

تم تحميل هذا الملف من موقع المناهج السعودية



مراجعة وتمارين تقوية على الوحدة الثامنة

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

تاريخ إضافة الملف على موقع المناهج: 11:12:30 2025-01-14

ملفات اكتب للمعلم اكتب للطالب الاختبارات الكترونية الاختبارات ا حلول اعروض بوربوينت أوراق عمل منهج انجليزي ملخصات وتقارير ا مذكرات وبنوك الامتحان النهائي للمدرس

المزيد من مادة
لغة انجليزية:

التواصل الاجتماعي بحسب الصف الثالث المتوسط



صفحة المناهج
السعودية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

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

شرح الدرس السابع من الوحدة الثامنة

1

شرح الدرس السادس من الوحدة الثامنة

2

شرح الدرس الخامس من الوحدة الثامنة

3

شرح الدرس الرابع من الوحدة الثامنة

4

شرح الدرس الثالث من الوحدة الثامنة

5

Super Goal 3

Revision

U :8 \ Drive Slowly!

Name: _____

Grade 9 - 3rd Intermediate Class: _____

| Multiple choose (1 - 38) | | <div style="border: 1px solid black; padding: 5px; display: inline-block;"> must should + V </div> | <div style="border: 1px solid black; padding: 5px; display: inline-block;"> can could will would asked me to told him to </div> | + V |
|---|------------|--|---|-----|
| Grammar (1 - 22) | | | | |
| Choose the correct answers | | | | |
| 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 مراجعه للتدريب ولزيادة الفهم ومعالجة مستوى التدني والصعوبات في مادة اللغة الإنجليزية

SG3 Revision U8

| | | | |
|--|--------|--------|--------|
| Spelling \ Orthography (23 -29) | | | |
| Choose the correct letters | | | |
| 23. The spare tire is in the tr__nk. | | | |
| a. (i) | b. (o) | c. (u) | d. (a) |
| 24. Please o__ey the school rules. | | | |
| a. (b) | b. (r) | c. (t) | d. (z) |
| 25. Part of the car's bump__r had an accident. | | | |
| a. (u) | b. (o) | c. (a) | d. (e) |
| 26. The e__terior of the house needs painting. | | | |
| a. (z) | b. (x) | c. (s) | d. (b) |
| 27. The key was in the __gnition. | | | |
| a. (u) | b. (o) | c. (i) | d. (a) |
| 28. She switched the wi__ers on to clear the windscreen. | | | |
| a. (p) | b. (t) | c. (b) | d. (m) |
| 29. The headl__ght was broken off the car. | | | |
| a. (u) | b. (o) | c. (e) | d. (i) |

spelling - 2 missing letters

30. I know all the int__rior and e__terior parts of a car.

a. (i-j)

b. (e-x)

c. (o-f)

d. (a-h)

31. Please close the glo__e compartment very w__ll.

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

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

SG3 U8 - \Composition

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

11 Writing

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Driving Age

- 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 | | 😊 | 😐 | ☹️ |
|-------------------|--|---|---|----|
| 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 up 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



must
should + **V**

رابط الدرس الرقمي



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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

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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 *l* double the *l*: 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

bad
slow
nice
quick
quiet
real

Adverb

badly
slowly
nicely
quickly
quietly
really

| A D V E R B S | | Adjective | Adverb |
|---------------------------------|---|-----------|-----------|
| | Adverbs ending in -ly | 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 الإلكتروني

تنويه هام

الرجاء عدم تسجيل اجابتان مختلفتان لأي فقرة في نموذج
الأسئلة عن ورقة التظليل

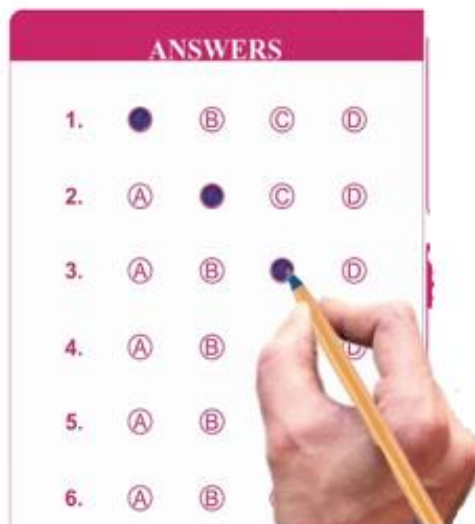
الاجابة المعتمدة ورقة التظليل 😊

| | | | |
|------|--|--------|--|
| 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



| | A | B | C | D | | A | B | C | D | |
|----|-----------------------|-----------------------|-----------------------|-----------------------|--|----|-----------------------|-----------------------|-----------------------|-----------------------|
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Subject/Paper: **HOW TO FILL E-MARKING SHEET**

| A | B | C | D | A | B | C | D | A | B | C | D | A | B | C | D | A | B | C | D | A | B | C | D | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|----|-----------------------|-----------------------|-----------------------|-----------------------|----|-----------------------|-----------------------|-----------------------|-----------------------|----|-----------------------|-----------------------|-----------------------|-----------------------|----|-----------------------|-----------------------|-----------------------|-----------------------|----|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 9 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 24 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 32 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 47 | <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"/> |
| 2 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 25 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 33 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 48 | <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"/> |
| 3 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 11 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 26 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 34 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 49 | <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"/> |
| 4 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 12 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 27 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 35 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 50 | <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"/> |
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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"/> | 61 | <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"/> | 62 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| A | B | C | D | A | B | C | D | A | B | C | D | A | B | C | D | A | B | C | D | A | B | C | D | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|----|-----------------------|-----------------------|-----------------------|-----------------------|----|-----------------------|-----------------------|-----------------------|-----------------------|----|-----------------------|-----------------------|-----------------------|-----------------------|----|-----------------------|-----------------------|-----------------------|-----------------------|----|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 9 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 24 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 32 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 47 | <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"/> |
| 2 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 25 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 33 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 48 | <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"/> |
| 3 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 11 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 26 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 34 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 49 | <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"/> |
| 4 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 12 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 27 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 35 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 50 | <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"/> |
| 5 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 13 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 28 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 36 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 51 | <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"/> |
| 6 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 14 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 29 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 37 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 52 | <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"/> |
| 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"/> | 61 | <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"/> | 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 |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



Alhamiya Support for
teachers and students
Educational link,
Free of charge

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

| GOAL 1 |
|----------------------------------|
| 1. Understanding |
| 2. Reading & Understanding |
| 3. Writing |
| 4. Speaking & Listening |
| 5. Grammar |
| 6. Vocabulary |
| 7. Pronunciation |
| 8. Cultural Awareness |
| 9. Language Use |
| 10. Language Learning Strategies |
| 11. Language Assessment |
| 12. Language Research |
| 13. Language Teaching |
| 14. Language Testing |
| 15. Language Acquisition |
| 16. Language Contact |
| 17. Language Change |
| 18. Language Variation |
| 19. Language and Society |
| 20. Language and Identity |
| 21. Language and Culture |
| 22. Language and Communication |
| 23. Language and Education |
| 24. Language and Technology |
| 25. Language and the Environment |
| 26. Language and Health |
| 27. Language and the Arts |
| 28. Language and the Media |
| 29. Language and the Workplace |
| 30. Language and the Home |

رؤية
2030
وزارة التعليم



| GOAL 2 |
|----------------------------------|
| 1. Understanding |
| 2. Reading & Understanding |
| 3. Writing |
| 4. Speaking & Listening |
| 5. Grammar |
| 6. Vocabulary |
| 7. Pronunciation |
| 8. Cultural Awareness |
| 9. Language Use |
| 10. Language Learning Strategies |
| 11. Language Assessment |
| 12. Language Research |
| 13. Language Teaching |
| 14. Language Testing |
| 15. Language Acquisition |
| 16. Language Contact |
| 17. Language Change |
| 18. Language Variation |
| 19. Language and Society |
| 20. Language and Identity |
| 21. Language and Culture |
| 22. Language and Communication |
| 23. Language and Education |
| 24. Language and Technology |
| 25. Language and the Environment |
| 26. Language and Health |
| 27. Language and the Arts |
| 28. Language and the Media |
| 29. Language and the Workplace |
| 30. Language and the Home |

| GOAL 3 |
|----------------------------------|
| 1. Understanding |
| 2. Reading & Understanding |
| 3. Writing |
| 4. Speaking & Listening |
| 5. Grammar |
| 6. Vocabulary |
| 7. Pronunciation |
| 8. Cultural Awareness |
| 9. Language Use |
| 10. Language Learning Strategies |
| 11. Language Assessment |
| 12. Language Research |
| 13. Language Teaching |
| 14. Language Testing |
| 15. Language Acquisition |
| 16. Language Contact |
| 17. Language Change |
| 18. Language Variation |
| 19. Language and Society |
| 20. Language and Identity |
| 21. Language and Culture |
| 22. Language and Communication |
| 23. Language and Education |
| 24. Language and Technology |
| 25. Language and the Environment |
| 26. Language and Health |
| 27. Language and the Arts |
| 28. Language and the Media |
| 29. Language and the Workplace |
| 30. Language and the Home |



لا أحل من ينسب أعماله لنفسه أو ينشرها بأسمه
لا أحل من ينسب جهدي وتعبي ووقتي ووقت ابنائي 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