

اختبار مركزي نهاية الفصل مع الحلول تبوك



تم تحميل هذا الملف من موقع المناهج السعودية

موقع المناهج ← المناهج السعودية ← الصف الأول المتوسط ← لغة عربية ← الفصل الثاني ← حلول ← الملف

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المزيد من مادة
لغة عربية:

التواصل الاجتماعي بحسب الصف الأول المتوسط



صفحة المناهج
السعودية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

المزيد من الملفات بحسب الصف الأول المتوسط والمادة لغة عربية في الفصل الثاني

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UNIT 9

GRAMMAR

Let's Go Out



LEARNING OBJECTIVES

- ✓ Use *should*, *why don't/doesn't*, and *let's* for suggestions.
- ✓ Use *go + verb + -ing* for activities.
- ✓ Use *have to/had to* and *must/mustn't* for obligation and rules.
- ✓ Understand the form, meaning, and function of *must*, *mustn't*, *have to*, and *don't have to*.



1. SHOULD, WHY DON'T/DOESN'T...? AND LET'S FOR SUGGESTIONS



Should: to give advice or suggestions.

Example: You should drink water. (It's good for you.)



Why don't/doesn't...?: to suggest something in a friendly way.

Example: Why don't we go for a walk?



Let's: to make a suggestion together.

Example: Let's watch a movie tonight!



Key Point

Use these expressions to make suggestions politely. You can accept or refuse them.



A: Let's go out for dinner.

B: That sounds good!



A: Why don't we order a pizza?

B: No, let's eat out instead.

2. GO + VERB + -ING



Use it for many free-time activities.

Example: He goes swimming three times a week.

Examples of Activities

- go cycling
- go hiking
- go skiing
- go surfing
- go horseback riding



3. HAVE TO / HAD TO

Use *have to/had to* to express obligation (something you must do).

Example: I have to study for the test. (It's necessary.)



Key Point

Have to = now (present)

Had to = past



4. MUST / MUSTN'T / DON'T HAVE TO / DIDN'T HAVE TO

Form		Meaning	Function	Example
must	✓	It is necessary.	To express obligation or important rules.	You must wear your seatbelt.
mustn't	✗	It is forbidden.	To express rules or prohibition.	You mustn't use your phone here.
don't have to	✓	It is not necessary.	To express lack of obligation.	You don't have to wear a uniform today.
didn't have to	⌚	It was not necessary in the past.	To express lack of obligation in the past.	We didn't have to work yesterday.



QUICK TIP

Use *must* for things that are important.

Use *mustn't* for things that are not allowed.



REMEMBER

These grammar structures help you give suggestions, talk about activities, and express rules and obligations in a clear and polite way.



PRACTICE MAKES PERFECT!

Try using each rule in a sentence about your daily life.





UNIT 10

GRAMMAR

It's a Bargain!



LEARNING OBJECTIVES

- ✓ Use possessive adjectives.
- ✓ Use possessive pronouns.
- ✓ Use *whose* to ask about possession.
- ✓ Use *one/ones* to replace nouns.
- ✓ Use *too* to express quantity.



1. POSSESSIVE ADJECTIVES



Show who owns something.

my your his her its our their

Example:

It's **my** backpack.



2. POSSESSIVE PRONOUNS



Replace nouns. No noun after them.

mine yours his hers its ours theirs

Example:

The backpack is **mine**.



3. QUESTION WORD: WHOSE



Ask about possession.

Example:

Q: **Whose** jacket is this?

A: It's Ali's. It belongs to him.



4. PRONOUN: ONE / ONES



Replace a noun with one or ones.

Example:

Q: Which necklace do you like?

A: The beaded **one**.



5. QUANTITATIVE: TOO



Use **too** to mean 'also' or 'more than enough'.

Example:

This jacket is **too** big for me.



QUICK TIP

- Use adjectives (my, his, her...) **before nouns**.
- Use pronouns (mine, his, hers...) **alone, without a noun**.

EXTRA PRACTICE EXAMPLES



Possessive Adjective
It's **his** bag.



Possessive Pronoun
The perfume is **hers**.



Whose
Whose phone is this?
It's Noura's.



One / Ones
I like the brown **ones**.



Too
The shoes are **too** big.



REMEMBER

These grammar rules help you talk about ownership, choose items, ask questions, and describe the right amount!



PRACTICE MAKES PERFECT!

Use these rules every day when you speak, write, and shop smart!





UNIT 11

GRAMMAR

There's No Comparison



LEARNING OBJECTIVES

- ✓ Use comparative forms of adjectives.
- ✓ Use superlative forms of adjectives.
- ✓ Use so...that / such...that to show cause and effect.
- ✓ Use so many / so much to show quantity.



PART 1: COMPARATIVE & SUPERLATIVE ADJECTIVES

COMPARATIVE

Compare two things.



adjective + -er / more + adjective

Example:

Imad is **taller** than Ahmed.

SUPERLATIVE

Compare three or more things.



adjective + -est / the most + adjective

Example:

Ahmed is **the tallest** boy in the class.

SPELLING RULES

- old → older → oldest
- nice → nicer → nicest
- easy → easier → easiest
- big → bigger → biggest
- hot → hotter → hottest
- good → better → best
- bad → worse → worst

PART 2: FORM, MEANING & FUNCTION

SO...THAT / SUCH...THAT

Show cause and effect.

so + adjective/adverb + that

Result / effect

Example:

He ran **so fast that** he won the race.



such + a/an + adjective + noun + that

Result / effect

Example:

It was **such a difficult test that** none of the students did well.



SO MANY / SO MUCH

Show large quantity.

so many + plural count noun

Example:

I have **so many** books to read.



so much + noncount noun

Example:

I have **so much** homework today.



QUICK TIP

Use **so...that / such...that** to explain the result.

Use **so many / so much** to talk about large amounts.



EXTRA EXAMPLES



Comparative

Gold is **heavier** than mercury.



Superlative

The Sahara Desert is **the hottest** place.



So...That

He was **so tired** that he slept on the bus.



Such...That

Ali is **such a smart** boy that he has the best grades.



So Many

There are **so many** people in the supermarket.



REMEMBER

Comparatives compare two things.
Superlatives compare three or more.
So...that / Such...that = cause → effect
So many / So much = large amount



PRACTICE MAKES PERFECT!

Use these grammar rules every day when you speak, write, and describe things around you!





UNIT 12

GRAMMAR

It's Going to Be Fun!



LEARNING OBJECTIVES

- ✓ Use *be going to* for future plans.
- ✓ Ask and answer yes-no and information questions.
- ✓ Use adverbs of manner.
- ✓ Use the correct position of adjectives.



1. FUTURE WITH BE GOING TO

+ Affirmative (+)

I'm going to travel to Jordan.

? Yes-No Question (?)

Are you going to travel to Jordan?

- Negative (-)

I'm not going to visit Petra.

Short Answer (+)

Yes, I am.

Short Answer (-)

No, I'm not.

2. INFORMATION QUESTIONS



What What are you going to do? I'm going to travel.



When When is he going to leave? Next week.



Which Which countries are you going to visit? Tunisia and Morocco.



How How are we going to go? By plane.



Where Where am I going to stay? In a hotel.



Who Who is going to travel with them? With friends.



How long How long are they going to stay? For a month.

3. POSITION OF ADJECTIVES

Before nouns

Antarctica is an exotic place.



After the verb be

Antarctica is exotic.



4. ADVERBS OF MANNER

Adverbs of manner describe how an action is done.

Add -ly to most adjectives

slow → slowly



He drives slowly.

Ending in -l, double the l

careful → carefully



He reads the map carefully.

Ending in consonant + y, change y to i + ly

easy → easily



Learning English is easily.

GOOD → WELL (Irregular)

Good = adjective

He is a **good** player.

Well = adverb

He plays **well**.

Better = comparative

He plays **better** than he did last year.



EXAMPLES IN ACTION



I'm going to visit Egypt next summer.

Future plan



When are you going to leave?

Information question



We're going to stay in a seaside hotel.

Information answer



He skis quickly down the hill.

Adverb of manner



The mountains are very high.

Adjective position



REMEMBER

- *be going to* = future plan
- Use question words to get information.
- Adverbs of manner tell us how.
- Adjectives come before nouns and after the verb *be*.



PRACTICE MAKES PERFECT!

Use these rules every day when you speak, write, and plan your future!





UNIT 13

GRAMMAR

What's the Weather Like?



LEARNING OBJECTIVES

- ✓ Use *will* to talk about future events.
- ✓ Ask and answer yes-no questions.
- ✓ Ask and answer information questions.
- ✓ Use conditional sentences with *if*.
- ✓ Use *may/might* to express possibility.



1. FUTURE WITH WILL

+ Affirmative (+)

I'll
You'll
He'll
She'll
It'll
We'll
They'll

travel.

Example: I'll travel tomorrow.

- Negative (-)

I
You
He
She
It
We
They

won't

travel.

Example: I won't travel.

? Yes-No Question (?)

Will you travel
next summer?

Example: Will you travel
next summer?

✓ Short Answer (+)

Yes, I will.

Example: Yes, I will.

✗ Short Answer (-)

No, I won't.

Example: No, I won't.

2. INFORMATION QUESTIONS



What

What will you do?
I'll probably travel.



Where

Where will you go?
I'll go to Jordan.



How

How will you go?
Maybe I'll drive.



When

When will you leave?
Next week.



Note

We often use *will* with
probably or *maybe*.

3. CONDITIONAL SENTENCES (IF + WILL)



Present Facts (if + present, present)

If it is sunny, I wear sunglasses.



Future Facts (if + present, will)

If it rains, I **will** stay home.

If the team wins, the fans **will** be happy.



May / Might (possibility)

If Noura **doesn't** study, she **might** fail.

We **may** go skiing if there is enough snow.

4. ADVERBS OF TIME (after will)



Use adverbs of time
after will.



tomorrow next week next summer
soon in the future tonight

Example: I'll travel next summer.

5. EXAMPLE: TOMORROW'S WEATHER



°C
°F

CITY	°F	°C	WEATHER
Riyadh, KSA	81/62	27/17	
Islamabad, Pakistan	50/30	10/-1	
Muscat, Oman	77/64	25/18	
Cairo, Egypt	59/46	15/8	
Amman, Jordan	46/41	8/5	



Example:

A: What will the weather be like
in Muscat tomorrow?

B: It'll be warm and cloudy.
The temperature will be 25°C.



REMEMBER

- Will = future
- If + will = future result
- May/Might = possible
- What/Where/When/How = information questions



PRACTICE MAKES PERFECT!

Use these grammar rules
every day when you speak,
write, and plan your future!





UNIT 14

GRAMMAR

Could You Do Me a Favor?



LEARNING OBJECTIVES

- ✓ Use *can, could, will, would* for requests.
- ✓ Use *I'll* and *Let me* to offer help.
- ✓ Use *want + object + to + infinitive*.
- ✓ Use *tell* and *ask + object + to + infinitive*.



1. CAN, COULD, WILL, WOULD

Use for requests.



Request

Can
Could
Will
Would

you

help me?

Agreeing

- Sure.
- Certainly.
- Of course.
- No problem.



Refusing

- Sorry, I can't.
- Not now.
- I'm busy.



Example:

Could you help me with this bag?

2. I'LL, LET ME

Use to offer to do something.



Offering

I'll

Let me

carry that
for you.

Accepting

- Thank you.
- You're very kind.



Refusing

- That's all right.
- Don't worry.



Example:

I'll wash them for you.

3. WANT + OBJECT + TO + INFINITIVE

Use to get people to do something.



Q: What do you **want** Omar to do?

A: I want him **to take out** the garbage.

4. TELL AND ASK + OBJECT + TO + INFINITIVE

Use to give instructions or ask for something.



Tell

Tell her **not**
to be late.

Ask

Ask Amina **to**
bring some snacks.

EXAMPLES IN ACTION

Request

Could you help
me, please?



Offer

Let me open
the door for you.



Want

I **want** my brother
to clean his room.



Tell

Tell your sister
not to worry.



Ask

Ask your teacher
to explain again.



QUICK TIP

- **Could** is more polite than **can**.
- **Would** is more polite than **will**.
- **I'll** = **I will**
- Use **please** to be polite.



PRACTICE MAKES PERFECT!

Use these grammar rules
every day when you speak,
write, and help others!





UNIT 15

GRAMMAR

Today's News



LEARNING OBJECTIVES

- ✓ Use the past progressive (was/were + -ing).
- ✓ Use yes-no questions and short answers.
- ✓ Use **when** to show an action in progress.
- ✓ Use adverbs of degree.
- ✓ Use **could** and **was able to**.

Did you see today's news?



1. PAST PROGRESSIVE

An action was happening at a time in the past.

AFFIRMATIVE

I / He / She / It **was**
You / We / They **were**
reading.



NEGATIVE

I / He / She / It **wasn't**
You / We / They **weren't**
reading.



YES-NO QUESTION

Was he reading? 
Were they sleeping?

SHORT ANSWER (+)

Yes, he **was**. 
Yes, they **were**.

SHORT ANSWER (-)

No, he **wasn't**. 
No, they **weren't**.

2. PAST PROGRESSIVE + WHEN

Use **when** to show that a short action happened during a longer action.

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



3. ADVERBS OF DEGREE

Describe how much or how well.

- | | | |
|--------------|-------------|----------|
| ★ Absolutely | ● Extremely | ● Hardly |
| ● Almost | ● Very | ● Just |
| ● Completely | ● Quite | ● Really |

He was **absolutely** amazed!



4. COULD AND WAS ABLE TO

Could = ability in the past

I **could** run fast when I was young.



Was able to = success

I **was able to** finish the race.



EXAMPLES IN ACTION

Past Progressive

He **was watching** TV.



Question

Was she studying?

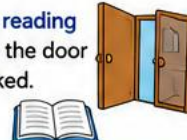


Short Answer

Yes, she **was**. 
No, she **wasn't**. 

When

I **was reading** when the door knocked.



Adverb

She **was almost** ready.



QUICK TIP

- **Was/Were** + **-ing** = an action in progress
- Use **when** for two actions
- **Adverbs of degree** show intensity
- **Could** = ability **Was able to** = success



REMEMBER!

Read the news every day and use these rules when you speak and write!





UNIT 15

GRAMMAR

Today's News



LEARNING OBJECTIVES

- ✓ Use the past progressive (was/were + verb-ing).
- ✓ Ask and answer yes-no questions.
- ✓ Use past progressive + when.
- ✓ Use adverbs of degree.
- ✓ Use could and was able to.



1. PAST PROGRESSIVE (WAS / WERE + VERB-ING)

AFFIRMATIVE (+)

I / He / She / It	was	sleeping.
We / You / They	were	

NEGATIVE (-)

I / He / She / It	wasn't	sleeping.
We / You / They	weren't	sleeping.

✓ I **was** sleeping.



✗ They **weren't** sleeping.

YES-NO QUESTION (?)

Was I / he / she / it sleeping?
Was we / you / they



SHORT ANSWER (+)

Yes, I / he / she / it was.
Yes, we / you / they were.



SHORT ANSWER (-)

No, I / he / she / it wasn't.
No, we / you / they weren't.



2. PAST PROGRESSIVE + WHEN

Use when to show that a longer action was interrupted by a shorter one.

LONG ACTION

I **was taking** a shower.



SHORT ACTION

The telephone **rang**.



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

A: I **was taking** a shower.

3. ADVERBS OF DEGREE

Adverbs of degree describe how much or how strong.

absolutely	★★★★★	hardly	★☆☆☆☆
almost	★★★★☆	just	★★★☆☆
completely	★★★★★	quite	★★★★☆
extremely	★★★★★	really	★★★★☆
		very	★★★★★



Example: He was **absolutely** exhausted.

4. COULD AND WAS ABLE TO

COULD (ability in the past)

- I **could** run fast when I was young.
- They **couldn't** see in the dark.



WAS ABLE TO (able to + action)

- I **was able to** run fast when I was young.
- They **weren't able to** see in the dark.



EXAMPLES IN ACTION

Past Progressive



He **was reading** a book.

Question



Was she watching TV?

Answer (+)



Yes, she **was**.

Answer (-)



No, she **wasn't**.

When



I **was cooking** **when** he arrived.

Could



I **could** swim **when** I was 8.

Was Able To



I **was able to** win the race.



QUICK TIP

- was / were + verb-ing = action in progress
- Use when + past simple = interrupting action
- Use could / was able to = ability in the past



PRACTICE MAKES PERFECT!

Use these grammar rules every day when you speak, write, and understand English!



Great job!



UNIT 16

GRAMMAR

Have You Ever...?



LEARNING OBJECTIVES

- ✓ Use the present perfect for experiences.
- ✓ Ask and answer questions with have/has.
- ✓ Use ever and never in questions and answers.
- ✓ Use the present perfect vs simple past.
- ✓ Learn irregular past participle forms.



KEY IDEA

The present perfect connects the past to now.
Example: I've been to Bahrain.

1. PRESENT PERFECT



Used for experiences or actions with no specific time in the past.

AFFIRMATIVE (+)

I				
You've				
He's				
She's				
We've				
They've				

NEGATIVE (-)

I				
You				
He				
She				
We				
They				

2. YES-NO QUESTIONS (?)

Have	I			
	you			
Has	he			
	she			
	we			
	they			

SHORT ANSWERS



Yes,
I you
he / she
we / they



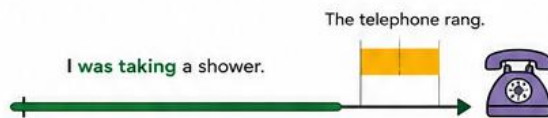
No,
I you
he / she
we / they

Example: Have you ever been to Bahrain? Yes, I have.

2. PRESENT PERFECT + WHEN



A longer action was interrupted by a shorter one.



Q: What were you doing when I called you?

A: I was taking a shower.

3. CAN, COULD, WILL, WOULD (REQUESTS)



Can you help me?
Could you pass me the book?
Will you open the window?
Would you like some tea?

4. I'LL, LET ME (OFFERS)



OFFERING

I'll carry that for you.
Let me help you.

ACCEPTING

Thank you.
You're very kind.

REFUSING

That's all right.
Don't worry.

Example: I'll wash the dishes for you.

5. WANT + OBJECT + TO + INFINITIVE



Used to get someone to do something.

Q: What do you want Omar to do?

A: I want him to take out the garbage.

6. TELL / ASK + OBJECT + TO + INFINITIVE



Tell her not to be late.



Ask Amina to bring some snacks.

7. IRREGULAR PAST PARTICIPLES



The present perfect is made with have/has + past participle.

COMMON IRREGULAR VERBS

BASE FORM	PAST PARTICIPLE
be	been
eat	eaten
go	gone
see	seen
do	done
take	taken
write	written
fly	flown
hear	heard
meet	met

8. PRESENT PERFECT VS SIMPLE PAST



PRESENT PERFECT
(no specific time)
I've been to Bahrain.
(experience)

SIMPLE PAST
(specific time)
I was in Bahrain last year.

EXAMPLES IN ACTION



Have you ever flown in a plane?
Yes, I have.



I was reading when the light went out.



Could you pass me the book?
Sure!



I'll get you some water.
Thanks!



I want you to clean your room.



I'll see you tomorrow!



REMEMBER

- Use have/has + past participle.
- Use when for interrupted actions.
- Use ever and never in questions.
- Use could, will, would for requests.
- Use I'll and Let me for offers.



PRACTICE MAKES PERFECT!

Practice these grammar rules every day to speak, write, and understand better!





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SUPER GOAL 1 SUPER GOAL 2 SUPER GOAL 3

سائد الهمية للمعلمين والمعلمات
للطلاب والطالبات
وقف خيرى تعليمى بلا مقابل
لوالدى رحمه الله والهمية
ولوالدى الغالية أطل الله فى عمرها
اختكم المعلمة :
نوريه صالح الغامدي



وقف خيرى لوالدى رحمه الله
ولا أسمح بالمُتاجرة به



GOAL 1 GOAL 2 GOAL 3



تحضير مادة
اللغة الإنجليزية
المرحلة المتوسطة
نوريه صالح الغامدي

SUPER GOAL 1 SUPER GOAL 2 SUPER GOAL 3

برامج الأنشطة الطلابية

