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نموذج الوثيقة البيداغوجية لتدعيم

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# **Part One: Grammar**

## **A- Present Tenses**

### **Course No : 01**

#### **1-The present simple**

#### **Followed with Exercises for practice and Keys**

##### **The use of the present simple:**

##### **1/ It expresses habitual/ repeated actions:**

- On Fridays I get up at 8:30 am.
  - I Usually play electronic games on my computer.
  - He takes a shower three times a week.
  - My mother never drinks coffee.
- The action doesn't tell us the action is being performed at the moment of speaking.**
- a)- I generally watch TV at 10:00 PM, but I am not watching now.
  - b) -Our neighbor is listening to classical music. He regularly listens to music about this time.

##### **2/ This tense is often used with adverbs or adverb phrases:**

**Often, usually, sometimes, never, always, frequently, rarely , seldom, occasionally, on Tuesdays, once a year, every day.....**

- The town always looks deserted on Friday morning.
- He often thinks of the delights of life in the country.
- She can seldom find time for reading.

##### **3/ It is used for an action that indicates customs and Traditions:**

- Our next door neighbor always takes the 7:00 o'clock bus to downtown.
- Muslims fast in Ramadan.
- I go to bed at 10.00pm

##### **4/ It is used for planned future actions.**

- We leave Algiers at 10:00 am next Tuesday and arrive in Oran at 3:30pm . We spend two hours sight-seeing, and leave again at 5:30 for Tlemcen.

##### **5/It is used for facts that are always true (universal truths):**

- The 9 planets turn around the sun at varying speeds.
- Oranges contain vitamin C.
- Bees give honey, and cows give milk.
- Elephants never forget.

##### **6/ It is used to indicate a future after if:**

- I will have to go to work by car if it goes on raining.
- If John is at home, he will certainly answer the phone.
- If he knows that you haven't passed your driving test, I doubt that he will get into your car.

-If you keep quiet, I will take you with me to the zoo.

**7/ It is used after a preposition of time indicating a future:**

- He will come back as soon as he can.
- She will completely forget when she is in Italy.
- I won't start before you all go back to your seats.
- By the time he gets back, everything will be over.
- When everybody arrives, I'll cut the birthday cake.

**8/ It is used in headlines in newspaper and magazines when these headlines tell about past events:**

- Hospital collapses, Six firemen die searching for colleague.
- The president ends his visit to Europe.
- The queen weeps for real heroes.

**1-The present simple and present continuous**

**Exercises for practice**

**-Exercise: 01**

**- Read the following short paragraph into the singular:**

1. These boys **say** that they always **listen** carefully, but **do** not always understand their teachers their teachers because they **speak** too quickly and **choose** very difficult words.
2. Their children walk to school every morning and **look** for their friends on the way, when they **see** them they **run** to them and **laugh** and **play** and **enjoy** themselves until they **hear** the school bell.
3. Our friends **leave** for Torquay at three today's and **arrive** there about seven; they **spend** their holidays there every year and **swim** in the sea or **sleep** nearly all the time. They **forget** their work, **enjoy** the sea air and **live** as free as birds. Their holidays **finish** in August; they **catch** an early train back to London and **feel** well and happy when they **return** to work.
4. They **go** to France on business several times a year. They **take** a train to Dover and **cross** the Europe-tunnel by TGV. At Calais they **hire** a car, **drive** to the place they **want** to reach, and **find** a good hotel there.
5. Babies **are** a great nuisance; they **need** attention all the time . if they **do** not disturb you by crying, they **have** to be fed, bathed or looked after. They **do** not even thank the people who **take** care of them.

**- Exercise: 02**

**- Put the verbs in brackets into the correct present tense:( simple or continuous)**

1. Mary and Anne (wait) outside a telephone box. Inside the box a boy (dial) a number.  
Mary: You (know) that boy?  
Anne: Yes, he's friend of my brother's. He (phone) his girlfriend every day from this box.  
Mary: Where he (come) from?  
Anne: he (come) from Japan. He's a very clever boy: he (speak) four languages.

Mary: I (wonder) what language he (speak) now.

Anne: well, his girlfriend (come) from Japan too; so I (suppose) he (speak) Japanese.

2. It's Friday evening and the Brown family are at home. Mrs. Brown (listen) to a concert on the radio; Mr. Brown (reads) a paper, George Brown (does) his work at home and Anne Brown (writes) a letter. Mr. Brown always (reads) his newspapers in the evening. Mrs. Brown sometimes (knits) but she (doesn't knit) tonight.

3. Mr. Black often (goes) to the theatre but his wife (doesn't go) very often. He (likes) all sorts of plays. She (prefers) comedies. Tonight they (watch) a very modern comedy. They (enjoy) it, but they (don't understand) most of the jokes.

### **- Exercises: 03**

#### **- Give the correct form of the verbs in brackets : present simple or present continuous:**

Mrs. Jones: My daughter never (write) to me, so I never (know) what she (do). Your son (write) to you, Mrs. Smith?

Tom: we (move) into our new apartment tomorrow.

Bill: but why do you (leave) your present apartment? It (suits) you all.

Tom: Yes, I (know) it (does), but the neighborhood (gets) worse.

### **- Exercises: 04**

#### **- Answer these questions using the present simple and the adverb in the brackets:**

1- When do you get up? (**generally**)

2- What do you do on Friday morning? (**often**)

3- What do you spend your holidays? (**occasionally**)

4- What sort of TV programs do you watch? (**sometimes**)

5- How do you travel to the university? (**always**)

6- What sort of magazines do you read? (**usually**)

7- What sort of movies do you enjoy? (**nearly always**)

8- What do your parents ask you to do? (**sometimes**)

9- What do you take if you have a headache? (**generally**)

10- Where do you meet your friends? (**frequently**)

## **1-The present simple (Key for Exercises)**

### **-Exercise 01:**

1. This boy **says** that he always **listens** carefully, but **doesn't** understand his teacher because she/he **speaks** too quickly and **chooses** very difficult words.

2. This child walks to the school every morning and **looks** for his friends on the way; when he **sees** them he **runs** to them and **laughs** and **plays** and **enjoys** himself until he **hears** the school bell.

3. My friend leaves for Torquay at three today and arrives there about seven; he **spends** his holiday there every year and **swims** in the sea or **sleeps** nearly all the time. He **forgets** his work,

**enjoys** the sea air and **lives** as free as a bird. His holiday **finishes** in August; he **catches** an early train back to London and **feels** well and happy when he **returns** to work.

4- He **goes** to France on business several times a year. He **takes** a train to dover and **crosses** the Europe-tunnel by TGV. At Calais he **hires** a car, **drives** to the place he **wants** to reach, and **finds** a good hotel there.

5. A Baby **is** a great nuisance; he **needs** attention all the time. If he **doesn't** disturb you by crying, he **has** to be fed, bathed, or looked after. He **doesn't** even thank the person who takes care of him.

### **-Exercise 02:**

1. are waiting, is dialing, do you know, phones, where does he come from? Comes, speaks, wonder, is speaking now, comes, suppose, is speaking.

2. is listening, is reading, is doing, is writing, reads, knits, is not knitting

3. goes, doesn't go, likes, prefers, are watching, are enjoying, don't understand.

### **-Exercise 03:**

1. writes, know, is doing, does your son write?

2. are moving, are you leaving, suits, know, does, is getting.

## **Course No : 02**

### **2-The present continuous**

#### **Followed with Exercises for practice and Keys**

##### **The present continuous is used:**

###### **1/ For an action taking place (happening) now, at the moment of speaking:**

Now, it is 7:00 PM, it is raining. All the family members are staying at home. The father is reading the evening newspaper; the mother is preparing dinner in the kitchen. Their children John and Kate are watching cartoons on TV.

###### **2/ For action happening about this time, but not necessarily at the moment of speaking:**

- They are preparing for their final exams.
- Liz is reading a detective story.
- My father is painting the rooms white. (both meaning are possible here: these day/now)

###### **3/ For a definite arrangement in the near future:**

-I'm flying to Amsterdam tonight. ( I have already made a reservation, and have the plane tickets).

###### **4/ with a point in time to indicate an action which begins before this time and probably continues after it:**

- At 8:30 PM I'm watching the news on BBC WORLD.
- (I start watching the news before 8:30).

###### **5/ With Always and forever for a frequently action, often one which annoys the speaker or seems unreasonable to him.[ meaning at all times] it is used generally in spoken English.**

- Peter is always speaking about his grandfather.
- My children are always using the English dictionary.
- She is always looking at herself in the mirror. (For me it is exaggeration, but not necessarily that she does that every day)
- Your mother is forever speaking about her childhood recollections.

## **The present continuous**

### **Exercises for practice**

#### **1/Put the verbs in brackets in the following sentences into the present continuous:**

##### **- Exercises: 01**

1. She (not work), she (swim) in the river.
2. The blacks (have) a party now; they (celebrate) their son's birthday.
3. Someone (knock) at the door. You (not go) to open it?  
I (go) in a minute. I just (get) out of my bath.
4. A women (wave) from the attic. I think she's trapped perhaps the stairs.  
( blaze). The firemen (put) up a ladder and one of them ( climb) up to help her. Now the fireman(come) down. He (carry) a baby. The woman (follow).
5. The children are very quiet. Go and see what they (do) they (draw) on the wall.
6. Why you ( hide) the apples? I (hide) them because my mother-in-law (come) to dinner today and she eats to many apples.

##### **- Exercises: 02**

#### **2/Put the verbs in brackets into the present simple or present continuous:**

1. You (enjoy) yourself or would you like to leave now? I (enjoy) myself very much. I (want) to stay to the end.
2. Why you (put) on your coat? I (go) for a walk. You (come) with me? Yes, I'd love to. You (mind) if I bring my dog?
3. My sister (learn) foreign languages very quickly but she (not seem) to learn modern Greek.
4. You (believe) what the newspapers say? No I (not believe) any of what they say. So why you ( read) newspapers?
5. You (mind) if I ask you a question?  
That (depend) on the questions.  
It (concern) your brother.  
I (refuse) to answer any question about my brother.
6. Mary (see) peter standing at the bus-stop  
Mary: Hello, Peter. What bus you (wait) for?  
Peter: Hello, Mary. I (wait) for bus number 7.  
Mary: you usually (go) to work by car, don't you?  
Peter: yes, but the car( belong) to my mother and she sometimes (need) it. She (use) it to day to take tom to the dentist.  
Mary: I usually (go) by car too. Jack (take) me because he (pass) my office on his way to the factory. But this week he (work) in another factory in the opposite direction. I (queue) like you.
7. Tom: I (smell) something burning.  
Jack: so (do) i. I(think) it (come) from the kitchen . Anne probably (iron). She usually (iron) and (watch) TV at the same time, and if she (get) very interested in a program she (forget) that she (press) a hot iron on somebody's shirt. Mother (think) of selling the TV set.

## **The present continuous (Key for Exercises)**

### **-Exercise 01:**

1. She **is not working**, she **is swimming** in the river.
2. The blacks **are having** a party now; they **are celebrating** their son's birthday.
3. Someone **is knocking** at the door. **Aren't you going** to open it?  
**I'm going** in a minute. **I'm just getting** out of my bath.
4. A women **is waving** from the attic. I think she's trapped. Perhaps the stairs **are blazing**. The firemen **are putting up** a ladder and one of them **is climbing** up to help her. Now the fireman **is coming** down. He **is carrying** a baby. The woman **is following**.
5. The children are very quiet. Go and see what they **are doing** they **are drawing** on the wall.  
Why are you hiding the apples? **I'm hiding** them because my mother-in-law **is coming** to dinner today and she eats to many apples

### **-Exercise 02:**

1. Are you enjoying, I am enjoying, want.
2. Are you putting, am going, do you come, do you mind.
3. Learns, does not seem.
4. Do you believe, don't believe, do you read.
5. Do you mind, depends, concerns, refuse.
6. Sees, are you waiting for, am waiting, you usually go, belongs, needs, is using, go, takes, passes, is working, am queuing.
7. Smell, do, think, is coming, is probably ironing, irons, watches, gest, forgets, is pressing, is thinking.

## **B) - past tenses**

**Course No : 03**

### **1) - The Simple Past**

**Followed with Exercises for practice and Keys**

**Use: the past tense is used:**

**1/ For an action completely in the past at a definite time when the time is given (at a given point of time in the past)**

- I met him yesterday
- I went to the movie last Tuesday.
- She returned from Spain last September
- The exhibition was held a couple of days ago
- We lived in Australia when I was young
- John broke his leg in a car accident

**2/ when the time is asked about:**

- When did you meet him?
- When did they return from Europe?

**3/ when the action already took place at a definite time even though this is not mentioned.**

- The flight was cancelled.
- The meeting was postponed.
- I bought this car in Paris.
- She met him at the department store.
- The train was ten minutes late.

**4/ it is used for a repeated action in the past.( habitual action/ customs)**

- When I was young, I often went to the cinema.
- She regularly walked at night when she was living downtown.

**5/ It is for 'consecutive action' in the past. It is also called 'narrative past'.**

They arrived home. They took shower. They dressed for dinner and after dinner they sat in the living-room and played chess.

**6/ Sometimes the time become definite as a result of a question and answer in the present perfect:**

- a. Have you visited Rome ?      Yes, I have.  
When did you go there?      I went there in the spring of 2001.
- b. Where have you been?      I have been to the circus.
- c. Did you enjoy you're the shows?      Yes, I Did.

**7/ it is used for an action whose time is not given but which occupied a period of time now, finished, or occurred in a period of time now finished .**

- She worked in the university library for 25 Years.  
(she doesn't work there now)
- She once talked to lady Diana.

**8/ It is used with used to for past habit.( this is no longer taking place, or the person is no longer having this habit):**

- She used to swim in the lake during spring, but now she can't do it even in hot season.
- They used to be very friendly to us when we were at university.
- I used to take a shower before going to bed.
- Before her marriage, she used to be very attractive.

## **Course No : 04**

### **2)- The past continuous**

#### **Followed with Exercises for practice and Keys**

**The past continuous is used:**

**1/ When the time of a past action is defined in relation to another action, the one that is kind of background to the other is put into the 'past continuous'. We use it to show interest in the action itself as it is actually taking place; we are not interested in its completion.**

**- Compare the following:**

- I met him when he crossed the street.

(two consecutive acts: he crossed the street **an** THAN I met him)

- I met him when he was crossing the street.

(the time of **meeting** is definite **as in the middle of the act of crossing**).

- I was reading a book when he came.

- While I was walking in the street, I saw an accident.

-We were living in Switzerland when the war began.

-The boy jumped off the bus while it was moving.

**2/ It is used to show that an action was continuing between two extremities of past time.**

-Yesterday from 8:30 to 9:00 I was watching the news on Europe News.

-She was bathing her baby from 8:00 to 8:25 in the morning.

**3/ To show that a continuous action was taking place at the same time as another continuous past action.**

-While he was painting the room, she was watering the flowers in the garden.

-I was making a cake while you were reading the evening newspaper.

-While it was raining we were having a picnic in the nearby park.

**4/ It is used without a time expression. It can indicate gradual development**

-It was getting dark.

-The mind was rising.

-He was driving faster.

**5/ If we replace the time expression with a verb in the simple past tense, we convey the idea that the action in the past continuous started before the action in the simple past and probably continued after it.**

-When I arrived Mary was talking on the phone.

-But when she saw me, she put down the receiver.

-When they entered the room, we were drawing pictures.

**6/ the past continuous is used in description, and the past simple is used in narration.**

-it was 9:00 PM. It was snowing and the wind was blowing. A wood fire was burning and Remy, the cat, was sleeping in front of it, Mrs. Brown was knitting; her grandchildren Kate, Jack and Steve were watching TV. Suddenly, someone rang the bell. Mrs. Brown stopped knitting and the cat woke up.

**7/ It is used in reported speech.**

-‘I’m listening to music’. She said.

-She said that she was listening to music.

**8/ It is used for future actions in the past.**

-She was very busy cleaning the house because she was receiving guests that evening.

-They were leaving for Manchester on the 11 o’clock train.

**10/ In questions about how a period of time was spent, the continuous often appears more polite than the simple.**

-What were you doing before you came here?

-What kind of books were you reading when I last saw you at the university library?

-But what were you doing in my room?

**Past simple and Past continuous**

**Exercises for Practice**

**-Exercise 01:**

**Put the verbs in brackets into the simple past or the past continuous tense:**

1. Why you (Interrupt) me just now? I (have) a very interesting conversation with Mr. Brown.

2. The murderer (carry) the corpse down the stairs when he (hear) a knock the door.

3. As they (walk) along the road, they (hear) a car coming from behind them.

Tom (turn) round and (hold) up his hand. The car (stop).

4. As we (come) here a policeman (stop) us. He (say) that he (look) for some stolen property and (ask) if he could search the car.

5. The prisoner (escape) by climbing the wall of the garden where he (work). He (wear) blue overalls and black shoes.

6. She said that the car (travels) at 4:00 PM. When it (begin) to skid.

7. She said that she (not like) her present flat and (try) to find another one.

8. When I (arrive) at the station, Mary (wait) for me. She (wear) a blue dress and (look) very pretty. As soon as she (sees) me she (wave) her umbrella and (shout) something, I couldn’t hear what she (say) because everybody (make) such a noise.

9. Anne said that she (be) on holiday. I (say) that I (hope) that she (enjoy) herself.

10. While he (water) the flowers it (begins) to rain. He (put) up his umbrella and (go) on watering.

11. I just (write) a cheque when I (remember) that I (have) nothing in the bank.

12. I (find) this ring as I (dig) in the garden. It looks very old. I wonder who it (belong) to?

13. When I last (see) her she (hurry) along the road to the station. I (ask) her where she (go) and she (say) ‘London’, but I don’t think she (speak) the truth because there (not be) any train for London at that time.

**-Exercise 02:**

**Put the verbs in the following sentences into suitable past tense; notice where sensible alternative are possible:**

1. I (speak) to her several times, but she always (read) and (not hear) me.
2. He (lose) his watch while he (see) the sights of the city.
3. He (teach) English for two months when he (live) in Germany and (work) as a journalist
4. The house (burn) fast, so we (break) a window to get out.
5. We (walk) to the station when it (begin) to rain.
6. My sister (drop) two cups while she (wash up) last night; neither of them (break).
7. She (put) on her raincoat when it (start) to rain.
8. The ship (sink), so all the passengers (jump) into the boats.
9. When I (see) him, he (sing) and (smoke) a cigar at the same time.
10. While he (write) a letter the telephone (ring) ; as he (go) to answer it he (hear) a knock at the door; the telephone still ( ring) while he (walk) to the door; but just as he (open) it, it (stop).

**-Exercise 03:**

**Complete the following conversation. Use the past tense or the present perfect of the verbs in brackets:**

- A: .....you ever.....(lose) anything valuable?  
B: I .....(lose) my watch last night.  
A:.....you .....(find) it yet?  
B:No. Actually, I.....Already.....(buy) a new one.  
A:That's nice. Where .....you .....(buy) it.  
B.I.....(get) it at the street market last weekend. What about you?  
.....you ever .....(lose) anything valuable?  
A:Well, I ..... (leave) my address book in a pay phone a couple of years ago.  
B:How Annoying! Maybe that's why you.....(not call) me for a while  
A:That's right. I can't even remember my own phone number! But you .....(not call) me for long time.  
What's your excuse?  
B: I told You. I .....(lose) my watch, so I .....( not have) one!  
A:Very Funny!

**-Exercise 04:**

**4/Complete these news stories using the past continuous or the past of the verbs given in brackets:**

1. Flight 2001 (fly).....from London to new York when it suddenly ..... Turbulence and (drop).....15,000 Feet. The (carry).....over 300 passengers and a crew of 17.
2. While drivers(work).....off the coast of Florida, they (discover) .....a 100-year-old shipwreck. The shipwreck(contain)..... worth \$2million. The divers (film).....life on a coral.....they (find).....the gold.
3. A man was fined \$4,000 for stealing an ambulance. The ambulance driver(make) .....a phone call when the thief (startup).....the ambulance. He (speed).....away when the driver (see)..... him and (call).....the police.
4. police got a shock when they (stop).....a motorist as she (speed).....on the highway. While they (search)..... the trunk of the car, they (find).....three snakes. The driver said she (take) .....them to pet fair.

### **-Exercise 05:**

#### **put the verbs in brackets into the correct tense: simple past or past continuous:**

1. Peter and Anne (decide) to redecorate their sitting-room themselves.
2. They (choose) cream paint for the windows and apricot for the walls.
3. when John (look) in the see how they (get) on, Ann (mix) the paint, and Peter (wash) down the wall.
4. They (be) glad to see John and (ask) if he (do) anything special that day.
5. he hastily (reply) that he (go) to the theater and (go) away at once, because he (know) they (look) for someone to help them.
6. They (begin) painting, but (find) the walls (be) too wet.
7. while they (wait) for the walls to dry, Ann (remember) she (have) a phone call to make.
8. Peter (start) painting while she (telephone), and (do) a whole wall before Ann (come) back.
9. He (grumble) that she always (telephone) at the wrong time.
10. Ann (retort) that Peter always (complain).
11. They (work) in silence for sometime.
12. Just as they (start) the third wall. The doorbell (ring).
13. It (be) a friend of Peter's, who (want) to know if Peter (play) golf the following weekend.
14. He (stay) talking to Peter in the hall while Ann (go) on painting.
15. at last he leave.
16. Peter (return), expecting Ann to say something about friends who (come) and (waste) valuable time talking about golf.
17. But Anne nobly (say) nothing.
18. Then Peter (think) he would do the ceiling.
19. he just (climb) the step ladder when the doorbell (ring) again.
20. Ann (say) she (get) tired of interruptions but (go) and (open) the door.
21. it (be) a telegram from her aunt Mary, saying she (come) to spend the weekend with them and (arrive) that evening at 6:30.

### **Past simple and Past continuous (Key for Exercises)**

#### **-Exercise 01:**

1. did you interrupt; was having. 2. Was carrying; heard. 3. were walking; hard; turned; held; stopped. 4. were coming; stopped; said; was looking; asked. 5. escaped; was working; was wearing. 6. was travelling; began. 7. didn't like; was trying. 8. arrived; was waiting; was wearing; looked; saw; waved; shouted; was saying/said; was making. 9. was; said; hoped; was; enjoying. 10. was watering; began; put up; went. 11. was just writing; remembered; had. 12. found; was digging; who did it belong. 13. saw; was hurrying; asked; was going; said; was speaking; wasn't.

#### **-Exercise 02:**

1. Spoke; was always reading; (was) not hearing. 2. lost; was seeing. 3. Taught; was living; (was) working. 4. was burning; broke. 5. were walking; began. 6. dropped; was washing up; broke. 7.

put/was putting; started.8.was sinking; jumped.9. saw; was singing;(was) smoking.10. was writing;  
rang: was going; heard; was still singing; was walking; was opening/opened; stopped.

**-Exercise 03:**

Have you ever lost; have you found; have already bought; did you buy; got; have you ever lost;  
left; haven't called; haven't called; lost ;didn't have.

**-Exercise 04:**

1/ was flying; encountered; dropped; was crying.2/were working; discovered; contained; were  
filming; found.3/ was making; stated up; speeded; saw; called.4/ stopped; was speeding; were  
searching; found; was taking.

**-Exercise 05:**

1/decided.2/choosed.3/looked; were getting; was mixing; was washing.4/were; asked; was  
doing.5/replied; was going; went; knew; were looking.6/ began; found;were.7/were  
waiting/waited; remembered; had; .8/started; was telephoning ;did; came.9/ grumbled; was  
always telephoning.10/ retorted; was always complaining.11/worked.12/started/were starting;  
rang.13/ was; wanted; was playing.14/ stayed;went.15/left.16/ returned; came;  
wasted.17/said.18/ thought.19/ was just climbing; rang.20/said; was getting; went; opened.21/  
was; was coming; was arriving.

## **Course No : 05**

### **The passive voice**

#### **Followed with Exercises for practice and Keys**

**Form:** In English the passive voice has several forms, so the passive of any statement is formed according to the tense of the verb in the active.

**1/ With the verb 'to be': the passive is formed by putting the verb 'to be' in the same tense as the active and by adding the past participle of the active verb:**

**Examples:**

**Active:** they designed the plan for the new public buildings.

**Passive:** the plan for the new public buildings was designed.

**Active:** we keep domestic animals in that zoo.

**Passive:** domestic animals are kept in that zoo.

**Active:** they have built a new highway outside the city.

**Passive:** Anew highway has been build outside the city.

**Notice:** the passive of continuous tenses sometimes seems difficult because it requires the present continuous form of ' to be', which is not otherwise much used.

**Examples:**

**Active:** they are operating on him.

**Passive:** he is being operated on.

**Active:** they were cleaning the streets of the village.

**Passive:** the streets of the village were being cleaned.

**2/ Auxiliary+ infinitive combination** are made by using a **passive infinitive:**

**Examples:**

**Active:** they ought to repair the micro-computer.

**Passive:** the micro-computer ought to be repaired.

**Active:** she should read the instructions before using the calculator.

**Passive:** the instructions should read before using the calculator.

**3/ the passive gerund: being+ past participle:**

**Examples:**

**Active:** I remember my mother taking me to the kindergarten for the first time.

**Passive:** I remember being taken to the kindergarten for the first time by my mother.

**Here are forms of passive in different tenses:**

1/ present simple: **is/are/am past participle.**

**Active: they paint the room white.**

**Passive: the room is painted white.**

2/ present continuous: **is/are/am + being + past participle**

**Active: they are painting the room white.**

**Passive: the room is being painted white.**

3/ Past simple: **was/ were+ Past participle.**

**Active: they painted the room white.**

**Passive: the room was painted white.**

4/Past continuous: **was/were + being +past participle**

**Active: they were painting the room white.**

**Passive: the room was being painted white.**

5/ Present perfect: **has/have + been + past participle.**

**Active: they have painted the room white.**

**Passive: the room has been painted white.**

6/ Past perfect: **had+ been+ past participle.**

**Active: they had painted the room white.**

**Passive: the room had been painted white.**

7/ Future: **will/shall+ be + past participle.**

**Active: they will paint the room white.**

**Passive: the room will be painted white.**

8/ Conditional: **would+ be+ past participle.**

**Active: they would paint the room white.**

**Passive: the room would be painted white.**

9/ Present infinitive: **can/ought to / must + be + Past participle.**

**Active: they can paint the room white.**

**Passive: the room can be painted white.**

10/Perfect infinitive: **to have + been + past participle.**

**Active: I should like them to have painted the room white.**

**Passive: I should like the room to have been painted white**

11/ Present participle/gerund: **being+ past participle**

**Active: I see them painting the room white.**

**Passive: I see the room being painted.**

**12/ Perfect participle: having+ been + past participle**

**Active: having painted the room, they cleaned it.**

**Passive: having been painted, the room was cleaned.**

**Use:**

**1/** the passive is used when it is convenient or interesting to emphasize on the thing (action) done than the performer (does) of this action.

**Examples:**

**Active: Thieves robbed the bank last night.**

**Passive: The bank was robbed last night.**

**2/** in **technical writing**, the majority of statements are in the passive form, because the technical writer wants to be **objective and impersonal**.

It is not usual to add the name of the agent (by+ agent) to a sentence of this kind, if the agent is a person. But very often the agent is not a person, and it may be necessary to add it

**Examples:**

**Active: the mechanic repairs the engine.**

**Passive: the engine is repaired.**

***The passive voice***

***(Exercises for Practice)***

**-Exercise 01:**

**1/ Complete the following passive voice sentences in the tenses suggested:**

1. This picture (always admire). **Present**
2. This exercise (do) very carefully. **Present continuous**
3. The box (not open) for the last hundred years. **Present perfect**
4. The tower of London (formerly use) as a prison. **Past**
5. Two of my dinner plates (break). **Present perfect**
6. A big battle ( fight) here 200 years ago. **Past**
7. This play (forget) in a few years' time. **Future**
8. The bridge (build) last year. **Past**
9. English (speak) all over the world. **Present**
10. Any question (ask) about me? **Past**

**-Exercise 02:**

**- Complete the following passive voice sentences in the tenses suggested:**

1. The answers must (write) on one side of the paper only. **Infinitive**
2. These books must (not take away). **Infinitive**
3. I (punish) for something I didn't do. **Past**
4. Milk (use) for making butter and cheese. **Present**
5. A pupil (praise) when he works hard. **Present**
6. The stolen car (find) in another town. **Present perfect**
7. The piano (play) far too loudly. **Past continuous**
8. The children (not feed) this morning. **Past**
9. The book (finish) next month. **Future**
10. The article (beautifully write). **Present perfect**

**-Exercise 03:**

**- Put the following sentences into the passive voice**

1. They gave **my little sister** a ticket, too.
2. People will show **the visitors** the new buildings.
3. Someone has already paid **the electrician** for his work.
4. They promised **us** high wages.
5. Somebody will tell **you** what time the train leaves.
6. Someone ordered **the prisoners** to stand up.
7. They will allow **each boy** a second plate of ice-cream.
8. They requested **the stranger** to leave the meeting.
9. They still deny **women** the right to vote in some countries.
10. Someone is showing **Mary** how to bath a baby.

**-Exercise 04:**

**-Put the following sentences into the passive voice:**

1. it's time they brought the cows in.
2. They told me to go away.
3. A friend told me the news this morning. **(agent)**
4. What ought we to do about it?
5. What questions did the examiner set?
6. A guide pointed out the pyramids to me. **(agent)**

7. Somebody has found the boy the people wanted. ( 2 passives)
8. People ought not to speak about such things in public.
9. They had eaten all the dinner before they finished the conversation. ( 2 passives)
10. I'd like someone to read to me .
11. you must not throw away empty bottles.
12. The stone struck him in the right shoulder. ( agent )
13. Ladies used to wear their dresses very long.
14. They sent letters of thanks to all their friends.
15. They were cutting the birthday cake into small pieces.

**-Exercise 05:**

**- Put the following sentences into the passive voice:**

Somebody must have taken it while I was out.

You must iron this dress for tonight.

Did the noise frighten you?

The orchestra played that piece beautifully.

5. The doctor had to operate on him to find out what was wrong.

6. Didn't anybody teach you how to behave?

7. I can assure you I will arrange everything in time.( 2 passives)

8. A sudden increase in water pressure would break the dam.

9. Men can shell cities from a distance of several miles.

10. One cannot eat an orange if nobody has peeled it. ( 2 passives)

**-Exercise 06:**

**- Put the following sentences into the passive voice.**

1. Nobody has used this room for ages.

2. You should have taken those books back to the library.

3. Somebody broke into his house and stole most of his silver.

4. They returned my keys to me; someone has picked them up in the street.

5. We had to give the books back; they didn't allow us to take them home.

6. You shouldn't leave these documents on the desk. You should lock them up.

7. They handed round coffee and biscuits.

8. They have tried other people's schemes. Why have they never tried my schemes?

### **-Exercise 07:**

#### **- Put the following sentences into the passive voice:**

1. People generally assume that money brings happiness.
2. Let me know if there is anything we should do.
3. They tell me somebody has shot your uncle. ( 2 passives)
4. They can't put you in prison if they haven't tried you. ( 2 passives)

### **The passive voice ( Key to Exercises )**

### **-Exercise 01:**

#### **1/ Complete the following passive voice sentences in the tenses suggested:**

1. This picture is always admired.
2. This exercise is being done very carefully.
3. The box has not been opened for the last hundred years.
4. The Tower of London was formerly used as a prison.
5. Two of my dinner plates have been broken.
6. A big battle was fought here 200 years ago.
7. This play will be forgotten in a few years' time.
8. The bridge was built last year.
- English is spoken all over the world.
10. Was any question asked about me?

### **-Exercise 02:**

#### **- Complete the following passive voice sentences in the tenses suggested:**

- The answers must be written. 2. These books must not be taken away. I Was punished. 4. Milk is used. 5. A pupil is praised. 6. The stolen car has been found. 7. The piano was being played. 8. The children were not fed. 9. Book will be finished. 10. The article has been beautifully written.

### **-Exercise 03:**

#### **- Put the following sentences into the passive voice**

- My little sister was given a ticket, too. 2. The visitors will be shown the buildings. 3. The electrician has already been paid for his work. 4. We were promised high wages. 5. You will be told what time the train leaves. The prisoners were ordered to stand up. 7. Each boy will be allowed.....8.The stranger was requested to leave the meeting. 9. Women are still denied the right to vote in some countries. 10. Mary is being shown how to bath a baby.

### **-Exercise 04:**

#### **-Put the following sentences into the passive voice:**

- It's time the cows were brought in. 2. I was told to go away. 3. I was told news this morning by a friend. 4. What ought to be done about it? That questions were set?. 6. I was pointed out the pyramids by a guide. Boy who was wanted has been found. 8. Such things ought not to be about

in public. 9. All the dinner had been eaten before the conversation was finished. 10. I'd like to be read to. 11. Empty bottles must be thrown away. 12. He was struck in the right shoulder by the stone. 13. Used to be worn very long. 14. All their friends were sent letters of. 15. The birthday cake was being cut into small pieces.

**-Exercise 05:**

**- Put the following sentences into the passive voice:**

1. It must have been taken. 2. This dress must be ironed. 3. Were you frightened by the noise? 4. That piece was beautifully played. 5. He had to be operated on to find out what was wrong. 6. Were you taught how to behave? 7. You can be assured that everything will be arranged in time. 8. The dam would be broken by a sudden increase in water pressure. 9. Cities can be shelled from a distance of several miles. 10. An orange cannot be eaten if it has not been peeled.

**-Exercise 06:**

**- Put the following sentences into passive voice.**

1. This room has not been used for ages. 2. Those books should have been taken back to the library. 3. His house was broken into and most of his silver was stolen. 4. My keys were returned to me; they have been.

**Reference:**

Diffallah Laissaoui ( 2004 ) " University English Grammar " Book 1 , First Edition, Algeria.

***Note : for more details, students are asked to refer to the following references:***

1- A.J. Thompson ,A.V .Martinet,(1980) " A practical English Grammar" , Third Edition, Oxford University Press.

2- Djamel Achit, (2008) " The Complete English Grammar Book", First Edition, Clic Edition, Algeria.

3- John Eastwood , (1999) " Oxford Practice Grammar " Second Edition, Oxford University Press.

## **Part Two: Texts Analyses**

### **Course No : 06**

#### **The Effects of Stress**

There is a famous expression in English: "Stop the world, I want to get off!" This expression refers to a feeling of panic, or stress, that makes a person want to stop whatever they are doing, try to relax, and become calm again. 'Stress' means pressure or tension. It is one of the most common causes of health problems in modern life. Too much stress results in physical, emotional, and mental health problems.

There are numerous physical effects of stress. Stress can affect the heart. It can increase the pulse rate, make the heart miss beats, and can cause high blood pressure. Stress can affect the respiratory system. It can lead to asthma. It can cause a person to breathe too fast, resulting in a loss of important carbon dioxide. Stress can affect the stomach. It can cause stomach aches and problems digesting food. These are only a few examples of the wide range of illnesses and symptoms resulting from stress.

Emotions are also easily affected by stress. People suffering from stress often feel anxious. They may have panic attacks. They may feel tired all the time. When people are under stress, they often overreact to little problems. For example, a normally gentle parent under a lot of stress at work may yell at a child for dropping a glass of juice. Stress can make people angry, moody, or nervous. Long-term stress can lead to a variety of serious mental illnesses. Depression, an extreme feeling of sadness and hopelessness, can be the result of continued and increasing stress. Alcoholism and other addictions often develop as a result of overuse of alcohol or drugs to try to relieve stress. Eating disorders, such as anorexia, are sometimes caused by stress and are often made worse by stress. If stress is allowed to continue, then one's mental health is put at risk.

It is obvious that stress is a serious problem. It attacks the body. It affects the emotions. Untreated, it may eventually result in mental illness. Stress has a great influence on the health and well-being of our bodies, our feelings, and our minds. So, reduce stress: stop the world and rest for a while.

## **Cognitive Therapy for Depression**

Almost everyone has dark thoughts when his mood is bad. With depression, though the thoughts can be extremely negative. They can also take over and distort your view of reality.

Cognitive therapy can be an effective way to defuse those thoughts. When used for depression, cognitive therapy provides a mental tool kit that can be used to challenge negative thoughts. Over the long term, cognitive therapy for depression can change the way a depressed person sees the world.

Studies have shown that cognitive therapy works at least as well as antidepressants in helping people with mild to moderate depression. Treatment with medication and/or psychotherapy can shorten depression's course and can help reduce symptoms such as fatigue and poor self-esteem that accompany depression.

### **Cognitive Therapy for Depression : A Thinking Problem :**

Cognitive therapy was developed in the 1960s as an alternative way to treat depression, says **Judith S. Beck, PhD.** Beck is director of the Beck Institute for Cognitive Therapy and Research located outside Philadelphia. She tells that the principle underlying cognitive therapy is "thoughts influence moods."

According to cognitive therapists, depression is maintained by constant negative thoughts. These thoughts are known as automatic thoughts. That means they occur without a conscious effort. For example, a depressed person might have automatic thoughts like these:

- "I always fail at everything."
- "I'm the world's worst mother."
- "I am doomed to be unhappy."

**Beck** says automatic thoughts "may have a grain of truth. But," she adds, "the depressed person distorts or exaggerates the reality of the situation." This negative distortion helps fuel the depression. With cognitive therapy, a person learns to recognize and correct negative automatic thoughts. Over time, the depressed person will be able to discover and correct deeply held but false beliefs that contribute to the depression.

"It's not the power of positive thinking," **Beck** says. "It's the power of realistic thinking. People find that when they think more realistically, they usually feel better."

### **Cognitive Therapy for Depression: How It Works:**

Cognitive therapy posits that most problems have several parts. Those parts include:

- the problem as the person sees it
- the person's thoughts about the problem
- the person's emotions surrounding the problem
- the person's physical feelings at the time
- the person's actions before, during, and after the problem occurs

The way cognitive therapy works is a patient learns to "disassemble" problems into these various parts. Once a person does that, problems that seemed overwhelming become manageable.

During regular cognitive therapy sessions, a trained therapist teaches the tools of cognitive therapy. Then between sessions, the patient often does homework. That homework helps the person learn how to apply the tools to solve specific life problems.

"They make small changes in their thinking and behavior every day," **Beck** says. "Then over time, these small changes lead to lasting improvement in mood and outlook."

## **Cognitive therapy works as well as antidepressant medicines alone to improve mild to moderate depression.**

"When conducted well, cognitive therapy works as quickly and as thoroughly as antidepressant medications," says **De Rubeis**, who has led several large studies of cognitive therapy for depression. "Used consistently, cognitive therapy may work better than antidepressants in the long run," he adds.

## **Cognitive therapy works as well as antidepressant medicines at preventing depression relapses.**

**De Rubeis** tells that when a person continues using the skills he learned with cognitive therapy, those skills help prevent relapses, a common problem with depression. "Cognitive therapy appears to prevent the return of symptoms as well as taking medication," he says. "And it does it without medication."

## **Cognitive therapy reduces residual symptoms of depression.**

After a "successful" treatment for depression, many people continue to have mild depressive symptoms. Adding cognitive therapy to the treatment plan helps reduce these residual symptoms.

## **Cognitive Therapy for Depression : With or Without Antidepressants?**

Cognitive therapy has become the standard "talk therapy" used to treat depression. In addition to its high rate of success, it is also cost-effective. The benefits from cognitive therapy often come in weeks rather than months or years, as may be the case with other treatments.

But can cognitive therapy replace antidepressant medications? For some people, says **De Rubeis**, the answer is yes.

But it doesn't have to be an "either-or" decision. In some studies, cognitive therapy for depression worked even better when combined with antidepressants.

Because everyone's situation is unique, the decision about how to use cognitive therapy should always be made by the patient and the mental health provider together.

## **Cognitive Therapy for Depression : Think Well, Feel Better**

Depression demonstrates how closely linked the mind and body are. People who are depressed, frequently feel bad physically, not just sad or "down." Besides helping to improve a person's mood, cognitive therapy can also improve the physical symptoms of depression. It does this by:

- improving a person's overall energy level
- increasing the quality and duration of sleep
- improving appetite and restoring the pleasure of eating
- heightening a person's sex drive

Cognitive therapy can also relieve chronic pain. Many people with chronic pain also have depression. According to **Beverly E. Thorn**, cognitive therapy treats both at once." **Thorn** is professor of psychology at the **University of Alabama** and author of *Cognitive Therapy for Chronic Pain*. She says that after a course of cognitive therapy for chronic pain, "patients' symptoms related to depression are reduced as well."

The effects of cognitive therapy are often longer lasting than pain medicines. "Pain medications have all kinds of side effects and can actually add to depression," **Thorn** says. With cognitive therapy, patients learn coping skills and how to apply them. When they do, there is less need for pain medications.

- Distort : يحرف ، يشوه

- Self-Esteem : تقدير الذات

- Disassemble : يفكك

- Overwhelming : معقدة

- Relapses : الانتكاس، الارتداد

## **Stress in Cognitive Behavioural Therapy**

**Stress** is most widely defined as the body's response to external events that somehow upset one's internal balance or make a person feel threatened. From a biological point of view the effects of stress can be positive, neutral or negative. Stress has many forms and impacts on people of all ages. It is impossible to predict the stress levels for an individual. Still children, teens, working parents and seniors are among the groups that confront most stress factors related to life transitions.

When feeling threatened, the body starts an automatic process known as the stress response in order to protect the individual. If working properly this mechanism helps one stay alert, focused and energetic. It can even save one's life in emergency situations. At a certain point stress can become dangerous for one's health, relationships, productivity and quality of life. Stress can cause or exacerbate health problems such as high blood pressure, heart disease, obesity and depression as well as some digestive, and skin diseases.

External factors that can cause stress include the physical environment such as one's job, relationships, home as well as various situations, difficulties and expectations that a person faces every day. Internal factors define the ability of one's body to respond to and handle the external stress factors. One's ability to deal with stress depends on his or her nutritional status, health and fitness levels, emotional state and the amount of sleep one gets.

Almost anything can be interpreted as a sign or symptom of unhealthy stress levels. As people meet stressful situations, deadlines, frustrations and demand every day, they get too accustomed to stress and may not recognise it at all. In the twenty-first century there are people for whom stress has become a way of life.

Symptoms of stress can be cognitive, emotional, physical or behavioural. Initial symptoms include anxiousness, nervousness, distraction, internal pressure and excessive worry. These symptoms can negatively impact one's outward appearance and make him anxious or nervous, distracted, self-absorbed or irritable.

### **So what is Cognitive behaviour..?**

Cognitive behaviour refers to things one does to achieve tasks-remember, respond sequence (do things in order) and so on. Usually, they are logical, learned things. Abstract thinking comes into it. Recognizing consequences of behaviour is thought to develop as people grow older and can envision what might happen and avoid behaviour that would cause it. Cognitive behaviour is thinking behaviour. There is also a form of therapy called Cognitive Behaviour Therapy, which teaches you how to use thinking to change your behaviour and mental health. The cognitive behaviour is meant to be a meaningful behaviour. The behaviour has to produce a meaningful action useful to people.

### **Cognitive Symptoms:**

If your primary stress symptoms are cognitive in nature you may find you suffer from the following:

- Sleeping problems
- Thought distortion
- Memory problems
- Preoccupation

- Racing Thoughts
- Difficulty Making Decisions

#### شرح بعض المصطلحات:

- Distracted : لامبالي، ذاهل
- Irritable : سريع الغضب
- Envision : يتوقع ، يتخيل

**The school fear(Phobia)**

Usually children feel afraid of school from their first day, especially the beginners because of their separation from their parents. Whenever this fear continues for several days its will be possible to grow to a serious problem which is considered as an illness called by scientists "**PHOBIA**".

Even though there is no child who is born with fear, it is clear that the child acquires this feeling and it differs from child to child according to age category. So it's better to deal with this child in a correct way in order not to increase the negative consequences.

So, what is school fear and how do we recognize it

**The recognition of fear from school :**

School Phobia is the child's refusal of school as a way to express his anxiety of separation from his mother especially in the elementary category.

The child's separation from his mother and his house grows in himself the inability of being dependent.

**The symptoms :**

**1 – symptoms that appear at home :**

- Stomachache - To feel nauseous , disgust , The vomit - No apathy for eating.

**2 – Symptoms that appear nearby school :**

- The feeling of great fear- The increase of hearts beating-The excess sweat
- Crying and screaming -To have a pale face.

These are some popular symptoms that appear in a child who suffers from school fear. All these symptoms can disappear as soon as the child returns back home.

The school Phobia can touch all children , so it's for parents to prepare their children before starting school by giving them directions and pieces of advice in order not to get negative results. However , there are some serious causes for this fear.

**Causes :**

- Starting school for the first time ; it isn't easy for a child to separate from his mother and home to go to school , or to enter the society without any preparation.
- To move to a new home , in a new town , the child is going to change his school, his teachers and his old friends.
- To Have a problem inside the child's family for example the death of a member of the family or a serious illness.
- To Have problems between the parents for example the divorce.
- Bad treatment of the child and violence inside the home.
- The absence of best friends for the child and the feeling of rejection from his classmates.
- The feeling of failure.

**The school phobia and psychological repercussions:**

**1** – Constant fear and insecurity.

**2** – Panic of separation or leave parents.

**3** – The children's fear of staying in the same room even in a short time.

**4** – Difficulty sleeping and nightmares .

**5** – Fear from being alone in the dark.

6 – Find any excuse not to go to school.

7 – When the parents force the child to go to school , the child rejects and panics.

**The ideal methods to deal with the problem:**

The most important aspects of the error is the role of parents and teachers social treatment of the child.

1 – Cruelty and abandonment , the cruel education leads the child to hate his parents and the feeling of the desire for revenge.

2 – The failure of parents in training the child to obtain the values , and give the child all his needs ; this leads to have a weak personality unable to confront difficulties .

3 – The change of the child’s treatment , if the parents praise their child for a good thing and then the next day will punish him for the same thing . The child will not know whether this behavior is true or false , this conflict makes the child lives in an atmosphere of anxiety.

4 – Excessive concern for the child , this deprive the child from playing outside with his friends ; parents have to leave the child on his nature in order to bind a strong personality.

**The proposed treatment:**

It’s better for parents to ask advice from doctors to treat their children in the beginning of the illness and don’t let it become serious and difficult to treat.

- Make the child feels secure in his family and become more self-sufficient.
- To ask the child’s teacher about the issue , because he is the nearest person inside school.
- To meet some of the child’s friends to know about any misunderstanding.
- The parents role in encouraging the children in doing well in school.
- To avoid violence in punishment either in school or at home.
- To encourage children to do their homework.

**Nauseous** : مقرف ، مغمث

**Praise** : يثني ، الثناء

**Digust** : غثيان، اشمزاز

**Nightmares** : الكابوس

**Apathy** : اللامبالاة

## Course No: 10

### Exam Anxiety

#### **What is Exam Anxiety ?**

Test anxiety is a combination of physiological over-arousal, tension and somatic symptoms, along with worry, dread, fear of failure, and catastrophizing, that occur before or during test situations. It is a physiological condition in which people experience extreme stress, anxiety, and discomfort during and/or before taking a test. This anxiety creates significant barriers to learning and performance. Research suggests that high levels of emotional distress have a direct correlation to reduced academic performance and higher overall student drop-out rates. Test anxiety can have broader consequences, negatively affecting a student's social, emotional and behavioural development, as well as their feelings about themselves and school.

#### **How to Deal With Exam Anxiety:**

##### **1- Reducing Anxiety with Effective Studying**

1- Remember you have already learned the information. The most effective way to study is attend class regularly, take good notes, do your homework, and otherwise be an active student. If you have done this, you are already way ahead of students who have not been doing this.

2- Leave yourself plenty of time for studying. Waiting until the night before a test to start studying is likely to spike your anxiety. You will be crunched for time, you will not have time to ask questions or find lost information, likely feel overwhelmed, and otherwise be in a bad situation.

Draw up a schedule to make most of your study time. Set aside as much time as you feel you need; it could be 20 minutes a day, it could be 2 hours a day. You can adjust this if you feel you need more or less time after studying for a few days. Stick to this schedule so when it comes time for the test, you know you've prepared as well as possible.

3- Keep all of your notes and schoolwork organized. Being disorganized can make anxiety much worse. You'll start to panic because you can't find that one page of notes you need to know, and then lose time looking for it instead of studying.

Keep all of your notes for a certain class in one notebook, so everything for that class is in one place. Also make sure to date the page every time you take notes. If you take notes on your computer, keep your notes, assignments, and any study aids in separate folders for each class, and date all of your notes.

4-Take breaks while studying. Although you should study as much as you need to, it is possible to overdo it. Spending every minute of the day studying will wreak havoc on your nerves and make anxiety worse. Be sure to factor breaks into your study schedule. Every hour or two, you should take a break for 10 minutes or more.

5- Keep the exam in perspective. While under stress, it is very easy to "catastrophize"—that is, think the very worst of the situation and get worried about what is unlikely to happen, but mildly possible. This can set off a chain reaction, in which the student gets more anxious, more distracted, more worried, and then less likely to do well the bar, or just having to re-take chemistry class.

##### **2 - Reducing Anxiety Physically**

1- Look for physical symptoms of anxiety. Anxiety is not only an emotional state; it produces physical symptoms that you can identify if you know what to look for. If you experience any of the following symptoms when studying or thinking about a test, this would be a telltale sign that you're feeling

anxiety. You can then take steps to alleviate symptoms headaches , dry mouth, rapid heartbeat, sweating, light-headedness, extreme body temperature, either excessively hot or cold, gastrointestinal discomfort. This can be characterized by nausea, diarrhea, bloating, and abdominal pain.

2- Stay active. Exercise and physical activity are great ways to reduce anxiety. It will distract your mind from the test and studying, so your brain will have a chance to relax and refresh itself.

3- Eat proper meals regularly.. Hunger can make your anxiety worse. It will also starve your brain of nutrients and you won't be able to focus very well. Eat at least three balanced meals every day to keep your strength up.

Avoid sugary foods and drinks. Not only are these bad for your health, but the spike in your blood sugar will make you jittery, which could increase your anxiety.

4- Get plenty of sleep. Sleep deprivation is another cause of anxiety. Commit to getting a full 8 hours of sleep or more every night. This will ensure that your brain has been properly rested and you can start studying with a fresh mind.

5- Stretch your muscles. Anxiety often causes muscles to tense up, particularly those in the upper back and neck. This will cause pain and discomfort, inhibiting your ability to concentrate.

6-Try meditation. Meditation is designed to relax your body and mind

### **3- Reducing Anxiety Mentally :**

1- Think about your cognitive state.

2- Analyze your thought patterns.

3- Isolate and analyze negative thoughts.

4 - Put negative thoughts in perspective. When many negative thoughts are put in real-world perspective, they don't seem so serious

5 - Replace illogical thoughts with logical ones. .

6 - Use positive self-statements. When people suffer from anxiety, they usually use negative self-statements like "I'm stupid," or "I'm worthless." These kinds of statements can easily cause your anxiety to progress into depression and threaten your overall mental health.

### **4 -Relaxing Yourself During the Exam :**

1- Show up on time or early for the test. Do everything you can to be on time for the test. That way, you can sit down and relax for a few minutes before starting. You'll be able to gather your thoughts and focus on positive thinking. This relaxation period before the test is very important to getting off to a good start.

2 - Read all instructions and questions carefully.

3- Stop and breathe if you feel anxiety coming on.

4- Keep using positive statements. Throughout the test, you should still be focusing on positive thoughts. Tell yourself, "I've studied, I'm prepared."

5- Stay focused on the question at hand. Don't let your mind wander during the test. That will allow negative thoughts to creep in and distract you. Just make sure to keep your mind on the question you're working on. This way, all your energy can focus on figuring out that answer.

If you have trouble staying focused, try silently re-reading the question or prompt to yourself. This will freshen your memory and help you stay focused on the task at hand.

6- Skip a question if you get stuck. Coming across a difficult question risks causing an anxiety attack and could mess up your concentration for the rest of the test.

7- Seek help if you need it. Sometimes, the symptoms of anxiety can be so severe that they interfere with your everyday life. If you find that you experience anxiety symptoms on a regular basis, don't be afraid to ask for help.