

## 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 | اختبارات الكترونية | اختبارات احلول | عروض بوربوينت | اوراق عمل  
منهج انجليزي | ملخصات وتقارير | مذكرة وبنوك | الامتحان النهائي | للمدرس

المزيد من مادة  
لغة انجليزية:

إعداد: نوريه الغامدي

### التواصل الاجتماعي بحسب الصف الثالث المتوسط



الرياضيات



اللغة الانجليزية



اللغة العربية



ال التربية الاسلامية



المواد على تلغرام

صفحة المناهج  
السعودية على  
فيسبوك

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

إجابة مراجعة وتمارين تقوية لرفع مستوى التدريسي الوحدة التاسعة

1

مراجعة وتمارين تقوية لرفع مستوى التدريسي الوحدة التاسعة غير محلولة

2

الدرس 7 الوحدة 9 ورقة العمل التفاعلية لوحدة القواعد: الصيغة والمعنى والوظيفة

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

5

U8

# الثالث متوسط

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😊 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.



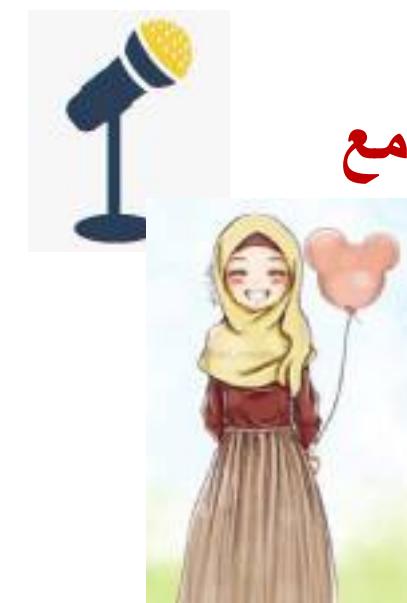
Covid 19



ارجو الالتزام بعدم كتابة أي تعليقات غير لائقة بالأدب العام.  
علمًا 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 معولي الأمر والمسؤولين لاتخاذ الاجراء اللازم مع  
المخالفة.

ونتمنى وضع صوره في ملف التعريفي لائقة بالمنصة  
التعليمية

# Virtual Classroom Rules



Be on time.



Act like you're at school.



Sit in 1 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**



(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 المحسنات المؤمنات الغافلات

... عن أبي هُرَيْرَةَ، عَنِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ:

"اجتنبوا السبع الموبقات". قَالُوا يَا رَسُولَ اللَّهِ وَمَا هُنَّ قَالَ "الشُّرْكُ بِاللَّهِ، وَالسُّخْرَى، وَقَتْلُ النَّفْسِ الَّتِي حَرَمَ اللَّهُ إِلَّا بِالْحَقِّ، وَأَكْلُ الرِّبَا، وَأَكْلُ مَالِ الْيَتَيْمِ، وَالْتَّوْلِيَّ يَوْمَ الزَّحْفِ، وَقَذْفُ الْمُخْصَنَاتِ الْمُؤْمِنَاتِ الْغَافِلَاتِ".



7) قدف المحسنات المؤمنات الغافلات



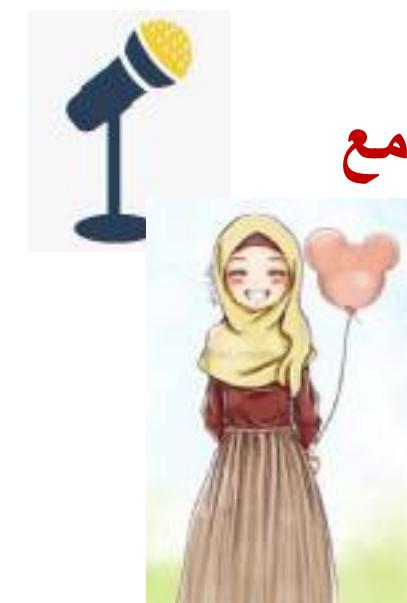
# THE DANGERS OF BACKBITING & SLANDERING



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

ونتمنى وضع صوره في ملف 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





# 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



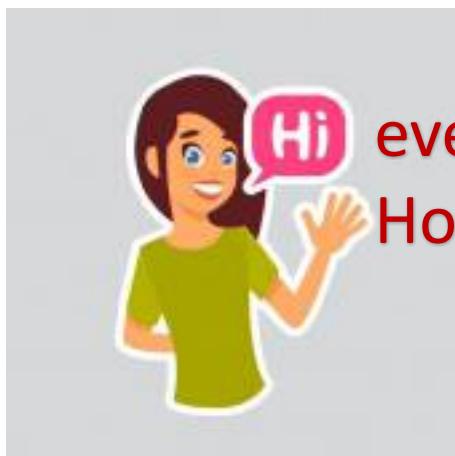


Today: Wednesday

Date:

1-7-1443 H

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



Hi 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



## **MUST - MUSTN'T**



You **must** stop and give way.

SG3 U8  
Page 80



You **must** be careful. Crossroads ahead.



**You must turn on your lights.**



You **mustn't** stop or park here.

<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





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 **must not** park on the sidewalk.

You **should** drive under the speed limit.

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).



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 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**.

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

➋ 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



Adverb	Adjective
Adverbs ending in -ly	happy healthy fluent
Adverbs that take the same form as adjectives	hard early late
Irregular forms	good bad
	well badly

**A  
D  
V  
E  
R  
B  
S**



## Adverbs of Manner

- 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

## A. Rewrite the sentences. Use adverbs of manner.



Adel is a careful driver. Adel drives carefully.

العامي

SG3 U8  
Page 80

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.

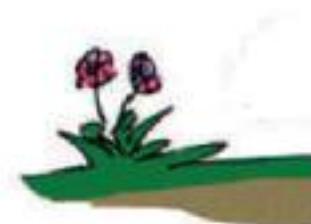
الكلمات المهمة

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Page 80

recklessly

**A:** Well, my son Brian drives \_\_\_\_\_ (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).

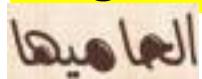
dangerously

people who drive \_\_\_\_\_ (dangerous).

But he still doesn't drive \_\_\_\_\_ (careful). Next time he is going to lose his license.

carefully

He had to go to a special class for



**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



رابط الدرس الرقمي



www.ien.edu.sa

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Page 82

العنوان



*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

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



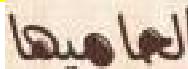
SG3 U8

Page 82

العاشر



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!

10/10

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

<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 الإثرااءات  
على المنصة



8 Drive Slowly!

يكتفى بصورة واحدة لتمرين واحد فقط 😊



# HOMEWORK

SCHOOL PLATFORM



## Platform

نوع السؤال: صواب أم خطأ

.You must let kids play with the steering wheel

صواب

خطأ

## واجب المنصة

### للذكير

# Workbook

Page 216 \ B

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

يكتفى بصورة واحدة لتمرين واحد فقط ☺



activity

8 Drive Slowly!





# 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*.

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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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*.



Page 217



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.

Page 217

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?

**Page 217**

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.



أتمنى الاهتمام بمتابعة ال دروس  
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

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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	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