

تم تحميل هذا الملف من موقع المناهج السعودية



## شرح الدرس الثاني من الوحدة الثامنة

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

تاريخ إضافة الملف على موقع المناهج: 2025-01-12 20:16:48

ملفات اكتب للمعلم اكتب للطالب الاختبارات الكترونية الاختبارات ا حلول ا عروض بوربوينت ا أوراق عمل  
منهج انجليزي ا 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

عرض بوربوينت من الوحدة الخامسة وحتى الوحدة الثامنة

1

مراجعة الوحدة الثامنة slowly Drive محلولة

2

الإجابة على مراجعة الوحدة السابعة deal good a its

3

مراجعة الوحدة السابعة deal good a its

4

نماذج اختبار منتصف الفصل الفترة مع نماذج الإجابات

5



وزارة التعليم  
Ministry of Education  
2022 - 1444

**SUPER**

**GOAL 3**

**U8**

# Contents

Ministry of Education  
2022 - 1444  
**SUPER**

## GOAL 3

Term 2	Unit 5	Since When?	48
	Unit 6	Do You Know Where It Is?	58
	Unit 7	It's a Good Deal, Isn't It?	68
	Unit 8	Drive Slowly!	78
	EXPANSION Units 5-8		88

### Scope and Sequence

iv

Term 1	Unit 1	Lifestyles	2
	Unit 2	Life Stories	12
	Unit 3	When Are You Traveling?	22
	Unit 4	What Do I Need to Buy?	32
EXPANSION Units 1-4		42	
Term 2	Unit 5	Since When?	48
	Unit 6	Do You Know Where It Is?	58
	Unit 7	It's a Good Deal, Isn't It?	68
	Unit 8	Drive Slowly!	78
EXPANSION Units 5-8		88	
Term 3	Unit 9	All Kinds of People	94
	Unit 10	Who Used My Toothpaste?	104
	Unit 11	Making Choices	114
	Unit 12	Culture Shock	124
EXPANSION Units 9-12		134	
Vocabulary		146	
Writing Checklists		154	
Irregular Verbs		162	
Audio Track List		163	



الثالث متوسط

# ENGLISH

# TIME

for you

2025

2024



Reading



Writing



Listening



Speaking



## Covid 19

😊 Avoid gathering !

😊 We must wear a mask before going out.

😊 Social distancing is not a choice, it is a must!

😊 Keep a distance of 2 meters to avoid accountability

😊 wash hands constantly.



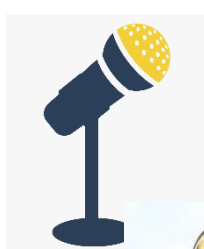


ارجو الالتزام بعدم كتابة أي تعليقات غير لائقة بالأدب العام.  
علماً بأنه أي محادثة نصية او كتابية مسجلة تحت اسمك ورقم  
هويتك

وعلية سيتم معاقبة من لم تلتزم بالذوق العام والسلوك الحسن  
خلال تواجدك في المنصة او الفصول الافتراضية.

وذلك برفع شكوى وبلاغ رسمي ضدك بما تم كتابته او قولة  
والتواصل مع ولي الأمر والمسؤولين لاتخاذ الاجراء اللازم مع  
المخالفة.

ونتمنى وضع صورته في ملفك التعريفي لائقة بالمنصة  
التعليمية



# Virtual Classroom Rules



**Be on time.**



**Act like you're at school.**



**Sit in I spot during class.**



**Keep yourself muted.**



**Turn off your video.**



**Raise your hand to talk.**



**Listen.**



**No eating during class.**



**HAVE FUN AND DO YOUR BEST!**



**I AM**  
**WISE**  
**BECAUSE**  
**I LEARN FROM**  
**MY MISTAKES**

2025

2024







Reminder!

في كل مكان  
الله يراني  
لأن الله بصير

Noreyah Alghamdi



العامية

(1) الشرك بالله

(2) السحر

(3) قتل النفس التي حرم الله إلا بالحق

(4) أكل الربا

(5) أكل مال اليتيم

(6) التول يوم الزحف

(7) قذف المحصنات المؤمنات الغافلات

... عن أبي هريرة، عن النبي صلى الله عليه وسلم قال:

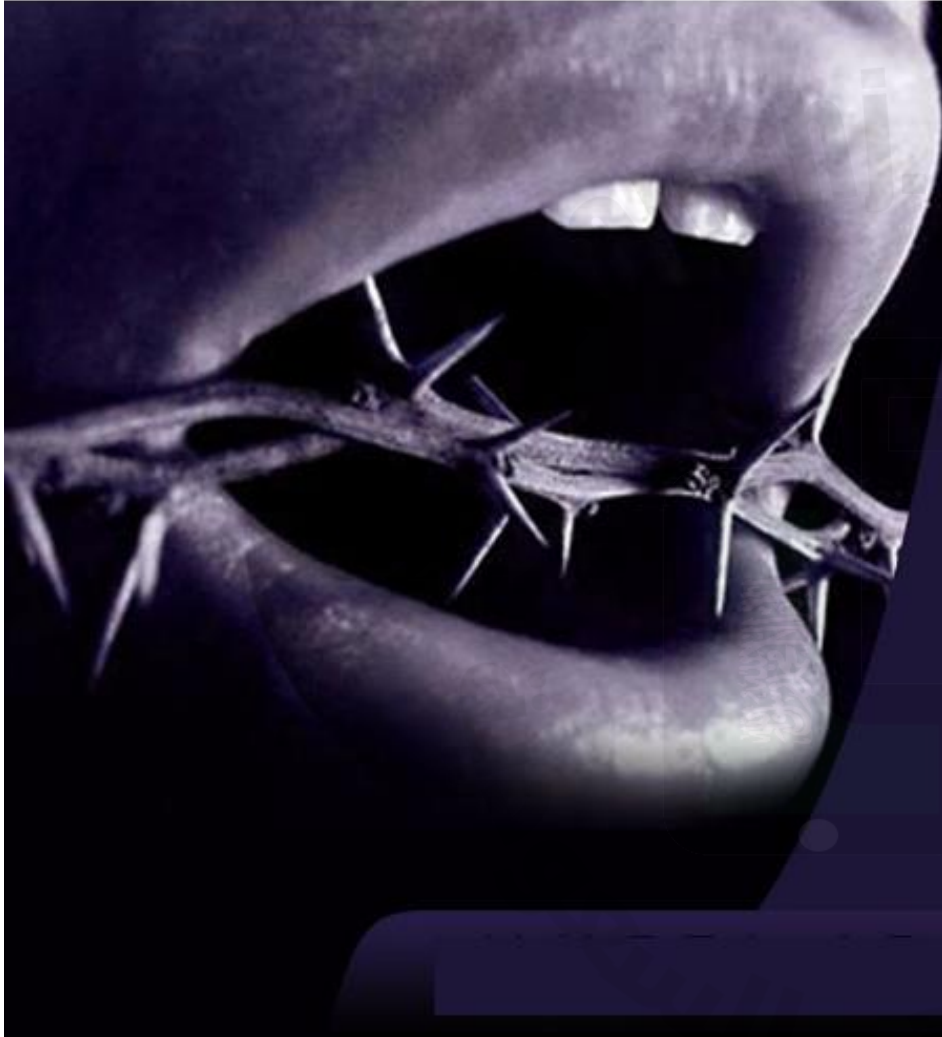
" اجْتَنِبُوا السَّبْعَ الْمَوْبِقَاتِ " . قَالُوا يَا رَسُولَ اللَّهِ وَمَا هُنَّ قَالَ " الشَّرْكَ بِاللَّهِ،  
وَالسَّحْرُ، وَقَتْلُ النَّفْسِ الَّتِي حَرَّمَ اللَّهُ إِلَّا بِالْحَقِّ، وَأَكْلُ الرِّبَا، وَأَكْلُ مَالِ الْيَتِيمِ،  
وَالتَّوَلَّى يَوْمَ الزَّحْفِ، وَقَذْفُ الْمُحْصَنَاتِ الْمُؤْمِنَاتِ الْغَافِلَاتِ " .





7) قذف المحصنات المؤمنات الغافلات

# THE DANGERS OF BACKBITING & SLANDERING





ارجو الالتزام بعدم كتابة أي تعليقات غير لائقة بالأدب العام.  
علماً بأنه أي محادثة نصية او كتابية مسجلة تحت اسمك ورقم  
هويتك

وعليه سيتم معاقبة من لم تلتزم بالذوق العام والسلوك الحسن  
خلال تواجدك في المنصة او الفصول الافتراضية.

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والتواصل مع ولي الأمر والمسؤولين لاتخاذ الاجراء اللازم مع  
المخالفة.

ونتمنى وضع صورته في ملفك التعريفي لائقة بالمنصة  
التعليمية





To put a feeling, idea, or principle gradually into someone's mind, so that it has a strong influence on the way that person thinks or behaves.

# Seven Destructive Sins



**Stay away from these sins**



Shirk

Magic

Riba

Murder

Eating Orphan Property

Slandering

Fleeing from battle

# 8 Drive Slowly!

## Unit Goals

### Vocabulary

Parts of a car  
Expressions related to driving  
International traffic signs

### Functions

Talk about cars, driving, and traffic signs  
Give advice  
Express obligation  
Say how people do things

### Grammar

Modal Auxiliaries:  
*Must/Mustn't/Must Not*  
and *Should/Shouldn't*  
Adverbs of Manner  
*Can/Could/Will/Would*  
Report Commands and Requests

### Listening

Listen for specific information in a conversation about driving

### Pronunciation

Vowel sound /ə/ in *should* and *must*

### Reading

Is Right, Right?

### Writing

Write an essay about why the driving age should be raised

### Project

Make a poster with a list of driving tips and safety rules

it's time

TO LEARN

ENGLISH





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 اطل الله في عمرها  
اختكم المعلمة :  
نوريه صالح الغامدي

VISION	رؤية
<b>GOAL 1</b>	<b>2030</b>
1. Skill Mastery	1. Skill Mastery
2. Workforce Quality	2. Workforce Quality
3. Workforce Size	3. Workforce Size
4. Workforce Productivity	4. Workforce Productivity
5. Workforce Resilience	5. Workforce Resilience
6. Workforce Innovation	6. Workforce Innovation
7. Workforce Sustainability	7. Workforce Sustainability
8. Workforce Inclusiveness	8. Workforce Inclusiveness
9. Workforce Flexibility	9. Workforce Flexibility
10. Workforce Adaptability	10. Workforce Adaptability
11. Workforce Resilience	11. Workforce Resilience
12. Workforce Innovation	12. Workforce Innovation
13. Workforce Sustainability	13. Workforce Sustainability
14. Workforce Inclusiveness	14. Workforce Inclusiveness
15. Workforce Flexibility	15. Workforce Flexibility
16. Workforce Adaptability	16. Workforce Adaptability

الأول متوسط

VISION	رؤية
<b>GOAL 2</b>	<b>2030</b>
1. Skill Mastery	1. Skill Mastery
2. Workforce Quality	2. Workforce Quality
3. Workforce Size	3. Workforce Size
4. Workforce Productivity	4. Workforce Productivity
5. Workforce Resilience	5. Workforce Resilience
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16. Workforce Adaptability	16. Workforce Adaptability

الثاني متوسط

VISION	رؤية
<b>GOAL 3</b>	<b>2030</b>
1. Skill Mastery	1. Skill Mastery
2. Workforce Quality	2. Workforce Quality
3. Workforce Size	3. Workforce Size
4. Workforce Productivity	4. Workforce Productivity
5. Workforce Resilience	5. Workforce Resilience
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الثالث متوسط

رؤية  
2030  
وزارة التعليم



**لا أحفل من ينسب أفعالي لنفسه أو ينشرها بأسمه**  
لا أحفل من ينسب جهدي وتعبني ووقتي ووقت ابنائي الصغار  
في تحضير البوربوينت وشرائحه واوراق العمل وتسايرين المراجعة  
والخطط العلاجية وغيرها لنفسه  
هي للنفع العام في التعليم والتدريس وتبسيط المادة للطلاب والطالبات  
والمعلمين والمعلمات في مجال التدريس وليس للبيع  
وقف خيرى لوالدي رحمه الله والحاميه  
اختكم نوريه صالح الغامدي

# 8 Drive Slowly!

SG3 U8  
Page 80,81 and 82

3 Grammar

4 Language in Context

5 Listening

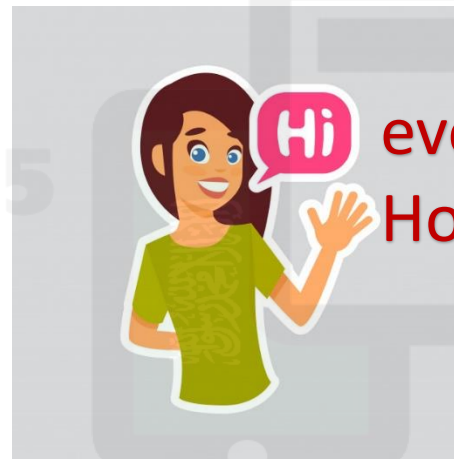


Today: Wednesday

Date:

1-7-1443 H

February 2<sup>nd</sup> \ 2022



everyone,  
How is everything going?

# 8 Drive Slowly!

3 Grammar



4 Language in Context



5 Listening



SG3 U8

Page 80,81 and 82



## Learning Objectives



Use modal auxiliaries



Become familiar with adverbs of manner



Compare behaviors and reactions



Extract specific information out of listening material



mark the characteristics of an aggressive driver.





# WARM UP!



SG3 U8  
Page 80

## Modals must and mustn't



YOU MUSTN'T  
SWIM IN  
THIS RIVER



YOU MUSTN'T  
DRINK WATER  
FROM THIS  
TAP



THEY MUSTN'T  
WALK THE DOG  
IN THIS PARK



KIDS MUSTN'T  
RUN IN THE  
SWIMMING  
POOL AREA



PREGNANT  
WOMEN MUSTN'T  
RIDE IN THIS  
ROLLER COASTER



YOU MUSTN'T  
DO BARBECUE  
IN THIS AREA



YOU MUSTN'T  
USE SHOES  
INSIDE OF  
THE TEMPLE



YOU MUSTN'T  
TAKE PHOTOS  
INSIDE OF THE  
MUSEUM



YOU MUSTN'T  
USE YOUR  
MOBILE PHONE  
DURING THE  
FILM

## MUST - MUSTN'T

SG3 U8  
Page 80



You must stop and give way.



You must be careful. Crossroads ahead.



You must turn on your lights.




You mustn't stop or park here.

الجاميها

<https://wordwall.net/resource/526451/should-shouldnt>

Find the match

# SHOULD/SHOULDN`T



Tap the matching answer to eliminate it. Repeat until all answers are gone.



I have a  
totthache

- You should find a good job.
- You should have your hair cut.
- You shouldn't eat more.
- We shouldn't use cars so often.
- You shouldn't stay up so long.
- You should go to the dentist.
- You should have a driving licence first.

# 3 Grammar



**must**  
**should** + **V**

رابط الدرس الرقمي



www.ien.edu.sa

SG3 U8  
Page 80

العامية

VOLUNTEER



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.

2025

2024



Both *must* and *should* are modal auxiliaries.  
The form is the same for all persons  
(I, you, he, she, it, we, they, etc.).  
After the modal we use the main verb in its base form  
(without to).

العامية





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



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**.

the adverbs *hard* and *hardly* have different meanings and are unrelated.

*Hard* means requiring a lot of physical or mental effort.

*Hardly* means almost not, or to a very small degree.

adverbs of manner tell how something is done.

\*to form most adverbs of manner we add *-ly* to **adjectives**.

☺ look to the following **adverbs** and call out the **adjectives**: *quickly* (quick); *slowly* (slow); *correctly* (correct); *safely* (safe); *quietly* (quiet).

☹ Look at the following **adjectives** and call out the **adverbs**: *dangerous* (dangerously); *careful* (carefully); *bad* (badly); *nice* (nicely); *beautiful* (beautifully) *reckless* (recklessly).

\* *fast* and *hard* can be used as both adjectives and adverbs.

For example:

*This is a fast car. / He is driving fast.*

*This is a hard test. / He worked hard to get a good grade.*



# Adverbs of Manner



**quickly**



**slowly**



**nicely**



ADVERBS		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

## Adverbs of Manner

- 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.** Rewrite the sentences. Use adverbs of manner.

💡 Adel is a careful driver. Adel drives carefully.

1. Badr is an aggressive driver. Badr drives aggressively.
2. Stunt pilots fly in a dangerous way. Stunt pilots fly dangerously.
3. Fadwa and Amal are enthusiastic readers. Fadwa and Amal read slowly.
4. Saeed is a really good player. Saeed plays really well.
5. Sabah is a quiet talker. Sabah talks quietly.
6. Khalid is a hard worker. Khalid works hard.
7. Majid and Ali are fast runners. Majid and Ali run fast.

**B.** Complete the conversation. Use adverb forms of the adjectives in parentheses. Then practice the conversation with a partner.

**A:** Well, my son Brian drives recklessly (reckless). He doesn't stop at stop signs, and he's usually over the speed limit. He's always in a hurry.

**B:** My son Alexander drives well (good), but he sometimes drives too fast (fast). I'm afraid he's going to have an accident one of these days.



**A:** Well, Brian got a ticket because he was driving too fast (fast). He had to go to a special class for people who drive dangerously (dangerous). But he still doesn't drive carefully (careful). Next time he is going to lose his license.

**C.** Complete the conversations using your own words.

1. **A:** I'm afraid I'm running out of gas.

**B:** You should stop at a gas station.

2. **A:** The sign says 80 kilometers per hour, and I'm doing 90.

**B:** Then you must slow down.

3. **A:** I'm lost. I don't know which way to go.

**B:** I think we should stop and ask someone for directions.

4. **A:** I need to make a phone call. Can you please hold the steering wheel?

**B:** You must not make a call when you're driving.

5. **A:** The car won't start. There's plenty of gas. I wonder what the problem is.

**B:** You should call a mechanic.



D. Work with a partner. Discuss what you shouldn't/must not do in the situations shown by these signs.

1. You shouldn't ride your bike here.
2. You must not litter.
3. You shouldn't swim here.
4. You shouldn't use your cell phone here.
5. You must not feed the squirrels and pigeons.
6. You should not camp or have a campfire here.
7. You must not park here.



# 4 Language in Context



*Aggressive drivers drive dangerously and recklessly.*

1. Mark the things that characterize an aggressive driver.
2. Mark the things you should/must do when you encounter one.
3. Compare and discuss your answers with a partner.

Aggressive Drivers	What to Do
<input checked="" type="checkbox"/> Drive dangerously and recklessly.	<input checked="" type="checkbox"/> Get out of the way.
<input checked="" type="checkbox"/> Go through stop signs and red lights.	<input type="checkbox"/> Challenge them to show you aren't scared.
<input type="checkbox"/> Are courteous to other motorists.	<input checked="" type="checkbox"/> Ignore them and their gestures.
<input checked="" type="checkbox"/> Tailgate—drive closely behind the car in front.	<input checked="" type="checkbox"/> Avoid eye contact.
<input checked="" type="checkbox"/> Blow their horns and flash their lights.	<input type="checkbox"/> Blow your horn.
<input type="checkbox"/> Let others pass them.	<input checked="" type="checkbox"/> Report them to the authorities.
Other:	Other:

# AGGRESSIVE DRIVING

*The unsafe operation of a motor vehicle without regard for the safety of other users on the road.*



## TYPES OF AGGRESSIVE DRIVING

- Speeding
- Frequent or unsafe lane changes
- Failing to signal your intentions
- Tailgating
- Failing to yield the right of way
- Driving in restricted lanes
- Taking out your frustrations on other drivers
- Disregarding traffic controls

CAUTION CAUTION CAUTION CAUTION CAUTION CAUTION CAUTION CAUTION

# 5 Listening



CD1, T10



What does the instructor think of the student's driving?  
(He doesn't think he's a good driver.)

listen for the answer to the question on the board.

read the chart so that you know what information you need to listen for.

Listen. Brandon is having a driving lesson. Mark the things he does right and wrong.



	Right	Wrong
1. start the car	<del>X</del>	
2. hold the steering wheel		<del>X</del>
3. obey the speed limit		<del>X</del>
4. park	<del>X</del>	

What happened during the driving lesson.  
How do you think the student feels after his lesson?



**Instructor:** Very well, Brandon. Please start the engine. Now I'd like you to drive carefully along this road until we come to the traffic light.

**Brandon:** Should I turn left or right at the light?

**Instructor:** I'll tell you when we get there. Brandon, you must hold the steering wheel with both hands.

**Brandon:** Oh, I'm sorry.

**Instructor:** Do you know how fast you're going?

**Brandon:** I don't know. I can't take my eyes off the road.

**Instructor:** Well, you're doing forty and the speed limit downtown is twenty-five. You must slow down. Look out!

**Brandon:** Oops, I'm sorry.

**Instructor:** You almost hit that car. Please stop there, on the right. Very good, Brandon. Now, I want you to park properly. Slowly, Brandon.

**Brandon:** That was good, wasn't it?

**Instructor:** Phew! Parking was the best thing you did—in more ways than one!

## Activity 1 Vocabulary

10/10  
Match the adjectives to the adverbs.

<https://www.liveworksheets.com/pg1286240uf>

1 quiet

a badly

2 loud

b quietly

3 slow

c well

4 quick

d slowly

5 good

e loudly

6 bad

f quickly

بعد حل ورقة العمل (1)

يتم ارسال صورة لذلك

في قسم الإثراءات

على المنصة

<https://www.liveworksheets.com/qv1284300yb>

# Adverbs of Manner

10/10

Match phrases and pictures



Reads  
carefully

Sings  
beautifully

Sleeps  
quietly

Walks  
slowly

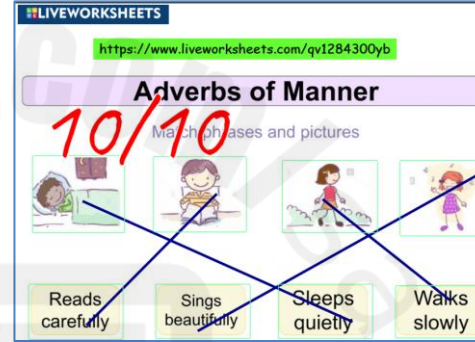
8 Drive Slowly!

LIVEWORKSHEETS

Do the live Worksheet Exercise  
then upload the photo of the completed activity.

live worksheet\

بعد حل ورقة العمل  
يتم ارسال صورة لذلك  
في قسم الإثراءات  
على المنصة



activity

يكتفى بصورة واحدة لتمرين واحد فقط 😊



8 Drive Slowly!



# HOMWORK

SCHOOL PLATFORM



# HOMWORK



## Platform

نوع السؤال: صواب أم خطأ

.You must let kids play with the steering wheel

صواب

خطأ

واجب المنصة

● للتذكير

# Workbook

Page 216 \ B

بعد حل الواجب

يتم ارسال صورة لذلك

في قسم الأنشطة

على المنصة



يكتفى بصورة واحدة لتمرين واحد فقط 😊

activity



homework



# Homework



Assign page  
216, 217 and  
218 for  
grammar  
practice  
Ex B, C, D, E, F  
and G

Workbook



Assign pages 216-218 for more practice with the grammar of the unit.



8 Drive Slowly!



Read the rules and advice that Mr. Day gave his students. Use that information to write sentences. Use *must*, *mustn't*, *must not*, *should*, or *shouldn't*.



### Mr. Day's English Class: Rules and Advice for Students

- Don't give me homework that is late.  
I won't take any late homework.
- Try to read something every night.  
Reading is fun, and it will help your vocabulary.
- Take my advice: Don't study just before tests.  
Try to study every day.  
This way you'll do better on your tests.
- Do NOT talk in class. This is an important rule.
- There will be three tests.  
You need to take all the tests.  
You can't miss a test.
- Sometimes the class might seem hard.  
Here's my advice: Don't worry; ask me for help.



**turn in / homework late**

You must not turn in homework late

**B** Read the rules and advice that Mr. Day gave his students. Use that information to write sentences.  
Use *must*, *mustn't*, *must not*, *should*, or *shouldn't*.

1. give / me your homework on time

You must give me your homework on time

2. read / every night

You should read every night

3. study / just before tests

You shouldn't study just before tests

4. study / every day

You should study every day

5. talk / in class

You must not talk in class

6. take / three tests

You must take three tests

7. worry

You shouldn't worry

8. ask / me for help

When class seems hard, you should ask me for help



**Mr. Day's English Class:  
Rules and Advice for Students**

- Don't give me homework that is late.  
I won't take any late homework.
- Try to read something every night.  
Reading is fun, and it will help your vocabulary.
- Take my advice: Don't study just before tests.  
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You need to take all the tests.  
You can't miss a test.
- Sometimes the class might seem hard.  
Here's my advice: Don't worry; ask me for help.

Talk about the law and give advice. Use *must*, *must not*, *should*, and *shouldn't*.



! Now we'll only have 20 minutes for your driving lesson. Get here on time.

*You should get here on time.*

1. You're driving recklessly and dangerously. Show some concern for other drivers and for me!  
*You shouldn't drive recklessly and dangerously. You should show some concern for other drivers and for me!*

2. You passed that car on the right. That's against the law.

*You must pass cars on the left. That's the law.*

3. You are driving too fast. The speed limit is only 70 kilometers per hour here.

*You shouldn't drive too fast. You must obey the speed limit.*

**D** Write sentences. Give three laws that a good driver must obey. Use *must* or *must not*.

💡 A good driver must not drive too fast.

1. A good driver must stop at stop signs.
2. A good driver must obey all traffic signs.
3. A good driver must not pass on the right.

2025

2024

موقع المناهج السعودية

**E** Answer the question. Use *should* or *shouldn't*.

**Question:** What should a good driver do when there is a lot of traffic?

1. A good driver should slow down.
2. A good driver shouldn't talk on a cell phone.
3. A good driver should watch the other cars carefully.





**F**

Read the descriptions of six different drivers. Complete each description with the appropriate adverb of manner. Use the adjectives in the box to form the adverbs of manner. Use each adjective one time.

**Page 218****aggressive****dangerous****fast****hard****proper****reckless****slow**

Mr. Collins is an angry man, and he drives like an angry man. He speeds; he blows his horn; he screams and shouts. He drives very aggressively.

1. Mr. Nasser never drives over the speed limit. He often drives under it. He drives very slowly.
2. Tariq never drives under the speed limit. He often drives over it. He drives very fast.
3. Khalid spends many hours with his driving instructor. He has taken the driving test three times. He hasn't passed it yet, but he is trying very hard.
4. Tom has been a driver for just a year, and he has already been in six accidents. He caused these accidents by driving dangerously and recklessly.
5. New drivers need to learn how to drive properly.

! I'm a good driver. That is what I thought. But now I'm in a special class. **(1) The students are here because they are dangerous drivers.** So why am I a student here? **(2) I'm here because I am a slow driver.** My brother always told me this. **(3) But he's a fast driver.** So I never listened to him. But last week, a police officer told me this, too. And the police officer sent me to this special class. **(4) I like to do everything the proper way.** **(5) So I am a hard worker in this class.** **(6) I've learned that driving slowly isn't the same thing as driving in a careful way.** My brother laughed when he heard about this class. That's OK. I've learned a lot of things to tell him about his driving, too!

! I drive well.

1. The students are here because they drive dangerously.
2. I'm here because I drive slowly.
3. But he drives fast.
4. I like to do everything properly.
5. So I work hard in this class.
6. I've learned that driving slowly isn't the same thing as driving carefully.



ساند الحاميها للمعلمين والمعلمات  
للطلاب والطالبات

وقف خيرى تعليمي بلا مقابل  
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VISION	رؤية
<b>GOAL 1</b>	2030
1. Skill Mastery	1. Skill Mastery
2. Quality Index	2. Quality Index
3. Work Life Balance	3. Work Life Balance
4. Career Development	4. Career Development
5. Health & Safety	5. Health & Safety
6. Environmental Sustainability	6. Environmental Sustainability
7. Digital Transformation	7. Digital Transformation
8. Innovation & Creativity	8. Innovation & Creativity
9. Social Inclusion	9. Social Inclusion
10. Resilience & Adaptability	10. Resilience & Adaptability
11. Customer Centricity	11. Customer Centricity
12. Data Driven Decision Making	12. Data Driven Decision Making
13. Continuous Learning	13. Continuous Learning
14. Diversity & Inclusion	14. Diversity & Inclusion
15. Ethical Leadership	15. Ethical Leadership
16. Sustainable Growth	16. Sustainable Growth
17. Employee Well-being	17. Employee Well-being
18. Digital Literacy	18. Digital Literacy
19. Innovation Ecosystem	19. Innovation Ecosystem
20. Global Citizenship	20. Global Citizenship

الأول متوسط

VISION	رؤية
<b>GOAL 2</b>	2030
1. Skill Mastery	1. Skill Mastery
2. Quality Index	2. Quality Index
3. Work Life Balance	3. Work Life Balance
4. Career Development	4. Career Development
5. Health & Safety	5. Health & Safety
6. Environmental Sustainability	6. Environmental Sustainability
7. Digital Transformation	7. Digital Transformation
8. Innovation & Creativity	8. Innovation & Creativity
9. Social Inclusion	9. Social Inclusion
10. Resilience & Adaptability	10. Resilience & Adaptability
11. Customer Centricity	11. Customer Centricity
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15. Ethical Leadership	15. Ethical Leadership
16. Sustainable Growth	16. Sustainable Growth
17. Employee Well-being	17. Employee Well-being
18. Digital Literacy	18. Digital Literacy
19. Innovation Ecosystem	19. Innovation Ecosystem
20. Global Citizenship	20. Global Citizenship

الثاني متوسط

VISION	رؤية
<b>GOAL 3</b>	2030
1. Skill Mastery	1. Skill Mastery
2. Quality Index	2. Quality Index
3. Work Life Balance	3. Work Life Balance
4. Career Development	4. Career Development
5. Health & Safety	5. Health & Safety
6. Environmental Sustainability	6. Environmental Sustainability
7. Digital Transformation	7. Digital Transformation
8. Innovation & Creativity	8. Innovation & Creativity
9. Social Inclusion	9. Social Inclusion
10. Resilience & Adaptability	10. Resilience & Adaptability
11. Customer Centricity	11. Customer Centricity
12. Data Driven Decision Making	12. Data Driven Decision Making
13. Continuous Learning	13. Continuous Learning
14. Diversity & Inclusion	14. Diversity & Inclusion
15. Ethical Leadership	15. Ethical Leadership
16. Sustainable Growth	16. Sustainable Growth
17. Employee Well-being	17. Employee Well-being
18. Digital Literacy	18. Digital Literacy
19. Innovation Ecosystem	19. Innovation Ecosystem
20. Global Citizenship	20. Global Citizenship

الثالث متوسط

رؤية  
2030  
وزارة التعليم



لا أحفل من ينسب أعمالي لنفسه أو ينشرها بأسمه

لا أحفل من ينسب جهدي وتعبني ووقتي ووقت ابنائي الصغار  
في تحضير البوربوينت وشرائحه واوراق العمل وتمازين المراجعة  
والخطط العلاجية وغيرها لنفسه  
هي للنفع العام في التعليم والتدريس وتبسيط المادة للطلاب والطالبات  
والمعلمين والمعلمات في مجال التدريس وليس للبيع

وقف خيرى لوالدي رحمه الله والحاميها

اختكم نوريه صالح الغامدي



أتمنى الاهتمام بمتابعة الدروس  
في قنوات **عين** الرسمية من  
وزارة التعليم



T.Noureyah Alghamdi

The end



## Language Builder

*Must* expresses obligation, or something that is necessary and very important to do. There is no choice. For example: *I must get my brakes fixed. This is really dangerous.* In American English, *have to* is used more often than *must* to express obligation or necessity.

*Must not* (or *mustn't*) means that something is prohibited. There is no choice. For example: *You must not smoke in here. It's illegal.* *Doesn't/Don't have to* means that something is not necessary. For example: *I don't have to drive to work. I can take a bus.*

*Should* is used to give advice or make a suggestion that might be important, but it gives the listener the choice to take the advice or not. For example: *You should not smoke. It's not good for you.*

## Language Builder

Explain that to form adverbs, we can often add *-ly* to adjectives. With adjectives that already end in *-y*, we change the *y* to *i*. For example, the adverb form of *happy* is *happily*. When the adjective ends in *-e*, we drop the *e*. For example, the adverb form of *probable* is *probably*. However, when *-ly* is added to adjectives that end in *-l*, we double the *l*. For example, the adverb form of *cheerful* is *cheerfully*.



## Teaching Tip

Students sometimes ask to have a class discussion. This can be a good idea, but all discussions should be focused. With students' participation, formulate what questions to ask on a topic. For example: *What is your opinion about \_\_\_\_\_? Do you agree or disagree with \_\_\_\_\_?*



## Additional Activity

Working in pairs, have students choose one of the pictures in exercise **D** and create a situation and conversation about it. If students have trouble coming up with situations for the pictures, brainstorm a few examples for the class. For example:

**Situation 1:** Two friends are riding their bikes home. They are very late and are afraid their parents will be angry. They would like to take a short cut through the park, but they see a "No Bicycles" sign.

**Situation 2:** Two friends are driving in the city when their car breaks down. They pull over and stop at the side of the road. They see a "No Parking" sign.

Have students practice their role plays and present them to the class.

# fun facts

- The first speed limit was posted in the United Kingdom in 1861 for 10 miles (16 kilometers) per hour. This was aimed at mechanical vehicles, such as the steam-powered carriage.
- The highest posted speed limit in the world is 87 miles (140 kilometers) per hour in Poland.
- In Germany, much of the *autobahn* does not have a speed limit. It has a recommended speed limit of 80 miles (130 kilometers) per hour, but this limit is not legally enforced.



# Irregular Verbs

Base Form	Simple Past
be	was/were
become	became
buy	bought
come	came
cut	cut
do	did
draw	drew
drink	drank
drive	drove
eat	ate
fight	fought
find	found
get (up)	got (up)
give	gave
go	went
hang	hung
have	had
hear	heard
know	knew
leave	left
lend	lent
make	made

mean	meant
meet	met
read	read
ride	rode
run	ran
say	said
see	saw
sell	sold
send	sent
sing	sang
sit	sat
sleep	slept
speak	spoke
spend	spent
sweep	swept
swim	swam
take	took
teach	taught
think	thought
understand	understood
wake (up)	woke (up)
wear	wore
write	wrote

# Irregular Verbs

Base Form	Simple Past	Past Participle			
be	was / were	been			
become	became	become			
blow	blew	blown			
buy	bought	bought			
come	came	come			
cut	cut	cut			
do	did	done			
drink	drank	drunk			
drive	drove	driven			
eat	ate	eaten	put	put	put
fall	fell	fallen	read	read	read
feed	fed	fed	ride	rode	ridden
fight	fought	fought	run	ran	run
find	found	found	say	said	said
fly	flew	flown	see	saw	seen
get	got	gotten	sell	sold	sold
give	gave	given	send	sent	sent
go	went	gone	sing	sang	sung
hang	hung	hung	sit	sat	sat
have	had	had	sleep	slept	slept
hear	heard	heard	speak	spoke	spoken
hold	held	held	spend	spent	spent
hurt	hurt	hurt	steal	stole	stolen
know	knew	known	swim	swam	swum
leave	left	left	take	took	taken
lend	lent	lent	teach	taught	taught
lose	lost	lost	think	thought	thought
make	made	made	throw	threw	thrown
mean	meant	meant	wake (up)	woke (up)	woken (up)
meet	met	met	wear	wore	worn
pay	paid	paid	win	won	won
			write	wrote	written