

مراجعة وتمارين تقوية لرفع مستوى التدريسي الوحدة الثامنة غير محلولة



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: 20-01-2026 11:04:01

ملفات اكتب للمعلم اكتب للطالب اختبارات الكترونية اختبارات احلول اعروض بوربوينت اوراق عمل
منهج انجليزي املخصات وتقارير امذكرة وبنوك الامتحان النهائي للدرس

المزيد من مادة
لغة انجليزية:

إعداد: نوريه الغامدي

التواصل الاجتماعي بحسب الصف الثالث المتوسط



الرياضيات



اللغة الانجليزية



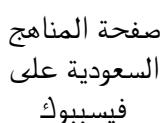
اللغة العربية



ال التربية الاسلامية



المواد على تلغرام



صفحة المناهج
السعودية على
فيسبوك

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

إجابة مراجعة وتمارين تقوية لرفع مستوى التدريسي الوحدة التاسعة

1

مراجعة وتمارين تقوية لرفع مستوى التدريسي الوحدة التاسعة غير محلولة

2

الدرس 7 الوحدة 9 ورقة العمل التفاعلية لوحدة القواعد: الصيغة والمعنى والوظيفة

3

الدرس 7 الوحدة 9 شرح ورقة عمل عن أداة الاستئذان May

4

الدرس السابع الوحدة التاسعة شرح عرض بوربوينت لوحدة القواعد حول الصيغة والمعنى والوظيفة

5

Super Goal 3

Revision

U : 8 \ Drive Slowly!

Name: _____

Grade 9 - 3rd Intermediate Class: _____

Multiple choose (1 - 38)

Grammar (1 - 22)

Choose the correct answers

{ must
should + V }

can
could
will
would
asked me to
told him to

+ V

1. Amanda **should** _____ to the doctor.

a. go b. goes c. going d. went

2. You **should** _____ harder.

a. studied b. studies c. study d. studying

3. Young children **shouldn't** _____ violent TV shows.

a. watching b. watch c. watched d. watches

4. You **must** _____ to sleep now.

a. went b. gone c. going d. go

5. You **should** _____ more travelling.

a. do b. did c. done d. doing

6. You **shouldn't** _____ so much beer.

a. drinking b. drank c. drink d. drinks

7. You **must** _____ a doctor

a. saw b. see c. to see d. seeing

8. When my teacher **talks too** _____, it's **difficult** to understand him.

a. slow b. quick c. slowly d. quickly

9. I always **study** _____ for a big **test**.

a. good b. hard c. hardly d. goodly

10. My dad used to **shout** _____ when he was **angry**.

a. loud b. none c. noise d. loudly

11. She did _____ in her tennis match last week. She **won**.

a. goodly b. good c. well d. none

12. Tom is a good driver. He drives

a. carefully b. careful c. care d. none

13. **Would** you _____ some cake?

a. likes b. liking c. like d. to like

14. **Will** you please _____ the phone?

a. answered b. answer c. answering d. answers

15. **Would** you _____ the door for me?

a. opens b. opening c. opened d. open

16. **Can** you please me find my dog?

a. to help b. help c. helps d. helped

17. **Don't** _____ late!

a. is b. are c. be d. am

18. **Do not** _____ on the grass

a. walk b. walking c. walked d. walks

19. She **asked me to** _____ as it was very late.

a. leave b. leaves c. left d. leaving

20. Dad told me to my homework.			
a. did	b. done	c. does	d. do
21. She asked me to quiet.			
a. be	b. are	c. is	d. am
22. The doctor told me to smoking.			
a. to stop	b. stop	c. stopped	d. stopping

Choose the correct structure:

a	You should drive under the speed limit.	c	You should drives under the speed limit.
b	You should driving under the speed limit.	d	You should drove under the speed limit.

Choose the correct structure:

a	My mother asked me help her.	b	My mother asked me helping her.
c	My mother asked me to help her.	d	My mother asked me to help her.

Do as shown between brackets:

1. He's a good player. He plays [Write the adverb]

.....

2. You must read this book. [Change into negative]

.....

الرجاء الالتزام بالمنهج في الكتاب وهذه مراجعة التدريب ولزيادة الفهم ومعالجة مستوى التدريسي والصعوبات في مادة اللغة الإنجليزية

SG3 Revision U8

Spelling \ Orthography (23 -29)			
Choose the correct letters			
23. The spare tire is in the tr <u>u</u> nk.			
a. (i)	b. (o)	c. (u)	d. (a)
24. Please o <u>u</u> ey the school rules.			
a. (b)	b. (r)	c. (t)	d. (z)
25. Part of the car's bump <u>u</u> r had an accident.			
a. (u)	b. (o)	c. (a)	d. (e)
26. The e <u>u</u> terior of the house needs painting.			
a. (z)	b. (x)	c. (s)	d. (b)
27. The key was in the <u>u</u> gnition.			
a. (u)	b. (o)	c. (i)	d. (a)
28. She switched the wi <u>u</u> ters on to clear the windscreen.			
a. (p)	b. (t)	c. (b)	d. (m)
29. The headl <u>u</u> ght was broken off the car.			
a. (u)	b. (o)	c. (e)	d. (i)

spelling - 2 missing letters

30. I know all the interior and eterior parts of a car.

a. (i-j)	b. (e-x)	c. (o-f)	d. (a-h)
----------	----------	----------	----------

31. Please close the gloue compartment very wull.

a. (g-i)	b. (m-a)	c. (q-u)	d. (v-e)
----------	----------	----------	----------

You should never leave the keys of your car in the ignition.

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SG3 Revision U8

Vocabulary			
Pairing Questions			
1	The cars stop at the <u>pedestrian crossing</u> .	A	to carry out the instructions
2	Turn the <u>steering wheel</u> as quickly as you can.	B	the front or back of a vehicle which protect it if there is an accident
3	We must <u>obey</u> orders.	C	from the outside surface.
4	Let's put this in the <u>trunk</u> .	D	a place where people can cross a street
5	Drive <u>slowly</u> .	E	the metal cover over the engine at the front.
6	The <u>exterior</u> walls need painting.	F	to move
7	He is sitting on the <u>hood</u> of the car.	G	the antonym of quickly
8	He broke the back <u>bumper</u> of the car.	H	the wheel which the driver holds when he is driving
9	No key in the <u>ignition</u> .	I	a main or a public road
10	I have a <u>GPS</u> tracker on my car.	J	the part where you turn the key so that the engine starts.
11	I drive that <u>highway</u> all the time."	K	global positioning system
		L	a covered space in which you put luggage

Pedestrian = A pedestrian is a person who is walking

☺ **exterior** = is the synonym of **outside**

exterior ≠ is the antonym of **interior**

interior = the **inside** part of something

GPS = a system that uses signals from satellites to find out the position of an object.

pass = to move

a **wiper** is a device that wipes rain from a vehicle's windscreen.

brake pedal = foot pedal

brake pedal = is used to push down with your foot to make a vehicle slow down or stop

headlight = the large powerful lights at the front.

pedestrian crossing = crosswalk

hood = the metal covering over the engine on a car

glove compartment = a small cupboard or shelf in the front of a car, used for storing small things

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Vocabulary (30 -38)

Choose the correct words

30. Keep both hands on the steering _____ at all times.

a. sign	b. wheel	c. seat	d. ticket
---------	----------	---------	-----------

31. As a citizen, you should _____ these rules..

a. speed	b. pass	c. obey	d. watch
----------	---------	---------	----------

32. Put your bag in the _____.

a. trunk	b. highway	c. brake	d. GPS
----------	------------	----------	--------

33. You should cross the street in security at a _____ crossing.

a. pedal	b. light	c. pedestrian	d. tank
----------	----------	---------------	---------

34. The of the building is very attractive.

a. dashboard	b. pedal	c. headlight	d. exterior
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35. Tom sat on the of his car.

a. gas tank	b. hood	c. mirror	d. GPS
-------------	---------	-----------	--------

36. He turned the _____ key.

a. pedal	b. belt	c. ignition	d. trunk
----------	---------	-------------	----------

37. The is directing me to the place I want.

a. GPS	b. mirror	c. brake	d. gas
--------	-----------	----------	--------

38. The windshield _____ has to be changed.

a. pedal	b. light	c. belt	d. wiper
----------	----------	---------	----------

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SG3 U8 - \Composition

*Write a paragraph about **Why the Driving Age Should Be Raised**. Give your opinion about it.

11 Writing

Driving Age



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Page 86

العامي

D. Write an essay to argue why the driving age in some countries should be raised to 18 or older. Use your notes from the chart and ideas from this unit.

Why the Driving Age Should Be Raised

There is an argument that the legal driving age which is 16 years old in some countries, is too low and this causes an unacceptably high level of traffic accidents. Raising the driving age, would ensure young drivers are more experienced and less prone to road rage, which can put other road users at risk. Most teenagers are immature. For this reason, they are not responsible drivers.



Check your work!

Writing Checklist



Writing Checklist		Smile	Neutral	Unsmile
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	
	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	<input type="radio"/> Ideas	0	1	2
	<input type="radio"/> Structures	0	1	2
5	<input type="radio"/> Spelling	0	1	



3 Grammar



{ must
should + V

رابط الدرس الرقمي



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العاشر

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read aloud the example sentences in the chart.

Modal Auxiliaries: **Must/Mustn't/Must Not** and **Should/Shouldn't**

Use **must** to talk about laws and rules. Use **should** to give advice.

You **must** stop at the traffic lights.

You **should** drive under the speed limit.

You **must not** park on the sidewalk.

You **shouldn't** eat when you're driving.

Note: *Must* is stronger than *should*. It has a more formal or official tone.

3 Grammar



Volunteer

العاشر

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read aloud the questions and answers.

Adverbs of Manner

Adverbs of manner are normally formed by adding *-ly* to an adjective. They express how something is done.

How did he drive? He drove **slowly**.

How did she walk? She walked **quickly**.

Adjectives that end in / double the /: careful → **carefully**

Note: Sometimes an adjective and an adverb have the same form:

He's a **fast** driver. He drives **fast**.

He's a **hard** worker. He works **hard**.

The adverb form of *good* is *well*.

He's a good player. He plays **well**.

- Many adverbs are formed when the ending **-LY** is added to an adjective:

Adjective	Adverb
bad	badly
slow	slowly
nice	nicely
quick	quickly
quiet	quietly
real	really



	Adjective	Adverb
Adverbs ending in <i>-ly</i>	happy	happily
	healthy	healthily
	fluent	fluently
Adverbs that take the same form as adjectives	hard	hard
	early	early
	late	late
Irregular forms	good	well
	bad	badly

12 Form, Meaning and Function



Requests

Use *can*, *could*, *will*, or *would* for requests.

Request

Can/Could you help me?

Will/Would you help me?

Agreeing

Sure. No problem.

Of course.

Refusing

Sorry, I can't.

Not now. I'm busy.

Commands

Use the imperative for commands.

Turn right at the intersection.

Don't park the car there.



Reporting Requests and Commands

ask/tell + object/pronoun + infinitive

“Can you help me?” my mother **asked** me.

“Turn right,” **said** Omar to his brother.

“Don’t be late,” **said** their parents.

My mother **asked me to help** her.

Omar **told his brother to turn** right.

Their parents **told them not to be** late.

can
 could
 will
 would
 asked me to
 told him to

+ V



التصحيح الكتروني

تنبيه هام

الرجاء عدم تسجيل اجابتان مختلفتان لأى فقرة في نموذج
الأسئلة عن ورقة التظليل
الاجابة المعتمدة ورقة التظليل ☺

Name			
Date		Class:	

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Please Use
a Pencil

ANSWERS			
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Subject/Paper:

HOW TO FILL E-MARKING SHEET

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7 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	15 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	30 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	38 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	53 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
8 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	16 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	31 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	39 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	54 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
55 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	56 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	57 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	58 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	59 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
60 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	61 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	62 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>		

Choices

1	A	B	C	D	11	A	B	C	D	21	A	B	C	D	31	A	B	C	D
2	A	B	C	D	12	A	B	C	D	22	A	B	C	D	32	A	B	C	D
3	A	B	C	D	13	A	B	C	D	23	A	B	C	D	33	A	B	C	D
4	A	B	C	D	14	A	B	C	D	24	A	B	C	D	34	A	B	C	D
5	A	B	C	D	15	A	B	C	D	25	A	B	C	D	35	A	B	C	D
6	A	B	C	D	16	A	B	C	D	26	A	B	C	D	36	A	B	C	D
7	A	B	C	D	17	A	B	C	D	27	A	B	C	D	37	A	B	C	D
8	A	B	C	D	18	A	B	C	D	28	A	B	C	D	38	A	B	C	D
9	A	B	C	D	19	A	B	C	D	29	A	B	C	D	39	A	B	C	D
10	A	B	C	D	20	A	B	C	D	30	A	B	C	D	40	A	B	C	D

1	T	F	5	T	F	9	T	F	13	T	F	17	T	F
2	T	F	6	T	F	10	T	F	14	T	F	18	T	F
3	T	F	7	T	F	11	T	F	15	T	F	19	T	F
4	T	F	8	T	F	12	T	F	16	T	F	20	T	F

True/False

Match

1	A	B	C	D	E	F	G	H	I	J
2	A	B	C	D	E	F	G	H	I	J
3	A	B	C	D	E	F	G	H	I	J
4	A	B	C	D	E	F	G	H	I	J
5	A	B	C	D	E	F	G	H	I	J
6	A	B	C	D	E	F	G	H	I	J
7	A	B	C	D	E	F	G	H	I	J
8	A	B	C	D	E	F	G	H	I	J
9	A	B	C	D	E	F	G	H	I	J
10	A	B	C	D	E	F	G	H	I	J

Objective

0 .25 .5 .75 1 2 3 4 5 6 7

