

**2023-2022**  
كتاب الطالب (تعديل)

- a** Choose the most appropriate completion a, b or c.
- Human rights are guaranteed to each individual in society .....  
a after death      b during lifetime      c after the age of 18
  - In comparison with civil rights, human rights .....  
a are given to individuals by the government  
**b are acquired by nature**  
c are freedoms made by the individuals themselves
  - The right to use public facilities is an example of a .....  
a human right      b natural right      c civil right
  - It is ..... to prevent people from participating in political life.  
a urgent      b legal      c illegal
  - Legislations are formed by the government to ..... that people enjoy their civil rights.  
a assure      b ignore      c protect

- b** Find words in the text which have the opposite meaning to the following words.
- |                    |                 |                  |
|--------------------|-----------------|------------------|
| 1 dead .....       | 3 unjust .....  | 5 admitted ..... |
| 2 artificial ..... | 4 allowed ..... | 6 negative ..... |

- c** Fill in the gaps with words from the box to complete the following paragraph.

completed obligations addition standards responsibility



The right to education includes a <sup>1</sup> ..... to provide basic education for individuals who have not <sup>2</sup> ..... primary education from the school and college levels. In <sup>3</sup> ..... to this access to education necessities, the right to education includes the <sup>4</sup> ..... of the students to avoid discrimination at all levels of the educational system, to set minimum <sup>5</sup> ..... of education and to improve its quality.

**2026-2025**  
كتاب الطالب (تعديل)

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a after death      b during lifetime      c after the age of 18
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a are given to individuals by the government  
**b are given by God**  
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a human right      b natural right      c civil right
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**a** Match the sentence beginnings on the left with the endings on the right.

- |                             |   |
|-----------------------------|---|
| 1 These chemicals           | a that button, it turns the printer on. |
| 2 If you pull               | b to flash after a few seconds.         |
| 3 The zoologist extracted   | c react with each other.                |
| 4 When you press            | d in the theory.                        |
| 5 They experimented         | e that lever, it starts the machine.    |
| 6 I believe there is a flaw | f the animal to see why it died.        |
| 7 They had to dissect       | g the organs from the animal.           |
| 8 A red light started       | h with different liquids.               |

**b** Make other parts of speech from the words in brackets to complete the following sentences.

- ..... is an essential factor for making any success in life. (*motiva*)
- He should be able to solve the problem. He's reasonably ..... (*intelligen*)
- Before going to the airport, you should check your travel ..... s. (*requi*)
- Many colours are used in the national flag. Each has a specific ..... (*symbol*)
- The necklace would be worth over SYP 500,000 at ..... prices. (*current*)
- After finishing secondary school, he's going to ..... in medicine. (*specialisatio*)

**Pronunciation** Strong and Weak Forms of Auxiliary verbs

Notice that every single weak form has the vowel changed into schwa /ə/.

Auxiliary Verb	Weak	Strong	Example	
			Weak	Strong
am	/əm/	/æm/	Am I late?	Yes, I am.
are	/ə/	/ɑ:/	Are they going?	Yes, they are.
is	/s/	/ɪz/	This cat's fast?	Yes, it is.
	/z/		Who's coming?	Ali is.
was	/wəz/	/wɒz/	Was the weather terrible?	Yes, it was.
has	/həz/	/hæz/	Has the rose died?	Yes, it has.
	/həs/		The milk's gone sour, hasn't it?	
have	/həv/	/hæv/	Have you ever been there?	Yes, I have.
do	/də/	/du:/	Do they come early?	Yes, they do.
does	/dəz/	/dʌz/	Does the train leave at five?	Yes, it does.

**a** Match the sentence beginnings on the left with the endings on the right.

- |                             |   |
|-----------------------------|---|
| 1 These chemicals           | a that button, it turns the printer on. |
| 2 If you pull               | b to flash after a few seconds.         |
| 3 The zoologist extracted   | c react with each other.                |
| 4 When you press            | d in the theory.                        |
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| 7 They had to dissect       | g the organs from the animal.           |
| 8 A red light started       | h with different liquids.               |

**b** Make other parts of speech from the words in brackets to complete the following sentences.

- ..... is an essential factor for making any success in life. (*motivate*)
- He should be able to solve the problem. He's reasonably ..... (*intelligence*)
- Before going to the airport, you should check your travel ..... s. (*require*)
- Many colours are used in the national flag. Each has a specific ..... (*symbolic*)
- The necklace would be worth over SYP 500,000 at ..... prices. (*currently*)
- After finishing secondary school, he's going to ..... in medicine. (*specialisation*)

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have	/həv/	/hæv/	Have you ever been there?	Yes, I have.
do	/də/	/du:/	Do they come early?	Yes, they do.
does	/dəz/	/dʌz/	Does the train leave at five?	Yes, it does.
can	/kən/	/kæn/	Can you speak English?	Yes, I can.

## Progress Test 1

### Reading

Read the following text then do the tasks below.

Most students, when they go to university, see this experience as a first step in their career. Where then they will go to the job market to get an opportunity. But some students have some great ideas and don't wait until they graduate. With so many free resources and technology available, many students are able to find different ways to start their own small business while they are still in college.

**SHABAB** Strategy (Highlighting and Building Abilities for Business) is one of the projects of the Syrian Trust for Development headed by *Assad al-Assad*. It is a non-profit Syrian project that works on rehabilitating the skills of young people between the ages of 15 and 24 and developing their basic skills. It is the first project of its kind in Syria that aims to support the culture of organising and operating a business among Syrian youth to encourage them to enter the business world and provide young people with skills that enable them to become productive members of society. It also aims to create a positive impression on the Syrian society towards working in the business world and establishing small projects.

**SHABAB** Project aims at providing practical training and career advice to university students to improve future employment prospects. The training courses range from the rules of conducting job interviews and writing a CV or enhancing knowledge of the business environment and developing professional skills. Certified coaches and career advisors coach and guide students as they search for a job in the labour market or evaluate their career. While the courses for outstanding students who aspire to be pioneers focus on teaching the basic principles of business and helping them develop their own businesses. At present, the project operates within three clinics that work in three Syrian universities, and the project has so far succeeded in reaching 175,000 students.

**a** Read the text and decide whether these statements are **True** or **False**. (8 marks)

1. Different sources of technology make it easier for university students to start their own business.
2. SHABAB Project targets postgraduate students.
3. The project is based on helping young people for free.
4. The project is being applied in all Syrian cities.

## Progress Test 1

### Reading

Read the following text then do the tasks below.

#### Preparing for the Future: Building University Students' Skills for the Job Market

The job market is changing fast, and students need more than just classroom knowledge to succeed. Employers look for skills like clear communication, teamwork, and creative problem-solving. Learning to adapt to new tools and ideas is also important in a tech-driven world. Familiarity with emerging technologies like artificial intelligence, cloud computing, or cybersecurity basics equips students to **thrive** in industries undergoing rapid digital transformation.

Universities can help by offering **internships**, group projects, or courses that teach digital skills (e.g., coding or data analysis). Hands-on experiences, like part-time jobs or volunteering, build practical skills and confidence. Engaging in global collaborations or cross-cultural projects prepares students for the **nuances** of an interconnected, remote-friendly workforce. Students should also practice networking—connecting with professionals online or at events—to learn about careers and opportunities. Seeking **mentorship** or participating in industry-specific workshops can provide tailored guidance and **accelerate** professional growth.

Critical thinking helps students analyze problems and make smart decisions. Emotional intelligence—such as **empathy** and self-awareness—is equally vital for resolving conflicts, leading teams, and fostering inclusive workplaces. Time management is key too, as balancing studies, work, and personal life prepares them for busy jobs. Learning shouldn't stop after graduation; online courses or workshops keep skills updated.

Students should also prioritize ethical decision-making and sustainability practices, ensuring their contributions align with societal and environmental responsibilities. By focusing on these areas, students become strong candidates for future jobs. Building skills now creates a path to success. With effort and planning, every student can be ready for tomorrow's challenges.

**a** Read the text and decide whether these statements are **True** or **False**.

1. Employers prioritize classroom knowledge over skills like communication and teamwork.
2. Global collaborations help students adapt to remote-friendly workplaces.
3. Time management is irrelevant for balancing studies, work, and personal life.
4. Volunteering is listed as a hands-on experience that builds confidence.

**b** Find words in the text which mean.

1. professional life (paragraph 1)
2. improving one's abilities (paragraph 2)
3. seek to attain a goal (paragraph 3)

(6 marks)

**Grammar**

**a** Choose the right answer a, b, c, or d.

(12 marks)

1. I can't phone for an ambulance - I ..... my mobile.  
a. loses                      b. have lost                      c. am losing                      d. will lose
2. She hurt her back while she ..... in the garden.  
a. is working                      b. was working                      c. has worked                      d. had worked
3. Tropical storms often ..... in the Caribbean.  
a. occur                      b. will occur                      c. are occurring                      d. have occurred
4. Please don't make so much noise. I ..... to work.  
a. 'm trying                      b. try                      c. tried                      d. has tried
5. I always ..... the TV news when I lived abroad.  
a. watched                      b. am watching                      c. have watched                      d. will watch
6. I didn't watch the programme about hurricanes on TV last night, because I ..... a similar programme.  
a. had already seen                      b. was already seen                      c. has already seen                      d. is already seeing

**b** Rewrite the following sentences using a causative verb.

(10 marks)

e.g. Lisa didn't repair the hairdryer herself. She had it repaired.

1. I didn't cut my hair myself. I .....
2. The mechanic is changing the oil in my car. ....
3. Ben isn't going to build that wall himself. ....
4. My father hasn't planted the trees himself. ....
5. Sarah doesn't tidy the room herself. ....

**c** Change these sentences into the passive voice.

(18 marks)

1. They send you an email confirming your purchase.
2. People believed that money was a source of happiness.
3. People must always follow safety procedures.
4. The public is losing confidence in cheques.
5. They had caught Ms. Lee taking things from the shop.
6. Accountants have reported that the firm made a loss.

**b** Match the words in bold with their meanings below:

1. the ability to understand people's feelings and problems
2. a job that lasts for a short time to gain experience
3. to reach a desired level of accomplishment
4. to move faster
5. a very slight difference in manner, colours, meaning, etc.
6. the influence or guidance given by a trusted counselor

**Grammar**

**a** Choose the right answer a, b, c, or d.

1. I can't phone for an ambulance - I ..... my mobile.  
a. loses                      b. have lost                      c. am losing                      d. will lose
2. She hurt her back while she ..... in the garden.  
a. is working                      b. was working                      c. has worked                      d. had work
3. Tropical storms often ..... in the Caribbean.  
a. occur                      b. will occur                      c. are occurring                      d. have occur
4. Please don't make so much noise. I ..... to work.  
a. 'm trying                      b. try                      c. tried                      d. has tried
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a. watched                      b. am watching                      c. have watched                      d. will watch
6. I didn't watch the programme about hurricanes on TV last night, because I ..... a similar programme.  
a. had already seen                      b. was already seen                      c. has already seen                      d. is already

**b** Rewrite the following sentences using a causative verb.

e.g. Lisa didn't repair the hairdryer herself. She had it repaired.

1. I didn't cut my hair myself. I .....
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5. Sarah doesn't tidy the room herself. ....

## Unit 9



## Citizenship

### Reading

a Before you read the text, match these words to their definitions.

- |                  |   |
|------------------|---|
| 1. acquisition   | a. additional results of something you do                           |
| 2. enacted       | b. something that stops people doing what they want to do, limiting |
| 3. predominantly | c. the process by which you gain something                          |
| 4. claim         | d. to state that something is legally yours                         |
| 5. ramifications | e. mostly or mainly   |
| 6. restrictive   | f. to make a proposal into a law                                    |

### Syrian Nationality Law

Nationality Law is the law governing the acquisition, transmission and loss of Syrian citizenship. Syrian citizenship is the status of being a citizen of the Syrian Arab Republic and it can be obtained by birth or naturalisation. The Syrian Nationality Law was enacted in 1969, by Legislative Decree 27.

#### Nationality at birth

The Syrian nationality is determined predominantly by paternity (father). The place of birth is irrelevant, and being born in Syria does not grant an automatic right to Syrian nationality. Birth to a Syrian mother does not automatically confer nationality. If a Syrian woman marries a foreign husband, their children will have the foreign husband's nationality and have no claim to Syrian nationality, even if they were born and raised in Syria. The legal ramifications are that these persons face a number of obstacles, one of which is their inability to work in the public sector. It is also harder and more restrictive for foreigners to own real estate in Syria.

## Unit 9



## Citizenship

### Reading

a Before you read the text, match these words to their definitions.

- |                |   |
|----------------|---|
| 1. common good | a. unity and support among people, especially during hardships  |
| 2. thrive      | b. continual for a long time                                    |
| 3. empower     | c. a deep sympathy for another's suffering and a desire to help |
| 4. compassion  | d. the well-being and benefit of all people in a community      |
| 5. solidarity  | e. to become successful, strong, healthy, etc.                  |
| 6. sustainable | f. to give somebody the power to do something                   |

### Our Duties and Responsibilities in Society

Living in a society means we share both rights and duties. While enjoying rights like education and safety, we must also contribute to the common good. Understanding our duties ensures a balanced, fair community where everyone thrives.

Firstly, we have basic duties: obeying laws that protect order, paying taxes to fund services like healthcare and schools, and showing respect for others' rights and dignity. These actions create trust and stability.

Beyond this, active participation strengthens society. Volunteering for example allows us to meet the local needs, like protecting the environment – through recycling or reducing waste – which is considered vital for future generations.

Personal responsibility matters too. Pursuing education and maintaining health empower us to contribute effectively. Staying informed about global and local issues helps us make thoughtful and powerful decisions.

### Naturalisation

The other way to acquire Syrian nationality is through naturalisation. Non-nationals who have resided in the country for over 5 years and fulfilled a number of other requirements can apply for naturalisation. The requirements are eased for individuals from another Arab country, such as the requirement to be able to speak and read Arabic fluently.

A foreign woman who marries a Syrian man can naturalise on the basis of that marriage, but a foreign husband cannot acquire Syrian citizenship on the basis of marriage to a Syrian wife.

#### b Answer the following questions about the text.

1. Define the Syrian Nationality Law.  
.....
2. How can Syrian nationality be obtained?  
.....
3. What is the Syrian nationality determined by at birth?  
.....
4. What obstacles face persons who are born in Syria to a Syrian woman and a foreign husband?  
.....
5. Who can apply for Syrian naturalisation?  
.....

#### c Read the text again and decide whether these statements are True or False.

1. Individuals from another Arab country, who aren't able to speak and read Arabic fluently, cannot apply for Syrian naturalisation. ....
2. Being born in Syria grants an automatic right to Syrian nationality. ....
3. Syrian citizenship is obtained by birth or naturalisation. ....
4. A foreign woman married to a Syrian man can't get Syrian nationality. ....

### Vocabulary Words Related to Citizenship

Use words from the list to complete the following sentences.

community patriotism rights positive moral elections

1. Good citizens would participate in ..... by choosing the candidate they feel the best.
2. Citizens have ..... but they must also be aware of their responsibilities towards their community.

Empathy bridges individual and collective well-being. Supporting those facing hardships - through kindness or charity- fosters solidarity. Even small acts, like aiding a neighbour, ripple into broader positive change.

Ultimately, a harmonious society relies on everyone's effort. By embracing our roles with dedication and compassion, we build a foundation for progress. Each responsible choice, no matter how minor, weaves into the larger tapestry of a just, sustainable world. Let's commit to these duties, knowing that together, we shape tomorrow.

#### b Answer the following questions about the text.

1. Name two basic duties mentioned in the text.  
.....
2. What are two examples of services funded by taxes?  
.....
3. What environmental actions does the text suggest to protect future generations?  
.....
4. Why is personal health mentioned as a responsibility to society?  
.....

#### c Read the text again and decide whether these statements are true or false.

1. Paying taxes provides money for services like healthcare and schools.
2. Obeying laws is optional if you disagree with them.
3. Protecting the environment is only important for the current generation.
4. Empathy has a vital connection to collective well-being.

### Vocabulary

Use words from the list to complete the following sentences.

laws respect taxes voting balanced environment

1. Fulfilling our responsibilities leads to a ..... society where equality thrives.
2. Following ..... is a basic duty that prevents chaos and harm.
3. Citizens' ..... fund infrastructure, healthcare, and education systems.
4. Preserving the ..... safeguards natural resources for those who come after us.
5. Treating others with ..... builds mutual trust and social cohesion.

3. Good citizens must work for the prosperity of the ..... they live in.  
4. They should also respect the ..... norms of the society.  
5. Civic engagement is the ..... involvement in the affairs of the community.  
6. .... is when someone has the passion to serve their country.

### Pronunciation Homographs

Read the following sentences. Match the homographs in bold in each sentence with *a* or *b*.

1. I **object**<sup>1</sup> to that **object**<sup>2</sup> in class because a cell phone is distracting.  
a. noun /'ɒbdʒekt/: an item      b. verb /əb'dʒekt/: to disagree
2. It is the perfect time to **present**<sup>1</sup> the **present**<sup>2</sup> to your mother.  
a. verb /pri'zent/: to offer or give      b. noun /'prezənt/: a gift
3. She has **tears**<sup>1</sup> in her eyes whenever she **tears**<sup>2</sup> old photos.  
a. verb /teə/: to damage      b. noun /tɪə/: drops of liquid come out of eyes
4. The bandage was **wound**<sup>1</sup> around the **wound**<sup>2</sup>.  
a. noun /wu:nd/: an injury in the skin      b. verb /waʊnd/: twisted or wrapped around
5. How long will the **live**<sup>1</sup> fish **live**<sup>2</sup> without food?  
a. verb /liv/: to survive      b. adjective /laɪv/: not dead
6. The shoes were too **close**<sup>1</sup> to the door for it to **close**<sup>2</sup> completely.  
a. adjective /kloʊs/: near      b. verb /kləʊz/: to shut

### Grammar Paired Conjunctions

both ... and, not only ... but also, either ... or, neither ... nor

a Complete the following sentences with *is / are / have / has*.

1. Both the teacher and the student ..... here.
2. Neither the teacher nor the student ..... here.
3. Not only the teacher but also the student ..... here.
4. Not only my brother but also my sister ..... a doctorate in science.
5. Either the students or the teacher ..... planning to come.
6. Either the teacher or the students ..... planned to come.
7. Either my brother or my sister ..... going to tutor me in science.
8. Neither my brother nor my sisters ..... teachers.

### c. How to write an informal letter

#### Writer's Address

Street,  
Town,  
Country,  
Postcode

#### Date

Day/ Month/ Year

#### Name or title

Dear

#### Introduction

#### Body of the letter

#### Conclusion

#### Signature

#### Your name

d. How to write a formal letter

Writer's Address

Street,  
Town,  
Country,  
Postcode

Date

Day/ Month/ Year

Recipient's Address

Name,  
Street,  
Town,  
Postcode.

Name or title

Introduction

Three main points of the letter

- 1.
- 2.
- 3.

Conclusion

Signature

Your name

e. How to write a formal email

The image shows a screenshot of an email composition window. At the top, it says "New message". Below that are fields for "From:", "To:", and "Subject:". There is a large text area for the message body. At the bottom right, there is a "Send" button. The window has a standard title bar with minimize, maximize, and close buttons.

f. How to write a report

Parts of a report:

1. **The title**
2. **Introduction:** It introduces the topic and purpose of the report and may summarize the material in the report. You might find the following kinds of documents as parts of a report's introduction.
3. **Key facts:** A table of contents listing the main parts of the report. The use of bullet points to separate the information under the *key facts* heading.
4. **Recommendations:** They tell what action should be taken based on the information you have presented. Some short reports and form reports do not have explicit recommendations.
5. **Conclusion:** It summarises the key points. It is a summary of the report telling the main idea and conclusion of the report (many readers will only read this part of the report!)

g. How to write a review of a play or a film you have seen

- Follow the following format:
- Write the name of the play or a film
- Write about the story and main characters
- The performances/the set/the special effects
- Your opinion

#### h. How to write a Curriculum Vitae ( CV )

**Name:** Amer Hallak  
**Date of Birth:** 15/06/1985  
**Nationality:** Syrian  
**Marital Status:** Single

**Qualifications:**  
2005 Obtained a degree in Pharmacology, Aleppo University  
2008 Obtained a diploma in marketing, Aleppo University

**Professional Experience:**  
2009-2012 University of Damascus  
Scientific Research in Pharmacology  
2012-2016 Damascus International Fair  
Participated in Drug Development Programme  
2016-2020 Dar Aldawa Company, Damascus  
Manager of marketing, responsible for marketing new drugs  
2020 – Present Shifaa Pharmacy  
Pharmacist at my own pharmacy

**Languages:** Arabic (native speaker)  
English (fluent)

**Interests:** tennis, travel and computer applications

## Appendix V

### Irregular Verbs

- Several of the most frequent verbs in the English language have irregular forms in the past. It is not difficult to learn these forms once you know the simple rules. The verbs are divided into eight sections for this purpose.
- In sections 8 & 4, the past and past participle forms are always different from each other. In all other sections (except section 1), the past participle form is always identical with the past.
- These patterns are based on pronunciation. Occasionally sounds change where spelling does not, or vice versa; we have indicated the pronunciation where necessary.

1. Essential verbs (no particular pattern)		
be	was / were	been
do	did	done
get	got	got
go	went	gone
have	had	had
2. Verbs with no change		
burst	burst	burst
cost	cost	cost
cut	cut	cut
hit	hit	hit
hurt	hurt	hurt
let	let	let
put	put	put
set	set	set
shut	shut	shut
spread	spread	spread
3. Verbs with one vowel change		
dig	dug	dug
feed	fed	fed
fight	fought	fought
find	found	found
hang	hung	hung
hold	held	held
lead	led	led
light	lit	lit
meet	met	met

**2023-2022**  
**كتاب الأنشطة (حذف)**

read	read	read
shine	shone	shone
shoot	shot	shot
sit	sat	sat
slide	slid	slid
speed	sped	sped
spit	spat	spat
stick	stuck	stuck
strike	struck	struck
swing	swung	swung
win	won	won
wind	wound	wound
<b>4. Verbs with two vowel changes</b>		
become	became	become
begin	began	begun
come	came	come
drink	drank	drunk
ring	rang	rung
run	ran	run
sing	sang	sung
sink	sank	sunk
swim	swam	swum
<b>5. Verbs changing to -ought or -aught</b>		
bring	brought	brought
buy	bought	bought
catch	caught	caught
fight	fought	fought
teach	taught	taught
think	thought	thought
<b>6. Verbs with no vowel change, but a change in the final consonant (-t or -d is added)</b>		
bend	bent	bent
build	built	built
burn	burnt	burnt
lay	laid	laid
learn	learnt	learnt
lend	lent	lent

**2023-2022**  
**كتاب الأنشطة (حذف)**

make	made	made
pay	paid	paid
say	said	said
send	sent	sent
smell	smelt	smelt
spend	spent	spent
spill	spilt	spilt
<b>7. Verbs with one vowel and one consonant change</b>		
bleed	bled	bled
creep	crept	crept
deal	delt	dealt
dream	dreamt	dreamt
feel	felt	felt
flee	fled	fled
hear	heard	heard
keep	kept	kept
lean	leant	leant
leave	left	left
lose	lost	lost
mean	meant	meant
sell	sold	sold
sleep	slept	slept
stand	stood	stood
sweep	swept	swept
tell	told	told
understand	understood	understood
<b>8. Verbs with one or two vowel changes and past participle ending in (-n or -en)</b>		
bite	bit	bitten
blow	blew	blown
break	broke	broken
choose	chose	chosen
draw	drew	drawn
drive	drove	driven
eat	ate	eaten
fall	fell	fallen

2023-2022

كتاب الأنشطة (حذف)

fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
give	gave	given
hide	hid	hidden
know	knew	known
lie	lay	lain
ride	rode	ridden
rise	rose	risen
see	saw	seen
shake	shook	shaken
speak	spoke	spoken
steal	stole	stolen
swear	swore	sworn
tear	tore	torn
throw	threw	thrown
wake	woke	woken
wear	wore	worn
write	wrote	written