

Present Simple Tense:

I. Present simple uses :

We use the Present Simple tense for several key reasons :

1. **Habits and Routines:** Actions that happen regularly.

Example:

- I **drink** coffee every morning.

2. **General Truths and Facts:** Things that are universally or generally true.

Example:

- The sun **rises** in the East.

3. **Permanent Situations:** Situations that are long-term or unchanging.

Example:

- She **works** in a hospital.

4. **Scheduled Events (Future):** Fixed timetables or programs.

Example:

- The train **leaves** at 9:00 a.m. tomorrow.

I. The Rule and Exceptions (Form)

A. General form

1. **I, You, We, They:** Use the base form of the verb (**stem**) (e.g., work, play)

- I **play** football everyday

2. **He, She, It** (Third Person Singular): Add **-s** to the base verb (e.g., works, plays).

- She **cooks** the breakfast every morning

B. Spelling Exceptions (He/She/It)

With verbs ending in **-s, -sh, -ch, -x, -z, -o**: Add **-es**.

Example: wash → washes ; go → goes.

- Amina **washes** her face 5 times a day

- C. Verbs ending in a **consonant + y**: Change **y** to **-ies**.

Example: study → studies; worry → worries.

- John **studies** English in the university

- D. Verbs ending in a **vowel + y**: Just add **-s**.

Example: play → plays.

- She **pays** the bills of her own house constantly

E. Stative Verbs :

Stative Verbs are verbs describing a state, emotion, or opinion like (know, love, need...) are almost always used in the Present Simple form.

Example:

- I **know** the answer. (NOT: I am knowing the answer.)

I. Irregular Verbs: To Be, To Have, and To Do

A. The Verb "To Be" used to describe and introduce

Affirmative: I am

You/We/They **are**

He/She/It **is.**

Negative: I am not

You/We/They **aren't**

He/She/It **isn't.**

Question: Am I? / Are you? / Is he?

B. The Verb "To Have" used for possession

Affirmative:

I/You/We/They **have**

He/She/It **has.**

Negative/Question (requires auxiliary): Use don't have or doesn't have.

Example:

- She **doesn't** have a car.
- **Do** you have time?

C. The Auxiliary Verb "To Do" Used to form negatives and questions with all verbs except 'to be'.

Form:

Do (I, You, We, They) /

Does (He, She, It).

Rule: When using Do/Does, the main verb must be in its base form.

Example:

- He **works** here. → **Does** he **work** here?

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Sentence Structures

1. Affirmative Sentences (Statements)

These sentences state a fact or routine.

Example:

- I **live** in the city.
- She **studies** English.

2. Negative Sentences (Negations)

To make a sentence negative, you use the auxiliary verb do plus not.

Rule: Use the auxiliary verb DO or DOES + NOT + the Base Verb.

For I, You, We, They: Use do not (or the contraction don't).

Example:

- We **don't work** on Sundays.
- I **don't like** spicy food.

For He, She, It: Use does not (or the contraction doesn't).

Example:

- He **doesn't drive** a truck.
- It **doesn't rain** much here.

Key Point: The main verb is always in its base form in the negative. The 's' that belongs to the third person is put on the auxiliary verb (do → does).

1. Interrogative Sentences (Yes/No Questions)

To form a yes/no question, you place the auxiliary verb Do or Does at the beginning.

Rule: Start with DO or DOES + SUBJECT + the Base Verb?

- a. For I, You, We, They: Start the question with Do.

Example:

- **Do** you speak French?
- **Do** they live nearby?

- b. For He, She, It: Start the question with Does.

Example:

- **Does** he smoke?
- **Does** the movie start now?

- c. **Short Answers:** Yes: Yes, I do. / Yes, she does. No: No, I don't. / No, he doesn't.

The Present Simple: Special Case of Verb "To Be"

The verb to be is highly irregular and does not use the auxiliary verbs do or does to form negatives and questions.

2. Affirmative Sentences (Statements)

Forms: I am / You/We/They are / He/She/It is.

Example:

- They **are** excited.
- He **is** my friend.

3. Negative Sentences (Negations)

Rule: Simply add **not** directly after the form of the verb "to be."

I: I **am not** (I'm not) a student.

You, We, They: You **are not** (aren't) ready.

He, She, It: She **is not** (isn't) here.

4. Interrogative Sentences (Yes/No Questions) to be

Rule: Invert the subject and the form of the verb "to be."

Am + I + ...? → **Am I** late?

Are + You/We/They + ...? → **Are they** from France?

Is + He/She/It + ...? → **Is he** working today?

Activities

Activity 1 : *complete the sentences with the correct form of the verb in parentheses in the present simple tense*

1. My dog always (chase) the mail carrier down the street.
2. She (study) engineering at the university downtown.
3. The news report (finish)at six o'clock sharp.
4. He rarely (say)thank you when you help him.
5. My father (fix) everything around the house when it breaks.
6. The sun (rise) in the east, which is a universal fact.
7. The little baby (cry) when she is hungry.
8. He usually (wash) his car on Sunday mornings.
9. This machine (mix) the ingredients automatically.
10. The teacher (teach) three different subjects this semester.

Activity 2 : *Complete the sentences with the correct Present Simple form of to be (am, is, are) or to have (have, has).*

1. Ia student at the local college.
2. My grandparentsa small farm in the countryside.
3. The main libraryclosed on Sundays.

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4. Theynot interested in watching that movie.
5. How many siblingsyour friend?
6. This housefour bedrooms and two bathrooms.
7. Shea very calm and quiet person.
8. Wenot time to finish the project today.
9.the weather cold where you live?
10. Ithree appointments scheduled this afternoon.

Activity 3: Rewrite the following sentences using the auxiliary verb do or does to create the two new forms shown.

1. My cousin watches many documentaries.

Negative: My cousin many documentaries.

Question:..... my cousinmany documentaries?

2. We play tennis every Saturday.

Negative: We tennis every Saturday.

Question: we tennis every Saturday?

3. The factory closes for two weeks in August.

Negative: The factory for two weeks in August.

Question: the factory for two weeks in August?

4. You believe in ghosts.

Negative: You in ghosts.

Question: you in ghosts?

5. He studies history at university.

Negative: He history at university.

Question: he history at university?

Activity 3: Rewrite the sentence with the correct Present Simple verb form, applying the spelling rules.

1. She carry a heavy backpack to school every day.
2. The baker finish work at 6 p.m.
3. He often go to the park after dinner.
4. My boss worry about the company budget.
5. It rarely rain in the desert.
6. The teacher teach us French on Tuesdays.
7. He watch too much television at night.
8. The mechanic fix cars on weekends.
9. She try to call her mother every morning.
10. The train arrive in Paris at noon.

Activity5 : Rewrite the following negative sentences into the Affirmative form and the Interrogative (Question) form.

1. He doesn't live in a big city.

Affirmative:

Question:

2. The company doesn't hire new staff in winter.

Affirmative:

Question:

3. I don't play video games after school.

Affirmative:

Question:

4. The flight doesn't leave at 6:00 AM.

Affirmative:

Question:

5. She doesn't worry about small problems.

Affirmative:

Question:

6. We don't understand the last question.

Affirmative:

Question:

7. The news doesn't finish until 7:30 PM.

Affirmative:

Question:

8. They don't teach French at that school.

Affirmative:

Question:

9. It isn't cold outside today. (Verb 'to be')

Affirmative:

Question:

10. My brother doesn't have a bicycle.

Affirmative:

Question:

11. The restaurant opens at noon.

Negative:

Question:

12. You feel better today.

Negative:

Question:

13. She studies hard for her exams.

Negative:

Question:

14. My parents are retired now.

Negative:

Question:

15. He washes his car every weekend.

Negative:

Question:

16. The kids have a lot of energy.

Negative:

Question:

17. I am ready to start the activity.

Negative:

Question:

18. The train arrives at the main station.

Negative:

Question:

19. We enjoy walking in the park.

Negative:

Question:

20. It looks like it will rain.

Negative:

Question:

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The Plural in English

The plural form in English is used when we talk about more than one person, animal, or thing and it starts from two or more

Examples:

- One book → Two **books**
- One student → Many **students**

2. Regular Plurals

Most English nouns form their plural by adding -s to the singular form.

Rule	Example (Singular → Plural)	Notes
Add -s	cat → cats	most nouns
Ends in -s, -sh, -ch, -x, -z → add -es	bus → buses / box → boxes	add -es to make pronunciation easier
Ends in -y after a consonant → change y to ies	baby → babies	but: toy → toys (after vowel 'o')
Ends in Y after a vowel we add S like the basic rule	Day → Days	We don't have problems with vowels
Ends in -o after a consonant → add -es	tomato → tomatoes / mango → mangoes	depends on the letter before
Ends in O after a vowel add just an S	Video → videos / radio → radios	depends on the letter before
Ends in -f or -fe → change to -ves	leaf → leaves / wife → wives	exceptions: roof → roofs

3. Irregular Plurals

Singular	Plural	Example in a sentence
man	men	There are two men in the room.
woman	women	The women are teachers.
child	children	The children are playing.
tooth	teeth	I brush my teeth every day.
foot	feet	My feet are cold.
mouse	mice	There are mice in the house.
person	people	Many people like music.
Ox	Oxen	There are oxen on the farm
Louse	Lice	I found lice in my little brother hair
Goose	Geese	A group of lice were flying

5. Same Form (Singular = Plural)

Singular = Plural	Example
sheep	The sheep are in the field.
fish	We caught three fish.
deer	A deer is running / Two deer are running.

5. Plural of Compound Nouns

When the compound noun is hyphenated, the main noun (the most important word) takes the plural form.

Singular	Plural	Example
mother-in-law	mothers-in-law	I have two mothers-in-law.
passer-by	passers-by	There were many passers-by.

6. Uncountable Nouns (No Plural)

Some nouns are uncountable, so they have no plural form.

Examples: milk, water, sugar, information, advice, furniture, money.

Incorrect: informations → Correct: information

Incorrect: advices → Correct: advice

Examples:

- a piece of advice
- two glasses of water

To express plural quantity, we use “partitive expressions” — words or phrases that show a unit, piece, type, or amount of that uncountable noun.

Expressions of quantity :

To count **liquids** or **foods**, use:

- a glass of water / two glasses of water
- a bottle of milk / three bottles of milk
- a spoonful of sugar / a packet of sugar
- a bowl of rice / a grain of rice
- a slice of bread / a loaf of bread
- a piece of cheese / a chunk of cheese
- a cup of coffee / three cups of coffee
- a cup of tea / a pot of tea

To count **abstract** or **information** nouns, use:

- a piece of information / two pieces of information
- a piece of advice / three pieces of advice
- a piece of news / an item of news
- a bit of knowledge / a piece of knowledge
- a study of research / some research studies
- a piece of work / a type of work
- a step of progress / a sign of progress

To count **objects** or **materials**, use:

- a piece of furniture / three pieces of furniture
- an item of equipment / a piece of equipment
- an item of clothing / several items of clothing
- a piece of jewelry / a beautiful piece of jewelry
- a coin of money / a sum of money / an amount of money
- a sheet of paper / five sheets of paper

Pronunciation of the Final “-S”

The pronunciation of -s at the end of plural nouns and third-person singular verbs depends on the final sound of the word (not the final letter).

There are three ways to pronounce the final “-s”:

Sound	Happens After	Example Words
/ɪz/	s, z, sh, ch, x, ge	buses, dishes, boxes, watches
/s/	p, t, k, f, θ	cups, hats, books, cliffs
/z/	vowels, b, d, g, l, m, n, r, v, ð, ŋ	dogs, cars, dreams, plays

1. /ɪz/ sound (extra syllable)

This happens when the word ends with a hissing or buzzing sound — also called a sibilant sound.

Sibilant sounds: /s/, /z/, /ʃ/, /ʒ/, /tʃ/, /dʒ/

Ending Sound	Example Word	Plural or Verb Form	Pronunciation
S	race	races	/'reɪsɪz/
X	box	boxes	/'bɒksɪz/
Z	prize	prizes	/'praɪzɪz/
SS	kiss	kisses	/'kɪsɪz/
SH	wash	washes	/'wɒʃɪz/
CH	watch	watches	/'wɒtʃɪz/
GE	change	changes	/'tʃeɪndʒɪz/
SE	house	houses	/'haʊzɪz/

2. /s/ sound

This happens when the final sound of the word is voiceless ; meaning your vocal cords do not vibrate.

Voiceless sounds: /p/, /t/, /k/, /f/, /θ/

Ending Sound	Example Word	Plural or Verb Form	Pronunciation
P	sleep	sleeps	/sli:ps/
T	hat	hats	/hæts/
K	book	books	/bʊks/
F	cliff	cliffs	/klɪfs/
TH	myth	myths	/mɪθs/
PH	graph	graphs	/græfs/

Tip: Put your hand on your throat — you will feel no vibration.

3. /z/ sound

This happens when the final sound of the word is voiced — meaning your vocal cords vibrate when you say it.

Voiced sounds: all vowels and consonants like /b/, /d/, /g/, /l/, /m/, /n/, /r/, /v/, /ð/, /ŋ/

Ending Sound	Example Word	Plural or Verb Form	Pronunciation
B	crab	crabs	/kræbz/
D	word	words	/wɜ:dz/
G	bag	bags	/bægz/
L	deal	deals	/di:lz/
M	dream	dreams	/dri:mz/
N	fan	fans	/fænz/
NG	sing	sings	/sɪŋz/
V	glove	gloves	/glʌvz/
R	wear	wears	/weərz/
Vowel	play	plays	/pleɪz/

Tip: You will feel a vibration in your throat when you pronounce these sounds.

Activities

Activity 1: Complete each sentence with the plural form of the word in parentheses.

- There are two _____ (child) playing in the garden.
- The _____ (man) are working in the field.
- I bought three _____ (tomato) from the market.
- The _____ (baby) are sleeping now.
- She saw many _____ (mouse) in the kitchen.
- The _____ (woman) are talking loudly.
- We need more _____ (box) for the toys.
- I like reading old _____ (story).
- The _____ (leaf) are falling from the trees.
- My _____ (foot) hurt after walking all day.
- Those _____ (city) are very large and beautiful.
- The _____ (bus) are full of passengers.
- I have two _____ (watch).
- The _____ (glass) are on the table.
- There are five _____ (man) in the picture.

Activity 2 : Find the odd in these words

- Cats – Dogs – Boxes – Car
- Children – Men – Women – Books
- Buses – Watches – Chairs – Glasses
- Feet – Teeth – Sheep – Mice
- Cities – Babies – Boys – Ladies

- 6. Tomatoes – Potatoes – Photos – Heroes
- 7. Leaves – Knives – Wolves – Roofs
- 8. Men – Women – People – Persons
- 9. Cacti – Data – Radios – Criteria

Activity 3: Complete with the Correct Partitive Expression

Use: a piece of – a glass of – a bottle of – a slice of – a bar of

- 1. I'd like _____ water, please.
- 2. She ate _____ cake after lunch.
- 3. He drank _____ milk before going to bed.
- 4. My father gave me _____ advice about my studies.
- 5. The child bought _____ chocolate from the shop.

Activity 4 : Sort each word into the correct column according to the pronunciation of the final –s sound.

Word box : cats, dogs, buses, hats, dishes, bags, watches, books, prizes, fans, glasses, maps, dresses, cars, boxes, pens, grapes, gloves, houses, cakes, graphs, surprises, beds

/s/	/z/	/ɪz/

Present continuous

We use the present continuous (*am/is/are + -ing*) {to be (present) + gerend (v+ ing) } to talk about temporary things which have begun but haven't finished. They are often happening now, at this moment.

Here are some examples of things happening now.

- *I'm just **uploading** some photos to Facebook and*
- *I'm **sending** a message to Billie.*
- *We're all **riding** camels and the sun's **shining**.*
- *They're **waiting** for me to get off the phone!*

We use the present continuous for future plans or arrangements with other people.

- *At eight **I'm meeting** Lucas, just for a quick coffee.*

If a verb ends in *e*, you take off the *e* and add *-ing*

have - having **ride - riding** **take - taking**

If a verb ends in a vowel + a consonant, the *consonant* is usually *doubled* before you add *-ing*.

swim - swimming **run - running** **stop - stopping**

But be careful with verbs with *more than two syllables* where the stress *isn't* on the last syllable. With those you *don't* double the consonant.

visit - visiting **open - opening**

If the stress *is* on the last syllable, you *do* double the final consonant.

begin - beginning

For questions you just change round the *subject* and the verb *to be*. So, *You are* > *Are you*, then add the *-ing* form. Sometimes you need a question word first.

- ***Are you working** hard for the exam?*
- ***What are you doing?***

- **Is anybody sitting here??**

For negatives you add *not* after the verb *to be*. Don't forget to use a contraction if you're speaking.

- **You're not really studying at all, are you? (or You aren't really studying...)**
- **They aren't using the computer room at the moment.**
- **This program isn't working.**

Form	Affirmative	S + am/is/are + V-ing She is cooking.
	Negative	S + am/is/are + not + V-ing She is not cooking.
	Interrogative	Am/is/are + S + V-ing Is she cooking?
Usage		
Action happening now		
Example		
Jim is watching television at the moment.		
Time Expressions		
Now, at the moment, currently ...		

Activity 1: Complete the sentences with the correct form of *be* and the verb in brackets.

1. I _____ (watch) a movie right now.
2. She _____ (cook) dinner for her family.
3. They _____ (play) football in the garden.
4. We _____ (study) for the English exam.
5. He _____ (believe) this story.
6. I _____ (know) the answer.
7. My parents _____ (travel) to Spain this week.
8. The children _____ (dance) happily.
9. She _____ (love) her new cat.
10. I _____ (understand) what you mean.

Present Simple vs. Present Continuous

1. Read the dialogue:

Louis: Hurry up. That's the bus for the cinema. Our film starts in fifteen minutes.

Carol: Just a second. I'm taking a photo of you.

Louis: You're always taking photos! It's really annoying.

Carol: What do you do with them all?

Louis: I usually send them to my friends.

Carol: Who are you sending that photo to?

Louis: My friend Laura. She lives in New York. She's coming to stay with us next month.

Carol: Why are you sending her a photo of me?

Louis: Don't worry about that. Come on! The bus is leaving!

2. Grammar Focus:

- I. **Present Simple** is used for:
 - a. **Habits and routines** (e.g., I go to the gym every week.)
 - b. **Permanent situations or facts** (e.g., She works in a hospital.)
 - c. **Timetables and schedules**. → The film starts at 7:30 p.m.
 - d. **General truths** (e.g, the sun rises at 6 :00 am)
- II. **Present Continuous** is used for:
 - a. **Actions happening now** (e.g., He is waiting for the bus.)
 - b. **Temporary actions or situations** (e.g., I'm staying with my friends this week.)
 - c. **Future arrangements** (e.g., I'm meeting my friend tonight.)
 - d. **Annoying habits with always**. → You're always losing your keys!

Activity 2 : *Choose the correct alternatives.*

1. The party starts / 's starting at 8.30 p.m.
2. We go / 're going dancing tonight.
3. He drives / 's driving an elegant black Mercedes to work every day.
4. Listen! Kim sings / is singing in the shower again!
5. They get up / 're getting up early every day.
6. You always leave / 're always leaving your dirty socks on the floor!

2.1 Match the uses of the Present Tenses

with the sentences (1–6) above.

Present Simple

- a. for habits and routine
- b. for a permanent situation or fact
- c. for timetables and schedules

Present Continuous

- d. for something happening now or about now
- e. for describing annoying habits (with always)
- f. for arrangements in the future

Activity 3 : Complete the rest of the dialogue with the present simple or present continuous form of the verbs in brackets.

Louis: Hurry up. That's the bus for the cinema. Our film (start) _____ in fifteen minutes.

Carol: Just a second. I (take) _____ a photo of you.

Louis: You (always / take) _____ photos! It's really annoying.

Carol: What (you / do) _____ with them all?

Louis: I usually (send) _____ them to my friends.

Carol: Who (you / send) _____ that photo to?

Louis: My friend Laura. She (live) _____ in New York. She (come) _____ to stay with us next month.

Carol: Why (you / send) _____ her a photo of me?

Louis: Don't worry about that. Come on! The bus (leave) _____ !

3. Note:

Stative verbs describe states or feelings and are not usually used in the continuous form. Examples: know, believe, like, love, hate, understand, need, want, think (in the sense of opinion).

Example: I **know** the answer. (Not: I'm knowing the answer.)

Activity 4 : Rewrite the sentences correctly.

1. We're believing in animal rights.
2. They're liking eating ice cream in the summer.
3. I'm preferring fish to meat.
4. He's needing a new coat.
5. I'm wanting to have a drink of water.
6. We're hating walking to school in the rain.

4. Practice:

Complete the sentences with the correct form of the verbs in brackets (present simple or present continuous).

1. She (work) _____ as a teacher, but she (study) _____ to become a doctor.
2. I (not / like) _____ coffee, but I (drink) _____ it today because I'm very tired.
3. They (live) _____ in Paris, but this month they (stay) _____ in London.
4. He (think) _____ this restaurant is great.
5. Be quiet! The baby (sleep) _____.
6. My parents usually (go) _____ to the beach, but this year they (travel) _____ to the mountains.

5. Speaking:

Work in pairs. Ask and answer questions about your daily routine and what you're doing this week.

1. Two things you do every day.
2. Two things that are happening in the classroom now.
3. Two things you're doing next weekend.
4. Two facts about yourself or your family.
5. Two things that people are always doing which annoy you.
6. Two things that you want but don't need — or need but don't want.
7. Two arrangements you've made for the future.

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Pronouns in English

Pronouns are words that replace nouns to avoid repetition.

Example:

- Maria is my friend. She is very kind.
 (“She” replaces “Maria.”)

1) Types of Pronouns

- a) **Subject Pronouns** : Replace the subject of the sentence
- b) **Object Pronouns** : Replace the object of the verb
- c) **Possessive Adjectives** : Show ownership – used before a noun
- d) **Possessive Pronouns** : Replace a noun + possessive adjective
- e) **Reflexive Pronouns** : Show that the action reflects back on the subject
- f) **Demonstrative Pronouns** : Point to something (this, these , that , those)
- g) **Interrogative Pronouns** : to Ask questions (who, whom, whose, which, what)
- h) **Relative Pronouns** : used to Connect two clauses (who, whom, whose, which, that...)
- i) **Indefinite Pronouns** : Refer to people or things in a general way (someone, anyone, everyone, no one, something, anything, everything, nothing)

<h2 style="margin: 0; color: blue;">Pronoun Chart</h2>					
	Subject Pronouns	Object Pronouns	Possessive Adjectives	Possessive Pronouns	Reflexive Pronouns
1 st person	I	me	my	mine	myself
2 nd person	you	you	your	yours	yourself
3 rd person (male)	he	him	his	his	himself
3 rd person (female)	she	her	her	hers	herself
3 rd person	it	it	its	(not used)	itself
1 st person (plural)	we	us	our	ours	ourselves
2 nd person (plural)	you	you	your	yours	yourselves
3 rd person (plural)	they	them	their	theirs	themselves

Activities

Activity 1: Complete the sentences with the correct word: *my, mine, your, yours, his, hers, our, ours, their, theirs*.

1. This is _____ house.
2. That car belongs to John. It's _____.
3. Is this pen _____ or _____?
4. We love _____ teacher.
5. Those bags are _____, not _____.

Activity 2: Underline the pronoun and write its type.

Example: She is my best friend. → Subject Pronoun

1. Can you help me with this?
2. These are my shoes.
3. I did it myself.
4. Who opened the door?
5. The girl who lives next to us is nice.

Activity 3: Replace the Nouns with Pronouns

Example: Tom and I are going to school → We are going to school.

1. Sarah loves Peter → _____ loves _____.
2. My parents and I went to Paris → _____ went to Paris.
3. I saw Lisa yesterday → I saw _____.
4. This phone belongs to Mark → This phone is _____.
5. Mary bought this dress → This dress is _____.

Activity 4: Choose the Correct Pronoun

1. That bag is (her / hers).
2. We enjoyed (our / ours) holiday.
3. He taught (himself / herself) to play the guitar.
4. (Who / Whom) are you calling?
5. (This / Those) are my favorite shoes.

Past Simple Tense

1. Uses : We use past simple to talk about :

Use 1 : Completed actions in the past

Something finished at a known time.

- I visited Paris last year.
- She watched a movie yesterday.

Use 2 : A series of completed actions

- I woke up, got dressed, and left the house.

Use 3 : Past facts or habits

- She worked in a bank when she was younger.
- He always walked to school.

2. Form: Regular Verbs

Most regular verbs form the past by adding -ed.

Rule	Example
Base verb + -ed	walk → walked / play → played
Verb ending in -e: add -d	live → lived / move → moved
Consonant + y → change y to i + ed	study → studied / try → tried
Vowel + y → add -ed	enjoy → enjoyed
One syllable, vowel + consonant → double consonant + ed	stop → stopped / plan → planned
Two-syllable verb, stress on last syllable → double consonant + ed	prefer → preferred

2.1 Irregular Verbs

These verbs do NOT follow any rule, you must memorize them. For example :

Base	Past	Base	Past
go	went	have	had
eat	ate	drink	drank
take	took	come	came
read	read	speak	spoke

3. Structure

1. Affirmative

Subject + past verb

- I lived in Spain.

- She saw a ghost.

2. Negative

Subject + did not (didn't) + base verb

- I didn't live in Spain.
- He didn't watch the movie.

3. Questions

Did + subject + base verb?

- Did you live in Italy?
- Did she work yesterday?

Past Continuous tense

The past continuous is made from **the past tense of the verb be** and the **-ing form** of a verb:

S + to be (past) + gerend (v + ing)

was / were + verb-ing

Subject	Form
I / he / she / it	was + V-ing
you / we / they	were + V-ing

2. Uses

We use the past continuous to talk about the past:

Use 1: An action in progress at a specific time in the past : To show something continued for some time

- At 8 pm, I was cooking dinner.
- Yesterday at noon, they were swimming.
- My head was aching
- It was Weight o'clock. I was writing a letter.

Compare:

- At eight o'clock, I wrote (= started writing) some letters.
- Past continuous = action already in progress
- Past simple = action started at that moment

Use 2: Two actions happening at the same time

- She was reading while I was sleeping.

Use 3: Interrupted action (long action + short action) : This is the most important rule.

Past continuous (long) + past simple (short)

- I was walking when I fell.
- They were studying when the phone rang.

Use 4: Background description

- The sun was shining, people were laughing, and birds were singing.

It is very common at the beginning of a story ;This creates a storytelling atmosphere.

For something happening before and after a specific time

Use 5 : For actions repeated again and again in the past

Often used to show irritation, surprise, or repetition.

- I was practising every day, three times a day.
- They were meeting secretly after school.
- They were always quarrelling.

Use 6 : With verbs showing change or development

These verbs naturally express progress.

- The children were growing up quickly.
- Her English was improving.
- My hair was going grey.
- The town was changing quickly.

Stative verbs — Not used in past continuous

We do not use the past continuous with verbs of:

- emotion (love, hate, want...)
 - thinking (know, believe, understand...)
 - possession (have, own...)
- When I got home, I really needed a shower.
 - I was needing a shower.

Use past simple with stative verbs.

3.Structure

1.Affirmative

- I was watching TV.
- They were talking.

2.Negative

- I wasn't watching TV.
- We weren't listening.

3.Questions

- Was he sleeping?
- What were you doing?

Past Simple vs Past Continuous

Past Simple	Past Continuous
Short action	Long action
Finished action	Action in progress
I broke my arm.	I was playing football when I broke my arm.

List of irregular verbs

Base Form	Past Simple	Base Form	Past Simple
arise	arose	know	knew
awake	awoke	lay	laid
be	was / were	lead	led
bear	bore	leave	left
beat	beat	lend	lent
become	became	let	let
begin	began	lie (down)	lay
bend	bent	lose	lost
bet	bet	make	made
bite	bit	mean	meant
bleed	bled	meet	met
blow	blew	pay	paid
break	broke	put	put
bring	brought	read	read ("red")
broadcast	broadcast	ride	rode
build	built	ring	rang
burn	burnt/burned	rise	rose
buy	bought	run	ran
catch	caught	say	said
choose	chose	see	saw
come	came	sell	sold
cost	cost	send	sent
cut	cut	set	set
deal	dealt	shake	shook
dig	dug	shine	shone
do	did	shoot	shot
draw	drew	show	showed
dream	dreamt/dreamed	shut	shut
drink	drank	sing	sang
drive	drove	sink	sank
eat	ate	sit	sat

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fall	fell	sleep	slept
feed	fed	speak	spoke
feel	felt	spend	spent
fight	fought	stand	stood
find	found	steal	stole
fly	flew	swim	swam
forget	forgot	take	took
forgive	forgave	teach	taught
freeze	froze	tear	tore
get	got	tell	told
give	gave	think	thought
go	went	throw	threw
grow	grew	understand	understood
hang	hung	wake	woke
have	had	wear	wore
hear	heard	win	won
hide	hid	write	wrote
hit	hit	—	—
hold	held	—	—
hurt	hurt	—	—

Past simple and past continuous contrast

Read this dialogue carefully then underline the verbs in past :

Anna: Hey Sam, where were you yesterday evening? I called you at around 8 p.m.

Sam: Oh, sorry! I didn't hear my phone. I was watching a movie with my cousin.

Anna: Really? What were you watching?

Sam: We were watching a comedy, but suddenly the electricity went off.

Anna: Oh no! What did you do then?

Sam: Well, while we were waiting for the lights to come back, we talked about our weekend plans. Then, we decided to go out for a walk.

Anna: Where did you go?

Sam: Just to the café near my house. It was raining, but we didn't mind. When we arrived, we saw our old friend Julia.

Anna: No way! What was she doing there?

Sam: She was studying for her exam. She looked really tired because she stayed up all night.

Anna: Poor Julia! So, how did the night end?

Sam: While we were talking, the lights finally came back on. We finished our coffee and went home.

LEARN THIS!

Use the past simple...

1. for completed actions in the past

I visited London last year.

2. for actions that happened one after another

He woke up, got dressed, and left.

3. for past habits / repeated actions

When I was a child, I always played outside.

Use the past continuous...

1. for an action happening at a specific moment in the past

At 7 p.m., I was eating dinner.

2. to describe background events

The sun was shining, and birds were singing.

3. for interrupted actions

I was sleeping when the phone rang.

1. Use the verbs in brackets in past continuous :

1. At 8 p.m. last night, I _____ (watch) my favourite series.
2. The children _____ (play) in the garden all afternoon.
3. She _____ (not sleep) when her mum checked her room.
4. We _____ (talk) about the trip when the teacher arrived.
5. They _____ (sit) on the bus while it started to snow.

2. Use the verbs in brackets in past simple :

1. I _____ (finish) my homework before dinner.
2. She _____ (go) to Spain last summer.
3. They _____ (not understand) the question.
4. We _____ (arrive) late to the meeting.
5. He _____ (break) his phone yesterday.

3. A) Choose the correct alternative.

1. I walked / was walking home when it suddenly started to rain.
2. They were playing / played football yesterday afternoon.
3. She was wearing / wore a red dress at the party last night.
4. We watched / were watching a movie when the lights went off.
5. I was cooking / cooked dinner when my phone rang.
6. He wasn't listening / didn't listen while the teacher was talking / talked.

B) Match the uses of the past tenses.

Past Simple.

Past Continuous

- | | |
|----------------------------------|---|
| a. completed actions in the past | d. an action happening at a specific moment in the past |
| b. sequences of events. | e. background actions |
| c. past habits | f. interrupted actions |

4. Filling the gaps with the correct verb in brackets :

Mark: Hey Lisa, what _____ you _____ (do) yesterday at around 6 p.m.? I _____ (try) to call you.

Lisa: Oh, I'm sorry! I _____ (not / hear) my phone. I _____ (cook) dinner when something strange _____ (happen).

Mark: Really? What _____ (happen)?

Lisa: Well, while I _____ (prepare) the vegetables, my dog suddenly _____ (start) barking loudly.

Mark: Why?

Lisa: Because someone _____ (knock) on the door. When I _____ (open) it, I _____ (see) my cousin standing there with a big suitcase!

Mark: A suitcase?! What _____ she _____ (do) there?

Lisa: She said she _____ (travel) to another city, but her car _____ (break) down near my house.

Mark: Wow! So what _____ you _____ (do) then?

Lisa: While she _____ (tell) me the story, the food on the stove _____ (burn)! We _____ (spend) the whole evening cleaning the kitchen and talking.

Mark: Sounds like an interesting night!

5. Complete the sentences with the correct form of the verbs in brackets.

1. I _____ (walk) to school when it suddenly _____ (rain).
2. She _____ (study) in her room when someone _____ (shout) outside.
3. They _____ (drive) to the beach when the car _____ (break) down.
4. We _____ (have) dinner when the phone _____ (ring).
5. He _____ (run) in the park when he _____ (see) his old friend.

4. Rewrite the sentences correctly.

1. I was watched TV when my sister called.

2. They were play football when it started to rain.

3. She cooked dinner when the lights were going out.

4. We was walking home yesterday evening.

5. He were reading a book when I entered the room.

5. Speaking practice : Tell me a story when :

1. Tell me about a time you were going somewhere and something unexpected happened on the way.
2. Tell me about a time you were spending a quiet evening at home and something interrupted you.
3. Tell me a story about a time you were talking to someone and something strange happened around you.
4. Tell me about a time you were travelling and something unusual took place.
5. Tell me about a time you were using your phone or something else and someone misunderstood what you were doing.
6. Tell me a story about a time when you were in a public place and you witnessed something interesting.
7. Tell me A funny or embarrassing moment from your past

6. STORY-BUILDING ACTIVITY – Chain Story

Example:

Student 1: I was walking in the forest...

Student 2: Suddenly, I heard a strange noise. **Continue!**

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Comparison of equality (as.....as)

When you want to express that two nouns are equal, it is possible to use the following comparative form “as + adjective/adverb + as”.

- *He's grown so much. He's **as tall as his father now**.* (adj + noun phrase)
- *The team is still **as good as it was five years ago**.* (adj + clause)
- *The second game didn't go **as well as the first one**.* (adv + noun phrase)
- *The company is not performing **as successfully as it did when Arthur Carling was the President**.* (adv + clause)

	Short adjective	Long adjective
Comparative of equality	as + adj + as e.g.: The chocolate bar is as high as cocoa powder in calories	
Comparative of superiority	adj + er + than e.g.: The chocolate bar is higher in protein than cocoa powder	more/less + adj + er + than e.g.: The cereal bar is more contain in calories than cocoa powder
Superlative of superiority	adj + est e.g.: The cereal bar is highest in protein than chocolate powder.	The most + adj e.g.: The cereal bar is most containing in protein than chocolate powder.

Comparative of superiority

1) Short adjective or Long adjective?

1 syllable => short : cold – small

2 syllables or more => long : dangerous - popular

Short adjectives (One syllable adjectives) : adj + er + than

Add -er for the comparative adjective +than .

- John is **taller than** Melina
- This building **is longer** than the other one

If the adjective has a consonant + single vowel + consonant spelling, the final consonant must be doubled before adding the ending.

- Algeria is **bigger than** Morocco

Short adjectives ending in –e like nice we add just + R ex : **nice – nicer**

Short adjectives ending in –y EX : **Funny – HAPPY we add + ier : happier than**

- charily chaplain is **funnier than** Mr. been

Long adjectives (Tow syllable or more adjectives) more + adjective + than .

For adjectives with two syllables we generally use 'more' + adj + than

careful → **more careful than** normal → **more normal than** beautiful → **more beautiful than**

Comparison

- We use **-er** for short words (one syllable)

small → smaller
cheap → cheaper

Large → larger
hot → hotter

- We also use **-er** for two-syllable words that end in -y (-y → **ier**)

lucky → luckier
happy → happier

early → earlier
easy → easier

- We use **more** for longer words (two syllables or more)

handsome → more handsome
expensive → more expensive

nervous → more nervous
serious → more serious

- A few adjectives and adverbs have irregular comparative forms.

Adjective	Comparative	Superlative	Example Sent.
Good	Better	The best	<ul style="list-style-type: none"> • I feel better today. • Mark is the best footballer in the university.
Old	Older	The oldest	<ul style="list-style-type: none"> • She's a good seven years older than me. • Next to wood, coal is the oldest of fuels.
Far	Further	The furthest	<ul style="list-style-type: none"> • Samuel had no further questions. • My car is the furthest one.
Bad	Worse	The worst	<ul style="list-style-type: none"> • Gentility without ability is worse than plain beggary. • She is the worst liar I have ever known.
Well	Better	The best	<ul style="list-style-type: none"> • We'd better get a move on. • Mary did her best.
Little	Less	Least	<ul style="list-style-type: none"> • I sleep less than my father. • It was the least I could do.
Many	More	Most	<ul style="list-style-type: none"> • Made more powerful or stylish • Most people think I'm clever.

Superlative form (the adj +est – most + adj)

Superlative are a form [adjectives](#) take when comparing three or more things, Generally, superlatives are used to show something is in the top of its category, with no others having more of that adjective's trait such as

- the **tallest** student in class” or “the **most popular** game.”

For **short adjectives**, simply add the [suffix](#) + *est* at the end of the word : **The + adj + est**

- Algeria is **the biggest** country in Africa

For **long adjectives**, add the [adverb](#) *most* before the word . **The + most + adj**

- Ronaldo is **the most popular** footballer in the world .

Just be careful of an adjective's meaning because some words can't be compared; for example, something cannot be the *most unique* because all unique things are equally uni

	Adjective	Comparative	Superlative
One syllable	strong	stronger	strongest
Consonant + short vowel + consonant	big	bigger	biggest
Ends in -e	large	larger	largest
Ends in -y	happy	happier	happiest
Two syllables	gentle	gentler more gentle	gentlest more gentle
Three or more syllables	expensive	more expensive	most expensive
Irregular forms	good little	better less	best least

COMPARISON OF ADJECTIVES (NOT) AS + ADJECTIVE + AS

- ✓ We use (not) as + adjective/adverb + as to make comparisons when the things we are comparing are equal in some way.

The world's biggest bull is as big as a small elephant.

I'm not as tall as you.

France isn't as big as the USA.

Make sentences with (not) as + adjective + as.

- The clothes shop is _____ the computer shop. (interesting)
- Jake is _____ Sue. (not/happy)
- London is _____ school. (not/boring)
- The weather is _____ in June. (bad)
- Joe's party is _____ Mary's party. (fantastic)
- The ravens are _____ the cows. (hungry)
- The Beefeaters are _____ the guards at Buckingham Palace. (funny)
- The cat runs _____ the dog. (not/fast)
- Pete's present is _____ John's. (expensive)
- The queue is _____ Oxford Street. (not/long)
- The blue car is _____ as the red car. (fast)
- Peter is _____ Fred. (not/tal)
- The violin is _____ the cello. (not/low)
- This copy is _____ the other one. (bad)
- Oliver is _____ Peter. (optimistic)
- Today it's _____ yesterday. (not/windy)
- The tomato soup was _____ the mushroom soup. (delicious)
- Grapedfruit juice is _____ lemonade. (not/sweet)
- Nick is _____ Kevin. (brave)
- Silver is _____ gold. (not/heavy)

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I'm	taller	than	you.
You're	shorter		me.
She's	stronger		the boy.
He's	bigger		the man.
It's	heavier		the buffalo.
We're	more intelligent		the elephant.
They're	more dangerous		my cousin.

Complete the sentences using the correct form of the comparative adjective and the word "than".

1. A deer is _____ (small) _____ an elephant.
2. A hippo is _____ (dangerous) _____ a deer.
3. An elephant is _____ (big) _____ a wild boar.
4. A deer is _____ (shy) _____ a baboon.
5. Hippos are _____ (fierce) _____ rhinos.
6. The African lion is _____ (strong) _____ the Asian lion.
7. A snow leopard is _____ (interesting) _____ a rabbit.
8. A parrot is _____ (noisy) _____ a flamingo.
9. The African elephant is _____ (heavy) _____ the Asian elephant.
10. A hippo is _____ (fat) _____ a zebra.
11. A giraffe is _____ (tall) _____ a flamingo.
12. A dolphin is _____ (intelligent) _____ a tuna.
13. A peacock is _____ (beautiful) _____ an eagle.
14. A panther is _____ (fast) _____ a wild boar.
15. A deer is _____ (weak) _____ a buffalo.
16. A snake is _____ (poisonous) _____ a baboon.
17. An eagle flies _____ (high) _____ a flamingo.

1. He took not the _____ slightest _____ notice of her. **(slight)**
2. The countenance is frequently _____ more expressive _____ than the tongue. **(expressive)**
3. No romance was ever _____ than this narrative. **(interesting)**
4. He expressed the _____ confidence of success. **(entire)**
5. Nothing can be _____ than that pig. **(good)**
6. It was _____ than any other metal. **(common)**
7. I'm _____ than he is, you know. **(strong)**
8. It is the _____ adventure in life. **(beautiful)**
9. Nothing is _____ than a beautiful face. **(eloquent)**
10. The distance was _____ than I anticipated. **(great)**
11. We shall be the _____ of friends. **(good)**
12. I've the _____ respect for it. **(great)**
13. It's far _____ than war. **(bad)**
14. The valley was _____ than I had imagined. **(large)**
15. I've got the _____ dress. **(wonderful)**
16. It's _____ than yours. **(comfortable)**
17. A woman is the _____ form of beauty. **(high)**
18. It is also _____ than it was. **(soft)**
19. A man must not be _____ than his reputation. **(good)**
20. It's the _____ place for her. **(good)**

Strong and weak obligations

We use *have to / must / should + infinitive* to talk about obligation, things that are necessary to do, or to give advice about things that are a good idea to do

Obligation may be described as pressure on a person to do something or not to do something.

There are strong obligations such as rules and necessities, and weak obligations such as advice. Obligations may be internal, from the speaker's body or mind, and external obligations such as regulations.

Must and *have to* are both used for obligation and are often quite similar. They are both followed by the infinitive.

- *I **must go** now. / I **have to go** now*

Strong Obligation : S +must + verb (stem) *must* is a modal verb used for *internal obligations* (from you , you decided it by yourself) :

- *My tooth is sore. I **must go** to the dentist.*
- *You **must respect** your parents*
- *Passengers **must fasten** their seat-belts.*

S +have to + verb (stem) *have to* is used for *external obligations* : (a rule from somebody else); (have,has, had)to.

- *she **has to follow** the rules*
- *The children **have to cross** the road carefully*
- *she **had to get** a ticket to travel on that train .*

Well, almost. We often use *must* for more personal opinions about what it is necessary to do, and *have to* for what somebody in authority has said it is necessary to do.

- *I **must remember** to get a present for Daisy. (my opinion)*
- *You **have to look after** their hair regularly. (dog experts say so)*
- *Do you **have to wear** a tie for school? (asking about school rules).*

Negative form of strong obligations : It has a different meaning

Must not it means that something is forbidden and not allowed it expresses prohibition .

- **You must not** smoke on the plane
- **You must not** eat at the classroom .

Don't have to \doesn't have\didn't have to it means that there is no obligation to do something and not necessary but you can do it if you want to .

- **You don't have to** pick me up from the airport 'I can get the bus instead .
- **She doesn't have to** wear a blue dress for the party .

Weak obligation (should or shouldn't) + verb(stem)

Should is a modal verb used to make recommendations ,advice, a weak obligation or an expectations .

- **A** : I have a toothache **B**: You **should** go to the dentist immediately .
- **A** : I failed in the exam **B**: you **should** study more this year .
- **A** : Oh no I'm late **B** You **should** be at work now
- **A** : He went out to school early **B**: He should be at school now .

For negative form shouldn't + Verb in stem

- you **shouldn't** eat a lot of candies

we use both *have got to*, for obligation, and *had better*, for advice, a lot in speaking.

- *You've got to be careful with a cat*
- *I'd better go – I mustn't miss the helicopter!*

For questions we usually use have to

- *Do I have to finish the work by tomorrow ?*
- *Does she have to carry on all of this staff ?*

Use should or should not to complete the sentences.

- 1 It's very hot today. They open the window.
- 2 'I'm tired.' 'Well, you watch TV all night.'
- 3 He has bad teeth. He brush his teeth twice a day.
- 4 You call your parents now. They're worried about you.
- 5 We be late for school. The teacher gets angry.
- 6 You brush your teeth twice a day.
- 7 You open the window, it's cold.
- 8 She copy her friend's homework. The teacher gets angry.
- 9 'He's tired.' 'He party all night.'
- 10 You eat lots of fruit and vegetables.

MUST / MUST NOT

Use must or must not to complete the sentences.

- 1 You use your mobile phone in the classroom. You turn it off.
- 2 I give the animals some water. It's hot and they're very thirsty.
- 3 You copy other people's homework.
- 4 It's late, I go home.
- 5 You use other peoples' computers.
- 6 They get up. It's late.
- 7 They run across the street. It's dangerous.
- 8 We give the flowers some water. It's a very hot day.
- 9 She study English every day.
- 10 You shout in the library.

Task 2 : Complete the sentences with must or have to

1. The teacher is very strict. We ask any questions during the exam.
2. They are so poor that sometimes they eat other people's leftovers.
3. Alec is a very spoilt child. He do any chores at home.
4. You be nice to your parents.
5. If you really want to understand the story, you read it twice.
6. Alice do the washing-up because her mum is busy.
7. You use your phone at school.
8. Bob be home by 10 p.m.
9. Are you free or (you / study)?
10. You go to the concert if you don't want to.

Summarising techniques

What is a summary ?

A summary is a short version of the text that contains only the main ideas..

- **Steps to summarise effectively:**

1. Skimming – Read quickly to understand the general idea.
2. Scanning – Look for specific information (keywords, dates, names).
3. Detailed Reading – Read carefully to understand the main points and supporting ideas.
4. Predicting – Guess what the text will talk about using title, headings, or images.
5. Context Clues – Understand difficult words from the sentences around them.

Tip: Only include main ideas in a summary; ignore examples, details, or repeated information.

1. Read the text carefully

- Read it once to understand the main idea.
- Read it again to notice important details.

2. Identify the key elements : Look for:

- Main idea
- Main points
- Purpose of the text
- Important facts (not examples)

Ask yourself:

- “What is the author trying to say?”

3. Remove unnecessary information : Do NOT include: Keep only what is essential

- Examples
- Details
- Numbers (unless essential)
- Stories
- Extra descriptions

4. Use your own words : A good summary: Avoid copying full sentences from the text.

- Changes vocabulary or paraphrase it
- Changes sentence structure
- Keeps the meaning the same

5. Keep it short : A summary is usually:

- 25–30% of the original text or 3–5 sentences for short texts

6. Write a clear summary : Start with:

- The text explains...
- The author discusses...
- The passage describes...

Then add the main points in a logical order.

7. Check your work : by asking :

- Did I keep the main ideas?
- Did I remove unimportant details?
- Did I use my own words?
- Is it shorter and clearer?

Reading Techniques

1. Skimming (reading quickly for general idea)

- Read the title, first and last sentences of paragraphs.
- Look at keywords.
- Ignore details and examples.

Try: What is this text mainly about? Write one sentence.

2. Scanning (looking for specific information)

- Look for numbers, dates, names, or key words.
- Don't read every word. Move your eyes quickly over the text

Try: Find all problems and solutions mentioned in the text.

3. Detailed Reading (reading carefully)

- Read every sentence to understand the meaning.
- Underline main ideas.
- Highlight supporting details (examples, reasons).

4. Predicting

- Look at the title, headings, or pictures.
- Guess what the text will discuss before reading.

5. Context Clues

- If you don't know a word, read the sentences around it.
- Look for synonyms, explanations, or examples to guess the meaning.

How to Identify Main Ideas

- Usually in the first or last sentence of a paragraph.

- Look for repeated ideas.
- Ask yourself: “What is this paragraph mainly about?”
- Ignore examples, numbers, and extra details.

Summarising Steps

1. Skim the text to understand the general idea.
2. Scan for important words, problems, and solutions.
3. Read carefully and underline main ideas.
4. Write 1–2 sentences per paragraph using your own words.
5. Combine them into a short summary (6–8 sentences).
6. Check:
 - Did you keep only main ideas?
 - Did you remove unnecessary details?
 - Did you use your own words?

Example Summary Starter Sentences

- The text explains...
- The author discusses...
- One of the main points is...
- According to the text...
- It is clear that...

1.Pre-Reading Techniques

(Before reading the text – prepare the mind)

Purpose: Activate prior knowledge, predict content, and set a purpose for reading.

Techniques:

1. Predicting – Look at the title, headings, pictures, or charts and guess what the text is about.
2. Brainstorming / KWL – Think about what you Know, what you Want to know, and later, what you Learned.
3. Scanning for keywords – Identify important words or terms before reading.
4. Setting a purpose – Decide why you are reading: for general understanding, specific information, or vocabulary learning.
5. Making connections – Link the topic to your own experience or knowledge.

2.During-Reading Techniques

(While reading – understand and analyse the text)

Purpose: Extract meaning, identify main ideas, and understand details.

Techniques:

1. Skimming – Read quickly to get the general idea of the text.
2. Scanning – Look for specific information (numbers, dates, names, keywords).

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3. Detailed reading – Read carefully to understand main ideas, supporting details, and text structure.
4. Highlighting / Underlining – Mark main ideas, keywords, and important details.
5. Annotating / Note-taking – Write short notes in the margin to summarise or explain ideas.
6. Context clues – Guess the meaning of unknown words from the surrounding sentences.
7. Asking questions – Ask yourself: “What is the author trying to say?” or “Why is this important?”

3. Post-Reading Techniques

(After reading – consolidate understanding and practice language skills)

Purpose: Reinforce understanding, summarise, reflect, and apply knowledge.

Techniques:

1. Summarising – Write a short version of the text using your own words.
2. Paraphrasing – Rewrite sentences with different vocabulary or structure.
3. Answering questions – Respond to comprehension or opinion questions about the text.
4. Discussing / Sharing – Talk about the text with a partner or group.
5. Vocabulary review – Identify new words and write definitions or example sentences.
6. Connecting ideas – Relate text ideas to personal experiences or other texts.
7. Reflecting / Critiquing – Think: “Do I agree with the author?” or “What can I learn from this?”

Example

Text:

“Social media has become a major tool of communication today. Many people use it to stay connected with family and friends. However, it also causes problems such as addiction and misinformation.”

Main idea:

Social media is widely used for communication, but it also has negative effects.

The world of work conflicts

The modern workplace is constantly changing, and employees must adapt quickly to new expectations. Technology has transformed almost every type of job, making tasks faster but also increasing pressure to respond immediately. Many workers appreciate the efficiency of digital tools, yet they also struggle with heavier workloads and tight deadlines. Communication is another major challenge. In large organizations, messages are sometimes misunderstood, which leads to conflicts or delays.

Cultural differences also influence the way employees interact, especially in companies that hire people from different countries and backgrounds. While diversity can encourage creativity, it can also cause confusion when workers are not trained to communicate respectfully.

Another issue is work-life balance. Many employees find it difficult to separate their personal life from their job, especially since remote work makes them feel constantly available. This often results in stress, exhaustion, or lack of motivation. Companies are beginning to address these problems by offering stress-management training and more flexible schedules. Good leadership also plays an important role in creating a positive work environment. Managers who listen to their teams and solve conflicts quickly usually help improve motivation and productivity.

Despite all the challenges, the modern workplace still offers many opportunities for growth. Employees can develop new skills, collaborate with others, and build successful careers when communication is clear and mutual respect is maintained.

Questions : A. Answer the following questions

1. What is one way technology has changed the modern workplace?
2. Why do some employees feel stressed at work?
3. How can miscommunication affect a company?
4. What challenges can cultural diversity create in the workplace?
5. Why is work-life balance difficult for many workers today?
6. What are some solutions companies offer to reduce stress?
7. How do good managers help their teams?
8. What opportunities does the modern workplace still offer employees?
9. Do you think technology makes work easier or more stressful? Explain.
10. What do you believe is the biggest problem in workplaces today? Why?
11. Do you prefer working in a culturally diverse environment? Why or why not?
12. Should companies allow flexible working hours? Give your opinion.
13. What makes a manager or an employee “good,” in your opinion?

B . Read the text again and complete the following tasks:

1. Identify the three main ideas of the text.
2. Underline or highlight supporting details (examples, explanations, problems).
3. Write a 6–8 sentence summary using your own words.

C. Match the words with their definitions:

1. Workload
2. Deadline
3. Miscommunication
4. Diversity
5. Motivation
6. Productivity
7. Exhaustion
8. Flexible schedule

Definitions:

- a. A variety of different cultures, backgrounds, or ideas
- b. A plan that allows employees to choose their working hours
- c. The amount of work someone must do
- d. Becoming extremely tired
- e. The desire or reason to work hard
- f. A specific time when something must be finished
- g. When a message is not understood correctly
- h. The ability to produce good results or complete tasks efficiently

D. Fill in the blanks:

(Use the vocabulary words above.)

1. Many employees suffer from _____ because they work long hours.
2. A _____ can cause problems when workers don't understand each other clearly.
3. Companies value _____ because it brings new perspectives and ideas.
4. Some workers prefer a _____ to balance work and personal life.
5. When workers are stressed, their _____ usually decreases.

Manel Habache
Travelling

Travelling is one of the most enriching experiences a person can have. It allows us to explore new places, meet different people, and learn about other cultures. When we travel, we often discover things we could never learn in a classroom. Each trip teaches us something new about the world — and about ourselves.

Some people prefer travelling to relax on a beach, while others enjoy visiting historical cities. For me, the best trips are the ones where I can experience local life. I love trying traditional food, learning a few words in the local language, and exploring markets. These moments make me feel connected to the people and their culture.

Travelling has many advantages. It helps us relax, escape from our daily routine, and reduce stress. It's also an opportunity to learn about history, languages, and lifestyles from different parts of the world. Meeting people from various backgrounds teaches tolerance and open-mindedness. Travelling can even boost our creativity and confidence because it pushes us out of our comfort zone.

However, travelling also has its disadvantages. It can be expensive, especially when we take long flights or stay in hotels. Some journeys can be tiring and cause jet lag. Travellers may face unexpected problems such as losing luggage, getting sick, or having communication difficulties. Moreover, mass tourism sometimes damages the environment and local traditions. For this reason, we should always try to travel responsibly and respect the places we visit.

Nowadays, travelling has become easier and cheaper thanks to technology. We can book flights and hotels online, find routes on maps, and even translate signs instantly. Social media also allows us to share our adventures with friends everywhere. But while technology makes travelling more comfortable, it can also make us focus too much on taking pictures instead of truly enjoying the moment.

That's why sustainable travel is becoming more popular. Eco-friendly tourists choose trains instead of planes when possible. They support local businesses, reduce waste, and respect nature and traditions. This way, we can enjoy travelling without destroying the beauty of our planet.

In the end, travelling is more than just moving from one place to another. It's a journey of discovery, growth, and understanding. Every destination has a story, and every traveller becomes part of it. So, pack your bag, open your mind, and let the world surprise you — while remembering to travel wisely and with care.

Questions :

1. What are some of the main advantages of travelling mentioned in the text?
2. What are some disadvantages of travelling?
3. How has technology made travelling easier?
4. What does “sustainable travel” mean in the text?
5. Why does the author say that travelling helps us learn about ourselves?
6. Do you agree that travelling can make people more tolerant? Why or why not?
7. Which disadvantage of travelling do you find most serious?
8. What can travellers do to make their trips more eco-friendly?
9. Do you think people travel too much nowadays?
10. In your opinion, what's the best lesson you can learn from travelling?

Manel Habache

Bullying

Bullying is one of the most harmful behaviors a person can experience, especially during childhood or adolescence. It affects not only the victim but also the bully and the community around them. Bullying can happen at school, online, or even at home, and it takes different forms such as physical aggression, verbal insults, exclusion, or spreading rumors. Nowadays, cyberbullying has become increasingly common because of social media, where hurtful messages or comments can spread quickly and reach a wide audience.

Bullying has many negative effects. Victims may feel anxious, depressed, or afraid to go to school. Their self-esteem can drop, and they may lose trust in others. In some cases, bullying can even lead to long-term emotional and psychological problems. For bullies, aggressive behavior can become a habit that continues into adulthood if not addressed early. It may also negatively influence their relationships and future social life.

However, there are ways to prevent and stop bullying. Schools can create safe environments where students feel supported. Teachers and parents should encourage children to speak up when they see bullying happening. Awareness campaigns help students understand the consequences of their actions and promote empathy. Technology can also play a positive role by offering reporting tools and monitoring harmful content.

In the end, fighting bullying requires cooperation between educators, parents, and students. Every individual has a responsibility to speak out, show kindness, and stand up for others. By raising awareness and encouraging respect, we can make our communities safer and more inclusive for everyone.

Questions:

1. What are some common forms of bullying mentioned in the text?
2. Why has cyberbullying become more common today?
3. What emotional effects can bullying have on victims?
4. How can bullying affect the bully in the long term?
5. What role can schools play in preventing bullying?
6. Why is it important for students to speak up when they witness bullying?
7. How can technology help reduce bullying?
8. What responsibilities do parents have in addressing bullying?
9. Do you think bullying can ever completely disappear? Why or why not?
10. In your opinion, what is the most effective way to stop bullying?

Manel Habache

Feminism

Feminism is a movement that aims to promote equality between men and women in all areas of life. It focuses on giving women the same rights, opportunities, and freedoms that men traditionally have. Over the years, feminism has helped women gain access to education, work, voting rights, and political participation. Today, the movement continues to address issues such as gender stereotypes, workplace discrimination, and violence against women.

Feminism has brought many important changes to society. It encourages women to pursue careers, express their opinions, and take leadership positions. It also challenges harmful beliefs that limit people's potential. For example, the idea that women should only take care of the home or that men cannot show emotions is now widely questioned. As a result, many societies have become more open-minded and supportive of individual choices.

However, feminism still faces criticism and challenges. Some people misunderstand it, thinking it promotes women's superiority instead of equality. In many places, women still face unequal pay, limited political representation, or social pressure to behave in certain ways. Cultural traditions and personal beliefs can also slow down progress toward gender equality.

Despite these challenges, feminism remains a powerful force for change. It encourages dialogue, education, and activism. Men and women alike can support the movement by challenging stereotypes, respecting one another, and raising awareness about gender issues. In the long run, feminism is not just about helping women — it's about building a fairer and more balanced society for everyone.

Questions: Feminism

1. What is the main goal of feminism according to the text?
2. What achievements has feminism helped women gain over the years?
3. What harmful beliefs does feminism challenge?
4. Why do some people criticize or misunderstand feminism?
5. What are some examples of inequality that still exist today?
6. How can cultural traditions affect gender equality?
7. What role can men play in supporting feminism?
8. Why is education important in promoting gender equality?
9. Do you think feminism is still necessary today? Why or why not?
10. In your opinion, what is the most important change feminism has brought to society?

Manel Habache

Marketing

Marketing plays a crucial role in the success of any product or business. It is more than just advertising; it involves understanding customers' needs, creating valuable products, and communicating effectively with the target audience. In today's competitive world, companies use marketing to build strong relationships with customers and to stand out from their competitors. With the rise of digital platforms, marketing has become more dynamic and creative than ever before.

Marketing offers many advantages. It helps businesses reach a larger audience and understand what consumers truly want. Market research, for example, allows companies to study buying habits, preferences, and trends. This information helps them design better products and provide better services. Effective marketing can also increase brand loyalty, meaning that customers trust and choose the same brand again and again.

However, marketing also has its disadvantages. It can be expensive, especially when companies invest in large advertising campaigns on TV, radio, or social media. Sometimes, marketing strategies can be misleading or manipulative, encouraging people to buy things they do not really need. In addition, aggressive marketing may create unrealistic expectations about products, leading to disappointment among consumers.

Nowadays, digital marketing has become easier and more accessible thanks to technology. Companies use social media ads, influencers, email campaigns, and online videos to promote their products instantly. Data analytics also helps businesses understand customer behavior in real time and adjust their strategies accordingly. But technology can also raise concerns about privacy, as companies often collect personal data to target their audience more effectively.

In the end, marketing is more than simply selling a product; it's about building trust, creating value, and communicating a clear message. When used responsibly, marketing can help businesses grow and help customers make informed choices. Every brand has its own story, and successful marketing allows that story to connect with people in meaningful ways.

Questions:

1. What is the main purpose of marketing according to the text?
2. How does market research help companies improve their products?
3. What are some advantages of effective marketing?
4. Why can marketing be expensive for businesses?
5. What problems can misleading advertising create?
6. How has digital marketing changed the way companies promote their products?
7. Why does modern marketing raise concerns about privacy?
8. What tools do companies use in digital marketing?
9. Do you think marketing influences people too much today? Why or why not?
10. In your opinion, what makes a marketing campaign successful?

Manel Habache