots b. storms c. **snakes** d. heroes

36. A gathered at the scene.

- a. hip b. **crowd** c. scream d. wire

37.He found the drawer

- a. sharp b. stuck c. strong d. **empty**

38.The enemy from behind.

- attacked** burned risked delivered

39.A can imitate human speech.

- a. shark b. snake c. **parrot** d. anaconda

40.Some are poisonous.

- a. parrots b. **snakes** c. dogs d. cats

41.She clicked the and blocked.

- a. wire b. **device** c. storm d. hero

42.An is the largest type of snake in the world.

- a. cat b. deer c. **anaconda** d. rabbit

43.A can imitate human speech.

- a. cat b. deer c. **parrot** d. rabbit

SG2\ U15\ Composition

*Write a paragraph about **a Summary of a Story** Give your opinion about it.

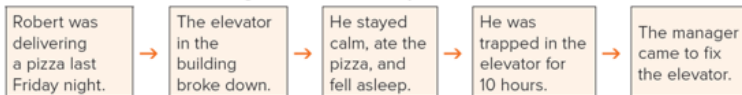
a model

Robert was delivering a pizza. The elevator broke down and he was trapped inside. Robert didn't panic. He ate the pizza and fell asleep. then the building manager came to fix the elevator and he found Robert asleep inside.

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

9 Writing

A. Look at the event chain diagram. What news story is it from in this unit?



العامية

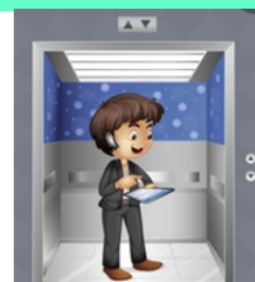
**SG2 U15
Page 136**

D. Summarize one of the news stories in the unit in your own words. Use your notes from the event chain diagram. Write your own headline for the story.

a Summary of a Story

Sleep in the Elevator

Robert was delivering a pizza. The elevator broke down and he was trapped inside. Robert didn't panic. He ate the pizza and fell asleep. Then the building manager came to fix the elevator and he found Robert asleep inside.



Check your work!

Writing Checklist



Writing Checklist		😊	😐	😞
1	I use full stops to mark the end of sentences and longer pauses.			
2	I start sentences with capital letters.			
3	I keep my tall letters tall and my letters sitting on the line.			
4	I use a selection of words other than 'and 'to join sentences.			
5	I use question marks to indicate when a question has been asked.			
6	I use paragraphs to split use sections of similar ideas.			
7	I can be daring and use words I haven't used before			
8	I describe the feelings of characters in detail.			
9	I check my work for mistakes like missed punctuation and silly spellings			
10	I start my sentences in different ways instead of repeating myself.			
11	I use neat handwriting			
12	I use finger spaces between my words			

Prep Writing Goals	
A	You used capital letters. <input type="checkbox"/>
●	You used full stops. <input type="checkbox"/>
↵	You used finger spaces. <input type="checkbox"/>
👁️	Your writing makes sense. <input type="checkbox"/>

Well done, You used:

- Capital letters
- Full stops
- Paragraphs
- Punctuation
- Makes sense

This Paragraph Was Scored For

- 5** ○ Ideas 0 1 2
- 5** ○ Structures 0 1 2
- 5** ○ Spelling 0 1



3 Grammar



When

SG2 U15
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العامية

was
were V + ing

When...



'when' + short action (past simple tense)

	I was watching TV	when	Jim knocked the door.
When	Jim knocked the door	,	I was watching TV

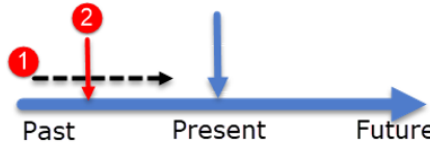
العامية



When...



Past Continuous



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العامية

was
were V + ing

EX.

S+ was\were + Ving ...when + S+ Ved

He was writing an e-mail when the phone rang.

When the phone rang, he was writing an e-mail.

العامية

3 Grammar

Past Progressive + When S+ was\were + Ving ...when + S+ Ved

Use *when* to indicate that a longer, continuous action is interrupted by a shorter one.

Action 1: I was taking a shower.

Action 2: The telephone rang.

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

When

Q: What were you doing **when** I called you?

A: I **was taking** a shower. - *John was watching TV when his friend arrived.*

Past Progressive



A **Shorter Action** Interrupts a **Longer Action**

I was cooking dinner **when** the phone rang.

I **was watching** television **when** she **rang** me.

past continuous

past simple

We **were walking** home **when** the rain started.

11 Form, Meaning and Function



adverb of degree

Adverbs of Degree

Adverbs of degree tell about the intensity of a verb, adjective, or adverb. Some common adverbs of degree are *absolutely, almost, completely, extremely, hardly, just, quite, really, very.*

Adverbs of degree go before the main verb and before the adjective or adverb.

I **absolutely** agree with you.

He was **just** running.

You **almost** missed your flight.

He can **hardly** stand up.

The students did **quite** well.

He is **completely** exhausted.



could
was able to
were able to } + V



EX.

S+ could + V ...when + S+ Ved

I **could** play the guitar **when** I **was** seven years old.

I **could** go swimming every day **when** I **lived** next to the pool.

EX.

S+ was\were able to + V...when + S+ Ved

He **was able to** ride a bike **when** he **was** six years old.

We **were able to** eat outside **when** the weather **was** sunny.





التصحيح الكتروني

تنويه هام

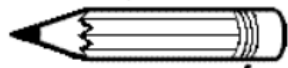
الرجاء عدم تسجيل اجابتان مختلفتان لأي فقرة في نموذج

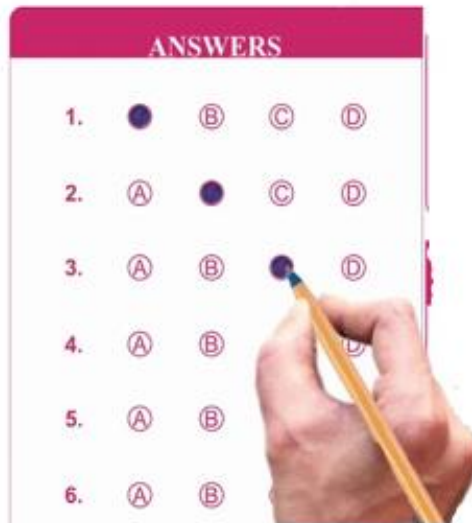
الأسئلة عن ورقة التظليل

😊 الاجابة المعتمدة ورقة التظليل 😊

Name			
Date		Class:	

- | | | | | | | | | | |
|----|---|---|---|---|----|---|---|---|---|
| 1 | A | B | C | D | 11 | A | B | C | D |
| 2 | A | B | C | D | 12 | A | B | C | D |
| 3 | A | B | C | D | 13 | A | B | C | D |
| 4 | A | B | C | D | 14 | A | B | C | D |
| 5 | A | B | C | D | 15 | A | B | C | D |
| 6 | A | B | C | D | 16 | A | B | C | D |
| 7 | A | B | C | D | 17 | A | B | C | D |
| 8 | A | B | C | D | 18 | A | B | C | D |
| 9 | A | B | C | D | 19 | A | B | C | D |
| 10 | A | B | C | D | 20 | A | B | C | D |

Please Use

 a Pencil



1	A	B	C	D	11	A	B	C	D
2	A	B	C	D	12	A	B	C	D
3	A	B	C	D	13	A	B	C	D
4	A	B	C	D	14	A	B	C	D
5	A	B	C	D	15	A	B	C	D
6	A	B	C	D	16	A	B	C	D
7	A	B	C	D	17	A	B	C	D
8	A	B	C	D	18	A	B	C	D
9	A	B	C	D	19	A	B	C	D
10	A	B	C	D	20	A	B	C	D

Subject/Paper: **HOW TO FILL E-MARKING SHEET**

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Choices

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| 2 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 12 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 22 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 32 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
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| 4 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 14 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 24 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 34 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
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| 7 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 17 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 27 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 37 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 8 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 18 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 28 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 38 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
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True/False

Match

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Objective

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شرح
ورقة
تظليل
مادة اللغة الإنجليزية

يجب
تتبع تسلسل ارقام الفقرات



80

غالب عشر

اختياري Multiple Choices

1 - (A) (B) (C) (D) 21 - (A) (B) (C) (D)
2 - (A) (B) (C) (D) 22 - (A) (B) (C) (D)
3 - (A) (B) (C) (D) 23 - (A) (B) (C) (D)
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19 - (A) (B) (C) (D) 39 - (A) (B) (C) (D)
20 - (A) (B) (C) (D) 40 - (A) (B) (C) (D)

True / False صح وخطأ

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مزاوجة Pairing Questions

1 - (A) (D) (C) (D) (B) (F) (G) (U) (I) (J) (K)
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هذا الجزء خاص بالمعلم - ممنوع الكتابة عليه

المربع هذا
خاص بالمعلمة فقط

اسم الطالبة

التوقيع

A4-5



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ساند الحاميه للمعلمين والمعلمات
للطلاب والطالبات
وقف خيرى تعليمي بلا مقابل
لوالدي رحمه الله والحاميه
ولوالتى الغالية اطل الله في عمرها
اختكم المعلمة :
نوريه صالح الغامدي

SUPER GOAL 1	
1. Knowledge	1. Understanding
2. Working Order	2. Working Order
3. Working Order	3. Working Order
4. Working Order	4. Working Order
5. Working Order	5. Working Order
6. Working Order	6. Working Order
7. Working Order	7. Working Order
8. Working Order	8. Working Order
9. Working Order	9. Working Order
10. Working Order	10. Working Order

الأول متوسط

SUPER GOAL 2	
1. Knowledge	1. Understanding
2. Working Order	2. Working Order
3. Working Order	3. Working Order
4. Working Order	4. Working Order
5. Working Order	5. Working Order
6. Working Order	6. Working Order
7. Working Order	7. Working Order
8. Working Order	8. Working Order
9. Working Order	9. Working Order
10. Working Order	10. Working Order

الثاني متوسط

SUPER GOAL 3	
1. Knowledge	1. Understanding
2. Working Order	2. Working Order
3. Working Order	3. Working Order
4. Working Order	4. Working Order
5. Working Order	5. Working Order
6. Working Order	6. Working Order
7. Working Order	7. Working Order
8. Working Order	8. Working Order
9. Working Order	9. Working Order
10. Working Order	10. Working Order

الثالث متوسط

رؤية
2030
وزارة التعليم



لا أحلل من ينسب أعمالي لنفسه أو ينشرها بأسمه
لا أحلل من ينسب جهدي وتعبي ووقتي ووقت ابنتي الصغار
في تحضير البوربوينت وشرائحه واوراق العمل وتمارين المراجعة
والخطط العلاجية وغيرها لنفسه
هي للنفع العام في التعليم والتدريس وتيسير المادة للطلاب والطالبات
والمعلمين والمعلمات في مجال التدريس وليس للبيع
وقف خيرى لوالدي رحمه الله والحاميه
اختكم نوريه صالح الحاميه الغامدي