

Special Students, Special Needs  
Special materials and equipment are provided, such as the large-print books needed by visually handicapped students and the tape recorders and taped texts needed by students with reading problems. The school nurse assists students with physical and health needs. The resource teacher works with the classroom teacher to set up behavior change programs for disruptive students and enrichment activities for advanced students. In this way the mainstreaming team collaborates to meet the needs of special students within the regular classroom.

### SPECIAL STUDENTS

Special students include those with handicapping conditions, gifted and talented students, and individuals with multicultural heritages. Although not all are mainstreamed for instruction, most special students have relatively mild learning problems and are able to succeed in the regular classroom.

Students with special needs make up a sizable proportion of the school community. In a collection of 100 students, there may be 11 or 12 who are handicapped and 3 to 5 who are gifted; depending on the community, there may be any number of students with multicultural heritages. Learning disabilities, mild retardation, behavior disorders, and speech and language impairments are the most common handicapping conditions; physical, health, vision, and hearing disorders are relatively rare. Mild handicaps are much more frequent than severe handicaps. It is likely that at least 75% of the handicapped population has mild learning needs that can be met, at least in part, in the regular classroom.

#### Students with Learning Disabilities

Teachers often use the word *puzzling* to describe students with learning disabilities. These students are average, even bright, learners who encounter difficulties in specific school sub-

jects. Because they seem capable and do learn some things quickly and easily, their failure to learn in other areas is perplexing.

Learning disabled students have adequate intelligence. Their learning problem is not due to hearing or vision handicaps, physical or health disorders, or emotional disturbance. The reason for their poor school performance is much more subtle and elusive: they have difficulty processing information. Information processing (sometimes called psychological processing) refers to the way in which persons receive, store, and express information. Learning disabled students may have difficulty receiving information because of attention or perception problems, their memory may be poor, or they may have difficulty communicating information to others because of expression problems. Learning disabled students may use poor strategies for learning (Alley & Deshler, 1979); for example, such students may be passive learners who fail to become actively involved in the learning task (Torgesen, 1977). When given a list of spelling words to learn or a text chapter to read, such students may simply stare at the page without actively studying its content.

Despite adequate general ability, learning disabled students experience school learning problems. They appear able to achieve, but their performance in school falls short of expectations. Even more perplexing than this discrepancy between expected and actual achievement is the variability of performance that characterizes learning disabled individuals. They are successful in some areas while having great difficulty in others. In addition, their performance may vary from day to day; teachers often comment that learning disabled students appear to know something one day but forget it the next.

Many different labels have been used to describe students with learning disabilities. Although the emphasis today is on educational terminology, it is still possible to encounter medical terms. For example, students with learning disabilities may be called "brain in-

## ACADEMIC PROBLEMS IN THE CLASSROOM

Students can experience difficulty with academic instruction at any age and in any subject. Such students come to the attention of their teacher when their classroom performance does not meet teacher expectations. Elementary teachers often describe students with academic problems as "achieving below grade level." Secondary teachers, on the other hand, take note of students who receive poor or failing grades in specific courses, such as English 9, biology, American history, or woodshop.

School learning involves the acquisition of both information and skills. Students are expected to absorb vast amounts of information in academic subjects and to develop and sharpen their thinking and learning skills. Problems can occur in any one of the three stages of learning: acquisition, maintenance, and generalization. Acquisition is initial learning, maintenance is the recall of previously learned material, and generalization is the application or transfer of learned material to similar situations and problems. Students may require more time to learn new information and skills, have difficulty sustaining performance over time, or fail to apply old learning to new situations.

Teachers evaluate student responses to determine whether learning is occurring as expected. Students respond in the classroom in a number of ways: oral answers to teacher questions, participation in class discussions, in-class assignments and homework, and quizzes and examinations. Academic problems are suspected if one (or more) of the following response patterns is evident:

- **High number of incorrect responses.** The majority of the student's responses are incorrect, or the student's accuracy rate falls below the criterion set by the teacher. For example, George solves only 6 of 10 subtraction problems correctly; the teacher's criterion is 90% accuracy.

- **Low number of responses.** The student fails to respond to a significant number of ques-

tions, problems, or activities. For example, Henry answers only 7 of the 15 questions at the end of the chapter.

- **Inconsistent responses.** The student's responses to the same question, problem, or activity vary in correctness from time to time. For example, Thelma writes all 20 spelling words correctly on the Wednesday practice quiz but scores only 40% on the test on Friday.

Inappropriate response patterns can be seen in any school subject. One typical trouble spot is basic skills: listening, speaking, reading, writing, and mathematics often are difficult for students to acquire, maintain, and generalize. The written language skills of reading and writing are built on the oral language skills of listening and speaking; students may have trouble with the reception of information (listening and reading), the expression of information (speaking and writing), or all aspects of the communication process. The development of basic skills is a high priority instructional goal in the elementary grades. Special students may experience difficulty with the rote aspects of these skills (e.g., word recognition, handwriting, spelling, mathematics facts and computation) or with the more cognitive aspects (e.g., reading comprehension, written expression, mathematics word problems).

At the secondary level, instruction centers around content areas rather than basic skills. The academic curriculum is organized according to bodies of knowledge: English (including both composition and literature) and other languages; science (biology, chemistry, physics); higher math (algebra, geometry, trigonometry); the social sciences (history, social studies, geography); and other areas such as art, music, and physical education. However, academic problems in basic skills may persist; students may not have acquired (or maintained) adequate reading, writing, and mathematics skills, or they may be unable to apply these skills to the acquisition of new information. Students may also have difficulty learning the skills, information, concepts, and principles of partic-

jured," "brain damaged," "neurologically impaired," "minimally brain dysfunctioned," or "perceptually handicapped"; these labels refer to the theory that learning disabilities are due to some type of damage to the central nervous system. There are also medical terms for common academic problems: dyslexia (difficulty in reading), dyscalculia (difficulty in math), and dysgraphia (difficulty in writing).

There has been much debate over what constitutes a learning disability and how the condition should be defined. One widely accepted definition, which has been incorporated into several state and federal special education laws, is that of the National Advisory Committee on Handicapped Children (1968).

A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. . . . The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, or of environmental, cultural, or economic disadvantage.

This definition, like most definitions of learning disabilities, excludes other handicapping conditions and points to information-processing deficits as the reason for poor school performance. In the regular classroom students with learning disabilities may have special needs in the areas of academic, behavioral, social, and physical performance.

**Academic Needs.** Learning disabled students typically experience difficulty in one or more of the basic school subjects. Young children may enter school with poor listening or speaking skills. In the early grades acquisition of language arts skills such as reading and spelling may prove difficult. For most elementary-aged students with learning disabilities, reading is the major stumbling block in academic achievement. However, some fare well in this area yet

have specific disabilities in other subjects such as math or handwriting.

The basic skill problems of learning disabled students persist into junior high and high school. These students may fail to acquire reading, writing, and perhaps math skills at a level equal to that of their peers. Although able to cope with the content of secondary-level courses, many learning disabled students achieve poorly because of their inability to read texts and complete written assignments. Those with poor listening skills find lecture presentations a serious problem.

**Behavioral Needs.** Some learning disabled students, particularly in the elementary grades, are characterized by a high activity level. Such students may be constantly in motion and, as a result, may have difficulty paying attention to school tasks. Others, not overactive, may be impulsive and distractible; they, too, may have difficulty focusing their attention on appropriate aspects of the learning environment.

Older students with learning disabilities often have behavioral needs in the area of study skills. They may be unable to work independently (at least in part because of poor academic skills). Attention may continue to be a problem, and organizational skills may be poor. In addition, there is some evidence of a link between learning disabilities and juvenile delinquency in adolescents (Keilitz, Zaremba, & Broder, 1979).

**Social Needs.** The social arena is another area in which students with learning disabilities may perform poorly. Recent research (e.g., Bryan, Pearl, Donahue, Bryan, & Pflaum, 1983) indicates that some learning disabled children and adolescents have social perception deficits. That is, they may lack the skills needed for understanding and communicating appropriate social messages. Social communication requires not only speech but also more subtle cues such as facial expression, vocal inflection, and body language; it becomes particularly important

when students enter the peer-conscious world of the adolescent.

*Physical Needs* Learning disabled students do not have obvious physical needs; in appearance they are indistinguishable from their regular class peers. However, some students with learning disabilities have motor coordination problems. They may appear clumsy and may perform gross motor skills, such as running and jumping, poorly. Fine motor skills such as cutting, manipulating small objects, and mastering the use of pencils and pens may also be troublesome areas. In school, motor problems such as these become evident in physical education and art activities and in academic tasks requiring handwriting.

*Special Services.* For learning disabled students with disabilities severe and comprehensive enough to warrant placement in separate programs, many districts offer special classes. However, the majority of students with learning disabilities remain in the mainstream throughout their educational careers and receive special services on a part-time basis from professionals such as resource teachers. Because learning disabled students have average ability and are able to achieve as well as regular class students in some areas, they are excellent candidates for successful mainstreaming.

### Students with Behavior Disorders

Behavior disorders are a more obvious handicap than learning disabilities. These students are often described by teachers as behavior problems or troublemakers. They may be rowdy, unruly, disruptive, and even aggressive. Some, whose behavior does not call attention to itself as readily, may appear withdrawn or depressed. All are characterized by inappropriate school behavior. Although most students with behavior disorders have adequate intelligence as well as acceptable hearing, vision, and physical abilities, they often show poor

achievement in academic skills. Some students, however, achieve satisfactorily despite inappropriate classroom behavior.

The term *behavior disorders* includes a wide range of disabilities. The most severe are seen in seriously emotionally disturbed students, such as psychotic and schizophrenic individuals; such students generally require intensive special education services and are not included in regular class instructional programs. However, most students with behavior disorders have relatively mild problems that can be dealt with successfully in the mainstream. In fact, the special needs of many of these students are virtually identical to those of the problem student found in every classroom.

Even though apparently obvious, the condition of behavior disorders is difficult to describe and define. It is necessary to decide which behaviors are appropriate and which are not. The problem is further complicated by the fact that all students behave inappropriately at one time or another in their school careers. Kauffman (1977) sidesteps some of these problems by defining students with behavior disorders as

those who chronically and markedly respond to their environment in socially unacceptable and/or personally unsatisfying ways but who can be taught more socially acceptable and personally gratifying behavior. (p. 23)

This definition contains several important points. First, behavior disorders are chronic and severe. The student's behavior must be inappropriate over time, not a one-time occurrence. The student's behavior problem must also be serious; it must in some way impair the student's ability to function in the school environment. Second, behaviors are judged to be inappropriate by either social or personal standards. This allows not only teachers and parents but also students themselves to determine problem behaviors. It also provides for inclusion of behaviors such as withdrawal that may be socially acceptable but are detrimental to the student. Third, Kauffman's definition rec-



are five steps: curricular choice, presentation, practice, mastery, and application.

1. *Selection of the learning task.* To make this curricular decision, the teacher considers the scope and sequence of the regular curriculum, the skills and information already acquired by the student, and the student's current interests and learning needs. The learning task represents the goal of instruction, and successful performance of this task is the desired student behavior.

2. *Presentation to the student of the material necessary for task performance.* The teacher uses procedures such as lectures, in-class activities, and reading assignments to provide the student with the skills and information required for the task. The teacher may model or demonstrate the skill or explain new information by presentation of rules, principles, and examples. Then the teacher gives directions for the performance of the task. The student's role at this stage is to give adequate attention to instruction and feedback to the teacher if instruction is unclear.

3. *Practice of the learning task.* The student first performs the task under the close supervision of the teacher (guided practice); gradually the teacher's guidance is withdrawn, and the student performs independently (independent practice). The teacher's role is to monitor student performance and provide feedback to the student regarding the adequacy of task performance. In guided practice, feedback is immediate, whereas in independent practice it is delayed. If a high proportion of student responses is incorrect, the teacher returns to the presentation step. Presentation and practice lead to acquisition of skills and information.

4. *Mastery of the learning task.* At some later time the student performs the task independently, and the teacher monitors student responses. If performance is not adequate, it may be necessary to return to the practice steps or even to the presentation steps. Mastery is

determined by maintenance of previously acquired learning.

5. *Application of previous learning.* The student performs tasks similar to the original learning task. If the teacher notes poor performance at this step, it may be necessary to re-teach the original task through presentation and practice or to devise a new instructional sequence in which generalization of skills or information is taught directly. Application generalizes previous learning.

The teacher directs instruction by selecting the desired student behavior, arranging instructional antecedents, and providing consequences such as feedback regarding performance accuracy. Even though the teacher is the instructional manager, student factors that influence learning must also be considered. Several of these are described in Figure 4.2. In addition, certain principles of teaching should guide the instructional process.

### Select Appropriate Learning Tasks

Selection of the learning task is a critical instructional decision. No matter how excellent the teaching procedures, instruction is ineffective if the task selected is inappropriate for the learner. The selection of the learning task is even more critical for special students because they may acquire new learning more slowly than their peers. Functional skills and information should be given priority, and the teacher should select the most useful portions of the regular curriculum as target behaviors.

In addition, tasks should be described as precisely as possible. Some, such as Mager (1984), advocate the use of instructional objectives, which are statements of the desired student behavior in specific, observable terms. They spell out the conditions under which the behavior should occur and the criterion for successful performance of the behavior. Objectives help to clarify the goals of instruction. Unlike broad goals such as "Students will read better," instructional outcomes are stated with preci-

ular content areas. Poor organizational and study skills may also interfere with student performance.

Career education is another aspect of school learning in which academic problems can arise. According to Brolin (1983) career education "is not simply preparation for a job. It is also preparation for other productive work roles that comprise one's total career functioning" (p. vii). One aspect of career education is specific vocational training experience at the secondary level. Career education also includes the application of basic skills and content area information to the solution of daily life problems, such as reading menus, making change, and selecting appropriate items to purchase. Students may have difficulty in the acquisition of specific vocational skills, such as typing, mechanical drawing, or welding. They may also have difficulty in the generalization of basic work habits, such as punctuality and task completion, and in the application of school learning to job and community situations.

Because academic instruction is one of the major goals of American education, academic problems are a concern to classroom teachers at all levels. However, as Montgomery (1978) points out, not all variations in student performance are learning problems.

Johnny reads with his book turned sideways, or kneels instead of sitting on his chair, or wears his jacket in class. Do we "fix" him or let him be? Before we can answer that question realistically we must ask, "Is it a problem for Johnny—or for us?" Does it hamper Johnny's learning, or do we see it as a problem because of our own preoccupation with things being normal, with Johnny acting like everyone else? (p. 112)

### PRINCIPLES OF INSTRUCTION

Despite their special learning needs mainstreamed students have the necessary skills to participate in many regular classroom activities. Special students may take part in all instructional aspects of the regular education program, or they may be mainstreamed only for

selected subjects. The decision is made on the basis of two factors: the student's skills in the subject area, and the usefulness or functionality of the academic subject for the student. When those students are mainstreamed only for those subjects that are useful to them and in which successful performance is probable, the regular education curriculum is appropriate; that is, what is taught need not be modified by the mainstreaming teacher. However, it is often necessary to alter instructional procedures; that is, how skills and information are taught to special students.

There is much known today about what teachers can do to have positive effects on student performance. This knowledge comes from a large body of research on teaching behaviors, sometimes known as the teacher effectiveness literature (Brophy & Good, 1986; Medley, 1982; Rosenshine & Stevens, 1986; Weil & Murphy, 1982). The major factors found to have a positive influence on student achievement are listed here (Weil & Murphy, 1982).

- Teachers maintain an academic focus in selecting classroom activities and directing classroom work.
- Teachers maintain direction and control in the management of the classroom learning environment.
- Teachers hold high expectations for the academic progress of their students.
- Students are accountable for the satisfactory completion of classroom work.
- Students work together, showing cooperation rather than competition.
- The affective climate of the classroom learning environment is not negative.

Among the most critical concerns in fostering student achievement are the quantity and pace of instruction (Brophy & Good, 1986). Both concerns are related to an opportunity to learn. Learning increases when more time is devoted to academic pursuits and when students are actually engaged in learning during that time. Learning also increases when students move through the curriculum at a brisk

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depending on the community.

4- What are the most common handicapping conditions?

- Learning disabilities, mild retardation, behavior disorders and speech and language impairments.

Students with learning Disabilities :-

Vocabulary:

- 1- puzzling
- 2- encounter - meet or face
- 3 perplexing - puzzle

Questions and Answers:

1- What is the word often used by teachers to describe students with learning disabilities?

- Teachers often use the word puzzling to describe students with learning disabilities

(2)



2- What does information processing refer to?

- Information processing refers to the way in which person receive, store and express information.

3- How teachers comment about their learning disabled students?

- Teachers often comment that learning disabled students appear to know something one day but forget it the next.

Academic Needs:

Learning disabled students typically experience difficulty in one or more of the basic school subjects. Young children may enter school with poor listening or speaking skills. In the early grades acquisition of language arts skills such as reading and spelling may prove difficult.

الاجابة: الاحتياجات الأكاديمية أو التعليمية:

يواجه الطلبة الذين لديهم صعوبات التعلم التي تحدث عادة في مهوية في مادة أو أكثر من المواد الدراسية الأساسية وقد يدخل الأطفال الذين يعانون من هذه الصعوبات في الصفوف الأولى في المدارس مع مهارات ضعيفة في القراءة والكتابة أو مهارات محدودة أو معدومة، وفي المراحل الأولى يواجهون صعوبات في اكتساب مهارات القنون اللغوية مثل القراءة والكتابة.

Vocabulary:

- 1- experience = suffer يواجه
- 2- persist = continue يواسل / مستمر
- 3- cope = deal successfully يكافح بنجاح
- 4- assignment = duty واجب / مهمة
- 5- stumbling block عائق / عقبة / عجز عثرة

(4)

Questions and Answers:

1. Which language arts skills difficult to acquire by disabled students in the early grades?

= In the early grades acquisition of language arts skills such as reading and spelling may prove difficult.

2. Why many disabled students achieve poorly?

= Many learning disabled students achieve poorly because of their inability to read texts and complete written assignments.



2- If he had more time, he would visit the zoo.  
S. V.

3- If you ate too much, you might get fat.  
S. past v.

ملامقة: يتصل هذا النوع للتعبير عن أمر غير محقق الحدوث في الحاضر أو في المستقبل.

3- Impossible to happen: مستحيل الحدوث

form [if + S. + had + p.p. + would, should + have + p.p. #علا] could, might

ex:

مما قبل

مما بعد

1- If I had gone yesterday, I should have seen him.  
S. P.P. P.P.

2- If I had had money, I would have bought a car.

3- If he had come early, he would have seen her.  
P.P. P.P.

ملامقة: يتصل هذا النوع للتعبير عن حدث لم يقع في الماضي وتكون (if يهتف لو).

Exercises:

\* Choose the suitable answer:

1. If the bus comes, I (would get, will get,  
would have got, get) on it.

2. If it stopped raining, we (may go, went,  
might go, might have gone) for a walk.

3. If you had visited Babylon, you (could see,  
could have seen, see, can see) the  
wonderful ruins.

\* put the verbs in brackets in the right tenses:

1. If mother (go) to market, she will do some  
shopping. goes

2. If he (speak) English, we might have understood  
him. had spoken

3. If a storm (take place), many houses would  
fall down. took place

Behavioral Needs :

Some Learning disabled students, particularly in the elementary grades are characterized by a high activity level. Such students may be constantly in motion and as a result, may have difficulty paying attention to school tasks.

الحاجات السلوكية :

إن بعض الطلبة الذين لديهم صعوبات في التعلم وهموماً في المراحل الابتدائية يمتازون بمستوى نشاط عالٍ، ومثل هؤلاء الطلبة يمتازون بدرجة دائمية وتبعية لذلك يصب علىهم الإغتياب الحاد الواهب في المدرسة.

Vocabulary :

1 juvenile = young person

حدث / يافع

2- particularly = especially

خاصة / خصوصاً

3 adolescent =

مراهق

« adolescent : person growing up from childhood

to adulthood » تعريف المراهق : شخص ينمو من فترة الطفولة الممتدة البلوغ

Questions and Answers:

1- What some Learning disabled students in elementary grades, are characterized ?

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- Some learning disabled students are characterized by a high activity level.

2. Why learning disabled students unable to work independently?

- They may be unable to work independently because of poor academic skills.

### Social Needs:

The social arena is another area in which students with learning disabilities may perform poorly. Recent research indicates that some learning disabled children and adolescents have social perception deficits. That is, they may lack the skills needed for understanding and communicating appropriate social messages.

الاجابة البرمجائية :



Vocabulary:

1. social = living together اجتماعي
2. indicate = point at or show يشير إلى
3. lack = missing ينقص / يفتقر إلى

\* Complete the following sentences:

\*\* Social communication requires not only speech but also more subtle cues such as facial expression, vocal inflection and body language.

physical Needs: الحاجات البدنية أو الجسدية

Vocabulary:

1. obvious = clear واضح
2. manipulating = handle skillfully يعمل باليد
3. troublesome = difficulty مزعج / شاق
4. coordinate = تناسق
5. clumsy = أحمق / غير بارع

\* Complete the following :-

- Learning disabled students may appear clumsy and may perform gross motor skills, such as running and jumping poorly.

## 1 Academic Problems in the Classroom :

المشاكل الأكاديمية أو الدراسية في الصف

### Vocabulary:-

- |                             |            |
|-----------------------------|------------|
| 1 determine - limit or fix  | حدد / حدد  |
| 2 participation = take part | مشاركة     |
| 3 respond = answer          | جيب / يجيب |

### Questions and Answers:-

1. In which stages of learning problems can occur?

Problems can occur in any one of the stages of learning: acquisition, maintenance, and generalization.

2. What are the ways that students respond in the classroom?

- oral answer to teacher questions.
- participation in class discussion.
- in class assignments and homework.
- quizzes and examinations.

\* Complete the following:

1. School learning involves the acquisition of both informations and skills.

2. Academic problems are suspected if one or more of the following response patterns is evident  
 1. High number of incorrect responses,  
 2. Low number of responses, 3. Inconsistent responses.

Define the following terms:

= Acquisition: is initial learning.

= Maintenance: is the recall of previously learned material.

= Generalization: is the application or transfer of learned material to similar situation.

Principles of Instruction : مبادئ التعليم

Vocabulary :

- 1- principles مبادئ
- 2- management إدارة / قيادة
- 3- environment محيط / وسط / بيئة
- 4- expectations توقعات
- 5- cooperation تعاون
- 6- Competition منافسة
- 7- goal = aim هدف
- 8- monitor = watch يراقب
- 9- original = first أصلي / جديد
- 10- factors عوامل

Questions and Answers :

1- What are the major factors found to have a positive influence on student achievement?

1- Teachers maintain an academic focus in selecting classroom activities and directing classroom work.

2- Teachers maintain direction and control in the management of the classrooms learning environment.

3- Teachers hold high expectations for the academic progress of their students.

4- Students are accountable for the satisfactory completion of classroom work.

5- Students work together, showing cooperation rather than competition.

6- The affective climate the classroom learning environment is not negative.

2- What are the five steps of instruction?

1- Selection of the learning task.

2- presentation to the student of the material necessary for task performance.

3- practice of the learning task.

4- Mastery of the Learning task.

5- Application of previous learning.

(15)

الموضوع : المبتدئ للمجهول الثانية / / / ٢٠١١

## Passive Voice

المبتدئ للمجهول المبتدئ للمجهول المبتدئ للمجهول  
كيف تحول كيف  
- How to change into passive?

١- تبتعد عن المفردات وتنضم في بداية الجملة.

٢- تستعمل فعل مساعد مناسب (is, are, was, were)

٣- تأتي التصريف الثالث للفعل ثم يقيت الجملة مع ما دمقطة

٤- حذف الفاعل من الجملة الرئيسية

الجملة التصريف الثالث للفعل فعل مساعد مفعول به  
Base [ object + helping verb + p-p- + complement ]

ex: Ali breaks the window. (active)

- The window is broken. (passive)

٥- ملاحظة (١): إذا كان زمن الجملة التمهيلية (مضارع أو

ماضي تام) فمبتدئ المبتدئ للمجهول علينا أن نضع (been)

بين (has) والتصريف الثالث للفعل.

ex: Ali has broken the glass.

- The glass has been broken.

They had repaired your car.

- Your car had been repaired.

ملامقة (٢) : إذا كان زمن الجملة التمهيلية في حالة المضارع  
المستقر أو الماضي المستمر فتمتد عمل المبتدئ الجوهري تستخدم  
( being ) وتميزها بين الفعل المساعد والصرف الثالث  
للفعل .

ex: He is writing a letter .

- A letter is being written .

She was feeding the hens .

- The hens were being fed .

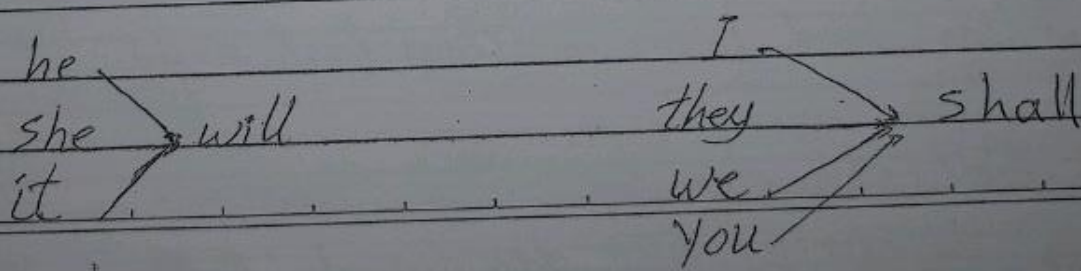
ملامقة (٣) : إذا لامتوت الجملة التمهيلية في صيغة  
المستقبل (أحد الأفعال التامية ، مثل will , shall , can , may )  
فتمتد عمل المبتدئ الجوهري يجب أن تستخدم ( be ) وتميزها بين  
الفعل التامية والصرف الثالث ، الفعل

ex: 1 Ali will write a letter .

- A letter will be written .

2 I shall post it tomorrow .

- It will be posted tomorrow .



طريقة (٤) : إذا لم يتبع الجملة الرئيسية على ظرف زمان أو مكان أو حال فأن موقع الظرف في جملة المبتدأ المجهول يكون بين الفعل المساعد والتصريفي الثالث للفعل.

ex: 1. Ali always writes letters.

- Letters are always written.

2. He shut the door noisily.

- The door was shut noisily.

3. She reads this story last night.

- This story was read last night.

Exercise / change into passive :

1. They will eat apples tonight.

- Apples will be eaten tonight.

2. She was cleaning the room when I entered.

- The room was being cleaned when I entered.

3. He had written a letter last night.

- A letter had been written last night.

4. Scientists develop new theories.

- New theories are developed.

(18)



# Irregular Verbs

: عيبه

Present	past	past participle
arise	arose	arisen
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
find	found	found
fly	flew	flown

(19)

Present / Past / Past participle

: Example

present

Past

Past participle

get

got

got

give

gave

given

go

went

gone

hang

hung

hung

have

had

had

hear

heard

heard

hit

hit

hit

hold

held

held

Keep

kept

kept

Know

knew

known

lead

led

led

learn

learnt (or)

learnt (or)

learned

learned

leave

left

left

lose

lost

lost

make

made

made

meet

met

met

put

put

put

pay

paid

paid

read

read

read

ride

rode

ridden

ring

rang

rung

(20)

٤١٥٥١ / / ٤١٥٥١

present	past	past participle
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spell	spelt	spelt
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
tell	told	told
think	thought	thought
understand	understood	understood

(21)

الآتي

present

past

: عاقبة

past participle

wake

wake

woken

wear

wore

worn

win

won

won

write

wrote

written

« Regular Verbs »

present

past

past participle

work

worked

worked

live

lived

lived

behave

behaved

behaved

study

studied

studied

copy

copied

copied

carry

carried

carried

drop

dropped

dropped

plan

planned

planned

stop

stopped

stopped

clap

clapped

clapped

step

stepped

stepped

travel

travelled

travelled

control

controlled

controlled

تنبه : بعض الأفعال المنتهية في الماضي والمضارع الثلاث مثل:

put, let, hurt, hit, cut, bet, read, set, shed, shut, spread.