

خطط علاجية لاختبار مهاراتي الوزارية للمهارات الغير متقنة مادة اللغة الإنجليزية ثاني متوسط



Treatment plans for Ministerial Skills Test
English Language subject- G8

No 12. Skill: Discuss likes and dislikes by using adjectives with -ed and -ing:
live worksheet



LIVEWORKSHEETS

<https://www.liveworksheets.com/w/en/english-second-language-esl/1628019>



خط علاجية لاختبار مهاراتي الوزارية
مادة اللغة الانجليزية
ثاني متوسط

Adjectives with -ed and -ing

Task: Fill in the gaps with adjectives ending with -ed or -ing.

An adjective that ends in -ing is used to describe the characteristic of a person, a thing or a situation.

An adjective that ends in -ed is used to describe a feeling (or how a person feels) or an emotion. It is used to describe a thing.

- My dog is he doesn't like the ball.
- These books are
- I was very I went to bed that night.
- I like science fiction; they are very
- I don't like math, they are
- He is very for the movie tonight!
- Look at this video! It is very
- I am in education, I love it!

LIVEWORKSHEETS

No 12. Skill: Discuss likes and dislikes by using adjectives with -ed and -ing:
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<https://www.liveworksheets.com/w/en/english-second-language-esl/151433>



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Adjectives
ending in **-ed**
describe a
particular
feeling.

Adjectives
ending in **-ing**
describe a
thing (movie,
game, book...).

Fill in the blanks with the correct option.

1. The movie was very . I was .
2. The students were very in the teacher's explanation.
3. Sophie and Jack are very about their wedding ceremony.
4. Running a 10k race must be very .
5. I was when I visited the mountains.
6. My grandmother told me a very story.
7. I'm of jumping the rope.
8. I'm reading an adventure story at the moment.

No 12. Skill: Discuss likes and dislikes by using adjectives with -ed and -in:

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Grammar explanation

Adjectives that end in -ed (e.g. *bored, interested*) and adjectives that end in -ing (e.g. *boring, interesting*) are often confused.

-ed adjectives

Adjectives that end in -ed generally describe emotions – they tell us how people feel.

I was so bored in that lesson, I almost fell asleep.

He was surprised to see Helen after all those years.

She was really tired and went to bed early.

-ing adjectives

Adjectives that end in -ing generally describe the thing that causes the emotion – a boring lesson makes you feel bored.

Have you seen that film? It's really frightening.

I could listen to her for hours. She's so interesting.

I can't sleep! That noise is really annoying!



No 13. Skill: Describe daily activities and routines, by using at, in, on prepositions in time expression.



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PREPOSITIONS OF TIME

in  in + seasons (in summer) in + months (in February) in + years (in 2020) in the morning, in the afternoon, in the evening	on  on + days, dates on Monday, on Tuesday... on the 16 th of February on Sunday, April 19, 2020 on Easter Day	at  at + time at 8 o'clock at + holidays (at Christmas) at noon, at night, at the weekend, at breakfast
---	---	--

Fill in the missing preposition *in, on, at*:

- | | |
|--|--|
| <input checked="" type="checkbox"/> June | <input checked="" type="checkbox"/> 12:00 |
| <input checked="" type="checkbox"/> 9 o'clock | <input checked="" type="checkbox"/> Saturday |
| <input checked="" type="checkbox"/> Wednesday | <input checked="" type="checkbox"/> winter |
| <input checked="" type="checkbox"/> 2013 | <input checked="" type="checkbox"/> the evening |
| <input checked="" type="checkbox"/> the morning | <input checked="" type="checkbox"/> half past eleven |
| <input checked="" type="checkbox"/> night | <input checked="" type="checkbox"/> 1991 |
| <input checked="" type="checkbox"/> Thursday | <input checked="" type="checkbox"/> Friday, April 17, 2020 |
| <input checked="" type="checkbox"/> November | <input checked="" type="checkbox"/> Halloween |
| <input checked="" type="checkbox"/> the 15 th of June | <input checked="" type="checkbox"/> spring |
| <input checked="" type="checkbox"/> the weekend | <input checked="" type="checkbox"/> 9:15 |
| <input checked="" type="checkbox"/> the afternoon | <input checked="" type="checkbox"/> autumn |
| <input checked="" type="checkbox"/> March | <input checked="" type="checkbox"/> Sunday |
| <input checked="" type="checkbox"/> half past six | <input checked="" type="checkbox"/> December |
| <input checked="" type="checkbox"/> the 2 nd of July | <input checked="" type="checkbox"/> Christmas Day |

No 13. Skill: Describe daily activities and routines, by using at, in, on prepositions in time expression.



on

We usually use *on* with days and dates.

On Fridays, I have a long lunch.
It's his birthday *on* 19 October.

days	<i>on</i> Monday/Tuesday etc. <i>on</i> my birthday <i>on</i> New Year's Day
dates	<i>on</i> 30 July <i>on</i> the second of August

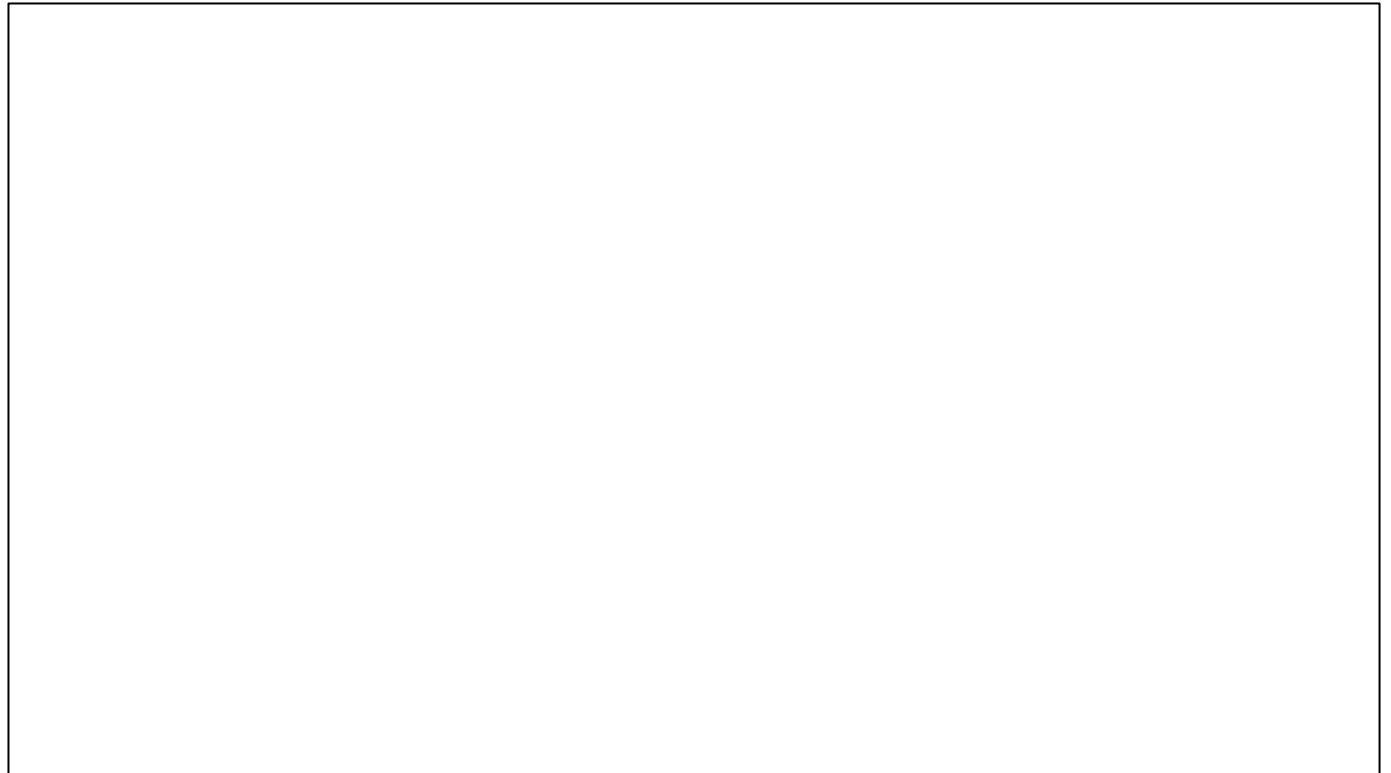
at

We usually use *at* with clock times and mealtimes.

I get up *at* 6.30 a.m. and go for a run.
She doesn't like to leave the office *at* lunchtime.



No 13. Skill: Describe daily activities and routines, by using at, in, on prepositions in time expression.



No 17. Skill: Get the main idea, supporting detail, inference:
live worksheet



LIVEWORKSHEETS

<https://www.liveworksheets.com/w/en/comprehension/418215>



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Main Idea and Supporting Details

Read the story and answer the questions.

Josh is a great football player. He practises every day after school. Josh plays for his school's football team. This year, he has scored six goals. Josh can kick the ball very far. He can also run very fast with the ball.

Write the main idea of the story.

_____.

Write 2 details that support the main idea.

1) _____.

2) _____.

No 17. Skill: Get the main idea, supporting detail, inference:
live worksheet

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LIVEWORKSHEETS

<https://www.liveworksheets.com/w/en/reading/615116>



Name:

Main Idea & Supporting Details

Read each paragraph carefully, then choose the sentence that tells the main idea.

1. Kail loves to play games. His favorite game is chess because it requires a great deal of thought. Kail also likes to play less demanding board games that are based mostly on luck. He prefers Monopoly because it requires luck and skill. If he's alone, Kail likes to play action video games as long as they aren't too violent.

Kail dislikes violence. Kail enjoys Monopoly. Kail enjoys playing games.

2. Maria is watching too much television. A toddler shouldn't be spending hours staring blankly at a screen. Worse yet, some of her wild behavior has been inspired by those awful cartoons she watches. We need to spend more time reading books with her and pull the plug on the TV!

Watching a lot of television isn't good for Maria. Some cartoons are bad for Maria. Books are good.

3. Sometimes a person who can't have a pet, or doesn't have brothers and sisters, gets special toys to be his or her friends. A toy puppy that can bark or a soft doll to hug can be company for the person who is alone.

Why some people can't have pets. Why someone might want a special toy. What makes a toy puppy bark.

4. Mushrooms don't grow on trees. If you see mushrooms stuck between the branches, you know they were put there. Most likely it was the work of a red squirrel. Red squirrels like mushrooms. They like to put them in trees. Then they have food to eat in the winter.

Why there are mushrooms in trees. Why squirrels like mushrooms. Where to grow mushrooms.

No 18. Skill: Talk about rooms in a house and objects
in the rooms by using there is/there are
live worksheet

LIVEWORKSHEETS





<https://www.liveworksheets.com/w/en/english-second-language-esl/1053059>



There is / There are

There is a /an...	only 1
There are...	More than 1

Write is / are

- There a lamp 
- There two lamp 
- There two sofas 
- There one fridge 
- There two curtains 
- There a bed 
- There two chairs 
- There a bath 
- There four clocks 

No 18. Skill: Talk about rooms in a house and objects in the rooms by using there is/there are



There is + singular noun

There is a book on the desk.

There are + plural noun

There are books on the desk.

There is + uncountable noun

There is some milk in the fridge.

No 20. Skill: Describe daily activities and routines.
Reading Comprehension: main idea, supporting detail, inference
live worksheet

LIVEWORKSHEETS



<https://www.liveworksheets.com/w/en/english-second-language-esl/1948614>



READING: DAILY ROUTINE

Hi! My name is Cristina. I'm 10 years old and I'm from Peru. I live with my mother, father and my sister, Carla. I love my family.



In the morning I get up, take a shower and wash my face. I have breakfast with Carla. After breakfast I brush my teeth and get dressed, and then we have virtual classes.

In the afternoon I have lunch with my family. I eat a sandwich and some fruit. Then I do my homework in my living room. When I finish my homework, I watch TV.

At night we have dinner with my family, then I read my favorite book. And finally I go to sleep.

B. WHAT IS THE PRINCIPAL IDEA OF THE TEXT?

1. Cristina's daily routine.
2. Cristina's favorite book.
3. Cristina's virtual classes.

C. CHOOSE TRUE OR FALSE.

1. Cristina and Carla get up in the afternoon.
2. Cristina and Carla go to school.
3. They have lunch with the family.
4. Cristina eats a sandwich and some fruit.
5. Cristina and Carla have dinner at night.
6. They go to bed in the morning.

TRUE FALSE
TRUE FALSE
TRUE FALSE
TRUE FALSE
TRUE FALSE
TRUE FALSE

اختبار (المهارات المفقودة) مهارتي الوزاري لغة الإنجليزية ثاني م ت 1 1444 (10 نقطة)

Forms



خطط علاجية مهارات مفقودة (20-18-17-16-8)

رابط الاختبار تكرار (ثاني متوسط) – للمعلمين والمعلمات

<https://forms.office.com/Pages/ShareFormPage.aspx?id=zSxjNDYaf0-Asj0h3bqWPsn-tVTIzRIIk6ZrmGXla7dUOVE1SjNNSTgwQkVWRUtKTU1MS0NYSjQwNSQlQCNjPTEu&sharetoken=9B06Kg3468ypxOMgxuBc>



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رابط الاختبار تكرار
للمعلمين والمعلمات



اختبار المهارات (المفقودة) لمهارتي الوزاري 1445 - ثاني متوسط

خطة علاجية لرفع المستوى في المهارات المفقودة

Forms



خط علاجية اختبار مهارتي الوزارية
مادة اللغة الانجليزية

رابط الاختبار للطالبة (ثاني متوسط) - كي تتقن المهارات

mmmmmmmmmm

😊 بعد تكرار الرابط - في حساب المعلم الخاص- يتم لصقة هنا لطلابه من حسابه في فورم





مجموعة الحاميها التعليمية

wishing
you 
ALL THE BEST

