

Algerian Democratic Republic of the People
Ministry of Higher Education and Scientific Research
Hassiba Benbouali University of Chlef



Faculty of Economics, Management and Commercial Sciences
Management Sciences Department

English for Human Resources Management

A Course of English for 1st year Master Human
Resources Management Students

Dr. Amar BELHADIA

Table of Contents

Course Introduction.....	2
Project 1 : Employee Engagement	7
1.1 What do I know about it?	7
1.2 Useful vocabulary	7
1.3 I read about it	8
1.4 I discover grammar : Pronouns	12
1.5 I check my grammar and vocabulary.....	15
1.5.1 I check my grammar	15
1.5.2 I check my new vocabulary	17
1.6 I write about it.....	21
1.7 Appendix.....	22
1.7.1 Glossary.....	22
1.7.2 Comprehension questions answers	23
1.7.3 Grammar and vocabulary check answers	25
Project 2 : Recruitment	33
2.1 What do I know about it?	33
2.2 Useful vocabulary	33
2.3 I read about it	34
2.4 I discover grammar : Auxiliary verbs “be” and “have”	37
2.4.1 I check my grammar and vocabulary	43
2.4.2 I check my new vocabulary	44
2.5 I write about it.....	47
2.6 Appendix.....	49
2.6.1 Glossary.....	49
2.6.2 Comprehension questions answers	50
2.6.3 Grammar and vocabulary check answers	51
Project 3 : Corporate Culture	58

3.1	What do I know about it?	58
3.2	Useful vocabulary	58
3.3	I read about it	59
3.4	I discover grammar: The Simple Present Tense.....	63
3.4.1	I check my grammar and vocabulary	68
3.4.2	I check my new vocabulary	70
3.5	I write about it	74
3.6	Appendix	75
3.6.1	Glossary	75
3.6.2	Comprehension questions answers	77
3.6.3	Grammar and vocabulary check answers	78
	Irregular Verbs	87
	References	92

Course Introduction

Dear students,

This is a course in English for Human Resources Management which is meant for you. It aims at assisting you to learn English while dealing with highly constructive topics related to the realm of your specialty.

The course consists of three thematic projects. Each one is built around a management-related theme, leading to a written production in the form of an essay or short article about the project theme itself. It is noteworthy that the production phase is the ultimate project outcome, as it allows the integration of the conceptual and linguistic knowledge targeted across the project, in addition to your personal previous knowledge of management, language and the world.

Here are the phases of which each project consists:

a. What do I know about it

This is the first phase of the project. It aims at triggering your reflection about the project theme. At this station, you are expected to brainstorm about the topic, thence, recall what you know about it and excite your eagerness to find out more about it.

b. Useful Vocabulary

In this phase of the project you are given a list of words which were extracted from the text that you will be reading in the next phase. You are invited to check the meaning of these words in English and Arabic, and then check their right pronunciation

before you copy them onto your new words log, or personal dictionary.

At the end of this phase, you are asked to prepare a three-minute talk about the project theme using at least three of the words provided in the list. This allows you to measure your progress at a later phase of the project; exactly, when you come to write about the target theme.

c. I read about it

This phase is devoted for reading comprehension practice. It consists of a text, which is about the theme of the project, and two comprehension exercises. Exploring the text allows you to practice reading comprehension while discovering appealing notions related to the project target theme, in English. During your text exploration trip, you will meet vocabularies you will have learnt in the preceding phase, labelled “Useful vocabulary”.

It is worth highlighting that in the last phase of the project you will be asked to write about the target theme, using the notions, vocabularies and grammatical resources you learnt across the project phases; in addition to your previous linguistic and world knowledge.

d. I discover grammar

This is a grammar study phase. It offers you the presentation of grammatical concepts with their norms and exceptions in order to help you use them in your future productions more accurately.

The production phase of the project allows you to integrate your new and previous grammatical knowledge as well

e. I check my grammar and vocabulary

This is a grammar and vocabulary practice phase where you have a set of grammar exercises related to the new grammatical concept, in addition to vocabulary practice exercises. Besides, you have a translation exercise in which you are asked to translate a set of sentences built around vocabularies of the text suggested in the reading phase.

f. I write about it

After having sailed across the project, you must have gained new notions, useful key vocabulary, and reviewed some grammar. Actually, you reached the ultimate harbour of your voyage, it is the production phase. Here, you are given a theme related-topic to write about, offering you the opportunity to mobilize ideas, vocabularies, and grammar. This integration phase represents the ultimate objective of the project.

أعزائي الطلبة،

هذه مجموعة دروس في اللغة الإنجليزية لتخصص تسيير الموارد البشرية، صممت لأجلكم في نسق ديداكتيكي مميز يسمح لكم بتطوير ذاتية التعلم لديكم، إذ يمكنكم استغلال هذا المحتوى باستقلالية تامة لما فيه من توجيهات تهدف إلى ذلك. بالإضافة، ستطلع على مفاهيم مفتاحية في تخصصك عبر نصوص القراءة المنتقاة، و ستؤجّه بطريقة سلسلة لتكتسب كفاءة لغوية انتاجية في موضوع المشروع.

يجدر بالذكر أن المحتوى مقسم إلى ثلاثة مشاريع مفاهيمية، كل منها يدور حول مفهوم يتعلق بتسيير الموارد البشرية، في حين حصاد المشروع المستهدف هو إنتاج كتابي في شكل مقالة حول موضوع المشروع نفسه، تقوم فيها بدمج المفاهيم و المعارف اللغوية التي اكتسبتها خلال تعاملك مع فحوى المشروع بمراحله المختلفة، بالإضافة إلى معارفك السابقة في مجال تسيير الموارد البشرية و كذا معارفك اللغوية و الثقافية.

Project1

Employee Engagement

Project1

Employee Engagement

1.1 What do I know about it?

- Do you know what “employee engagement” is about?
- If so, what can you say about it?
- If not, could you guess what it might mean?

1.2 Useful vocabulary

1. Here is a list of words. Using available references, try to find out their meanings.
2. Using digital references check the right pronunciation of each word from the list and practice it before you copy it onto your new words log.

Employee engagement - Work engagement - Job satisfaction- Leadership
Personal connections- Discretionary effort- Enthusiasm- Focused effort-
Personal growth- Burnout- Quality product- Customer service-Resources
Competitive edge- Absenteeism- Conflict- Creative- Autonomy-

3. Prepare a three-minute talk about employee engagement, using at least three words from the list above. Make sure you pronounce them correctly.

1.3 I read about it

Read the text and do the comprehension tasks below.

Employee engagement (also called work engagement) has become a popular term in the business world over the past fifteen to twenty years. In the past few years, academia has begun to research the conditions for employee engagement. It can be defined in a number of ways and is often confused with “job satisfaction.” In order to understand the difference, it is important to recognize that employee engagement goes much deeper than job satisfaction. Employee engagement is rooted in the employee’s personal connections to his or her job and to the organization. Job satisfaction is more closely related to whether or not the employee has what he or she needs to do the job, rather than having an internal drive to do the job. We will define employee engagement here as the extent to which an employee feels so connected to the work and to the organization that he or she is willing to give discretionary effort to the work at hand. Everyday terms that describe engagement include passion, enthusiasm, connection, flow, and focused effort.

Employees who are engaged often describe their experience as feeling valued by the organization, having the ability to grow as a person, being challenged, seeing near-term results, working on something of long-term importance, and feeling energized by the work. Unlike burnout, where the employee feels completely drained and exhausted by the end of a task, engagement leaves the employee with more energy and hence produces more for the company.

Why Is Employee Engagement Important?

As the job market becomes more competitive, it is more important than ever for employers to engage employees at both the organizational and personal levels.

An engaged employee is more productive, produces a higher quality product, and provides better customer service. Research has shown a direct correlation between employee engagement and customer satisfaction. In today's world, consumers have many choices, and a company not paying attention to employee engagement stands to lose its competitive edge.

It can also be argued that employee engagement provides a healthier work-place. When employees are happier and more energized by their work, absenteeism drops and conflicts decline. Employees are also more innovative and creative in an engaged environment, leading to more products and processes that meet or exceed customer expectations. This keeps the company on the cutting edge, rather than following the lead of others.

It's not enough for a leader to say that he or she believes in employee engagement. Leaders must understand the basic principles behind employee engagement.

How Can Leaders Foster Employee Engagement?

A leader's primary role is creating and fostering an environment that attracts and retains people who are highly engaged in their work. People already highly engaged seek organizations in which they can demonstrate that engagement freely in an environment characterized by a clear sense of purpose, autonomy to do the job, resources to do the job, and the confidence and support of leadership.

Engaged employees have the potential to make a substantial impact on a company's achievement of overall goals, both short- and long-term. An environment that supports engaged employees must be created over time. Changes must be made in keeping with a culture that supports engagement; otherwise, employees move on. The engaged culture is characterized by leadership that encourages and supports employees and values their efforts, and in which work matters.

The Encyclopaedia of Human Resource Management: HR Forms and Job Aids
By Catherine Baumgardner and Jennifer L. Myers

1. Say whether these statements are true or false according to the text:

1. Employee engagement is often confused with job satisfaction.
2. Employee engagement is only about having an internal drive to do the job.
3. Engaged employees feel valued by the organization and have the ability to grow as a person.
4. An engaged employee feels completely drained and exhausted by the end of a task.
5. There is a direct correlation between employee engagement and customer satisfaction.
6. Leaders do not need to understand the basic principles behind employee engagement.
7. An environment that supports engaged employees must be created over time.

2. Answer the following questions according to the text

1. What is employee engagement?
2. How is employee engagement different from job satisfaction?
3. What are some everyday terms that describe engagement?
4. What are some benefits of employee engagement for organizations?
5. What is a leader's role in fostering employee engagement?

1.4 I discover grammar

Pronouns are words that are used in place of nouns to avoid repetition and make sentences more concise. They are an important part of English grammar and are used in everyday speech and writing. Here are the different types of pronouns in English:

1. **Personal Pronouns** - These are pronouns that refer to specific people or things. There are two types of personal pronouns: subject pronouns and object pronouns.

Subject Pronouns	Object Pronouns
• I • You • He • She • It • We • They	• Me • You • Him • Her • It • Us • Them

2. **Possessive Pronouns** - These are pronouns that show ownership or possession. They do not require an apostrophe.

Possessive Pronouns
• Mine • Yours • His • Hers • Its • Ours • Theirs

3. Reflexive Pronouns - These are pronouns that end in "-self" or "-selves" and are used when the subject and object of a sentence are the same.

Reflexive Pronouns
• Myself • Yourself • Himself • Herself • Itself • Ourselves • Themselves

4. Demonstrative Pronouns - These are pronouns that point to specific people or things.

Demonstrative Pronouns
• This • That • These • Those

5. Interrogative Pronouns - These are pronouns that are used to ask questions.

Interrogative Pronouns
• Who • Whom • Whose • What • Which

6. Indefinite Pronouns - These are pronouns that refer to people or things in a general way, without specifying them.

Indefinite Pronouns
• Anybody • Anyone • Anything • Everybody • Everyone • Everything • Nobody • No one • Nothing • Somebody • Someone • Something

1.5 I check my grammar and vocabulary

1.5.1 I check my grammar

Exercise 1 Choose the correct pronoun to complete the sentence.

1. _____ needs to take some time off to recharge.
a) They b) She c) He
2. The customer was unhappy with the service. _____
demanded a refund.
a) They b) She c) He
3. The team put in a lot of discretionary effort to meet the
deadline. _____ hard work paid off.
a) Their b) Its c) Her
4. The company's competitive edge comes from _____ creative
employees. They are always coming up with new ideas.
a) Their b) Its c) Her
5. The quality of the product has improved since the new resources
were added. _____ is now the best on the market.
a) They b) It c) She
6. _____ is excited to take on new challenges.
a) They b) She c) He
7. Conflict arose between the two departments. _____
couldn't agree on the best course of action.

8. a) They b) It c) He
9. Karen's personal connections helped _____ get the job. She knows someone who works at the company.
- a) They b) She c) He
10. The team showed great enthusiasm during the presentation. _____ were excited to share their ideas.
- a) They b) She c) It
11. The company has a focus on customer service. _____ is their top priority.
- a) They b) It c) He

Exercise 2: Identify the type of pronoun used in the sentence.

1. I saw myself in the mirror. -----
2. This is your pen. -----
3. Who is she? -----
4. Everyone is invited to the party. -----
5. He hurt himself while playing football. -----

Exercise 3: Choose the correct possessive pronoun to complete the sentence:

1. The manager is proud of _____ team's performance this quarter.
(her/his/their)
2. The employee was happy to receive _____ raise. (her/his/their)
3. _____ quality has improved since the new resources were added.
(Its/Her/Their)
4. The retired worker donated _____ retirement savings to charity.
(her/his/their)

5. The team's hard work paid off with _____ successful launch of the new product. (her/its/their)
6. The manager encouraged _____ employees to take on more responsibilities. (her/his/their)
7. The employee was disappointed when _____ application for promotion was denied. (her/his/their)
8. _____ dedication to customer service is what sets us apart. (Her/Its/Their)
9. The manager took _____ leadership skills to the next level by completing an executive education program. (her/his/their)
10. _____ absenteeism has been a problem for this department. (Her/Its/Their)

1.5.2 I check my new vocabulary

Exercise 1: Fill in the blanks with the correct words from the list below.

Competitive edge- Employee engagement - Work engagement - Job satisfaction- Conflict- Creative- Absenteeism- Leadership Autonomy- Personal growth Discretionary effort- Enthusiasm- Focused effort- Burnout- Quality product- Customer service-Resources- Personal connections-

1. _____ is the degree to which an employee feels passionate about their job, is committed to the organization, and puts in discretionary effort to contribute to its success.
2. _____ is a state of mind in which a person is fully immersed in their work, feels a sense of energy, enthusiasm, and dedication, and finds their work fulfilling and meaningful.

3. _____ refers to the level of contentment or satisfaction that an employee feels about their job.
4. Effective _____ is crucial for creating an engaged and motivated workforce that is committed to achieving the organization's goals.
5. Building _____ with colleagues and managers is important for creating a positive work environment and promoting collaboration.
6. _____ is the extra effort that employees put in voluntarily, beyond what is required of them in their job description.
7. _____ refers to the passion and excitement that employees bring to their work, which can be contagious and inspiring to others.
8. _____ is the ability to concentrate one's attention and effort on a specific task or goal, without getting distracted or sidetracked.
9. _____ refers to the personal and professional development that employees experience as they learn and grow in their jobs.
10. _____ is a state of emotional, physical, and mental exhaustion that results from prolonged stress and overwork.
11. _____ is the ability to consistently deliver a high-quality product or service that meets or exceeds customer expectations.
12. Providing excellent _____ is essential for building customer loyalty and maintaining a good reputation.

13. Having access to adequate _____, such as tools, technology, and support, is necessary for employees to perform their jobs effectively.
14. Maintaining a _____ is important for staying ahead of competitors and achieving long-term success in the marketplace.
15. _____ refers to the habitual or intentional failure to attend work or fulfil job responsibilities, without a valid reason.
16. _____ is a situation in which there is a disagreement or clash between two or more individuals or groups.
17. _____ thinking involves generating new and innovative ideas, solutions, or approaches to problems.
18. _____ is the freedom and independence that employees have to make decisions and take action without excessive supervision or micromanagement.

Exercise 2: Translate the following sentences into Arabic.

1. Employee engagement is essential for creating a positive work environment.
2. Work engagement is the level of enthusiasm and commitment an employee has towards their job.
3. Job satisfaction is crucial for employee retention and productivity.
4. Effective leadership is essential for creating a positive work environment and improving employee engagement.

5. Personal connections with colleagues can improve employee engagement and job satisfaction.
6. Enthusiasm is contagious and can improve team morale and productivity.
7. Personal growth opportunities are essential for employee satisfaction and retention.
8. Burnout is a common issue among employees who feel overworked and stressed.
9. Producing a quality product is essential for maintaining customer satisfaction and loyalty.
10. Providing excellent customer service is essential for building a positive reputation and competitive edge.
11. Resources such as training and development opportunities are essential for improving employee skills and productivity.
12. Having a competitive edge in the market can help a business succeed and grow.

1.6 I write about it

Topic:

“There is a difference between employee engagement and job satisfaction. Engagement goes beyond mere satisfaction to involve personal connections and internal motivation to do the job.”

Discuss this statement in a paragraph of about 80 words. In order to assist you, here are some points that you can cover in your paragraph;

1. Defining employee engagement and job satisfaction.
2. Exploring the importance of employee engagement.
3. Identifying the factors that influence employee engagement and job satisfaction:
4. Measuring employee engagement and job satisfaction using various tools and techniques, including surveys and interviews.
5. Mentioning strategies for improving employee engagement and job satisfaction, such as improving communication, providing opportunities for growth and development, and fostering a positive work environment.
6. The role of leadership in fostering employee engagement and job satisfaction.

Reminder:

Do not forget to use the right tenses, along with punctuation and capitalisation appropriately.

1.7 Appendix

1.7.1 Glossary

- Employee engagement: ارتباط الموظفين بالعمل - The emotional connection that an employee has with their work and the level of commitment and dedication they have towards achieving the goals and objectives of the organization.
- Work engagement: الانخراط في العمل - The level of focus, energy, and enthusiasm that an employee brings to their work.
- Academia: الجامعة / الأوساط الأكاديمية - The environment and community of scholars, teachers, and researchers in universities and academic institutions.
- Job satisfaction: الرضا بالعمل - The level of contentment and fulfilment an employee experiences in their job.
- Personal connections: علاقات شخصية - Relationships or connections with individuals that are not related to work or business.
- Discretionary effort: جهد تقديري / جهد اختياري - The extra effort an employee chooses to put into their work, beyond what is required of them.
- Passion: شغف - A strong feeling of enthusiasm or excitement towards something.
- Enthusiasm: حماس / إندفاع - A strong feeling of excitement, interest, or eagerness towards something.
- Flow: تدفق / تيار - A state of mind where a person is fully immersed in an activity, feeling energized and focused.
- Focused effort: جهد مركز / جهد مركز على الهدف - A concentrated and targeted effort towards achieving a specific goal.
- Valued: محترم / مقدر - Something that is considered important, respected, or appreciated.

- Personal growth: التطور الشخصي - The process of self-improvement and development, whether it is personal or professional.
- Near-term results: نتائج قريبة المدى / نتائج فورية - Outcomes that are expected to be achieved in the short term or immediate future.
- Long-term importance: أهمية طويلة المدى / أهمية استراتيجية - The significance or value of something over a long period, usually in terms of its strategic importance.
- Burnout: الإرهاق الشديد / الإنهاك – A state of emotional, mental, and physical exhaustion that results from prolonged stress and overwork.
- Drained: مستنزف / مستنفد Feeling exhausted, depleted, or lacking in energy.
- Productive: إنتاجي / منتج - The ability to achieve or produce results effectively and efficiently.
- Quality product: منتج ذو جودة عالية - A product that is considered to be of high quality in terms of its performance, durability, and features.
- Customer service: خدمة العملاء / خدمة الزبائن - The assistance and support provided by a company or organization to its customers before, during, and after a purchase.
- Competitive edge: الميزة التنافسية - The advantage that a company or organization has over its competitors, which makes it more desirable or attractive

1.7.2 Comprehension questions answers

1. Say if these statements are true or false according to the text.

1. Employee engagement is often confused with job satisfaction. -

True

2. Employee engagement is only about having an internal drive to do the job. - **False**

3. Engaged employees feel valued by the organization and have the ability to grow as a person. - **True**
4. An engaged employee feels completely drained and exhausted by the end of a task. - **False**
5. There is a direct correlation between employee engagement and customer satisfaction. - **True**
6. Leaders do not need to understand the basic principles behind employee engagement. - **False**
7. An environment that supports engaged employees must be created over time. – **True**

2. Answer the following questions according to the text.

1. What is employee engagement?

- Employee engagement is the extent to which an employee feels connected to their work and the organization, and is willing to give discretionary effort to the work at hand.

2. How is employee engagement different from job satisfaction?

- Employee engagement is rooted in the employee's personal connections to their job and the organization, while job satisfaction is more closely related to whether or not the employee has what they need to do the job.

4. What are some everyday terms that describe engagement?

- Passion, enthusiasm, connection, flow, and focused effort.

5. What are some benefits of employee engagement for organizations?

- More productive employees who produce higher quality products, better customer service, less absenteeism, less conflicts, more innovation and creativity, and staying on the cutting edge of the industry.

6. What is a leader's role in fostering employee engagement?

- Creating and fostering an environment that attracts and retains highly engaged employees, characterized by a clear sense of purpose, autonomy, resources, and confidence and support of leadership.

1.7.3 Grammar and vocabulary check answers

1.7.3.1 Grammar check answers

Exercise 1: Choose the correct pronoun to complete the sentence.

1. **She** needs to take some time off to recharge.
a) They b) She c) He
2. The customer was unhappy with the service. **He/ She** demanded a refund.
a) They b) She c) He
3. The team put in a lot of discretionary effort to meet the deadline. **Their** hard work paid off.
a) Their b) Its c) Her
4. The company's competitive edge comes from **its** creative employees. They are always coming up with new ideas.

- a) Their b) Its c) Her
5. The quality of the product has improved since the new resources were added. **It** is now the best on the market.
- a) They b) It c) She
6. **He/ She** is excited to take on new challenges.
- a) They b) She c) He
7. Conflict arose between the two departments. **They** couldn't agree on the best course of action.
- a) They b) It c) He
8. Karen's personal connections helped **her** get the job. She knows someone who works at the company.
- a) They b) She c) Her
9. The team showed great enthusiasm during the presentation. **They** were excited to share their ideas.
- a) They b) She c) It
10. The company has a focus on customer service. **It** is their top priority.
- a) They b) It c) He

Exercise 2: Identify the type of pronoun used in the sentence.

- | | |
|--|-----------------------|
| 1. I saw myself in the mirror. | Reflexive pronoun |
| 2. This is your pen. | Possessive pronoun |
| 3. Who is she? | Interrogative pronoun |
| 4. Everyone is invited to the party. | Indefinite pronoun |
| 5. He hurt himself while playing football. | Reflexive pronoun |

Exercise 3: Choose the correct possessive pronoun to complete the sentence:

1. The manager is proud of **his/her** team's performance this quarter. (her/his/their)
2. The employee was happy to receive **his/her** raise. (her/his/their)
3. **Its** quality has improved since the new resources were added. (Its/Her/The
4. ir)
5. The retired worker donated **his/her** retirement savings to charity. (her/his/their)
6. The team's hard work paid off with **its** successful launch of the new product. (her/its/their)
7. The manager encouraged **his/her** employees to take on more responsibilities. (her/his/their)
8. The employee was disappointed when **his/her** application for promotion was denied. (her/his/their)
9. **Her** dedication to customer service is what sets us apart. (Her/Its/Their)
10. The manager took **his/her** leadership skills to the next level by completing an executive education program. (her/his/their)
11. **Their/his/her** absenteeism has been a problem for this department. (Her/Its/Their)

1.7.3.2 Vocabulary check answers

Exercise 1: Fill in the blanks with the correct word from the list provided.

Competitive edge- Employee engagement - Work engagement - Job satisfaction- Conflict- Creative- Absenteeism- Leadership Autonomy- Personal growth Discretionary effort- Enthusiasm- Focused effort- Burnout- Quality product- Customer service-Resources- Personal connections-

1. _____ is the degree to which an employee feels passionate about their job, is committed to the organization, and puts in discretionary effort to contribute to its success.
2. _____ is a state of mind in which a person is fully immersed in their work, feels a sense of energy, enthusiasm, and dedication, and finds their work fulfilling and meaningful.
3. _____ refers to the level of contentment or satisfaction that an employee feels about their job.
4. Effective _____ is crucial for creating an engaged and motivated workforce that is committed to achieving the organization's goals.
5. Building _____ with colleagues and managers is important for creating a positive work environment and promoting collaboration.
6. _____ is the extra effort that employees put in voluntarily, beyond what is required of them in their job description.
7. _____ refers to the passion and excitement that employees bring to their work, which can be contagious and inspiring to others.

8. _____ is the ability to concentrate one's attention and effort on a specific task or goal, without getting distracted or side-tracked.
9. _____ refers to the personal and professional development that employees experience as they learn and grow in their jobs.
10. _____ is a state of emotional, physical, and mental exhaustion that results from prolonged stress and overwork.
11. _____ is the ability to consistently deliver a high-quality product or service that meets or exceeds customer expectations.
12. Providing excellent _____ is essential for building customer loyalty and maintaining a good reputation.
13. Having access to adequate _____, such as tools, technology, and support, is necessary for employees to perform their jobs effectively.
14. Maintaining a _____ is important for staying ahead of competitors and achieving long-term success in the marketplace.
15. _____ refers to the habitual or intentional failure to attend work or fulfil job responsibilities, without a valid reason.
16. _____ is a situation in which there is a disagreement or clash between two or more individuals or groups.
17. _____ thinking involves generating new and innovative ideas, solutions, or approaches to problems.
18. _____ is the freedom and independence that employees have to make decisions and take action without excessive supervision or micromanagement.

Answers

1. Employee engagement	10. Burnout
2. Work engagement	11. Quality product
3. Job satisfaction	12. Customer service
4. Leadership	13. Resources
5. Personal connections	14. Competitive edge
6. Discretionary effort	15. Absenteeism
7. Enthusiasm	16. Conflict
8. Focused effort	17. Creativity
9. Personal growth	18. Autonomy

Exercise 2: Translate the following sentences into Arabic.

1. Employee engagement is essential for creating a positive work environment.

ارتباط الموظف مهم جدًا لخلق بيئة عمل إيجابية.

2. Work engagement is the level of enthusiasm and commitment an employee has towards their job.

الانخراط في العمل هو مستوى الحماس والالتزام الذي يملكه الموظف تجاه عمله.

3. Job satisfaction is crucial for employee retention and productivity.

الرضا الوظيفي مهم للحفاظ على الموظفين وزيادة الإنتاجية.

4. Effective leadership is essential for creating a positive work environment and improving employee engagement.

القيادة الفعالة ضرورية لخلق بيئة عمل إيجابية وتحسين التفاني لدى الموظفين.

5. Personal connections with colleagues can improve employee engagement and job satisfaction.

يمكن للعلاقات الشخصية مع الزملاء أن تحسن مستوى ارتباط الموظف و الرضا الوظيفي.

6. Enthusiasm is contagious and can improve team morale and productivity.

الحماس معدي ويمكن أن يحسن روح الفريق والإنتاجية.

7. Personal growth opportunities are essential for employee satisfaction and retention.

فرص النمو الشخصي ضرورية لرضا الموظفين والحفاظ عليهم.

8. Burnout is a common issue among employees who feel overworked and stressed.

الإنهاك المهني مشكلة شائعة بين الموظفين الذين يشعرون بالإرهاق والتوتر.

9. Producing a quality product is essential for maintaining customer satisfaction and loyalty.

إنتاج منتج ذو جودة عالية ضروري للحفاظ على رضا العملاء و ولائهم.

10. Providing excellent customer service is essential for building a positive reputation and competitive edge.

توفير خدمة عملاء ممتازة ضروري لبناء سمعة إيجابية والحصول على ميزة تنافسية.

11. Resources such as training and development opportunities are essential for improving employee skills and productivity.

الموارد مثل فرص التدريب والتطوير ضرورية لتحسين مهارات الموظفين والإنتاجية.

12. Having a competitive edge in the market can help a business succeed and grow.

امتلاك ميزة تنافسية في السوق يمكن أن يساعد الشركة على النجاح والنمو.

Project 2

Recruitment

Project 2

Recruitment

2.1 What do I know about it?

- Do you know what recruitment is about?
- If so, what can you say about it?
- If not, could you guess what it might mean?

2.2 Useful vocabulary

1. Here is a list of words. Using available references, try to find out their meanings.
2. Using digital references check the right pronunciation of each word from the list and practice it before you copy it onto your new words log.

Recruitment- Staffing- Candidates – Skill- Competency- Potential- Values
Human capital- - Requisition- Hiring- Employee information- Workforce
Job-based skills- Employee engagement- Purpose- Autonomy- Resources-
Support- Impact-

3. Prepare a three-minute talk about recruitment, using at least three words from the list above. Make sure you pronounce them correctly.

2.3 I read about it

Read the text and do the comprehension tasks below.

A. Recruitment and staffing are responsible for identifying and providing candidates for an organization's open positions. Those in this role ensure the organization has people with the right skill and competency set to move into open positions. This section of the book first covers what is meant by potential.

Both in recruitment of open positions and the development of their employees, organizations must be able to recognize the potential of their human capital. We then present some forms used in the recruitment and staffing process. We begin with a requisition for posting a vacant position and conclude with a new employee orientation checklist. Recruitment and staffing forms provide employee information that is used throughout that employee's career within the organization and provide a new employee's first impression of how the organization engages employees.

The purpose of recruitment forms is to ensure the organization complies with good hiring procedures, to keep a record of all employee information, to ensure the recruitment process complies with EEOC guidelines, and to begin the process of integrating new employees into the workforce. The seven forms found in this part of the book provide tools for you to use when obtaining approval for recruiting for a position, when ensuring that interviewing questions comply with EEOC guidelines, when assessing and evaluating candidates' job-based skills, when conducting a criminal history check, when

reviewing a new employee orientation program, and when determining whether positions are classified as employee or independent contractor.

It's not enough for a leader to say that he or she believes in employee engagement. Leaders must understand the basic principles behind employee engagement.

How Can Leaders Foster Employee Engagement?

A leader's primary role is creating and fostering an environment that attracts and retains people who are highly engaged in their work. People already highly engaged seek organizations in which they can demonstrate that engagement freely in an environment characterized by a clear sense of purpose, autonomy to do the job, resources to do the job, and the confidence and support of leadership.

Engaged employees have the potential to make a substantial impact on a company's achievement of overall goals, both short- and long-term. An environment that supports engaged employees must be created over time. Changes must be made in keeping with a culture that supports engagement; otherwise, employees move on. The engaged culture is characterized by leadership that encourages and supports employees and values their efforts, and in which work matters.

The Encyclopaedia of Human Resource Management: HR Forms and Job Aids
By William J. Rothwell

1. Say whether these statements are true or false according to the text:

8. Recruitment and staffing are responsible for providing candidates for an organization's open positions.

9. Recruitment forms are not important for compliance with EEOC guidelines.
10. Recruitment and staffing ensure that employees have the right skill and competency set.
11. Recruitment and staffing forms are not used throughout an employee's career.
12. The purpose of recruitment forms is to begin the process of integrating new employees into the workforce.
13. An environment that supports engaged employees must be created over time.

2. Answer the following questions according to the text

1. What is the responsibility of recruitment and staffing?
2. What does recruitment and staffing ensure?
3. Why must organizations be able to recognize the potential of their human capital?
4. What do recruitment and staffing forms provide?
5. What is the purpose of recruitment forms?

2.4 I discover grammar

Auxiliary verbs “to be” and “to have”

The auxiliary verb “to be” is one of the most common verbs in the English language. It is used to indicate the existence or presence of someone or something, to describe a state or condition, and to identify or classify something or someone.

In the **present tense**, the forms of "to be" are:

- I am
- You are
- He/She/It is
- We are
- They are

In the **past tense**, the forms of "to be" are:

- I was
- You were
- He/She/It was
- We were
- They were

In the **future tense**, "to be" is often used with an auxiliary verb such as "will" or "shall". For example:

- I will be
- You will be
- He/She/It will be
- We will be
- They will be

"To be" is also used in various other tenses, such as the present continuous ("I am being"), the past continuous ("I was being"), and

the present perfect ("I have been"). Its various forms are essential for constructing proper sentences and communicating effectively in English.

The auxiliary verb **“to be” has two possible roles**: the role of the main verb of the sentence and the role of an auxiliary used in forming continuous tenses, as explained below.

1. “Be” as a main verb in the Simple Present (am, are, is)

Pronouns	Affirmative form	Negative form	Questions
I	I am from England.	I am not from England.	Am I from England?
you	You are from England.	You are not from England.	Are you from England?
he, she, it	He is from England.	He is not from England.	Is he from England?
we, you, they	They are from England.	They are not from England.	Are they from England?

2. “Be” as a main verb in the Simple Past (was, were)

Pronouns	Affirmative form	Negative form	Questions
I, he, she, it	I was here.	I was not here.	Was I here?
we, you, they	They were here.	They were not here.	Were they here?

3. “Be” as an auxiliary in the Present Progressive (am, are, is)

Pronouns	Affirmative form	Negative form	Questions
I	I am reading a book.	I am not reading a book.	Am I reading a book?
you	You are reading a book.	You are not reading a book.	Are you reading a book?
he, she, it	He is reading a book.	He is not reading a book.	Is he reading a book?
we, you, they	They are reading a book.	They are not reading a book.	Are they reading a book?

4. “Be” as an auxiliary in the Past Progressive (was, were)

Pronouns	Affirmative form	Negative form	Questions
I, he, she, it	I was playing games.	I was not playing games.	Was I playing games?
we, you, they	They were playing games.	They were not playing games.	Were they playing games?

5. “Be” as an auxiliary in the Passive

- Simple Present → A house is built.
- Simple Past → A house was built.
- will-future → A house will be built.
- going to-future → A house is going to be built.

The auxiliary verb to have is another very common verb in the English language, and it is used in a variety of ways.

One of the most common uses of "to have" is to **indicate possession**. For example, "I have a car" or "She has a book." In this context, "have" is used to show that someone owns or has something.

Another common use of "to have" is as an **auxiliary verb** in forming verb tenses. For example, "I have eaten breakfast" uses "have" to form the present perfect tense, which indicates that an action was completed in the past but is relevant to the present.

"To have" can also be used **in various idiomatic expressions**, such as "have a good time" or "have a headache," where the verb does not necessarily indicate possession but rather a state or condition.

In the **present tense**, the forms of "to have" are:

• I • You • We • They	• have
• He/She/It	• has

In the **past tense**, the forms of "to have" are:

• I • You • He/She/It • We • They	• had
---	---

In the **future tense**, the forms of "to have" are:

• I • You • He/She/It • We • They	• will have
---	---

“The auxiliary verb “have” is also used in various other tenses, such as the present continuous (“I am having”), the past continuous (“I was having”), and the present perfect continuous (“I have been having”).

It has **two possible roles**: the role of the **main verb** of the sentence and the role of an **auxiliary** used in forming perfect tenses, as explained below.

1. "Have" as a main verb

1.1. "Have" as a main verb in the Simple Present (have, has, don't have, doesn't have)

Pronouns	Affirmative sentences	Negative sentences	Questions
I, we, you, they	I have a new guitar.	I don't have a new guitar.	Do I have a new guitar?
he, she, it	She has a new guitar.	She doesn't have a new guitar.	Does she have a new guitar?

1.2. "Have" as a main verb in the Simple Past (had, didn't have)

Pronouns	Affirmative form	Negative form	Questions
I, he, she, it, we, you, they	I had a new guitar.	I did not have a new guitar.	Did I have a new guitar?

2. "Have" as an auxiliary

2.1. "Have" as an auxiliary in the Present Perfect (past participle)

Pronouns	Affirmative form	Negative form	Questions
I, we, you, they	I have seen Peter.	I haven't seen Peter.	Have I seen Peter?
he, she, it	She has seen Peter.	She hasn't seen Peter.	Has she seen Peter?

2.2. "Have" as an auxiliary in the Past Perfect (past participle)

Pronouns	Affirmative form	Negative form	Questions
I, he, she, it, we, you, they	I had seen Peter.	I hadn't seen Peter.	Had I seen Peter?

2.3. “Have” as an auxiliary in the Future Perfect (past participle)

Pronouns	Affirmative form	Negative form	Questions
I, he, she, it, we, you, they	They will have spoken to Peter.	They won't have spoken to Peter.	Will they have spoken to Peter?

2.4.1 I check my grammar and vocabulary

2.4.1.1 I check my grammar

Exercise 1: Fill in the blanks with the correct form of "be" or "have."

1. She ___ a cat and a dog as pets.
2. I ___ feeling tired today.
3. They ___ been married for 10 years.
4. We ___ going to the beach this weekend.
5. He ___ a great sense of humour.

Exercise 2: Choose the correct form of "be" or "have" to complete the sentences.

1. I ___ been to Paris before. (have/has)
2. They ___ having a great time on vacation. (are/is)
3. She ___ just finished her homework. (has/have)
4. We ___ going to the movies tonight. (are/is)
5. He ___ been studying for the exam all week. (has/have)

Exercise 3: Rewrite the following sentences using the correct form of "be" or "have."

1. They have a new car. (Change to a negative sentence)
2. I am a student. (Change to a question)
3. She has lived in New York for five years. (Change to a past tense sentence)
4. We are going to the park. (Change to a negative sentence)
5. He has played basketball for ten years. (Change to a question)

2.4.2I check my new vocabulary

Exercise 1: Fill in the blank with the appropriate word:

1. The process of finding and hiring new employees for a job position is known as _____.
2. The process of ensuring that an organization has the appropriate number of employees with the necessary skills to meet its needs is called _____.
3. Individuals who are being considered for a job position and have applied for it or have been approached by the organization are known as _____.
4. An ability or expertise that a person possesses to perform a particular task or job is called _____.
5. The ability to perform a particular job or task effectively and efficiently is known as _____.
6. The inherent ability or aptitude of an individual to learn and develop new skills is called _____.
7. The collective knowledge, skills, and abilities of the employees of an organization are referred to as _____.
8. A formal request made by an organization to hire a new employee is called a _____.
9. The process of recruiting and hiring new employees is known as _____.
10. Information provided by an employee to the organization is referred to as _____.
11. The employees or labour force of an organization are known as the _____.

12. The specific skills and knowledge required to perform a particular job are referred to as _____.
13. The level of commitment and involvement of employees towards their work and the organization is known as _____.
14. The reason or objective behind a particular action, decision, or goal is called _____.
15. The degree of independence and freedom that an individual or organization has in making decisions and taking actions is known as _____.
16. The assets, materials, and tools required to accomplish a task or achieve a goal are called _____.
17. Assistance, guidance, or help provided to an individual or organization to achieve a particular goal or objective is referred to as _____.
18. The effect or influence that a particular action, decision, or event has on individuals or society is called _____.

Exercise 2: Translate the following sentences into Arabic.

1. Our company's recruitment process involves screening candidates based on their skills and competencies, as well as assessing their potential fit with our organization's values.
2. Our staffing department works closely with hiring managers to ensure that the best candidates are selected for each job requisition.
3. We are looking for candidates with strong job-based skills who also demonstrate a high level of engagement and a clear sense of purpose in their work.

4. Human capital is our most valuable asset, and we invest in the development of our workforce by providing ongoing training and resources.
5. Before hiring any new employee, we conduct a thorough background check and gather all necessary employee information to ensure they are a good fit for our organization.
6. Autonomy is important to us, and we encourage our employees to take ownership of their work and make decisions that have a positive impact on the company.
7. Our support team is always available to provide resources and assistance to employees who need help with their job-based skills or career development.
8. We believe that employee engagement is critical to achieving a high level of impact and success, and we work to foster a culture that values open communication and collaboration.
9. We strive to hire individuals who share our values and are committed to making a positive impact in their work and in the world.
10. Our requisition process ensures that we have the necessary resources to support our workforce and provide them with the tools they need to succeed.

2.5 I write about it

Topic:

“Recruitment and staffing are important in identifying human potential.”

Discuss this statement in a paragraph of about 80 words in the light of the following points:

1. Defining what recruitment and staffing are and why they are crucial for organizations looking to hire the right candidates.
2. Discussing the process of recruitment and staffing and highlighting how this process helps organizations identify the right candidates with the necessary skills, experience, and potential.
3. Providing examples of how recruitment and staffing have helped organizations using success stories of companies that have hired the right candidates.
4. Suggesting strategies that organizations can use to address challenges, such as offering competitive salaries and benefits, providing professional development opportunities, and creating a positive work environment.
5. Concluding by summarizing the key points you have made and emphasizing the importance of recruitment and staffing in identifying human potential.

Reminder:

Do not forget to use the right tenses, along with punctuation and capitalisation appropriately.

2.6 Appendix

2.6.1 Glossary

- Recruitment: التوظيف - The process of finding and hiring new employees for a job position within an organization.
- Staffing: التأمين على التوظيف - The process of ensuring that an organization has the appropriate number of employees with the necessary skills to meet its needs.
- Candidates: المرشحون - Individuals who are being considered for a job position and have applied for it or have been approached by the organization.
- Skill: المهارة - An ability or expertise that a person possesses to perform a particular task or job.
- Competency: الكفاءة - The ability to perform a particular job or task effectively and efficiently.
- Human capital: رأس المال البشري - The collective knowledge, skills, and abilities of the employees of an organization.
- Potential: الإمكانيات - The inherent ability or aptitude of an individual to learn and develop new skills.
- Requisition: عرض التوظيف - A formal request made by an organization to hire a new employee.
- New employee orientation: التوجيه الجديد للموظفين - The process of introducing new employees to the organization, its culture, policies, and procedures.
- Hiring procedures: إجراءات التوظيف - The steps and processes involved in recruiting and hiring new employees.
- Workforce: القوى العاملة - The employees or labor force of an organization.
- Interviewing questions: أسئلة المقابلة - Questions asked by the interviewer to assess the skills, qualifications, and suitability of the candidate for the job position.
- Job-based skills: المهارات المتعلقة بالوظيفة - The specific skills and knowledge required to perform a particular job.
- Criminal history check: فحص السجل الجنائي - A background check conducted to verify if a candidate has a criminal record.
- Leader: القائد - A person who leads or guides a group of people towards a common goal or objective.
- Environment: البيئة - The surroundings, conditions, and factors that influence an organization or individual.
- Purpose: الهدف - The reason or objective behind a particular action, decision, or goal.
- Autonomy: الاستقلالية - The degree of independence and freedom that an individual or organization has in making decisions and taking actions.
- Resources: الموارد - The assets, materials, and tools required to accomplish a task or achieve a goal.
- Impact: التأثير - The effect or influence that a particular action, decision, or event has on individuals or society.
- Values: القيم - The principles or beliefs that an individual or organization holds and uses to guide their actions and decisions.

2.6.2 Comprehension questions answers

Say if these statements are true or false according to the text.

1. Employee engagement is often confused with job satisfaction. - **True**
2. Employee engagement is only about having an internal drive to do the job. - **False**
3. Engaged employees feel valued by the organization and have the ability to grow as a person. - **True**
4. An engaged employee feels completely drained and exhausted by the end of a task. - **False**
5. There is a direct correlation between employee engagement and customer satisfaction. - **True**
6. Leaders do not need to understand the basic principles behind employee engagement. - **False**
7. An environment that supports engaged employees must be created over time. – **True**

Answer the following questions according to the text.

1. What is employee engagement?
 - Employee engagement is the extent to which an employee feels connected to their work and the organization, and is willing to give discretionary effort to the work at hand.
2. How is employee engagement different from job satisfaction?
 - Employee engagement is rooted in the employee's personal connections to their job and the organization, while job satisfaction is more closely related to whether or not the employee has what they need to do the job.

5. What are some everyday terms that describe engagement?

- Passion, enthusiasm, connection, flow, and focused effort.

6. What are some benefits of employee engagement for organizations?

- More productive employees who produce higher quality products, better customer service, less absenteeism, less conflicts, more innovation and creativity, and staying on the cutting edge of the industry.

7. What is a leader's role in fostering employee engagement?

- Creating and fostering an environment that attracts and retains highly engaged employees, characterized by a clear sense of purpose, autonomy, resources, and confidence and support of leadership.

2.6.3 Grammar and vocabulary check answers

2.6.3.1 Grammar check answers

Exercise 1: Fill in the blanks with the correct form of "be" or "have."

1. She **has** a cat and a dog as pets.
2. I **am** feeling tired today.
3. They **have** been married for 10 years.
4. We **are** going to the beach this weekend.
5. He **has** a great sense of humour.

Exercise 2: Choose the correct form of "be" or "have" to complete the sentences.

6. I ___ been to Paris before. (have)
7. They ___ having a great time on vacation. (are)
8. She ___ just finished her homework. (has)
9. We ___ going to the movies tonight. (are)
10. He ___ been studying for the exam all week. (has)

Exercise 3: Rewrite the following sentences using the correct form of "be" or "have."

1. They have a new car. (Change to a negative sentence)
They don't have a new car.
2. I am a student. (Change to a question)
Am I a student?
3. She has lived in New York for five years. (Change to a past tense sentence)
She had lived in New York for five years.
4. We are going to the park. (Change to a negative sentence)
We are not going to the park.
5. He has played basketball for ten years. (Change to a question)
Has he played basketball for ten years?

2.6.3.2 Vocabulary check answers

Exercise 1: Fill in the blanks with the appropriate words.

1. The process of finding and hiring new employees for a job position is known as _____.
2. The process of ensuring that an organization has the appropriate number of employees with the necessary skills to meet its needs is called _____.

3. Individuals who are being considered for a job position and have applied for it or have been approached by the organization are known as _____.
4. An ability or expertise that a person possesses to perform a particular task or job is called _____.
5. The ability to perform a particular job or task effectively and efficiently is known as _____.
6. The inherent ability or aptitude of an individual to learn and develop new skills is called _____.
7. The collective knowledge, skills, and abilities of the employees of an organization are referred to as _____.
8. A formal request made by an organization to hire a new employee is called a _____.
9. The process of recruiting and hiring new employees is known as _____.
10. Information provided by an employee to the organization is referred to as _____.
11. The employees or labor force of an organization are known as the _____.
12. The specific skills and knowledge required to perform a particular job are referred to as _____.
13. The level of commitment and involvement of employees towards their work and the organization is known as _____.
14. The reason or objective behind a particular action, decision, or goal is called _____.
15. The degree of independence and freedom that an individual or organization has in making decisions and taking actions is known as _____.

16. The assets, materials, and tools required to accomplish a task or achieve a goal are called _____.
17. Assistance, guidance, or help provided to an individual or organization to achieve a particular goal or objective is referred to as _____.
18. The effect or influence that a particular action, decision, or event has on individuals or society is called _____.

Answers:

1. Recruitment	10. Employee information
2. Staffing	11. Workforce
3. Candidates	12. Job-based skills
4. Skill	13. Employee engagement
5. Competency	14. Purpose
6. Potential	15. Autonomy
7. Human capital	16. Resources
8. Requisition	17. Support
9. Hiring	18. Impact

Exercise 2: Translate the following sentences into Arabic.

1. Our company's recruitment process involves screening candidates based on their skills and competencies, as well as assessing their potential fit with our organization's values.

تتضمن عملية توظيف شركتنا فحص المرشحين بناءً على مهاراتهم وكفاءاتهم، وتقييم مدى توافقهم المحتمل مع قيمنا التنظيمية.

2. Our staffing department works closely with hiring managers to ensure that the best candidates are selected for each job requisition.

يعمل قسم التوظيف لدينا عن كثب مع مديري التوظيف لضمان اختيار أفضل المرشحين لكل طلب توظيف.

3. We are looking for candidates with strong job-based skills who also demonstrate a high level of engagement and a clear sense of purpose in their work.

نبحث عن مرشحين لديهم مهارات قوية قائمة على الأداء الوظيفي و الذين يظهرون أيضاً مستوى عالٍ من الارتباط ووضوح الهدف في عملهم.

4. Human capital is our most valuable asset, and we invest in the development of our workforce by providing on-going training and resources.

رأس المال البشري هو أعلى أصولنا، ونستثمر في تطوير قوتنا العاملة من خلال توفير التدريب والموارد المستمرة.

5. Before hiring any new employee, we conduct a thorough background check and gather all necessary employee information to ensure that he or she fits for our organization.

قبل توظيف أي موظف جديد، نجري فحصاً شاملاً للخلفية ونجمع جميع المعلومات اللازمة عن الموظف للتأكد من ملاءمته لمنظمتنا.

6. Autonomy is important to us, and we encourage our employees to take ownership of their work and make decisions that have a positive impact on the company.

الاستقلالية مهمة بالنسبة لنا، ونشجع موظفينا على تحمل مسؤولية عملهم واتخاذ قرارات لها تأثير إيجابي على الشركة.

7. Our support team is always available to provide resources and assistance to employees who need help with their job-based skills or career development.

فريق الدعم الخاص بنا دائماً متاح لتوفير الموارد والمساعدة للموظفين الذين يحتاجون إلى مساعدة في مهاراتهم الوظيفية أو تطوير حياتهم المهنية.

8. We believe that employee engagement is critical to achieving a high level of impact and success, and we work to foster a culture that values open communication and collaboration.

نعتقد أن الاندماج الوظيفي أساسي لتحقيق مستوى عالٍ من الأثر والنجاح، ونعمل على تعزيز ثقافة تقدر التواصل المفتوح والتعاون.

9. We strive to hire individuals who share our values and are committed to making a positive impact in their work and in the world.

نسعى جاهدين لتوظيف أفراد يشاركون قيمنا وملتزمون بتحقيق أثر إيجابي في عملهم وفي العالم.

10. Our requisition process ensures that we have the necessary resources to support our workforce and provide them with the tools they need to succeed.

تضمن عملية ضبط الطلبات لدينا توفر الموارد اللازمة لدعم قوتنا العاملة و تزويدهم بالأدوات التي يحتاجونها للنجاح.

Project 3

Corporate Culture

Project 3

Corporate Culture

3.1 What do I know about it?

- Do you know what is meant by corporate culture?
- If so, what can you say about it?
- If not, could you guess what it might mean?

3.2 Useful vocabulary

1. Here is a list of words. Using available references, try to find out their meanings.
2. Using digital references check the right pronunciation of each word from the list and practice it before you copy it onto your new words log.

Culture- Interact- Attentive – Priority- Inconvenience- Latitude -Decision- Beliefs-
Experience- Behaviour- Leadership- Bureaucratic- Procedures- Policies- Micro-
management- Productivity- Loyalty- Teamwork- Profitability- Congruent-
Economic performance – Business strategies- Goals- Objectives- Strategic plan.

3. Prepare a three-minute talk about corporate culture, using at least three words from the list above. Make sure you pronounce them correctly.

3.3 I read about it

Read the text and do the comprehension tasks below.

It has been said that one can feel the culture of any organization during the first encounter. How do the people interact with the customers? Are they attentive and focused on the customer's needs, or do they act as if the customer is not a priority? Are they easy to do business with, or does a customer feel like an inconvenience to the organization? Are people easy going or uptight? Do people seem to have the latitude to make decisions or are they always checking with "the manager"? All of these are things that each customer assesses, whether consciously or subconsciously, when encountering an organization for the first time, and judges whether or not the organization will be a good place with which to do business. What are people experiencing? They are experiencing the organization's culture.

An organization's culture is made up of its collective history, beliefs, and experiences. Much as humans exhibit cultural behaviour based on their own backgrounds and experience, so do organizations act based on the beliefs upon which they were founded and the nature of the people who work there. Every organization has a unique culture. The organization's awareness of its culture and how closely aligned the culture is with the needs of its customers are what determines whether or not an organization will be successful. The more closely aligned the organization is with its customers' values, the more successful it will be.

Why Is Corporate Culture Important?

An organization's values set the standard for how employees will behave in relation to customers. In a newly formed organization, the culture is based on the leadership and those that they hire. In more established organizations, the culture is inherited by new leaders and is either perpetuated because of a cultural match between the new leaders and the organization, or change efforts are put into place to forge a new culture. Culture is very difficult to change. Studies have shown that it takes four to six years to fully change the culture of an organization. With average CEO tenure at just slightly less than three years, cultural change efforts may never be fully realized before a new CEO is at the helm.

When a culture is strong, people are so aligned with the values and goals of the organization that they function smoothly and effectively. Because they are aware of the expected norms, they know what they need to do and what their boundaries are. When a culture is weak, the reverse is true. People are not clear about the values and goals and, as a result, there is a strong reliance on bureaucratic procedures and policies as well as "micro-management." Some of the outcomes of a strong culture include higher productivity; greater employee loyalty; better teamwork; and more "big picture" thinking on the part of employees. Leadership plays a key role in building and sustaining the culture of an organization. The culture is supported by the way that the leader behaves, the ways in which employees are rewarded and recognized for exhibiting behaviours consistent with the cultural norms, and the ways in which decisions are made. It is therefore critical for leaders to understand the norms and values that

drive their organization and how well they are aligned with those on the receiving end of their services or products. Failure to understand these can lead to breakdowns in the customer relationship and lower the profitability of the company over time.

Although little empirical research exists to tie organizational culture to organizational performance, most experts agree that, typically, organizations exhibiting a strong organizational culture are the most successful over time. They have a thorough understanding of their norms and values, as well as the impact on the consumers of their product or service. A strong culture is felt to have a significant impact on an organization's long-term economic performance. If an organization's corporate culture is not congruent with business strategies, goals and objectives will not be met. The organization's strategic plan should plot a company's long-term direction, as we will cover next.

The Encyclopaedia of Human Resource Management: HR Forms and Job Aids
By Catherine Baumgardner,

1. Say whether these statements are true or false according to the text

1. Every organization has a unique culture.
2. Corporate culture has little to no impact on an organization's long-term economic performance.
3. Leaders play a key role in building and sustaining the culture of an organization.
4. Organizations exhibiting a weak organizational culture are typically the most successful over time.
5. An organization's strategic plan should be congruent with its corporate culture.

2. Answer the following questions according to the text

1. What does a customer assess when encountering an organization for the first time?
2. What is an organization's culture made up of?
3. How does an organization's awareness of its culture affect its success?
4. Why is corporate culture important?
5. How long does it take to fully change the culture of an organization?

3.4 I discover grammar

The simple present tense is used to describe actions that happen regularly or repeatedly, facts, general truths, and habits. It is also used to talk about scheduled events or things that are generally true.

The affirmative form

To form the simple present tense for most verbs, add "-s" or "-es" to the base form of the verb for the third person singular (he, she, it). For example, "I walk" becomes "he walks," "I watch" becomes "she watches," and "I try" becomes "it tries."

Here are some examples of sentences in the simple present tense:

- He plays basketball every weekend.
- She studies Spanish at night.
- They eat breakfast together every morning.
- The earth revolves around the sun.
- The train arrives at 6 pm.

Note that some verbs are irregular and do not follow the standard "-s" or "-es" rule, such as "to be," "to have," and "to do." For example, "I am" becomes "he is," "I have" becomes "she has," and "I do" becomes "it does."

The use of the simple present

The simple present tense is used to talk about actions, events or situations that happen frequently as habits or routines, and things that are generally true.

It is also used with adverbs of frequency such as "always," "usually," "often," "sometimes," "rarely," and "never."

For ex ample:

- She always takes a shower before bed.
- He usually drinks coffee in the morning.
- They often go to the gym after work.
- I sometimes forget my keys.
- She rarely eats fast food.
- He never misses a meeting.

The simple present tense is used for:

1. actions that occur regularly
2. facts,
3. general truths,
4. habits,
5. scheduled events,
6. things that are generally true.

It is formed by adding "-s" or "-es" to the base form of most verbs for the third person singular.

Now let's look at some situations where the simple present tense is used:

1. To describe habitual actions:

- She listens to music every day.
- They usually eat lunch at noon.

2. To talk about facts that are generally true:

- Water boils at 100 degrees Celsius.
- The earth orbits around the sun.

3. To describe events in the future that are scheduled:

- The concert starts at 8 pm.
- We leave for the airport at 6 am.

4. To express general opinions or feelings:

- I believe that exercise is important for health.
- She thinks that the movie is boring.

The negative form

The present simple negative form is used to express the opposite of a positive statement in the present simple tense. To form a negative statement in the present simple tense, we use the auxiliary verb "do/does" + "not" (short form "don't/doesn't") + the base form of the main verb.

Examples:

Affirmative form	Negative form
• He reads a book every day. • I like to watch TV in the evening. • They play soccer on Saturdays. • They live in the city. • We have class on Sundays. • The train runs at night.	• He doesn't read a book every day. • I don't like to watch TV in the evening. • They don't play soccer on Saturdays. • They don't live in the city. • We don't have class on Sundays • The train doesn't run at night.

We add "not" after the auxiliary verb "do/does" to create the negative form. We use:

- "don't" for the first person (I, we, you, they)
- "doesn't" for the third person singular (he, she, it).

It's important to note that the verb itself remains in its base form and does not change.

The interrogative form

The present simple interrogative form is used to ask questions in the present simple tense. To form an interrogative statement in the present simple tense, we use the auxiliary verb "do/does" + the subject + the base form of the main verb.

Examples:

Affirmative form	Interrogative form
• He reads a book every day • I like to watch TV in the evening • They play soccer on Saturdays • You speak English • She lives in the city • The train runs at night	• Do you like to watch TV in the evening? • Does he read a book every day? • Do they play soccer on Saturdays? • Do you speak English? • Does she live in the city? • Does the train run at night?

We use "do" for the first person (I, we) and second person (you) and "does" for the third person singular (he, she, it).

The auxiliary verb "do/does" always comes at the beginning of the question, followed by the subject and the base form of the main verb.

3.4.1 I check my grammar and vocabulary

3.4.1.1 I check my grammar

Exercise 1: Fill in the blank with the correct form of the verb in brackets (present simple tense).

1. The company _____ (prioritizes) information sharing to improve collaboration and innovation.
2. Our _____ (beliefs) shape our behavior and interactions with others.
3. The CEO _____ (leads) by example to foster teamwork and loyalty among employees.
4. The bureaucratic _____ (procedures) can sometimes cause inconvenience and lower productivity.
5. The strategic plan _____ (includes) business strategies to improve economic performance and profitability.
6. The manager _____ (micro-manages) every aspect of the team's work, which can be counterproductive.
7. The employees _____ (interact) with each other in a way that is congruent with the company's culture.
8. The company's goals and objectives _____ (align) with its overall mission and culture.
9. The company _____ (values) experience and attentive behavior in its employees to improve its business strategies.

Exercise 2: Fill in the blank with the negative form of the verb in brackets (present simple tense).

1. The company _____ (not prioritize) information sharing to improve collaboration and innovation.
2. Our _____ (not behave) in a way that is incongruent with the company's culture.
3. The CEO _____ (not micro-manage) every aspect of the team's work.
4. The bureaucratic _____ (not procedure) can always cause inconvenience and lower productivity.
5. The strategic plan _____ (not include) any business strategies to improve economic performance and profitability.
6. The employees _____ (not interact) with each other in a way that is against the company's culture.
7. Latitude and _____ (not decision) making are not important skills for effective leadership.
8. The company _____ (not value) micro-management in its employees to improve productivity.
9. The company's business strategies _____ (not prioritize) teamwork and loyalty among employees.

Exercise3: Form a question using the given words in brackets.

1. (What) _____ the company prioritize to improve collaboration and innovation? (prioritize, company)
2. (How) _____ employees behave in a way that is congruent with the company's culture? (behave, employees)
3. (Who) _____ micro-manage every aspect of the team's work? (micro-manage, team)

4. (Why) _____ bureaucratic procedures sometimes cause inconvenience and lower productivity? (cause, procedures)
5. (What) _____ the strategic plan include to improve economic performance and profitability? (include, plan)
6. (How) _____ employees interact with each other in a way that is congruent with the company's culture? (interact, employees)
7. (What) _____ important skills for effective leadership? (important skills, leadership)
8. (Do) _____ the company's goals and objectives align with its overall mission and culture? (align, goals)
9. (What) _____ the company value in its employees to improve productivity? (value, company)
10. (What) _____ the company's business strategies prioritize to improve teamwork and loyalty among employees? (prioritize, strategies)

3.4.2 I check my new vocabulary

Exercise 1: Fill in the gaps with the appropriate word from the box bellow.

Culture, Interact, Attentive, Priority, Inconvenience, Latitude, Decision, Beliefs, Experience, Behaviour, Leadership, Bureaucratic, Procedures, Policies, Micro-management, Productivity, Loyalty, Teamwork, Profitability, Congruent, Economic performance, Business strategies, Goals, Objectives, Strategic plan.

1. The company's _____ is focused on teamwork and collaboration among employees.
2. Effective _____ requires good communication skills and active listening.
3. Employees should be _____ to the needs of their colleagues and customers.
4. Safety is a _____ for our company, and all employees are required to follow the necessary procedures.
5. The company gives its employees _____ to make decisions and take responsibility for their work.
6. Personal _____ can influence how we perceive and react to certain situations in the workplace.
7. The company's code of _____ outlines its values and principles.
8. Having _____ in a particular field can be an advantage when applying for certain jobs.
9. Professional _____ in the workplace should be respectful and inclusive of all employees.
10. Good _____ is essential for the success of any team or organization.
11. The company is trying to reduce its _____ by cutting unnecessary expenses.
12. A company that is _____ in its values and actions is more likely to gain the trust of its employees and customers.
13. The company's _____ is to increase its market share by expanding into new territories.
14. The company's long-term _____ is to become the leading provider of sustainable products.

15. The _____ of the company's _____ is to achieve sustainable growth and profitability.

Exercise 2: Translate the following sentences into Arabic.

1. Corporate culture plays a significant role in shaping the identity of a company.
2. It's important to interact with your colleagues to build strong relationships at work.
3. The company was attentive to the needs of its employees, which improved morale.
4. Making customer satisfaction a priority can lead to long-term success.
5. The inconvenience caused by the construction work was regrettable but necessary.
6. Employers should give their employees latitude to make decisions within their areas of responsibility.
7. The board of directors made the decision to invest in new technology to improve efficiency.
8. The beliefs of the company are based on integrity, respect, and teamwork.
9. The experience of working for this company has been rewarding and challenging.
10. Appropriate behaviour in the workplace is essential for maintaining a positive and productive work environment.
11. Effective leadership is critical for the success of any organization.

12. Bureaucratic procedures can slow down decision-making processes and hinder productivity.
13. Clear policies can help employees understand what is expected of them and improve overall performance.

3.5 I write about it

Topic:

“Corporate culture has a considerable impact on customer experience and business success.”

Discuss this statement in a paragraph of about 80 words. Here are some guidelines to assist you in your production.

1. Starting with an overview explaining what corporate culture is and why it matters to businesses.
2. Discussing how corporate culture affects customer experience.
3. Explaining how the behaviour of employees is influenced by the organization's values, beliefs, and experiences.
4. Supplying examples of how a positive or negative culture can impact the way customers are treated.
5. Discussing how corporate culture affects business success by explaining how a strong culture can lead to higher productivity, greater employee loyalty, better teamwork, and more thinking.
6. Discussing the role of leadership in shaping corporate culture.
7. Concluding by summarizing the main points of the composition and emphasizing the importance of corporate culture to both customer experience and business success.

Reminder:

Do not forget to use the right tenses, along with punctuation and capitalisation appropriately.

3.6 Appendix

3.6.1 Glossary

- Culture - ثقافة - The beliefs, values, customs, behaviors, and artifacts that characterize a group or society.
- Interact - تفاعل - To communicate or work together with others in an active and engaged way.
- Attentive - Paying close attention to something, alert and aware.
- Priority - أولوية - A thing that is regarded as more important than others.
- Inconvenience - إزعاج - An annoyance or trouble that causes difficulty or discomfort.
- Latitude - خط العرض - The distance north or south of the equator, or freedom to act or choose.
- Decision - قرار - A choice or conclusion made after considering various options or alternatives.
- Beliefs - معتقدات - Convictions or opinions that are held to be true.
- Experience - تجربة - Knowledge or skill acquired through practical exposure to situations or events.
- Behaviour - سلوك - The way a person acts or conducts themselves.
- Leadership - القيادة - The ability to inspire and guide others towards a common goal.
- Bureaucratic - بيروقراطي - Relating to the rigid and complex rules and procedures of a bureaucratic system
- Procedures - إجراءات - The established steps or actions taken to accomplish a task or goal.

- Policies - سياسات - A set of principles, rules, or guidelines that guide decision-making and behavior.
- Micro-management - الإدارة الدقيقة - The excessive monitoring and control of individual tasks and activities.
- Productivity - إنتاجية - The efficiency and effectiveness with which resources are used to achieve desired results.
- Loyalty - ولاء - Faithfulness, devotion, or allegiance to a person, group, or cause.
- Teamwork - العمل الجماعي - Collaboration and cooperation between individuals in a group or team to achieve a common goal.
- Profitability - الربحية - The ability to generate profit or financial gain.
- Economic performance - الأداء الاقتصادي - The measure of how well an economy is
- performing in terms of growth, production, and employment.
- Congruent - متطابق - In agreement or harmony with something.
- Business strategies - استراتيجيات الأعمال - A set of actions and plans implemented by a business to achieve its objectives and goals.
- Goals - أهداف - Specific aims or objectives that a person or organization intends to achieve.
- Objectives - أهداف - Concrete and measurable outcomes that an organization or individual seeks to accomplish.
- Strategic plan - خطة استراتيجية - A comprehensive document that outlines an organization's long-term goals and objectives, along with the strategies and actions necessary to achieve those goals.

3.6.2 Comprehension questions answers

1. Say if these statements are true and false

2. Employee engagement is often confused with job satisfaction. - **True**
3. Employee engagement is only about having an internal drive to do the job. - **False**
4. Engaged employees feel valued by the organization and have the ability to grow as a person. - **True**
5. An engaged employee feels completely drained and exhausted by the end of a task. - **False**
6. There is a direct correlation between employee engagement and customer satisfaction. - **True**
7. Leaders do not need to understand the basic principles behind employee engagement. - **False**
8. An environment that supports engaged employees must be created over time. – **True**

2. Answer the following questions according to the text

1. What is employee engagement?
 - Employee engagement is the extent to which an employee feels connected to their work and the organization, and is willing to give discretionary effort to the work at hand.
2. How is employee engagement different from job satisfaction?
 - Employee engagement is rooted in the employee's personal connections to their job and the organization, while job satisfaction is more closely related to whether or not the employee has what they need to do the job.

3. What are some everyday terms that describe engagement?

- Passion, enthusiasm, connection, flow, and focused effort.

4. What are some benefits of employee engagement for organizations?

- More productive employees who produce higher quality products, better customer service, less absenteeism, less conflicts, more innovation and creativity, and staying on the cutting edge of the industry.

5. What is a leader's role in fostering employee engagement?

- Creating and fostering an environment that attracts and retains highly engaged employees, characterized by a clear sense of purpose, autonomy, resources, and confidence and support of leadership.

3.6.3 Grammar and vocabulary check answers

3.6.3.1 Grammar check answers

Exercise 1: Fill in the blank with the correct form of the verb in brackets (present simple tense).

1. The company _____ (prioritizes) information sharing to improve collaboration and innovation.
2. Our _____ (beliefs) shape our behavior and interactions with others.
3. The CEO _____ (leads) by example to foster teamwork and loyalty among employees.

4. The bureaucratic _____ (procedures) can sometimes cause inconvenience and lower productivity.
5. The strategic plan _____ (includes) business strategies to improve economic performance and profitability.
6. The manager _____ (micro-manages) every aspect of the team's work, which can be counterproductive.
7. The employees _____ (interact) with each other in a way that is congruent with the company's culture.
8. The company's goals and objectives _____ (align) with its overall mission and culture.
9. The company _____ (values) experience and attentive behaviour in its employees to improve its business strategies.

Answers:

1. prioritizes
2. beliefs
3. leads
4. procedures
5. includes
6. micro-manages
7. interact
8. align
9. values

Exercise 2: Fill in the blank with the negative form of the verb in brackets (present simple tense).

1. The company _____ (not prioritize) information sharing to improve collaboration and innovation.
2. Our _____ (not behave) in a way that is incongruent with the company's culture.
3. The CEO _____ (not micro-manage) every aspect of the team's work.
4. The bureaucratic _____ (not procedure) can always cause inconvenience and lower productivity.
5. The strategic plan _____ (not include) any business strategies to improve economic performance and profitability.
6. The employees _____ (not interact) with each other in a way that is against the company's culture.
7. Latitude and _____ (not decision) making are not important skills for effective leadership.
8. The company _____ (not value) micro-management in its employees to improve productivity.
9. The company's business strategies _____ (not prioritize) teamwork and loyalty among employees.

Answers:

1. does not prioritize
2. do not behave
3. does not micro-manage
4. do not follow procedures
5. does not include
6. do not interact
7. do not make decisions

8. do not align
9. does not value
10. do not prioritize

Exercise3: Form a question using the given words in brackets.

1. (What) _____ the company prioritize to improve collaboration and innovation? (prioritize, company)
2. (How) _____ employees behave in a way that is congruent with the company's culture? (behave, employees)
3. (Who) _____ micro-manage every aspect of the team's work? (micro-manage, team)
4. (Why) _____ bureaucratic procedures sometimes cause inconvenience and lower productivity? (cause, procedures)
5. (What) _____ the strategic plan include to improve economic performance and profitability? (include, plan)
6. (How) _____ employees interact with each other in a way that is congruent with the company's culture? (interact, employees)
7. (What) _____ important skills for effective leadership? (important skills, leadership)
8. (Do) _____ the company's goals and objectives align with its overall mission and culture? (align, goals)
9. (What) _____ the company value in its employees to improve productivity? (value, company)
10. (What) _____ the company's business strategies prioritize to improve teamwork and loyalty among employees? (prioritize, strategies)

Answers :

1. What does the company prioritize to improve collaboration and innovation?
2. How do employees behave in a way that is congruent with the company's culture?
3. Who micro-manages every aspect of the team's work?
4. Why do bureaucratic procedures sometimes cause inconvenience and lower productivity?
5. What does the strategic plan include to improve economic performance and profitability?
6. How do employees interact with each other in a way that is congruent with the company's culture?
7. What are important skills for effective leadership?
8. Do the company's goals and objectives align with its overall mission and culture?
9. What does the company value in its employees to improve productivity?
10. What do the company's business strategies prioritize to improve teamwork and loyalty among employees?

3.6.3.2 Vocabulary check answers

Exercise 1: Fill in the blank with the appropriate word from the given list.

Culture, Interact, Attentive, Priority, Inconvenience, Latitude,

Decision, Beliefs, Experience, Behaviour, Leadership, Bureaucratic, Procedures, Policies, Micro-management, Productivity, Loyalty, Teamwork, Profitability, Congruent, Economic performance, Business strategies, Goals, Objectives, Strategic plan.

1. The company's _____ is focused on teamwork and collaboration among employees.
2. Effective _____ requires good communication skills and active listening.
3. Employees should be _____ to the needs of their colleagues and customers.
4. Safety is a _____ for our company, and all employees are required to follow the necessary procedures.
5. The company gives its employees _____ to make decisions and take responsibility for their work.
6. Personal _____ can influence how we perceive and react to certain situations in the workplace.
7. The company's code of _____ outlines its values and principles.
8. Having _____ in a particular field can be an advantage when applying for certain jobs.
9. Professional _____ in the workplace should be respectful and inclusive of all employees.
10. Good _____ is essential for the success of any team or organization.
11. The company is trying to reduce its _____ by cutting unnecessary expenses.

12. A company that is _____ in its values and actions is more likely to gain the trust of its employees and customers.
13. The company's _____ is to increase its market share by expanding into new territories.
14. The company's long-term _____ is to become the leading provider of sustainable products.
15. The _____ of the company's _____ is to achieve sustainable growth and profitability.

Answers

1. Culture	10. Teamwork
2. Interact	11. Inconvenience
3. Attentive	12. Congruent
4. Priority	13. Business strategies
5. Latitude	14. Goals
6. Experience	15. Strategic plan,
7. Beliefs	Economic
8. Latitude	performance
9. Behaviour	

Exercise 2: Translate the following sentences into Arabic.

1. Corporate culture plays a significant role in shaping the identity of a company.
- ثقافة المؤسسة تلعب دوراً هاماً في تشكيل هوية الشركة.
2. It's important to interact with your colleagues to build strong relationships at work.

من المهم التفاعل مع زملائك لبناء علاقات قوية في العمل.

3. The company was attentive to the needs of its employees, which improved morale.

كانت الشركة مهتمة بحاجات موظفيها، مما ساهم في رفع معنوياتهم.

4. Making customer satisfaction a priority can lead to long-term success.

جعل رضا العملاء أولوية يمكن أن يؤدي إلى النجاح على المدى الطويل.

5. The inconvenience caused by the construction work was regrettable but necessary.

الإزعاج الذي تسبب به العمل الإنشائي كان مؤسفاً ولكن ضرورياً.

6. Employers should give their employees latitude to make decisions within their areas of responsibility.

يجب على أرباب العمل إعطاء موظفيهم حرية الحركة لاتخاذ القرارات داخل مسؤولياتهم

7. The board of directors made the decision to invest in new technology to improve efficiency.

اتخذ مجلس الإدارة القرار بالاستثمار في تقنية جديدة لتحسين الكفاءة

8. The beliefs of the company are based on integrity, respect, and teamwork.

تعتمد معتقدات الشركة على النزاهة والاحترام والعمل الجماعي

9. The experience of working for this company has been rewarding and challenging.

كانت تجربة العمل في هذه الشركة مجزية ومحفزة

10. Appropriate behaviour in the workplace is essential for maintaining a positive and productive work environment.

السلوك المناسب في مكان العمل أمر ضروري للحفاظ على بيئة عمل إيجابية ومنتجة.

11. Effective leadership is critical for the success of any organization.

القيادة الفعالة هي الأساس لنجاح أي منظمة

12. Bureaucratic procedures can slow down decision-making processes and hinder productivity.

يمكن أن تبطئ الإجراءات البيروقراطية عملية اتخاذ القرارات وتعيق الإنتاجية

13. Clear policies can help employees understand what is expected of them and improve overall performance.

السياسات الواضحة يمكن أن تساعد الموظفين على فهم ما يتوقع منهم وتحسين الأداء العام.

Irregular Verbs

Verb	Past simple	Past participle
arise	arose	arisen
be	was / were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burnt	burnt
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt	dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten

Verb	Past simple	Past participle
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
know	knew	known
lay	laid	laid
lead	led	led
lean	leant	leant
learn	learnt	learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen

Verb	Past simple	Past participle
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelt	smelt
sow	sowed	sown
speak	spoke	spoken
spell	spelt / spelled	spelt / spelled
spend	spent	spent
spill	spilt	spilt
spit	spat	spat
split	split	split
spoil	spoilt	spoilt
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swell	swelled	swollen
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught

Verb	Past simple	Past participle
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
weep	wept	wept
win	won	won
write	wrote	written

References

Belhadia, A. (2022), A learning strategy-based procedure for developing the writing skill through reading, Academic review of social and human studies, vol 14, number 02, Hassiba Ben Bouali University of Chlef, Algeria, pages:3-10.

<https://www.asjp.cerist.dz/en/downArticle/552/14/6/197471>

Baumgardner, C., Myers, J. L., Rothwell, W. J., Lindholm, J., Yarrish, K. K., & Zaballero, A. G. (2012). The Encyclopedia of Human Resource Management: HR Forms and Job Aids, Volume 2. Pfeiffer.

Chambers, J. A., & Curry, M. J. (2011). The Cambridge Dictionary of Education. Cambridge University Press.

Harmer, J. (1998). Teaching Grammar in Context. Heinemann.

Murphy, R. (2019). English Grammar in Use: A Self-study Reference and Practice Book for Intermediate Learners of English: With Answers. Cambridge University Press.

Scrivener, J. (2011). Learning Teaching: The Essential Guide to English Language Teaching (3rd ed.). Macmillan Education.

Spratt, M., Pulverness, A., & Williams, M. (2011). The TKT Course Modules 1, 2 and 3. Cambridge University Press.

Ur, P. (1996). A Course in Language Teaching: Practice and Theory. Cambridge University Press