

تم تحميل هذا الملف من موقع المناهج السعودية



## مراجعة وتمارين تقوية على الوحدة الثامنة مرفقة بالحل

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

تاريخ إضافة الملف على موقع المناهج: 11:15:36 2025-01-14

ملفات اكتب للمعلم اكتب للطالب الاختبارات الكترونية | اختبارات | حلول | عروض بوربوينت | أوراق عمل  
منهج انجليزي | ملخصات و تقارير | مذكرات و بنوك | 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

مراجعة وتمارين تقوية على الوحدة الثامنة

1

شرح الدرس السابع من الوحدة الثامنة

2

شرح الدرس السادس من الوحدة الثامنة

3

شرح الدرس الخامس من الوحدة الثامنة

4

شرح الدرس الرابع من الوحدة الثامنة

5

Super Goal 3

Revision

U : 8 \ Drive Slowly!

Name: \_\_\_\_\_

Grade 9 - 3<sup>rd</sup> Intermediate Class: \_\_\_\_\_

Multiple choose (1 - 38)		{ must should + V	{ can could will would asked me to told him to	+ V
Grammar (1 - 22)				
Choose the correct answers				
1. Amanda <b>should</b> _____ to the doctor.				
a. <b>go</b>	b. goes	c. going	d. went	
2. You <b>should</b> _____ harder.				
a. studied	b. studies	c. <b>study</b>	d. studying	
3. Young children <b>shouldn't</b> _____ violent TV shows.				
a. watching	b. <b>watch</b>	c. watched	d. watches	
4. You <b>must</b> _____ to sleep now.				
a. went	b. gone	c. going	d. <b>go</b>	
5. You <b>should</b> _____ more travelling.				
a. <b>do</b>	b. did	c. done	d. doing	
6. You <b>shouldn't</b> _____ so much beer.				
a. drinking	b. drank	c. <b>drink</b>	d. drinks	
7. You <b>must</b> _____ a doctor				
a. saw	b. <b>see</b>	c. to see	d. seeing	
8. When my teacher <b>talks too</b> _____, it's <b>difficult</b> to understand him.				
a. slow	b. quick	c. slowly	d. <b>quickly</b>	
9. I always <b>study</b> _____ for a big <b>test</b> .				
a. good	b. <b>hard</b>	c. hardly	d. goodly	
10. My dad used to <b>shout</b> _____ when he was <b>angry</b> .				
a. loud	b. none	c. noise	d. <b>loudly</b>	
11. She did _____ in her tennis match last week. She <b>won</b> .				
a. goodly	b. good	c. <b>well</b>	d. none	
12. Tom is a good driver. He drives .....				
a. <b>carefully</b>	b. careful	c. care	d. none	
13. <b>Would</b> you _____ some cake?				
a. likes	b. liking	c. <b>like</b>	d. to like	
14. <b>Will</b> you please _____ the phone?				
a. answered	b. <b>answer</b>	c. answering	d. answers	
15. <b>Would</b> you _____ the door for me?				
a. opens	b. opening	c. opened	d. <b>open</b>	
16. <b>Can</b> you please ..... me find my dog?				
a. to help	b. <b>help</b>	c. helps	d. helped	
17. <b>Don't</b> _____ late!				
a. is	b. are	c. <b>be</b>	d. am	
18. <b>Do not</b> _____ on the grass				
a. <b>walk</b>	b. walking	c. walked	d. walks	
19. She <b>asked me to</b> _____ as it was very late.				
a. <b>leave</b>	b. leaves	c. left	d. leaving	

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

Choose the correct structure:			
a	<b>You should drive under the speed limit.</b>	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	<b>My mother asked me to help her.</b>	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. <b>(u)</b>	d. (a)
24. Please o__ey the school rules.			
a. <b>(b)</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. <b>(e)</b>
26. The e__terior of the house needs painting.			
a. (z)	b. <b>(x)</b>	c. (s)	d. (b)
27. The key was in the __gnition.			
a. (u)	b. (o)	c. <b>(i)</b>	d. (a)
28. She switched the wi__ers on to clear the windscreen.			
a. <b>(p)</b>	b. (t)	c. (b)	d. (m)
29. The headl__ght was broken off the car.			
a. (u)	b. (o)	c. (e)	d. <b>(i)</b>

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.

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\*\*\*\*\*

## 11 Writing

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العامية



### 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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الجامعة

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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

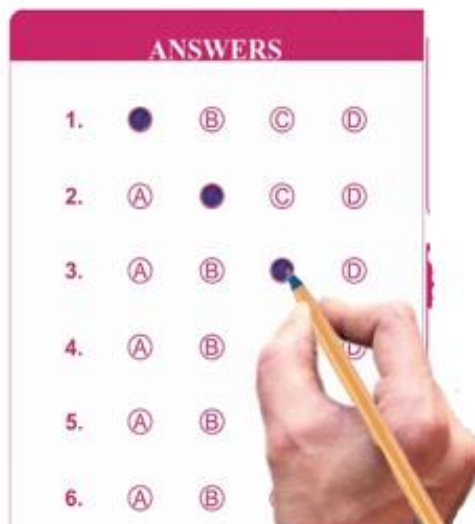
الاجابة المعتمدة ورقة التظليل 😊

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**  
 Date: \_\_\_\_\_

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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
11. Language Assessment
12. Language Research
13. Language Teaching
14. Language Learning
15. Language Assessment
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94. Language Learning
95. Language Assessment
96. Language Research
97. Language Teaching
98. Language Learning
99. Language Assessment
100. Language Research

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
11. Language Assessment
12. Language Research
13. Language Teaching
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99. Language Assessment
100. Language Research



GOAL 3
1. Understanding
2. Reading & Understanding
3. Writing
4. Speaking & Listening
5. Grammar
6. Vocabulary
7. Pronunciation
8. Cultural Awareness
9. Language Use
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100. Language Research

**لا أحل من ينسب أعماله لنفسه أو ينشرها بأسمه**

لا أحل من ينسب جهدي وتعبني 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