

تم تحميل هذا الملف من موقع المناهج البحرينية



الملف أوراق عمل لمراجعة اللغة الإنجليزية

موقع المناهج ← الصف التاسع ← لغة انجليزية ← الفصل الثاني ← الملف

روابط مواقع التواصل الاجتماعي بحسب الصف التاسع



روابط مواد الصف التاسع على تلغرام

[الرياضيات](#)

[اللغة الانجليزية](#)

[اللغة العربية](#)

[التربية الاسلامية](#)

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

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أوراق عمل لمراجعة مادة اللغة الإنجليزية

للف الثالث اعدادي

الفصل الدراسي الأول

مدرسة اوال الإعدادية للبنين

تم تحميل هذا الملف من

موقع المناهج البحرينية

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الكتاب المدرسي
المصدر الأساسي للمراجعة

Unit 1 Test

Vocabulary

1 Read and circle the correct word.

- 1 Some teenagers are **generous** / **enthusiastic** about their studies.
- 2 If you are **organised** / **shy**, you find it difficult to talk to people.
- 3 You're **fair** / **odd** if you treat everyone the same.
- 4 **Outgoing** / **Stubborn** people enjoy going to parties.
- 5 He's got a great **identity** / **sense of humour**.
- 6 If you're **responsible** / **energetic**, you always do your homework on time.
- 7 Care workers are often very **patient** / **optimistic**.
- 8 He's very **ambitious** / **adventurous** in his desire to be a doctor.

2 Read. Complete the sentences with the words from the box.

bossy competitive ignore jealous open-minded perfectionist

- 1 I don't know why he doesn't take notice of me. Why does he _____ me?
- 2 My sister is always telling her friends what to do. She's very _____.
- 3 He takes such a long time making his work exactly right. He's a real _____.
- 4 They're always trying new things. They're both very _____.
- 5 Our cat doesn't like our new kitten. It's very _____ of it.
- 6 Sam always wants to beat his brother in games. He's very _____.

Grammar

3 Match the questions with the question tags.

- | | |
|--------------------------------|-----------------|
| 1 Susan is very helpful, | a) can't we? |
| 2 Paola works in a restaurant, | b) aren't they? |
| 3 David lives in Bilbao, | c) isn't she? |
| 4 Sara couldn't come, | d) doesn't he? |
| 5 You're coming on Monday, | e) aren't you? |
| 6 We can go to the concert, | f) doesn't she? |
| 7 They're going to New York, | g) isn't it? |
| 8 It's going to rain tomorrow, | h) could she? |

4 Read. Complete the question tags.

- 1 He's very self-confident, _____?
- 2 They're both in the team, _____?
- 3 Pedro and Maria can meet us there, _____?
- 4 Your brother couldn't come, _____?
- 5 This is a really interesting talk, _____?
- 6 He's become quite competitive, _____?

5 Read. Do the sentences use *it* to talk about weather (W), time (T) or distance (D)?

- 1 I think it's going to warm up at the weekend. _____
- 2 Hurry up! It's already six o'clock. _____
- 3 Come on. It's not far now. _____
- 4 It's so hot today. _____
- 5 It's only another ten kilometres. _____
- 6 It's quarter past eight. _____

(6 points)

6 Read. Tick the sentences where *it* is used for emphasis.

- 1 I love it when my grandparents visit.
- 2 It makes me angry when he does that.
- 3 It's raining. Let's not go.
- 4 It drives me crazy when he plays his music too loudly.
- 5 The sat-nav says it's on the left.
- 6 It makes me sad when people are unkind to animals.

(6 points)

Reading

7 Read the text. Circle the correct option.

Teenagers can often behave in unexpected ways. Sometimes, they can be in a bad mood for no specific reason. At times, even the most organised and responsible can behave irresponsibly. They may become selfish, and previously talkative children might not want to chat to you. It can be as if teenagers have a completely different personality to the one they had as children. But, for both parents and teenagers, it's helpful to remember that there is a very good reason for this. The human brain is always changing. After infancy, the human brain goes through the greatest level of change during adolescence. This is a very active time for the human brain in terms of development and learning new things. And sometimes, in the course of development, things can get confused. For example, decision-making processes can be overwhelmed by emotions, leading to poor decisions being made. But, whilst it might be a challenging time for both teens and their parents, it's important to remember that it won't last long.

- 1 Who does, 'even the most organised and responsible' refer to?
a) parents
b) teenagers
- 2 Previously talkative children might not want to chat to you because ...
a) they are selfish.
b) their brains are developing.
- 3 Which period of life sees the greatest change in a human brain?
a) infancy
b) adolescence
- 4 If a teenager makes a poor decision, it's likely to be due to their ...
a) parents being overwhelmed by emotions.
b) brains being confused.

Writing

8 Read. Write whether each sentence suggests the people are alike (A) or different (D).

My sister and I both love going to school (1) (_____), although we don't like the same subjects (2) (_____). I am really into history and English, but my sister loves science and maths (3) (_____). Unlike my sister, I find those subjects quite boring (4) (_____). However, we both love sports and are on the same team (5) (_____). I'm not sure who is more competitive, her or me (6) (_____)!

Unit 2 Test

Vocabulary

1 Are the meanings of the words positive or negative? Write **P** for *positive* or **N** for *negative*.

- 1 slimy _____
- 2 disgusting _____
- 3 crucial _____
- 4 calm _____
- 5 aggressive _____
- 6 pest _____
- 7 beneficial _____
- 8 lethal _____
- 9 caring _____
- 10 filthy _____

2 Read. Complete the sentences with the opposite of the words in bold.

- 1 Spiders are not **popular** pets. In fact, they are very u_____.
- 2 People think that snakes are a _____, but in fact they are very **gentle**.
- 3 Snakes' skin is **smooth and dry**, not s_____.
- 4 Rather than being **harmful** to the environment, many insects are b_____.
- 5 It is true that some snakes have p_____ venom, whilst others have **harmless** venom.
- 6 We should try to **protect** the environment rather than d_____ it.

Grammar

3 Match the suggestions with the sentences.

- | | |
|--|--|
| 1 His leg looked red and sore. | a) He might have seen a bear. |
| 2 She can't stop being sick. | b) They may have had a bad experience there. |
| 3 They won't go back into the sea. | c) He might have been bitten by a spider. |
| 4 Why won't they come with us? | d) She may have seen a rat. |
| 5 He ran quickly out of the cave. | e) She must have food poisoning. |
| 6 She screamed when she opened the door. | f) They could have seen a jellyfish. |

4 Read. Complete the sentences according to the words in brackets. There is an example at the beginning.

Example: He _____ *may have seen* _____ a giant squid. (fairly sure / see)

- 1 They _____ a bear in the woods. (very sure / hear)
- 2 She _____ awake all night. (not sure / be)
- 3 The fox _____ the rubbish bins. (very sure / open)
- 4 An insect _____ you. (very sure / bite)
- 5 She _____ about the dangers. (not sure / read)

5 Read. Complete the sentences with *to* when necessary.

- 1 She made us _____ wait for an hour.
- 2 I can't wait _____ see the new film.
- 3 Could you _____ buy a ticket for me, too?
- 4 I'm excited _____ begin the trip.
- 5 They've got _____ find some extra chairs.
- 6 He's letting us _____ use the computer room today.
- 7 She told me _____ text her when I left.
- 8 Did you remember _____ give the letter to your teacher?

Reading

6 Read the text. Circle the correct option.

What is the first thing that comes to mind when you think of a cockroach? It's a disgusting insect that you really don't want in your house, right? Well, in actual fact, cockroaches are incredibly clean animals. Cockroaches can go for long periods of time without eating anything. They are scavengers, which means that they eat virtually anything they can find. This is not a good thing when they are in your home. However, in nature, this makes cockroaches particularly useful. They recycle decaying vegetation which helps the pollination of plants. They are sometimes seen as 'nature's rubbish collectors'. So, whilst you might not want them sharing your home, remember that they are valuable contributors to the environment.

- 1 According to the text, most people think that cockroaches are ...
 - a) disgusting insects.
 - b) very clean animals.
- 2 Cockroaches eat ...
 - a) every day.
 - b) anything they can find.
- 3 Cockroaches are useful when they are in ...
 - a) people's homes.
 - b) their natural habitat.
- 4 Cockroaches help the environment by ...
 - a) living in rubbish bins.
 - b) pollinating plants.
- 5 According to the text, cockroaches are 'valuable contributors'
 - a) because they help recycle organic waste.
 - b) because they help keep people's homes clean.

Writing

7 Read and circle the correct word or phrase.

I have always been really frightened of spiders. However, I recently watched a documentary on them (1) **in order to** / **over time** gain a better understanding of them. (2) **At first** / **While** I could hardly look at the television screen. I watched through my fingers! But, (3) **little by little** / **meanwhile**, I was able to watch more and more. In fact, I became quite fascinated by them. (4) **Before** / **After** watching the documentary, I began to be able to look at photographs of spiders, and (5) **over time** / **so that** I could even remove them from the bath!

Unit 3 Test

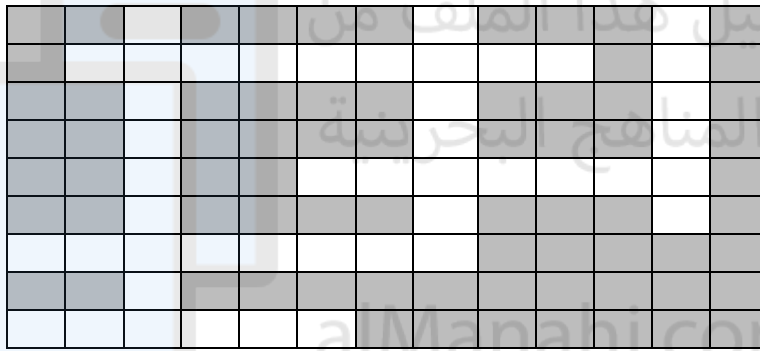
Name: _____

Vocabulary

1 Match the collective nouns with the animals.

- | | | |
|---|--------|--------------|
| 1 | troop | a) elephants |
| 2 | flock | b) ants |
| 3 | herd | c) gorillas |
| 4 | swarm | d) wolves |
| 5 | pack | e) fish |
| 6 | school | f) birds |

2 Read the clues. Complete the puzzle.



Down

- 1 when a whole group agrees on something
- 2 when animals move to different areas for periods of time
- 3 to like something more than something else

Across

- 4 objects or people that are arranged in a certain way
- 5 to become aware of something
- 6 to come together as a group
- 7 to think something is true, even if there's no proof

Grammar

3 Read the pairs of sentences. Tick the correct one.

- | | |
|---|--------------------------|
| a) The researcher looked into the theory. | <input type="checkbox"/> |
| b) The researchers looked the theory into. | <input type="checkbox"/> |
| a) I couldn't work out it. | <input type="checkbox"/> |
| b) I couldn't work it out. | <input type="checkbox"/> |
| a) The students thought about the experiment. | <input type="checkbox"/> |
| b) The students thought the experiment about. | <input type="checkbox"/> |
| a) The results depended on the amount of water. | <input type="checkbox"/> |
| b) The results depended the amount of water on. | <input type="checkbox"/> |
| a) He made a cake to cheer up her. | <input type="checkbox"/> |
| b) He made a cake to cheer her up. | <input type="checkbox"/> |
| a) Don't rely him on. | <input type="checkbox"/> |
| b) Don't rely on him. | <input type="checkbox"/> |

4 Read. Complete the sentences with *too much*, *too many* or *enough*.

- 1 I haven't got _____ onions to make the soup.
- 2 Have some of my home-grown tomatoes – I've got far _____.
- 3 Have we got _____ time to go to the library after school?
- 4 We ordered far _____ food for three people!
- 5 _____ people don't do enough exercise.
- 6 I think you spend _____ time on your phone.

Reading

5 Read the text. Write T for *true*, F for *false* or NG for *not given*.

Why do you join a group? Think about the different groups you belong to, whether it is a school team, a choir, or even a family. Some you choose to join voluntarily, others you don't. However, one of the positive aspects of being in a group is the interaction with other members of the group. For example, if you are a member of a choir, you will spend time singing with other people. This feels very different to singing alone in your bedroom. You likely chose to join a choir because you love singing and it makes you happy. If you're happy, you continue to do something, therefore both you and the group thrive. From a personal perspective, it is useful to reassess occasionally the groups you have chosen to join. Does being a member of that group still make you happy? If it does, continue to enjoy it. If it doesn't, perhaps it's time to think about finding a different group to belong to.

- 1 Being in a choir is an example of voluntarily joining a group. _____
- 2 Being Spanish is an example of voluntarily joining a group. _____
- 3 A good thing about being in a group is that you communicate with others.-----
- 4 If you like singing, you'll be happier singing in a choir than in your bedroom. _____
- 5 It's important for members of a group to enjoy the activities of that group. _____
- 6 You shouldn't leave a group once you have committed to joining it. _____

Writing

6 Read the three main ideas. Then read each of the supporting examples. Write the number of the idea they support.

Main ideas

- 1 Many animals migrate. Some animals walk or fly thousands of miles. But not all journeys are that long.
- 2 People join volunteer groups for many reasons.
- 3 Social behaviour is the way people or animals interact with each other.

- 1 The main reason people give is 'belonging' – in other words, they want to feel part of a group. _____
- 2 For example, spotted frogs might only travel a short distance to find a good place to lay eggs. _____
- 3 For instance, when a red deer roars loudly to keep other males away, that is a form of animal interaction. _____
- 4 Another reason is the increased confidence it gives them. _____
- 5 In other words, some animals might spend the summer a couple of kilometers away from their winter home. _____
- 6 Most fish, for example, might only travel a short distance to find food. _____
- 7 For some, it's the chance to meet new people that encourages them to take part. _____
- 8 Another example is when a female moth sends out a strong smell in order to attract a mate. _____
- 9 Sometimes, this interaction can be negative, such as when males fight. _____

Grammar

Match the questions with the question tags.

- | | |
|--|----------------|
| 1 Lizards aren't harmful, | a) don't they? |
| 2 Wasps sometimes sting, | b) is it? |
| 3 A sense of humour is a good quality, | c) are they? |
| 4 This information isn't very helpful, | d) can't they? |
| 5 Pests can destroy these crops, | e) isn't he? |
| 6 Your son is very ambitious, | f) isn't it? |

(6 points)

5 Rewrite the sentences using *it* so that the meaning is the same. There is an example at the beginning.

Example: There's a lot of wind today. *It's so windy today.*

- The time is half past four.

- We haven't got very far to go now.

- I get very angry when you're late.

- I don't like all this rain!

- We're happy that she won the award.

6 Match the sentences with the possibilities.

- | | |
|---|--|
| 1 He had to go to the doctors when he got back from Africa. | a) He must have fallen in love with the place. |
| 2 He had some amazing photos of the mountain gorillas' habitat. | b) He may have spent most of his time outside. |
| 3 He was very suntanned when he came home. | c) He might have been given funding from his university. |
| 4 Despite being ill, he is planning to go back there next year. | d) He must have been taken there by a guide. |
| 5 He is spending a year there, researching the gorillas' behaviour. | e) He could have worked with environmental activists. |
| 6 He is helping to protect the gorillas' habitat. | f) He might have been bitten by a mosquito. |

7 Read the sentences. Write to where necessary.

- 1 He agreed _____ hold the frog.
- 2 She made me _____ touch her pet snake.
- 3 Would your parents let you _____ buy a pet spider?
- 4 She's planning _____ take the class lizard home for a week.
- 5 Sometimes you can _____ suck the venom out of a bite.
- 6 I wouldn't want _____ try it, though!

. Read. Tick the correct sentences. Rewrite the incorrect sentences.

- 1 I can't work out the answer to this question.
- 2 Could you help me put away this?
- 3 The guide pointed out the crocodile in the river.
- 4 It turned his boss out was very shy.
- 5 They talked over it, but they couldn't find a solution to the problem.
- 6 She bought her friend some flowers to cheer up her.

8 Read. Complete the dialogue with the words and phrases from the box.

enough not enough too many too much

Seb: Don't get too close to the golden poison dart frog. Although it's tiny, it's got _____ venom to kill ten people in three minutes!

Olly: Sadly, there has been _____ destruction of its habitat and now it's on the endangered list.

Seb: That's such a shame. Humans seem to do that to _____ animals.

Olly: I know. There is _____ commitment to protecting the environment and the habitat of these amazing creatures.

Writing 1: Compare and contrast personalities (unit 1)

Write an essay of 110 – 130 words to compare and contrast your personality with that of a family member or friend.

In our part of the world, it's normal to come from a large family and share personality traits with several family members. Everyone tells me that I take after my uncle, although we're different in some ways.

My uncle and I both like outdoors activities. We both enjoy riding our bikes and going for walks. I really like visiting his friend's booth at the Farmers' Market. We go shopping for food together, and then we stop in the park to have a drink and to talk. We both love nature. We're alike in that way.

But when winter comes, It's a different story. Unlike my uncle, I love being outside. I like cold weather and playing outside with my friends, but my uncle

enjoys sitting and reading by the fireplace. Sometimes he and I play cards, although I'm not a fan of cards, I'm too energetic to sit for so long! On the other hand, when we play one of my video games, I have fun because I'm competitive. My uncle isn't competitive at all.

But it doesn't really matter to me what we do together. I like being with my uncle and spending time with him. We fit together!

Writing 2: A process description essay. (unit 2)

Write an essay of 110–130 words to your English friend describing the process.

Many people are scared of birds, I am one of them. I was attacked by a bird when I was young. I hated being scared every time a bird flew next to me, so I decided to change that.

First, I read a lot about different kinds of birds. I read about useful birds that help the planet flourish. Many birds spread seeds and pollinate plants. They also reduce weeds and control pests from spreading.

Next, I started going to places where birds came in flocks, to watch them closely. Eventually, I became comfortable around them and wasn't scared.

Finally, I visited a bird's colony and had a parrot stand on my hand, it was weird but amazing at the same time.

As you see it's not easy to manage your fear but it's important to do so, just remember to read and learn as much as you can. When you are ready, it's important to take the time to feel comfortable at every step, but the end result is worth it!

Writing 3: A personal email describing a group's behaviour. (Unit 3)

Write an email of 100–120 words describing this group's behaviour in Bahrain.

To: Ahmed

From: Mohammed

Subject: Camping in Sakhair (Group Behaviour)

Hi Ahmed,

Thanks for your email. It's been a long time since we last met. Your project about group behaviour sounds interesting! Most of us change behaviour around family too.

Winter has come, usually we go camping with our family, in Sakhair, and we spend the whole day together, doing fun activities. There are a lot of activities to do there such as buggy riding, which I love doing with my older brother because he's so competitive. Also, barbeque time is always fun because dad usually burns the first burger.

At night, we love gathering around the fire and telling scary stories to scare the young cousins or playing charades which always makes us laugh and scream our lungs out. In other words, time passes by having fun doing these activities, especially with family members of your age. For example, if one of us starts telling a scary story another one tells a scarier one, and the rest of us will join in, we can't help it!

What about you? What do you enjoy doing with your family? I'd love to know if your behaviour changes when you're with them.

Write soon!

Mohammed

alManahj.com/bh

Writing 4: Writing a classification essay (Unit 5)

Write a classification essay of 110–130 words to describe two types of animal

Flight is a trait that can be found in three types of animals: birds, insects, and bats. While birds, insects and bats are the only animals which can be said to be 'true' fliers, there are a number of animals that can glide or 'appear' to fly and the colugo is one of them

Bats are the only mammals that can fly and sustain their flight. Their arms stretch out into webbed wings made up of a thin skin with their fingers on the tips. To fly, they flap their spread-out fingers. Because a bat's wings are made out of their skin, they're much thinner than a bird's feathery wings. They have more bones in them too. The bats use advanced navigation system while flying. Flying lemurs (Colugo) are neither lemurs nor can they fly! They live high up in trees and have flaps of skin between their legs, tail and neck. They can glide through the forest with their webbed limbs. They spend most of their time up in the trees hunting or to find possible mates and protect territory. So, while wings are an important part of flying, not having wings doesn't necessarily mean an animal can't fly. Just ask the Colugo! What other animals you know of that can fly without having wings?