

الدرس الثاني الوحدة الثامنة القواعد والاستماع أدوات الوجوب والنصيحة وأحوال الحال



تم تحميل هذا الملف من موقع المناهج السعودية

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

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

المزيد من مادة
لغة انجليزية:

إعداد: نوريه الغامدي

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

إجابة مراجعة وتمارين تقوية لرفع مستوى التدني الوحدة التاسعة

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مراجعة وتمارين تقوية لرفع مستوى التدني الوحدة التاسعة غير محلولة

2

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3

الدرس 7 الوحدة 9 شرح ورقة عمل عن أداة الاستئذان May

4

الدرس السابع الوحدة التاسعة شرح عرض بوربوينت لوحدة القواعد حول الصيغة والمعنى والوظيفة

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ENGLISH

TIME

for you



Reading

Writing

Listening

Speaking



😊 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.

Covid 19





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.



وذلك برفع شكوى وبلاغ رسمي ضدك بما تم كتابته او قوله
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



في كل مكان

الله يراني

لأن الله بصير

Naureyah Alghamdi



العامية

اجتنبوا السبع الموبقات

(1) الشُّرْكُ بِاللَّهِ

(2) السَّحَرُ

(3) قَتْلُ النَّفْسِ الَّتِي حَرَّمَ اللَّهُ إِلَّا بِالْحَقِّ

(4) أَكْلُ الرِّبَا

(5) أَكْلُ مَالِ الْيَتِيمِ

(6) التَّوَلَّى يَوْمَ الزَّحْفِ

(7) قَذْفُ الْمُحْصَنَاتِ الْمُؤْمِنَاتِ الْغَافِلَاتِ

... عَنْ أَبِي هُرَيْرَةَ، عَنِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ:

"اجْتَنِبُوا السَّبْعَ الْمَوْبِقَاتِ". قَالُوا يَا رَسُولَ اللَّهِ وَمَا هُنَّ قَالَ "الشُّرْكُ بِاللَّهِ، وَالسَّحَرُ، 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





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علماً بأنه أي محادثة نصية او كتابية مسجلة تحت اسمك ورقم
هويتك



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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**





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

SG3 U8
Page 80,81 and 82

3 Grammar 

4 Language in Context 

5 Listening 

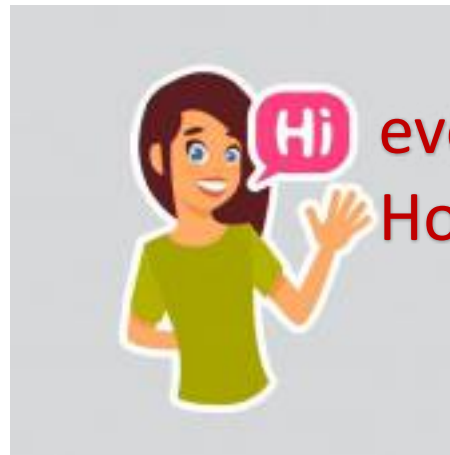


Today: Wednesday

Date:

1-7-1443 H

February 2nd \ 2022



everyone,
How is everything going?

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.

العامية

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

Find the match

SHOULD/SHOULDN'T

START

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



I have a
toothache

3 Grammar



{ must
should + V



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Page 80

الجامعة



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.



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).

الجامعة



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 */* double the */*: 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

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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.



quickly



slowly



nicely



العامية

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



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.

الماميها

SG3 U8
Page 80

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.





العامية



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

5 Listening



CD1, T10



العامية

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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	✗	
2. hold the steering wheel		✗
3. obey the speed limit		✗
4. park	✗	



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



Audioscript



CD1, T10



الحاميد

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

Match the adjectives to the adverbs.

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

1 quiet

2 loud

3 slow

4 quick

5 good

6 bad

a badly

b quietly

c well

d slowly

e loudly

f quickly

بعد حل ورقة العمل (١)
يتم ارسال صورة لذلك
في قسم الإثراءات
على المنصة

رقة العمل (٢)
يتم إرسال 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!

HOMEWORK

SCHOOL PLATFORM



HOMEWORK



Platform

نوع السؤال: صواب أم خطأ

.You must let kids play with the steering wheel

صواب ☐

خطأ ☒

واجب المنصة

● للتذكير

Workbook

بعد حل الواجب
يتم ارسال صورة لذلك
في قسم الأنشطة
على المنصة

Page 216 \ B



activity

يكتفى بصورة واحدة لتمرين واحد فقط 😊



8

Drive Slowly!

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

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*.

Page 216

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

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I won't take any late homework.
- Try to read something every night.
Reading is fun, and it will help your vocabulary.
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- 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.

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.

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.

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.

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.

~~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.

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.



- 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

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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
fall	fell	fallen
feed	fed	fed
fight	fought	fought
find	found	found
fly	flew	flown
get	got	gotten
give	gave	given
go	went	gone
hang	hung	hung
have	had	had
hear	heard	heard
hold	held	held
hurt	hurt	hurt
know	knew	known
leave	left	left
lend	lent	lent
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid

put	put	put
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
think	thought	thought
throw	threw	thrown
wake (up)	woke (up)	woken (up)
wear	wore	worn
win	won	won
write	wrote	written