

تم تحميل هذا الملف من موقع المناهج السعودية



مراجعة الوحدة الثامنة slowly Drive محلولة

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

تاريخ إضافة الملف على موقع المناهج: 2025-01-11 06:56:17

ملفات اكتب للمعلم اكتب للطالب | اختبارات الكترونية | اختبارات | حلول | عروض بوربوينت | أوراق عمل
منهج انجليزي | ملخصات وتقارير | 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

الإجابة على مراجعة الوحدة السابعة deal good a its

1

مراجعة الوحدة السابعة deal good a its

2

نماذج اختبار منتصف الفصل الفترة مع نماذج الإجابات

3

الإجابة على مراجعة الوحدة السادسة is it where know you do

4

مراجعة الوحدة السادسة is it where know you do

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**]

He's a good player. He plays well.

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

..You must read this book.

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



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Subject/Paper: **HOW TO FILL E-MARKING SHEET**

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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"/> |



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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

الأول متوسط

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

الثاني متوسط

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

الثالث متوسط

رؤية
2030
وزارة التعليم



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