




# Introduction to Grammar & Communication

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# Course Objective



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This book aims to equip students with a comprehensive understanding of English Grammar and enhance their Communication Skills through a series of Communication Skills:

- **Module 1: Grammar Fundamentals**
  - Objective: To provide a solid foundation in English Grammar rules and usage.
  - Topics:
    - \* Parts of speech
    - \* Sentence structure
    - \* Verb tenses and agreement
    - \* Pronouns in English
    - \* Phrasal Verbs
    - \* Conditional
    - \* Passive Voice
    - \* Reported Speech
    - \* Writing a one-paragraph essay
    - \* Paraphrasing Techniques
    - \* Punctuation and Capitalization
    - \* Comprehension, Communication and Writing
- **Module 2: Writing Skills**
  - Objective: will enhance students writing abilities.
  - Topics:
    - \* Paragraph and essay structure
    - \* Punctuation and capitalization
    - \* Clarity and coherence in writing
    - \* Paraphrasing and proofreading techniques
- **Module 3: Effective Communication**
  - Objective: will develop effective verbal and non-verbal communication skills.
  - Topics:
    - \* Active listening
    - \* Body language and gestures
    - \* Public speaking techniques
    - \* Expressing ideas persuasively through cloud words.
    - \* Communication and Word Puzzle Games.
- **Module 4: Practical Application**
  - Objective: To apply learned concepts in the book of " Power Skills and Ethics in Public Administration" in real-life scenarios, through comprehension texts from the Moroccan context.
  - Activities:
    - \* Role-playing exercises
    - \* Writing assignments
    - \* Group discussions and presentations
- **Module 6: Communication in a Digital Age**
  - Objective: To adapt communication skills for digital platforms.
  - Topics:
    - \* Email etiquette
    - \* Social media communication
    - \* Virtual meetings and presentations
    - \* Writing for online audiences
- **Module 7: Feedback and Improvement**
  - Objective: To provide constructive feedback for continuous improvement.
  - Activities:
    - \* Peer reviews
    - \* Individual feedback sessions
    - \* Self-assessment tools
- **Assessment:**
  - Course quizzes on grammar concepts
  - Writing assignments and essays

- Presentation and communication assessments
- Final project: Crafting a professional email or delivering a persuasive speech
- **Online Courses: YouTube Channel**

## 0.1 Documentary Media : YouTube Links:




 :Linking Words use:  
[www.youtube.com/@saidazelmad7177](http://www.youtube.com/@saidazelmad7177)

- **Materials:**
  - Online Course handouts (YouTube Links)
  - Grammar reference guides.

## Part I

# Introduction to Grammar





# 1. Sentence Structure

## 1.1 Simple, Compound and Complex Sentences

### 1.1.1 Simple Sentences

**Definition 1.1.1** A simple sentence expresses a single complete thought that can stand on its own because it contains an SVO: Subject, Verb, Object.

**Example:** The students completed their homework. ■

### 1.1.2 Compound Sentences

**Definition 1.1.2** A compound sentence refers to a sentence made up of two independent clauses (or complete sentences) connected with a coordinating conjunction. Coordinating conjunctions are easy to remember if you think of the words "FAN BOYS": (for, and, nor, but, or, yet, so) (FAN BOYS conjunctions) to complete the idea of the whole sentence.

**Definition 1.1.3 — An independent clause.** An independent clause is a part of a sentence that can stand alone because it contains SVO.

**Definition 1.1.4 — A dependent clause.** Dependent clauses such as those above cannot stand alone as a sentence, but they can be added to an independent clause to form a complex sentence.

**Example:**

1. I looked for Ahmed and Samira at the airport, but they left before I arrived.
2. The shoplifter had stolen clothes, **so** he ran once he saw the police.
3. Ahmed and Samira left the airport before I arrived, so I did not see them at the station.

■

### 1.1.3 Complex Sentences

**Definition 1.1.5** A complex sentence joins an independent clause with one or more dependent clauses to complete the meaning of the whole complex sentence. A dependent clause either lacks a subject or a verb or has both a subject and a verb that does not express a complete thought. - A complex sentence always has a subordinating conjunction (**as, because, since, after, although, when**) or relative pronouns (**who, that, which**).


Dependent clauses begin with subordinating conjunctions. Below are some of the most common subordinating conjunctions:

- after
- although
- as
- because

- before
- even though
- if
- since
- though
- unless
- until
- when
- whenever
- whereas
- wherever
- while

**Example:** 1. While he waited at the airport, Samir realized that his plane flew.  
2. After eating Couscous at home, Samir went to the gym to exercise.

The independent clause is **Samir went to the gym to exercise**. The subordinating clause before it is dependent on the main, independent clause. If one were to say **after eating Couscous at home** it would be an incomplete thought.

- Exercise 1.1** 1. We went to watch the soccer game in the stadium when the players arrived.  
2. She took her umbrella and went out.  
3. I can not figure out what he means.  
4. I am happy to see him.  
5. The mom was watching the children playing in the garden.  
6. She leaned out of the window.  
7. You can not be his mother, she is younger.  
8. They trained hard but they could not win the match.  
9. Who let the dog in?  
10. Although it was snowing, we went hiking  .

**Keys:**

1. We went to watch the soccer game in the stadium when the players arrived. Complex sentence
2. She took her umbrella and went out. Compound sentence
3. I can
4. She leaned out of the window. Simple sentence
5. You can not be his mother, because she is younger than him. Complex sentence
6. They trained hard but they could not win the match. Compound sentence
7. Who let the dog in? Simple sentence
8. Although it was snowing, we went hiking. Complex sentence

## 2. Pronouns in English

**Definition 2.0.1** Pronouns are small words that take the place of a noun. Pronouns are words like he, you, ours, themselves, some, and each... We can use a pronoun instead of a noun. If we didn't have pronouns, we would have to repeat many nouns.

1. Relative Pronouns are pronouns used to relate one part of the sentence to another. **Some of the are that, which, where, when, why, what, whom, and whose.**
2. Possessive Pronouns are pronouns that are used to indicate possession, like **mine, yours, his, hers, theirs, and its.**
3. Reflexive Pronouns are used to refer back to the subject in the sentence, we use for example **myself, yourself, herself, himself, oneself, itself, ourselves, themselves and yourselves.**
4. Demonstrative Pronouns: We use them in English to point to specific objects, using **this, that, these, and those.**
5. Interrogative Pronouns are used to ask questions. Some examples of interrogative pronouns are **who, what, when, why, and where.**
6. Indefinite Pronouns are pronouns that do not refer to any particular person, place, or thing. Some examples of indefinite pronouns are **someone, somebody, somewhere, something, anyone, anybody, anywhere, anything, no one, nobody, nowhere, everyone, everybody, everywhere, everything, each, none, few, and many.**
7. Personal Pronouns are used to substitute proper names. Some examples of personal pronouns are **I, you, he, she, we, they, him, her, he, she, us, and them.**
8. Subject Pronouns; however, perform the action in a sentence. They are the subject pronouns in a sentence, such as **I, you, we, he, she, it, they, and one.**
9. Object Pronouns always receive the action in a sentence. Some examples of object pronouns are **me, us, him, her, and them.**
10. Reciprocal Pronouns express a mutual relationship, such as **each other and one another.**

**Exercise 2.1** Now, let us check how far you have got it right.

1. I am going home today evening. Personal Pronoun/Subject Pronoun
2. Her aunt will be vacating next week. Possessive Pronoun
3. She is the girl I was talking to you about. Personal Pronoun
4. This is the place where I found my missing bag. Relative Pronoun
5. Did you do it yourself? Personal Pronoun, Intensive Pronoun
6. It was a time when I was so happy. Relative Pronoun
7. We always help each other out. Reciprocal Pronoun
8. Has everyone completed the work that was assigned for today? Indefinite Pronoun

Table 2.1: Pronouns in English

Subject Pronouns	Object Pronouns	Possessive Adjectives	Possessive Pronouns	Reflexive Pronouns
I	me	my	mine	myself
you	you	your	yours	yourself
he	him	his	his	himself
she	her	her	hers	herself
it	it	its	its	itself
We	us	our	ours	ourselves
you	you	your	yours	yourselves
they	them	their	theirs	themselves

9. That dog down the street is his. Possessive Pronoun
10. All my friends are coming home for my parents 25th wedding anniversary celebration. Possessive Pronoun

**Exercise 2.2** Choose the words that belong in the following sentences.

1. We scored as many goals as ..... (they/them).
2. I am one year older than ..... (he/him).
3. He is as good a student as ..... (she/her).
4. Between you and ..... (I/me), he is a liar.
5. Let .... (he/him) who can, save her from drowning.
6. The boy .... (who/whom) fell off his bicycle has hurt his leg.
7. I have not seen the girl .... (whose/whom) suitcase was stolen.
8. Seema is the maid .... (who/whom) I have employed.
9. This is the paragraph about .... (that/which) the teacher is talking.
10. The letter .... (which/what) he wrote reached me late.
11. The jury has given .... (its/their) verdict.
12. The Cabinet gave ... (their/its) vote.
13. The Secretary and Treasurer did not do .... (their/his) job.

**Keys:**

1. them
2. him
3. her
4. me
5. him
6. who
7. whose
8. whom
9. which/that
10. which
11. their
12. its
13. their



### 3. Tenses in English

**Definition 3.0.1** Tenses indicate the time of "the verb" action. They show when the action is done. They are three tenses in principle:

1. Present Tense
2. Past Tense
3. Future Tense

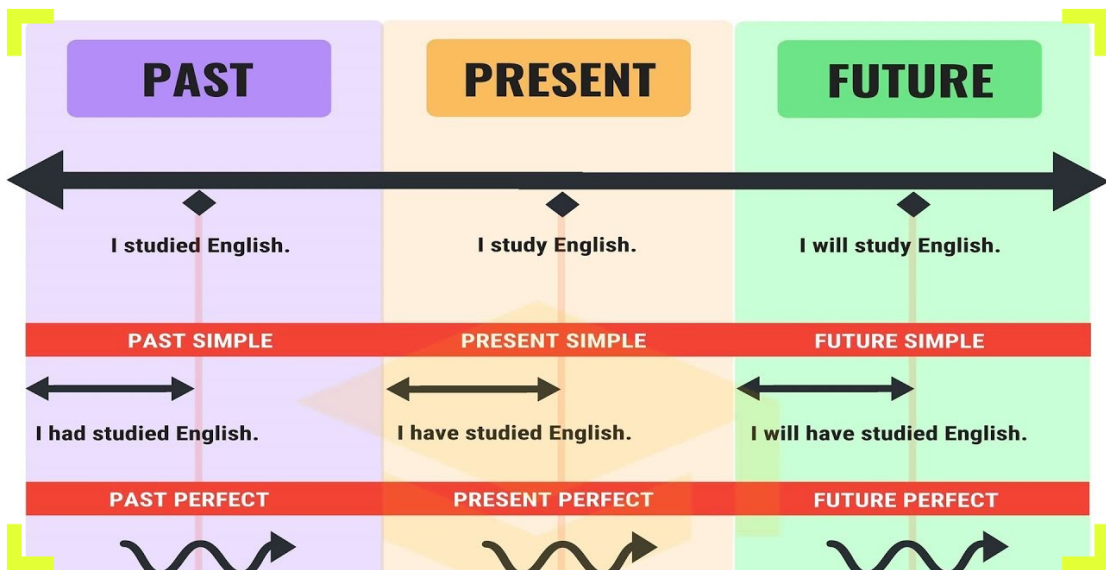


Figure 3.1: Time Sequences

#### 3.1 Simple Present

We use the **Simple present tense** to express the following:

### General Truth

We use the present simple when something is generally or always true.

#### Example:

- People eat dates in Errachidia.
- It snows in Ifrane.
- Two and two make four.



We use the present simple in the first and the zero conditionals.

- Water boils at 100°C
- If it snows, we can not come.

### Temporary Situations

We use the simple present to express temporary situations or feelings.

#### Example:

- Where do you study?
- She works in a hospital.
- I do not like her.

### Habits

We use the simple present to express habits or things that we do regularly. We often precede these actions by adverbs of frequency like: **often, always, and sometimes, every Saturday, twice a month ...**

#### Example:

- Do you smoke every day? Give up smoking!
- We eat Couscous every Friday.
- I often play soccer.

### Comment

We use the simple present to express short actions that are happening now, ending at that moment, as well.

#### Example:

- The plane lands, and the passengers go out and join the airport.
- Hakimi takes the ball, he runs down, and he scores against Manchester City.

## 3.2 Present Continuous

### Continuity

We use **the present continuous** to express actions, happening at the moment of speaking. These actions usually last and do not finish when we are talking about them.

#### Example:

- He is eating lunch.
- Call me back please, I am driving home.

#### Temporary Situations

We use **the present continuous** to express temporary situations, even if they are not happening at this moment.

**Example:**

- I am reading the book: "The Old Man and The Sea".
- We are accelerating this week to finish the courses and exercises.

#### Permanent Actions

We use **the present continuous** to express also permanent situations that we feel will continue for a long time.

**Example:**

- Ronaldo is playing for Manchester United this season.

#### New Habbits

We use **the present continuous** to express temporary new habits.

**Example:**

- Dad! you are driving fast these days! slow down!
- . He is eating too much these days!

#### Continuity

We use the present continuous to express actions for habits that are not regular, happening from time to time.



We usually precede these actions with adverbs like: **always, forever, or constantly.**

**Example:**

- You are always saying " to be or not to be, that is the question"
- You are often smiling.
- You constantly missing your plane!

### 3.3 Simple Future

#### Future Arrangements

We use **the simple future** to express definite future arrangements, we have already planned for and we are pretty sure that we will fulfill them in the future.

**Example:**

- I am meeting my Friend tomorrow in Fez.
- I will put off the light.

### 3.3.1 Will Vs Going to

They are similarly used for the same purpose, but we need to make a distinction between their uses. Both **Will and Going to** can be used for making future predictions without having a real difference in meaning.

**Example:**

- I think it will be foggy tomorrow. = I think it is going to be foggy tomorrow.

However, **Will** is used to express future actions decided at the moment of speaking while **Going** describes plans decided before the moment of speaking.

**Example:**

- I **will** have salad now.
- I **am going** to visit my aunt next Friday.

We cannot normally use some verbs (stative verbs) in the continuous form.

For example **agree, belong, cost, know, like, love, matter, mean, need, seem, understand, want.**



We don't use **stative verbs: be, have, like, love, hate, want** in the present continuous.

### 3.4 Future Continuous

#### Future Continuous in Future

We use **future continuous** to talk about something that will happen if everything happens as we expect in the future, it is a future continuous in future

**Example:**

- I will be waiting for you at the airport when you arrive.
- I will be swimming at the time, I have a swimming session in the afternoon.

### 3.5 Future Perfect Simple

#### Future in Future

We use **the simple future perfect** to talk about an action that will finish before a certain time in the future, but we don't know exactly when.

**Example:**

- By 2050, I will have retired.
- By noon, I will have finished my swimming session.

### 3.6 Future Perfect Continuous

#### Future Continuous in Future

We use **future perfect continuous** to inform about a time continuity in the future.

**R** We use "by".

#### Example:

- Next semester, we will have been studying Mathematics instead of English for one month.
- By the time you arrive, I will have been cooking lunch.
- When I will meet you, I will have been studying, so I will be tired.

### 3.7 Present Perfect

#### Unfinished actions

We use **the present perfect** to express unfinished actions or states or habits that started in the past and continue to the present.

#### Example:

- I've known him **since** last year.
- I have studied English **for** 6 years.

#### Life experience

We **the present perfect** to express events that happened in our life.

#### Example:

- I have visited Morocco three times.
- We have never visited Qatar.

#### Life experience

We **the present perfect** to express events that happened recently.

#### Example:

- The King has given a speech.
- Qatar has launched for the World Cup 2022.

### 3.8 Past Perfect

#### Past before the Past

We use **the past perfect** to express a finished action before a second point in the past.

#### Example:

- When I arrived to the class, the professor had finished the lesson.

**Life experience**

We use **the present perfect** to express events that happened in our life.

**Example:**

- I have visited Morocco three times.
- We have never visited Qatar.

**Time Sequence**

We use **the past perfect** to express which action happened first.

**Example:**

- It had snowed at night, so the planes did not fly.

**3.9 Past Perfect Continuous****Past continuous before the Past**

We use **the past perfect continuous** to express actions that started in the past and continued up to another action in the past.

- R** The past perfect continuous informs about action duration (how long) the action continued up to a certain point in the past, but both events happened in the past.

**Example:**

- She had been working at that university for a year when she met her husband.
- The soil was wet because it had been raining all night.

**3.10 Simple Past**

**Definition 3.10.1** The Past Simple is used to write and talk about ended actions that happened in a time before the present.

- R** When we use the simple past in English, we sum up to types of verbs: **Regular verbs and irregular verbs.**

**3.10.1 Regular Verbs**

For the regular verbs, the simple past tense and past particle are formed by adding "ed" to the infinitive form of the verb:

**Example:**      jump      jumped  
                  paint      painted

If a verb of one syllable ends [consonant-vowel-consonant], double the final consonant and add "ed":

                  chat      chatted  
                  stop      stopped

If the final consonant is "w," "x," or "y," don't double it:

sew        sewed  
 play      played  
 fix        fixed

If the last syllable of a longer verb is stressed and ends [consonant-vowel-consonant], double the last consonant then add "ed":

incur      incurred  
 prefer    preferred  
 fix        fixed

If the first syllable of a longer verb is stressed and the verb ends [consonant-vowel-consonant], just add "ed":

open      opened  
 enter     entered  
 swallow    swallowed

If the verb ends with "e," just add "d":

thrive     thrived  
 guzzle    guzzled

If the verb ends with [consonant + "y"], then change the "y" to an "i" and add "ed":

study      studied  
 cry        cried  
 fry        fried

### 3.10.2 Irregular Verbs

**Definition 3.10.2** An irregular verb is defined as a verb that does not follow the usual rules of grammar. For example, the verb **to begin** is an irregular verb because its past tense is **began** and its past participle is **begun**, and not **begined**, according to the Macmillan Dictionary. So, any verb in which the past tense is not formed by adding the usual -ed ending is an irregular Verb.

**R** The English language has a long list of irregular verbs, approaching approximately 200 verbs in normal use. The list may be longer approaching 600 verbs if count the prefixed verbs.

**Example:**

- To write wrote written
- To rewrite rewrote rewritten

■

In most cases, the irregularity concerns the past tense (also called preterite) or the past participle.

Non-native English learners need to memorize **Irregular Verbs** by heart. Here are some useful tips for Irregular English Verbs, that may help you in the process:

- Proceed with 10 most common irregular verbs and memorize them first.
- Use these verbs in sentences.
- Group common verbs with the same irregularity conjugation.
- Learn the verbs with songs and games.
- Post the lists where you can see them regularly.

### 3.11 List of Irregular Verbs

The irregular verbs listed below include the most used ones in English, try to memorize the following verbs:

# 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

The list comprises the most used verbs, and not all the irregular verbs.

**R** Regular verbs in English are verbs that follow a consistent pattern when conjugated. They typically form their past tense and past participle by adding "-ed" to the base form of the verb. For example:

- **Base Form:** Walk
  - **Past Tense:** Walked
  - **Past Participle:** Walked
- **Base Form:** Talk
  - **Past Tense:** Talked
  - **Past Participle:** Talked
- **Base Form:** Play
  - **Past Tense:** Played
  - **Past Participle:** Played

Regular verbs are contrasted with irregular verbs, which do not follow a consistent pattern when conjugated.

### Regular Verbs: "To walk"

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>– <b>Present Simple:</b> <ul style="list-style-type: none"> <li>– I walk</li> <li>– You walk</li> <li>– He/She/It walks</li> <li>– We walk</li> <li>– You walk</li> <li>– They walk</li> </ul> </li> <li>– <b>Present Continuous:</b> <ul style="list-style-type: none"> <li>– I am walking</li> <li>– You are walking</li> <li>– He/She/It is walking</li> <li>– We are walking</li> <li>– You are walking</li> <li>– They are walking</li> </ul> </li> <li>– <b>Present Perfect:</b> <ul style="list-style-type: none"> <li>– I have walked</li> <li>– You have walked</li> <li>– He/She/It has walked</li> <li>– We have walked</li> <li>– You have walked</li> <li>– They have walked</li> </ul> </li> <li>– <b>Past Simple:</b> <ul style="list-style-type: none"> <li>– I walked</li> <li>– You walked</li> <li>– He/She/It walked</li> <li>– We walked</li> <li>– You walked</li> <li>– They walked</li> </ul> </li> <li>– <b>Past Continuous:</b> <ul style="list-style-type: none"> <li>– I was walking</li> <li>– You were walking</li> <li>– He/She/It was walking</li> <li>– We were walking</li> <li>– You were walking</li> <li>– They were walking</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>– <b>Past Perfect:</b> <ul style="list-style-type: none"> <li>– I had walked</li> <li>– You had walked</li> <li>– He/She/It had walked</li> <li>– We had walked</li> <li>– You had walked</li> <li>– They had walked</li> </ul> </li> <li>– <b>Future Simple:</b> <ul style="list-style-type: none"> <li>– I will walk</li> <li>– You will walk</li> <li>– He/She/It will walk</li> <li>– We will walk</li> <li>– You will walk</li> <li>– They will walk</li> </ul> </li> <li>– <b>Future Continuous:</b> <ul style="list-style-type: none"> <li>– I will be walking</li> <li>– You will be walking</li> <li>– He/She/It will be walking</li> <li>– We will be walking</li> <li>– You will be walking</li> <li>– They will be walking</li> </ul> </li> <li>– <b>Future Perfect:</b> <ul style="list-style-type: none"> <li>– I will have walked</li> <li>– You will have walked</li> <li>– He/She/It will have walked</li> <li>– We will have walked</li> <li>– You will have walked</li> <li>– They will have walked</li> </ul> </li> </ul> |
|---|--|

### Irregular Verbs: "To go"

**R** In English, *irregular verbs* are verbs that do not follow the regular conjugation patterns observed in most verbs. Instead, they have unique and often unpredictable changes in their forms when they are inflected for different tenses, such as the past tense or past

participle. These changes can involve alterations in the spelling of the base verb, rather than simply adding "-ed" as with regular verbs.

For example, consider the irregular verb "go":

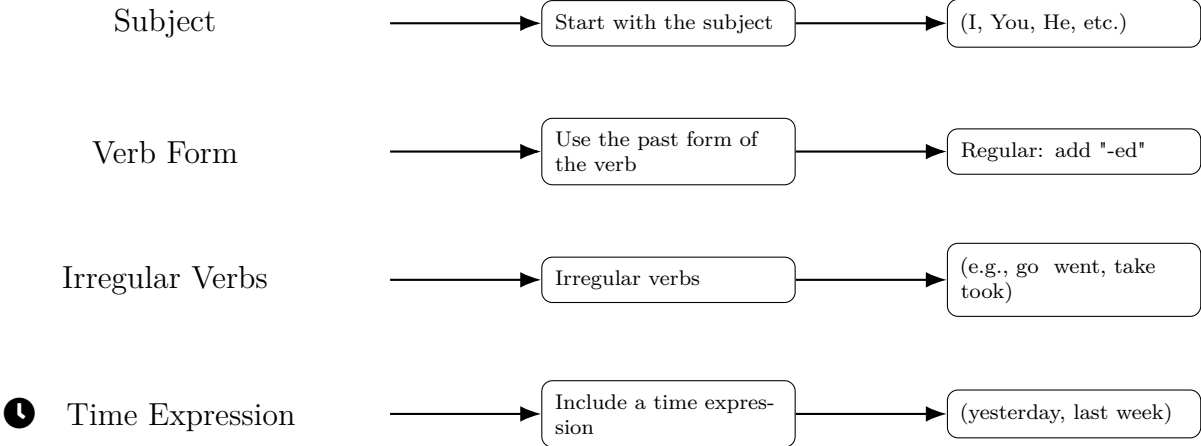
- Present tense: I go to the store.
- Past tense: I went to the store.
- Past participle: I have gone to the store.

In this case, "go" changes to "went" in the past tense and "gone" in the past participle form, rather than following a regular pattern like adding "-ed."

There are many irregular verbs in the English language, and their past tense and past participle forms need to be memorized because they do not adhere to the standard rules of verb conjugation.

<p>Simple Present</p> <ul style="list-style-type: none"> <li>• I go</li> <li>• You go</li> <li>• He/She/It goes</li> <li>• We go</li> <li>• You go</li> <li>• They go</li> </ul>	<ul style="list-style-type: none"> <li>• I was going</li> <li>• You were going</li> <li>• He/She/It was going</li> <li>• We were going</li> <li>• You were going</li> <li>• They were going</li> </ul>	<p>Future Simple</p> <ul style="list-style-type: none"> <li>• I will go</li> <li>• You will go</li> <li>• He/She/It will go</li> <li>• We will go</li> <li>• You will go</li> <li>• They will go</li> </ul>
<p>Present Continuous</p> <ul style="list-style-type: none"> <li>• I am going</li> <li>• You are going</li> <li>• He/She/It is going</li> <li>• We are going</li> <li>• You are going</li> <li>• They are going</li> </ul>	<p>Present Perfect</p> <ul style="list-style-type: none"> <li>• I have gone</li> <li>• You have gone</li> <li>• He/She/It has gone</li> <li>• We have gone</li> <li>• You have gone</li> <li>• They have gone</li> </ul>	<p>Future Continuous</p> <ul style="list-style-type: none"> <li>• I will be going</li> <li>• You will be going</li> <li>• He/She/It will be going</li> <li>• We will be going</li> <li>• You will be going</li> <li>• They will be going</li> </ul>
<p>Simple Past</p> <ul style="list-style-type: none"> <li>• I went</li> <li>• You went</li> <li>• He/She/It went</li> <li>• We went</li> <li>• You went</li> <li>• They went</li> </ul>	<p>Past Perfect</p> <ul style="list-style-type: none"> <li>• I had gone</li> <li>• You had gone</li> <li>• He/She/It had gone</li> <li>• We had gone</li> <li>• You had gone</li> <li>• They had gone</li> </ul>	<p>Future Perfect</p> <ul style="list-style-type: none"> <li>• I will have gone</li> <li>• You will have gone</li> <li>• He/She/It will have gone</li> <li>• We will have gone</li> <li>• You will have gone</li> <li>• They will have gone</li> </ul>
<p>Past Continuous</p>		

Rules for Past Tense



3.12 Needed Skills

### 3.13 Exercises

#### Exercise 3.1 Regular Verbs

1. It (snow) last month in Errachidia.
2. We (open) the door, and (smile) in my face, she (welcome) me with hospitality.
3. Children (watch) the movie of "**in the Jungle**".
4. The students (cheat) on the exam.
5. She (want) to learn English to (succeed) in her life.
6. Rayan (count) the money, he (receive) from the bank.
7. A lot of people (skate) on the lake.
8. Nick (rest) last summer.
9. We (paint) the walls.
10. The teacher (plant) a tree.

#### Keys:

1. snowed
2. opened, smiled
3. watched
4. cheated
5. wanted, succeeded
6. counted, received,
7. skated
8. rested
9. painted
10. planted

- #### Exercise 3.2
1. Suddenly, the animal jumped and (bite)..... my hand. bit
  2. What time (do).... you (get up).....this morning? did / get up
  3. The Wright brothers (fly)..... the first airplane in 1903. flew
  4. I think I (hear).....a strange sound outside the door one minute ago.heard
  5. When I was ten years old, I (break).....my arm. It really (hurt)....broke, hurt
  6. The police (catch)..... all three of the bank robbers last week. caught
  7. How many times (do).....you (read).... that book? did, read
  8. Unfortunately, I (forget).....to (bring)..... my wallet. forgot, bring

#### Keys:


1. ate
2. Did, did
3. bought
4. went
5. did, did not
6. saw
7. exercised, drank




## Irregular Verbs: Tenses

### Grammar: Tenses

 Prof. Said AZELMAD

 Introduction to Grammar and Communication.

 ..... 

### 1 Put the verbs in its correct form :

1. We (have) a fantastic time exploring the ancient ruins.
2. The local artisans **have** (make) beautiful handicrafts for generations.
3. Last year, she (go) on a cultural exchange program to Japan.
4. The tour guide (show) us around the historical city center.
5. The traditional dance performance (begin) as soon as the sun set.
6. He **has** (be) to many famous museums around the world.
7. The storyteller (tell) fascinating tales about the region's history.
8. We (visit) the famous landmarks during our city tour.
9. The language barrier (prove) to be a challenge for some tourists.
10. They (meet) many interesting people during their travels.
11. The street market (sell) a variety of local products.
12. The guide (take) us on a boat tour of the scenic river.
13. The cultural festival (draw) crowds from different countries.
14. We (learn) about the customs and traditions of the indigenous people.
15. The museum exhibit (highlight) the evolution of technology.
16. The ancient city (have) a rich and complex history.
17. She (choose) to explore the hidden gems of the city.
18. The choir (sing) traditional songs at the cultural event.
19. The local cuisine (prove) to be a delightful surprise.

20. We (send) postcards to our friends from every destination.
21. The famous author (write) a book about the cultural diversity of the region.
22. The historic castle (undergo) extensive renovations.
23. The travel agency (book) our flights to exotic destinations.
24. The language barrier (lead) to some amusing misunderstandings.
25. They (take) part in a traditional tea ceremony.
26. The city (host) an international film festival annually.
27. We (swim) in the crystal-clear waters of the tropical island.
28. The traditional dance troupe (perform) at the grand opening.
29. The cultural exchange program (bring) people together from different backgrounds.
30. The art gallery (display) a collection of contemporary pieces.
31. She (wear) traditional attire during the cultural celebration.
32. The archaeological site (attract) history enthusiasts from far and wide.
33. The local guide (lead) us on a walking tour of the old town.
34. We (hear) stories of ancient civilizations during the guided tour.
35. The historical novel (become) an international bestseller.
36. The festival (feature) a diverse range of performances.
37. The language skills (help) them communicate with the locals.
38. We (travel) by train to experience the scenic countryside.
39. The storyteller (captivate) the audience with tales of the past.

## 2 Keys

1. have
2. have made
3. went
4. showed
5. began
6. has been
7. told
8. visited
9. proved
10. met
11. sold
12. took
13. drew
14. learned
15. highlighted
16. had
17. chose
18. sang
19. proved
20. sent
21. wrote
22. underwent
23. booked
24. led
25. took
26. hosted
27. swam
28. performed
29. brought
30. displayed
31. wore
32. attracted
33. led
34. heard
35. became
36. featured
37. helped
38. traveled
39. captivated

### 3 Correct these Verbs:

1. Last summer, we goed to Paris and visited the Louvre Museum.
2. The traditional dance performance was so amazing that the audience has clapped for minutes.
3. She has swum with dolphins in the Caribbean Sea during her vacation.
4. The historical site had underwent extensive restoration work before it was opened to the public.
5. They have drank the famous local tea at the ancient tea house.
6. The art gallery had shone a spotlight on emerging artists in their recent exhibition.
7. The tour guide had took us to the top of the mountain for a breathtaking view.
8. He had ran the marathon in less than three hours, setting a new record.
9. The cultural festival had began with a colorful parade through the city streets.
10. The chef has forgave the mistake and continued preparing the traditional dish.
11. The museum had a unique collection of artifacts that has spanned several centuries.
12. They had rode camels in the vast desert during their adventure trip.
13. The AHIDOUS folklore had began promptly at 7:00 PM, and the audience was spellbound.
14. The ancient ruins has stood the test of time, attracting millions of tourists each year.
15. The local market had rang with the sounds of vendors selling handmade crafts.
16. The tour group had swam with dolphins in the crystal-clear waters of the lagoon.
17. The street performers had sang traditional songs to entertain the crowd.
18. The historic castle had underwent renovations to preserve its original architecture.
19. The cultural exchange program had saw participants from various countries.
20. We have flew on a hot air balloon over the picturesque landscape.
21. The guide had took us to the museum, where we learned about the city's history.
22. The famous artist had draw a stunning mural on the side of the building.
23. The festival had began with a grand opening ceremony featuring fireworks.
24. The tourists had rode bicycles through the scenic countryside.
25. The traditional dance troupe had gave a mesmerizing performance on the stage.
26. The travel agency had flew us to the exotic island for our honeymoon.
27. The historical novel had wrote by a renowned author has become a bestseller.
28. The cultural event had draw attendees from around the world.
29. The museum exhibit had showcased artifacts that span the Stone Age to the Renaissance.
30. The local guide had took us on a walking tour of the ancient city.

## 4 Key Answers

1. Last summer, we went to Paris and visited the Louvre Museum.
2. The traditional dance performance was so amazing that the audience clapped for minutes.
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## 4. Phrasal Verbs

**Definition 4.0.1** Phrasal verbs are two or more words that together create a new word, with a new meaning separately from its original word.

**Example:** To cry off means "to cancel an arrangement very different from the verb to cry. Phrasal verbs can be quite confusing because their definitions are difficult to grasp sometimes, and there are thousands of them in spoken English. ■

1. **Break down** - To stop working properly, often used for machines or systems.
2. **Call off** - To cancel an event or activity.
3. **Get along** - To have a good relationship with someone.
4. **Turn up** - To arrive or appear, especially when not expected.
5. **Take up** - To begin a new hobby or activity.

For multilingual speakers, in particular, phrasal verbs are one of the most difficult topics in learning English. To help simplify this complicated issue, what follows is our guide to understanding English phrasal verbs, including a list of the most common ones.

- Ⓡ Many phrasal verbs are distinct variations on the same base verb, which can add to the confusion.

Phrasal verbs are verbs that consist of two words: verb + particle (adverb or preposition), to create a new phrasal verb, with a different meaning unrelated to the meanings of the words that compose it, a new independent word.

When used in a sentence, phrasal verbs follow their conjugation and placement, although they do have special grammatical rules about word order, which we talk about below.

- Ⓡ Phrasal verbs can be conjugated into every type of verb form, so you can use them anywhere you could use a normal verb.

Lets look at the phrasal verb **look up** as an example. The verb look alone means to direct one's gaze toward someone or something or in a specified direction, and the preposition **up** alone usually refers to being towards a higher place or position. However, put them together and the phrasal verb look up means to search for and find a piece of information in a book or database

or rise your eyes to look at somebody or something, which is a completely new definition that's separate from the definitions of look and up. You can use look up just like a normal verb, in any form or tense. Here are some quick examples:

1. Farid didn't look up as she entered.
2. Looking up at his mother, he lost his balance and fell down.
3. Siham continued to tug and look up at his mother.
4. You can check the "arabdict" website to look up any word you are unsure of while completing your translation.

1

**Look after** - to take care of or watch over someone or something.

**Look for** - to search or seek something or someone.

**Look into** - to investigate or examine a situation or problem.

**Look out** - to be careful or watchful, often used as a warning.

**Look up** - to find information in a reference source or improve one's circumstances.

**Look forward to** - to anticipate or be excited about something in the future.

#### Memorise these definitions:

1. Look into: Investigate.
2. Look up to sb: Admire.
3. Look down on sb/sth: Think that someone or something is less important than you.
4. Look back: To think about the past.
5. Look around: To search.
6. Look after: To take care of.
7. Look for: Try to find something or someone.
8. Look forward for sth/-ing: to anticipate something with pleasure.
9. Look ahead: To think about the future.
10. Look at: Contemplate/Consider.
11. Look up: Consult a reference book.

1

**Vocabulary 4.1 — to tug.** pull (something) hard or suddenly." she tugged off her shoes".

# Phrasal verbs

The list contains the most used phrasal verbs in English. Try to check their meaning on the dictionary:

---

back up	fall through	look at	set out
be carried away	fit in (with)	look back	set up
be taken in	get across	look forward to	show off
blow up	get at	look into	stand back
break down	get away (from)	look on	stand by
break in	get away with	look out	stand for
break off	get down	look through	stand out
break out	get down to	look up to	stand up
break through	get in	make for	stand up for
break up	get into	make into	stand up to
bring out	get on with	make out	stay away from
bring up	get out	make up	stay on
build up	get out of	make up for	stay out
burst in	get over	miss out on	stay over
burst out	get round to	mix up	stay up
call in	get through	mix with	stick out
call off	get together	pass around	stick to
call on	get up	pass away	stick together
care for	give away	pass out	stick with
carry on	give in	pay off	stop over
catch on	give up	pick on	take after
catch up with	go ahead	pick up	take away
check on	go by	point out	take down
check out	go down with	pull down	take in
clear away	go for	pull in	take off
clear up	go off	pull out	take on
come across	go on	pull over	take out
come along	go over	pull up	take over
come down	go through	put aside	take to
come down with	hand over	put down	take up
come off	head for	put off	talk into
come on	hold back	put on	talk over
come out	hold on	put out	think over
come round	keep away	put through	think through
come to	keep back	put up	throw away
come up	keep down	put up with	throw out
come up against	keep off	rub into	throw up
come up with	keep up with	rub on	try out
count on	knock down	rub out	turn back
cross out	knock out	run away	turn down
cut across	knock over	run down	turn out
cut down	leave out	run into	turn to
cut out	let down	run on	turn over
deal with	let off	run out (of)	turn up
do away with	let out	run over	watch out
do up	live for	see off	wear off
do without	live on	see through	wear out
draw up	live up to	see to	work at
face up to	live with	send off	work on
fall for	lock in	set back	work out
fall out	lock out	set off	write up

**Exercise 4.1 — Fill the following gaps, with the correct answer:**

1. Catherine is looking ..... for a new house because her flat is far too small.
2. I look ..... my Mathematics teacher, she is great!
3. Could you look ..... my report and tell me if you think it is OK?
4. Ken is looking ..... his keys because he lost them last night.
5. Dont look ..... Richard; he is as good as you are!
6. In this business, it is very difficult to look ..... and predict what will happen.
7. I am looking ..... seeing you next week.
8. Peter asked me to look ..... his cat while he was away.
9. If you look ..... over the last five years, you can see many times when you were successful.
10. The police is looking ..... Mr. Smiths missing money.
11. Frank did not know the meaning of the word so he looked it .... in the dictionary.

**Answers:**

1. Catherine is **looking around** for a new house because her flat is far too small.
2. I **look up to** my Mathematics teacher, she is great!
3. Could you **look at** my report and tell me if you think it is OK?
4. Ken is **looking for** his keys because he lost them last night.
5. Dont **look down on** Richard; he is as good as you are!
6. In this business, it is very difficult to **look ahead** and predict what will happen.
7. I am **looking forward to** seeing you next week.
8. Peter asked me to **look after** his cat while he was away.
9. If you **look back** over the last five years, you can see many times when you were successful.
10. The police is **looking into** Mr. Smiths missing money.
11. Frank did not know the meaning of the word so he **looked it up** in the dictionary.



## 5. Conditional

**Definition 5.0.1** In English grammar, a "conditional" is a type of verb form or grammatical structure used to express hypothetical or conditional situations. Conditionals are often used to discuss situations that may or may not happen, depending on certain conditions or circumstances. There are several types of conditionals in English, including the zero conditional, first conditional, second conditional, third conditional, and mixed conditionals. Each type is used to convey different degrees of probability or likelihood regarding the outcome of the condition.

### 5.1 Conditional Type 1

1. **Form:** The first conditional uses the present simple in the if-clause and the future simple in the main clause.
2. **Example:**
  - If it rains tomorrow, I will stay at home.

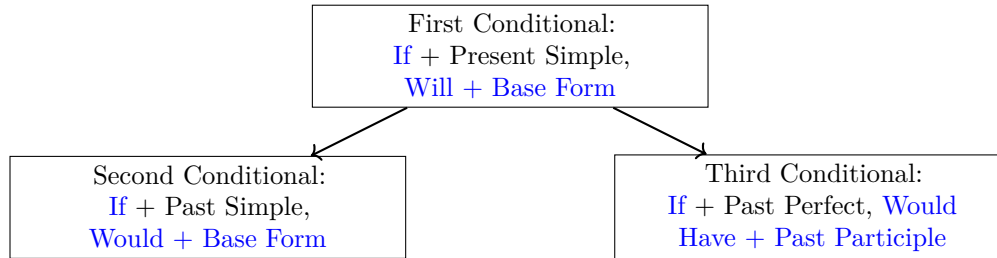
### 5.2 Conditional Type 2

1. **Form:** The second conditional uses the past simple in the if-clause and the conditional (would + base form) in the main clause.
2. **Example:**
  - If I had a million dollars, I would buy a house.

### 5.3 Conditional Type 3

1. **Form:** The third conditional uses the past perfect in the if-clause and the conditional perfect (would have + past participle) in the main clause.
2. **Example:**
  - If she had studied harder, she would have passed the exam.

## 5.4 Conditionals in English

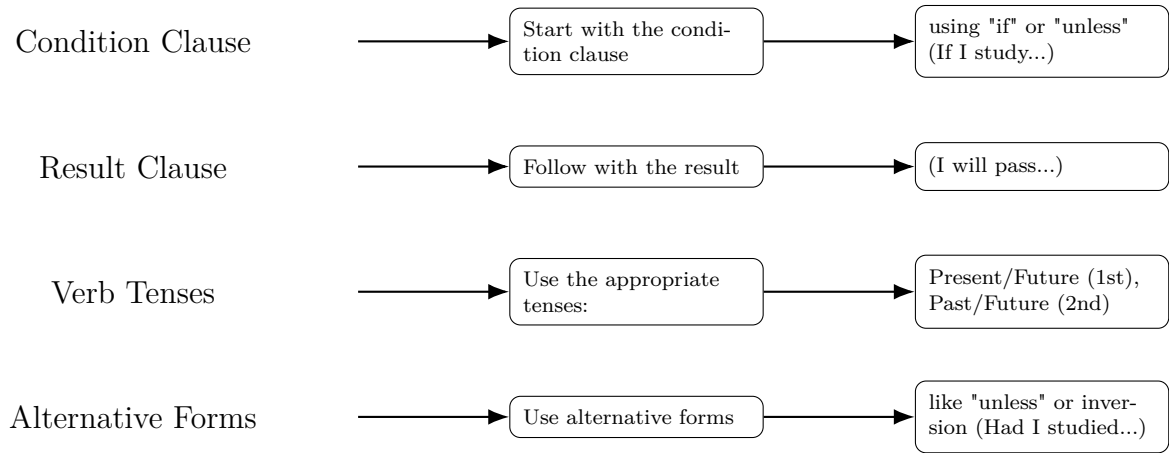


## 5.5 Exercises

**Exercise 5.1** 1. Complete the following sentences with the correct conditional type:

- (a) If it \_\_\_\_\_ (rain), we won't go for a picnic.
  - (b) I would buy a new car if I \_\_\_\_\_ (have) enough money.
  - (c) If she had studied harder, she \_\_\_\_\_ (pass) the exam.
  - (d) Unless you \_\_\_\_\_ (wear) a helmet, you can't ride the bike.
2. Identify the conditional type in each of the following sentences:
- (a) If I had known, I would have helped. (Type: \_\_\_\_\_)
  - (b) She will come if she finishes her work. (Type: \_\_\_\_\_)
  - (c) Unless you call me, I won't come. (Type: \_\_\_\_\_)

## Rules for Conditional Sentences



### 5.6 Needed Skills

1. Answer Keys:
  - (a) If it **rains**, we won't go for a picnic.
  - (b) I would buy a new car if I **had** enough money.
  - (c) If she had studied harder, she **would have passed** the exam.
  - (d) Unless you **wear** a helmet, you can't ride the bike.
2. Identify the conditional type in each of the following sentences:
  - (a) If I had known, I would have helped. (Type: **Third Conditional**)
  - (b) She will come if she finishes her work. (Type: **First Conditional**)
  - (c) Unless you call me, I won't come. (Type: **Zero Conditional**)



#### Summary:

##### **Zero Conditional:**

- Structure: If + present simple, present simple.
- Usage: Used for general truths and facts.
- Example: If you heat water to 100°C, it boils.

##### **First Conditional:**

- Structure: If + present simple, will + base form.
- Usage: Used for real, possible, or likely future situations.
- Example: If it rains, I will stay home.

##### **Second Conditional:**

- Structure: If + past simple, would + base form.
- Usage: Used for hypothetical or unlikely present or future situations.
- Example: If I won the lottery, I would buy a new car.

##### **Third Conditional:**

- Structure: If + past perfect, would have + past participle.
- Usage: Used for unreal past situations that didn't happen.
- Example: If she had studied, she would have passed the exam.



## 6. Passive Voice

### Definition 6.0.1 What is Passive Voice?

Passive voice is a grammatical construction.

- The subject receives the action.
- It is formed using a form of the verb "to be" and the past participle of the main verb.

### 6.1 Usage

#### **R** Why Use Passive Voice?

- Passive voice can be used to shift the focus of a sentence.
- It can be used when the doer of the action is unknown or unimportant.
- It is also common in scientific and academic writing.

#### **R** Examples of Passive Voice

- The report **was prepared** by the team.
- The book **has been read** by many people.
- The cake will be baked by my mom.

### 6.2 Active vs. Passive

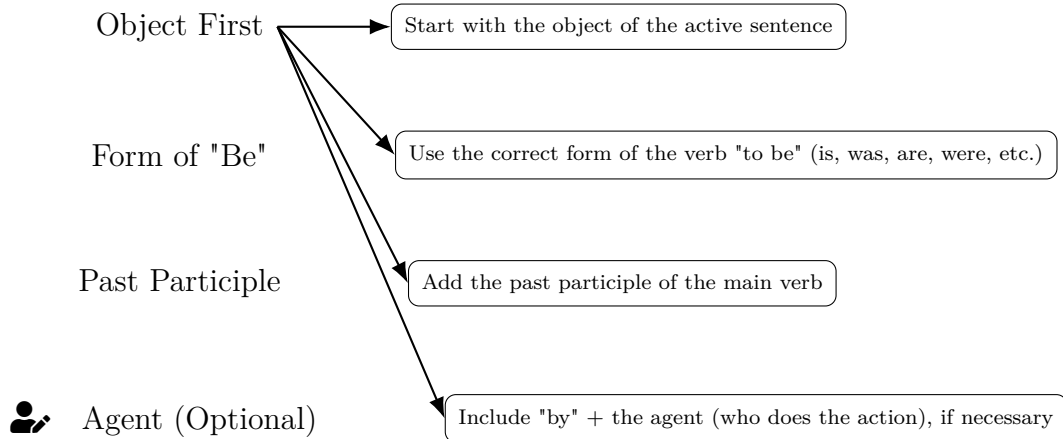
#### **R** Active Voice vs. Passive Voice

- Active voice emphasizes the doer of the action.
- Passive voice emphasizes the action itself.

Active Voice: Mohammed eats an apple

Passive Voice: The apple is eaten by Mohammed

## Rules for Passive Voice



### 6.3 summary



Summary:

- Passive voice is a grammatical construction that emphasizes the action over the doer.
- It is commonly used in various writing contexts.
- Understanding when to use passive voice is important for effective communication.

### 6.4 Needed Skills

**Exercise 6.1** Rewrite the following sentence in the passive voice:

1. The chef prepares delicious meals.
2. They built a new school in the village.
3. My sister will bake a cake for the party. Explain when and why the passive voice is used. Provide at least two examples.

Write a short paragraph (about 100 words) in the passive voice describing a famous landmark or tourist attraction. Use proper grammar and structure.

Rewrite the following sentence in the passive voice:

Delicious meals are prepared by the chef.

2. A new school was built in the village by them.
3. A cake will be baked for the party by my sister. Explain when and why the passive voice is used. Provide at least two examples.

**Sample Answer:** The passive voice is used when the focus is on the action performed rather than the person or thing performing the action. It is often used to make sentences more formal, to avoid assigning blame, or when the doer of the action is unknown or unimportant. For example:

4. The book was written by the famous author. (Formal)
5. Mistakes were made. (Avoiding blame)

Write a short paragraph (about 100 words) in the passive voice describing a famous landmark or tourist attraction. Use proper grammar and structure.

**Sample Answer:** The Eiffel Tower, located in Paris, France, was designed by the renowned engineer Gustave Eiffel. It was constructed in the late 19th century for the 1889 Exposition Universelle. The tower stands at a height of 324 meters and is made of iron. It is widely visited by tourists from around the world and is illuminated beautifully at night, attracting millions of visitors annually. ■



## 7. Reported Speech

**Definition 7.0.1** Reported speech, also known as indirect speech, is a way to report what someone else has said without quoting their exact words. It is commonly used in both written and spoken language. In this course, we will cover the basics of reported speech, including the rules, tenses, and sentence structure.

### 7.1 Direct Speech vs. Reported Speech

Direct speech is when we quote the exact words spoken by someone. For example:

John said, "I am going to the store."

Reported speech is when we report what someone said without quoting their exact words. The same statement in reported speech would be:

John said that he was going to the store.

### 7.2 Tense Changes in Reported Speech

In reported speech, the tense of the reporting verb (the verb used to introduce the reported speech) is often changed to reflect the time of the reported statement. Here are some common tense changes:

#### 7.2.1 Present Simple → Past Simple

- Direct Speech: She said, "I like chocolate."
- Reported Speech: She said that she liked chocolate.

#### 7.2.2 Present Continuous → Past Continuous

- Direct Speech: He said, "I am working on a project."
- Reported Speech: He said that he was working on a project.

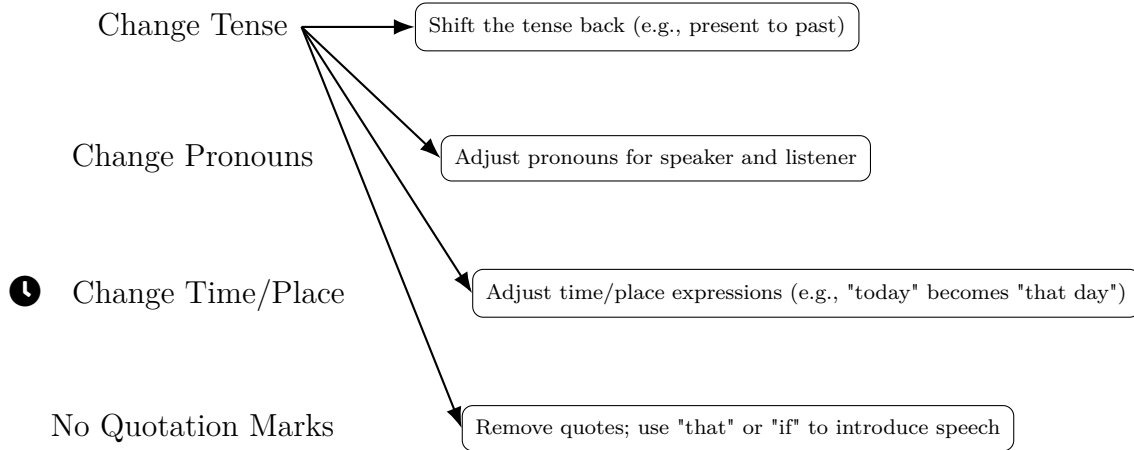
#### 7.2.3 Present Perfect → Past Perfect

- Direct Speech: They said, "We have finished the report."
- Reported Speech: They said that they had finished the report.

### 7.3 Pronoun Changes in Reported Speech

Pronouns often need to be changed in reported speech to match the subject of the reporting clause. Here are some examples:

### Rules for Reported Speech



#### 7.3.1 Direct Speech:

She said, "I will call you."

#### 7.3.2 Reported Speech:

She said that she would call me.

### 7.4 Reporting Verbs

There are various verbs that can be used to introduce reported speech. Common reporting verbs include:

- said
- told
- explained
- mentioned
- remarked
- and many more...

### 7.5 Needed Skills

### 7.6 Practice Exercises

To reinforce your understanding of reported speech, here are some practice exercises for you to complete.

1. Rewrite the following sentences from direct speech to reported speech.
  - "I have a meeting tomorrow," she said.
  - "They are going to the beach," he told me.
2. Change the reporting verb in the following sentences to make them more interesting.
  - She said, "I love this book."
  - He told me, "It's going to rain today."

**R** Reported speech is an essential aspect of English grammar that allows us to communicate what others have said. By understanding the rules, tense changes, and pronoun adjustments, you can effectively use reported speech in both spoken and written communication.



## 8. Prepositions: In, On, At

**Definition 8.0.1** A preposition is a word that links a noun, pronoun, or noun phrase to some other part of the sentence.

- R** Bear in mind that the use of prepositions do not stick into a definite rule or formula. There is no rule of thumb for choosing a certain preposition. Hence, you should try to identify a preposition when reading or listening in English and recognize its usage, at the first stage. However, **in** is generally used for longer periods of time (centuries, years, and months), **on** is used for days, and **at** is used for more specific moments, such the time.

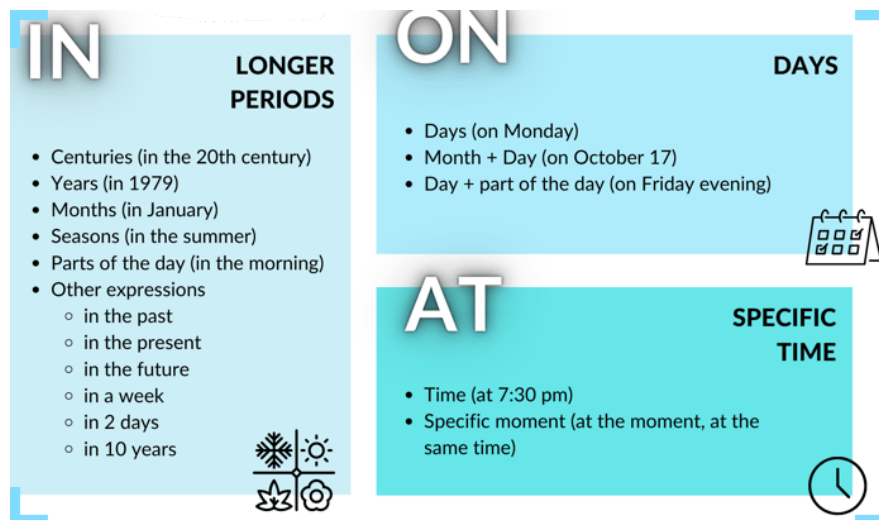


Figure 8.1: Prepositions of time

**Reading 8.0.1** "At" before "On" before days and dates: "In" before long periods of precise time:

- at 5 o'clock
- at 11:30 pm
- at lunchtime
- at the moment
- at midnight
- at sunrise
- at sunset

- on Friday
- on Mondays
- on 4 July
- on 17 March 1966
- on Children's Day
- on his birthday
- on Mother's Day

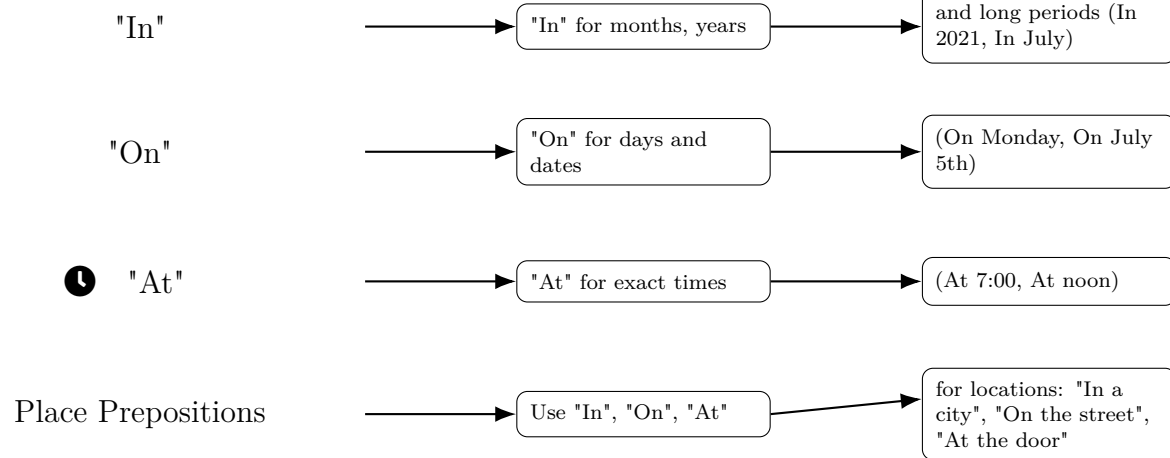
- in November
- in winter
- in 2001
- in the 20th century
- in Stone Age

- Exercise 8.1**
1. Farmers pick cherries ..... summer. a) in b) on c) at
  2. Mollie's birthday is ..... Tuesday so we have only two days to prepare a surprise party. a) in b) on c) at
  3. .... Father's Day I will give a nice present to my father. a) in b) on c) at
  4. The football match is ..... 8 o'clock. Shall we watch it together? a) in b) on c) at
  5. I get up early ..... the morning and have a big breakfast. a) in b) on c) at
  6. The bell rings ..... noon and the students have their lunch. a) in b) on c) at
  7. Sarah would like to get a nice pink dress ..... her birthday. a) in b) on c) at
  8. My father sometimes comes home late ..... night. a) in b) on c) at
  9. I will graduate from secondary school ..... 2015. a) in b) on c) at
  10. Turkish people celebrate Children's Day ..... the April 23. a) in b) on c) at

### Keys

1. Farmers pick cherries **in** summer.
2. Mollie's birthday is **on** Tuesday so we have only two days to prepare a surprise party.
3. **On** Father's Day I will give a nice present to my father.
4. The football match is **at** 8 o'clock. Shall we watch it together?
5. I get up early **in** the morning and have a big breakfast.
6. The bell rings **at** noon and the students have their lunch.
7. Sarah would like to get a nice pink dress **on** her birthday.
8. My father sometimes comes home late **at** night.
9. I will graduate from secondary school **in** 2015.
10. Turkish people celebrate Children's Day **on** the April 23.

## Rules for Prepositions: In, On, At



### 8.1 Needed Skills





## 9. Linking Words

**Definition 9.0.1** Linking words are used to link ideas and sentences when you speak or write English. Linking words are like the synovial fluid which cushions the ends of bones in your body. As this fluid reduces friction between the bones, linking words reduce likewise the friction between clauses or sentences. We can use linking words to give examples, add information, summarise, sequence information, give a reason or result, or contrast ideas.

Linking words or phrases help you to build a logical argument in your assignment by linking one statement to another. An assignment without linking words reads like a series of unrelated statements with no flow. Linking words can be used to:

1. link the flow of ideas in your writing
2. guide your reader towards the next stage of your argument
3. link paragraphs together.

<b>Reading 9.0.1</b> To add a point:	To contrast two points	To illustrate, or to give an example:
<ul style="list-style-type: none"><li>• Also...</li><li>• In addition, ...</li><li>• similarly,</li><li>• Not only did ..., but ... also</li><li>• Moreover, ...</li><li>• Furthermore, ...</li></ul>	<ul style="list-style-type: none"><li>• Although ...</li><li>• On the other hand ...</li><li>• Yet, ...</li><li>• Nevertheless, ...</li><li>• In contrast, ...</li><li>• In spite of</li><li>• Despite</li></ul>	<ul style="list-style-type: none"><li>• For example, ...</li><li>• Clearly, ...</li><li>• That is, ...</li><li>• ..., namely,</li></ul>

<b>Reading 9.0.2</b> To move on to the next point:	To note consequences:	To summarise or conclude
<ul style="list-style-type: none"><li>• Then, ...</li><li>• After this / that ...</li><li>• Subsequently, ...</li></ul>	<ul style="list-style-type: none"><li>• So, ...</li><li>• Therefore, ...</li><li>• As a result, ...</li><li>• Consequently, ...</li><li>• Despite ...</li><li>• Since ...</li></ul>	<ul style="list-style-type: none"><li>• Finally, ...</li><li>• In conclusion, ...</li><li>• To conclude, ...</li><li>• To summarise, ...</li></ul>

**Reading 9.0.3** To introduce a list of ideas:

- Firstly, ... (or 'The first point to note is ...')
- Secondly, ... (or 'The second point to note is ...')

- Finally, ... (or 'The next point to note is ...')

**R** Summary - Common English Linking Words and Their Meanings:

### 9.0.1 Addition

- Additionally: In addition to what has been said.
- Furthermore: Introduces a point that's in line with the previous one.
- Moreover: Adds information to support the preceding statement.
- Besides: In addition to what was mentioned.

### 9.0.2 Comparison

- Similarly: In a similar way.
- Likewise: In the same manner.
- In comparison: When discussing similarities or differences.
- On the other hand: Contrasting two points.

### 9.0.3 Contrast

- However: Introduces a contrary or contrasting idea.
- On the contrary: Expresses the opposite idea.
- Nevertheless: Nonetheless, in spite of that.
- Whereas: While on the contrary.

### 9.0.4 Cause and Effect

- Therefore: For that reason.
- Consequently: As a result.
- Thus: Consequently or as a result of.
- Because: The reason for something.

### 9.0.5 Conclusion

- In conclusion: To summarize.
- To sum up: Providing a brief summary.
- Ultimately: In the end.
- In summary: A concise recap.

## 9.1 Some Uses

**Example:** 1. **Addition:**

- Additionally, we can also use "and" to connect ideas for emphasis.
- Furthermore, the data supports our hypothesis.

2. **Contrast:**

- On the other hand, some argue that the findings are inconclusive.
- In contrast, the second experiment produced different results.

3. **Cause and Effect:**

- Consequently, the study concluded that the treatment is effective.
- Therefore, we can infer that the increase in temperature caused the reaction.

4. **Comparison:**

- Similarly, both studies observed similar patterns.
- Likewise, the two products share common features.

5. **Emphasis:**

- Indeed, the evidence strongly supports this claim.
- In fact, this is a critical aspect of the research.

6. **Illustration:**

- For example, consider the case of patients with chronic illnesses.
- In particular, the graph shows a significant increase in sales.

7. **Conclusion:**

- In conclusion, our findings demonstrate the importance of early intervention.
- To sum up, the main factors affecting the economy are inflation and unemployment.

8. **Time:**

- First, we need to gather the necessary data.
  - Subsequently, the research team will analyze the results.
9. **Condition:**
- If the experiment is successful, it will have significant implications.
  - Unless we address this issue, it may lead to more problems.
10. **Summary:**
- In summary, we have discussed various linking words and their uses.
  - To summarize, these words help create coherence and structure in writing.

**Exercise 9.1** Match the following English linking words with their meanings:

1. However
  2. In addition
  3. Therefore
  4. Nevertheless
  5. Furthermore
1. A contrasting transition word.
  2. A word indicating a consequence or conclusion.
  3. A word used to add more information.
  4. A synonym for "nonetheless."
  5. A word showing a continuation or progression.

1. However - (a) A contrasting transition word.
2. In addition - (c) A word used to add more information.
3. Therefore - (b) A word indicating a consequence or conclusion.
4. Nevertheless - (d) A synonym for "nonetheless."
5. Furthermore - (e) A word showing a continuation or progression.

## 9.2 Documentary Media : YouTube Channel:



 :Linking Words use:

<https://www.youtube.com/watch?v=hcTGgf5GFsU>



## 🏛️ Linking Words in Use

### ✍️ Linking Words Uses

👤 Prof. Said AZELMAD

📖 Introduction to Grammar and Communication.

✂️ ..... 👤

## Exercise: Linking Words in Power Skills Use

Example:

Critical thinking is a valuable skill; 🗨️, not everyone develops it to the same extent.

✂️ Critical thinking is a valuable skill; **however**, not everyone develops it to the same extent.

### Critical Thinking

1. Critical thinking is a valuable skill; 🗨️, not everyone develops it to the same extent.
2. 🗨️, critical thinking goes beyond memorization; it involves analyzing and evaluating information.
3. Effective critical thinking 🗨️ leads to better decision-making and problem-solving.
4. 🗨️, a lack of critical thinking may result in accepting information without questioning it.
5. 🗨️, critical thinkers actively seek alternative viewpoints before forming conclusions.

### Leadership

6. Leadership requires a combination of vision and communication skills; 🗨️, it demands adaptability.
7. 🗨️, rigid leadership styles may hinder a team's creativity and innovation.
8. Successful leaders embrace change; 🗨️, they foster a culture of continuous improvement.
9. 🗨️, leadership involves not only guiding others but also empowering them to succeed.
10. Effective delegation is a key leadership skill; 🗨️, it enhances team efficiency.

## Intercultural Communication

11. Intercultural communication is essential in our globalized world; 🗨️, it comes with challenges.
12. 🗨️, adapting to different cultural norms is crucial for effective intercultural communication.
13. 🗨️, misunderstandings may arise, requiring open-mindedness to bridge cultural gaps.
14. 🗨️, successful intercultural communication fosters diversity and inclusion.
15. 🗨️, it contributes to the success of cross-cultural teams.

## Six Hats of Debono

16. The Six Hats of Debono is a thinking technique; 🗨️, it promotes parallel thinking.
17. Each hat represents a different perspective; 🗨️, it encourages a holistic approach to problem-solving.
18. 🗨️, traditional brainstorming often leads to conflicting ideas.
19. 🗨️, using the Six Hats method guides participants toward a shared goal.
20. 🗨️, it helps teams explore solutions systematically rather than haphazardly.

## Emotional Intelligence

21. Emotional intelligence is crucial for effective leadership; 🗨️, it enhances interpersonal relationships.
22. 🗨️, a lack of emotional intelligence can lead to misunderstandings and conflict.
23. 🗨️, emotionally intelligent individuals can navigate complex social situations with ease.
24. 🗨️, they can regulate their own emotions, influencing positive outcomes.
25. 🗨️, those lacking emotional intelligence may struggle in team dynamics.

## Answer Key

### Exercise: Linking Words in Context

#### Critical Thinking

1. Critical thinking is a valuable skill; 🗨️, not everyone develops it to the same extent.
2. 🗨️, critical thinking goes beyond memorization; it involves analyzing and evaluating information.
3. Effective critical thinking 🗨️ leads to better decision-making and problem-solving.
4. 🗨️, a lack of critical thinking may result in accepting information without questioning it.
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24. 🗨️, they can regulate their own emotions, influencing positive outcomes.
25. 🗨️, those lacking emotional intelligence may struggle in team dynamics.

## Critical Thinking

1. Critical thinking is a valuable skill; **however**, not everyone develops it to the same extent.
2. **Moreover**, critical thinking goes beyond memorization; it involves analyzing and evaluating information.
3. Effective critical thinking **thus** leads to better decision-making and problem-solving.
4. **In contrast**, a lack of critical thinking may result in accepting information without questioning it.
5. **On the contrary**, critical thinkers actively seek alternative viewpoints before forming conclusions.

## Leadership

6. Leadership requires a combination of vision and communication skills; **likewise**, it demands adaptability.
7. **Conversely**, rigid leadership styles may hinder a team's creativity and innovation.
8. Successful leaders embrace change; **in the same vein**, they foster a culture of continuous improvement.
9. **Furthermore**, leadership involves not only guiding others but also empowering them to succeed.
10. Effective delegation is a key leadership skill; **as a result**, it enhances team efficiency.

## Intercultural Communication

11. Intercultural communication is essential in our globalized world; **however**, it comes with challenges.
12. **Similarly**, adapting to different cultural norms is crucial for effective intercultural communication.
13. **Nonetheless**, misunderstandings may arise, requiring open-mindedness to bridge cultural gaps.
14. **On the other hand**, successful intercultural communication fosters diversity and inclusion.
15. **In addition**, it contributes to the success of cross-cultural teams.


## Six Hats of Debono

16. The Six Hats of Debono is a thinking technique; **meanwhile**, it promotes parallel thinking.
17. Each hat represents a different perspective; **therefore**, it encourages a holistic approach to problem-solving.
18. **On the contrary**, traditional brainstorming often leads to conflicting ideas.
19. **In contrast**, using the Six Hats method guides participants toward a shared goal.
20. **Moreover**, it helps teams explore solutions systematically rather than haphazardly.

## Emotional Intelligence

21. Emotional intelligence is crucial for effective leadership; **likewise**, it enhances interpersonal relationships.
22. **Conversely**, a lack of emotional intelligence can lead to misunderstandings and conflict.
23. **Furthermore**, emotionally intelligent individuals can navigate complex social situations with ease.
24. **In addition**, they can regulate their own emotions, influencing positive outcomes.
25. **On the other hand**, those lacking emotional intelligence may struggle in team dynamics.



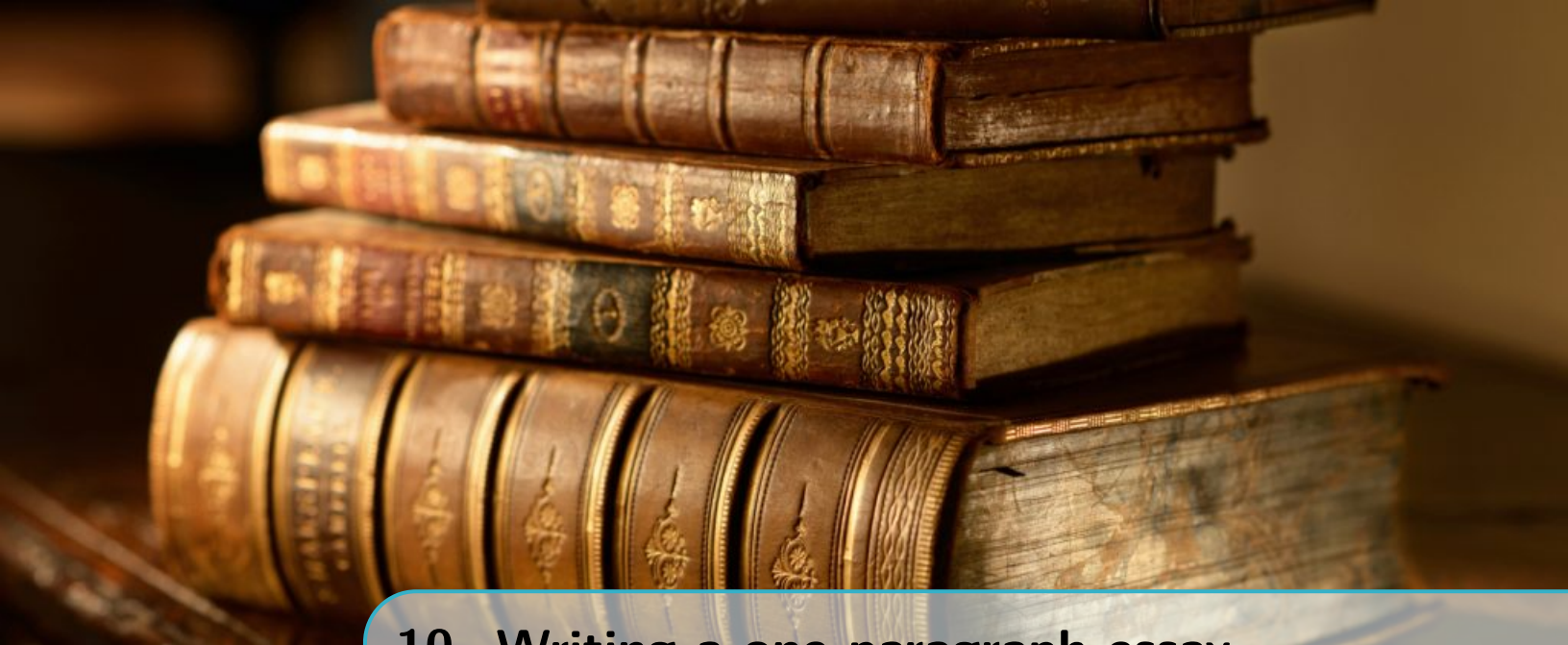
 Prof. Said Azelmad

Linking Words: : <https://www.youtube.com/watch?v=w5piDp6uQ4Q>

## Part II

# Writing and Paraphrasing





## 10. Writing a one-paragraph essay

**Definition 10.0.1** A one-paragraph essay is a concise piece of writing that typically consists of a single paragraph, offering a focused and coherent explanation, analysis, or argument on a specific topic. It aims to convey essential information or ideas within the confines of a single paragraph, showcasing the author's ability to present a clear and well-structured composition, making it an effective format for concise and impactful communication.

### 10.1 Usage

Utilizing the one-paragraph essay structure serves diverse functions, and comprehending its appropriate usage is crucial. The following are several rationales:

1. **Succinctness:** One-paragraph essays excel in brevity, compelling writers to convey their message clearly and efficiently. This format proves particularly valuable for summarizing intricate concepts concisely.
2. **Focus:** When restricted to a single paragraph, it ensures unwavering attention on the core argument or idea, discouraging tangential or irrelevant information inclusion.
3. **Impact:** Well-crafted one-paragraph essays can pack a powerful punch, imprinting a lasting message or insight upon the reader.
4. **Summarization:** On occasion, the need arises to encapsulate extensive content, like books or lengthy articles, into a condensed form, where one-paragraph essays shine.
5. **Attention-Grabbing:** In creative or persuasive writing, the one-paragraph format can captivate the reader's attention as a compelling introduction or conclusion.
6. **Challenge:** Writing within such constraints presents a valuable exercise, compelling writers to carefully select words, refine ideas, and enhance communication skills.
7. **Online Content:** In an era marked by short attention spans online, one-paragraph essays prove invaluable for swift and effective information or opinion delivery.

## 10.2 Techniques of writing

### Introduction

Start with a captivating opening that grabs the reader's attention. This can be a relevant quote, a surprising fact, or a thought-provoking question. The introduction should provide context for your topic and lead into your thesis statement.

### Thesis Statement

State your thesis clearly and concisely. It should be a one-sentence summary of the main point of your essay.

State your thesis clearly and concisely. It should be a one-sentence summary of the main point of your essay.

### Body Paragraph

In this paragraph, provide supporting evidence, arguments, and examples that back up your thesis statement. Make sure to organize your ideas logically, and use topic sentences to guide the reader through your points.

### Conclusion

Summarize your main points and restate your thesis in a slightly different way. Conclude with a thought-provoking statement or a call to action, encouraging the reader to think further about the topic.

### Travelling and Culture

Traveling is a wonderful experience. Whether it is a business or a holiday trip, I always enjoy it as much as I can. While the reasons for traveling are different, we must not forget that it can be a refreshing experience. Traveling is an experience that can teach how to catch up with new friends, learn new skills, and enjoy the beauty of nature.

Firstly, it teaches you how to make new friends. The world is full of people who love interacting. You get to make friends when you travel to new places and spend quality time with them.

Secondly, it also helps you enhance your social skills. Indeed, I found it as a new opportunity to learn new skills. For instance, going to mountain regions teaches you how to trek and hike. Similarly, going to beaches helps you learn scuba diving or surfing. You can also enjoy the beauty of nature when you travel. Similarly, you get to explore nature like never before and discover the earth's beauty.

Last and not least, traveling teaches you how to respect people and their cultures. Traveling also helps you understand people. After you spend time at a new place, you must be extrovert enough to interact with the local people. Then, You learn so much about them and their culture. It makes you more open to other cultures and beliefs, even if they differ from you.

To sum up, traveling is a good experience. It is a habit of joy that can push us to change our mindset vis-à-vis people's cultures and beliefs. it teaches us how to evaluate before we judge.

1. Traveling is a wonderful experience. Topic Sentence .
2. Firstly, it teaches you how to make new friends. Supporting Statement 1 .
3. Secondly, it also helps you enhance your social skills. Supporting Statement 2 .
4. Last and not least, traveling teaches you how to respect people and their cultures. Supporting Statement 3 .
5. To sum up, traveling is a good experience. Concluding Statement .

How to write an essay: A step-by-step guide for students

- Step 1: Understand the assignment.

- Step 2: Research the topic.
- Step 3: Construct your thesis statement.
- Step 4: Outlining, structuring, and concluding.
- Step 5: Proofread your draft.

### 10.3 One Paragraph essay

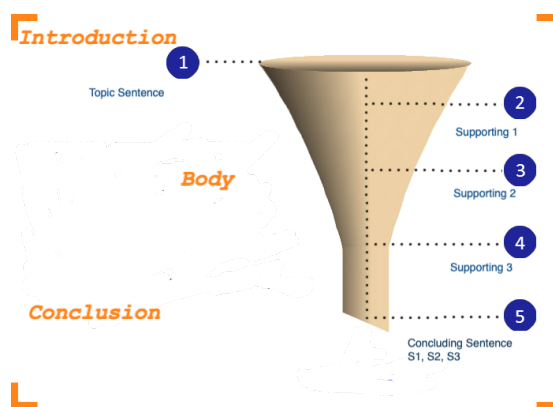
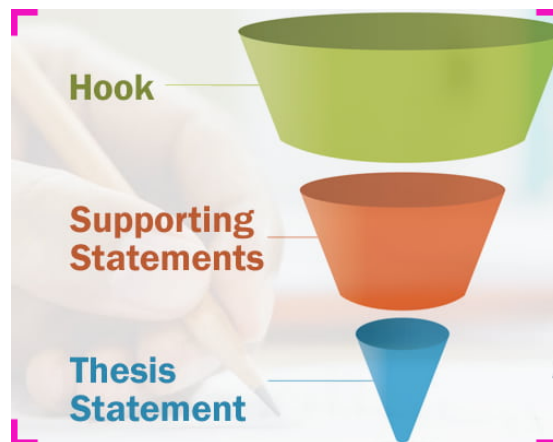
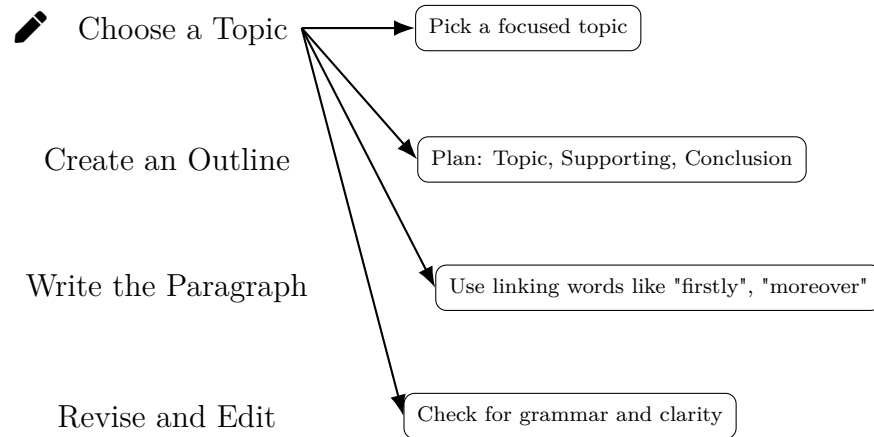


Figure 10.1: Funnel Technique of effective Writing

### Steps for a One-Paragraph Essay



## 10.4 Material

### 10.5 How to Write the Introduction

The introduction is always the hook to catch the attention of your reader. Think about an engaging statement to provoke your readers interest, introducing them to the general fact of the phenomenon. Step by step, try to narrow the general topic giving at least 3 results of the phenomenon, narrowing the focus of your reader. Moving smoothly and logically from your thesis statement, try to introduce to the body of your discussion, using a funnel technique, as illustrated in the diagram in figure ??.

**R** Always remind yourself about the choice of words. Hence, your diction or word choice is always important to hook the attention of the reader, before you convince him. Your introductory paragraph must create expressive images and actions within the mind of the reader.

**Exercise 10.1** Take a piece of paper and try to jot down a few general remarks: and three supporting sentences: X,W and Z , you think they are the result of an X phenomenon. Introduce the reader to the general topic and construct an introduction out of the three elements. ■

### 10.6 How to Write the body of your essay

After presenting the (3) results of your phenomenon in the Introduction. try to write them down first as your supporting statements of your body, as X, Z and W. try to begin with your **thesis statement X** and end with 2 or three proofs of your objective, indicating the direct connection between them. Give examples, statistics, and facts to support your X idea. Discuss each supporting statement individually within the body of your essay.

Use the transition words indicated in Figure ??, to move from X to W and from W to Z.

1

**Vocabulary 10.1 — funnel technique** . a piece of metal or other hard material curved or bent back at an angle, for catching hold of or hanging things on.

**Vocabulary 10.2 — funnel technique** . In the funnel paragraph structure, ideas move from the general (background information, attention-catching statement or question, naming of the topic) to the specific (the writer's main point(s) about the topic; the entire essay will be about the thesis and the conclusion).

- R** Each body paragraph must relate logically to the one immediately before and after it, and must also focus on a single topic or idea.

Try to use simple language and grammar. If you are a beginner, avoid complex sentences. Through the body, you can garner curiosity for your essay in several ways. Try to get your readers personally involved by:

1. Calling for emotions and logic.
2. Provocative questions and opinions.
3. Real statistics and surprising facts.
4. Raise questions and compare views.
5. More examples and illustrations.
6. Bringing relevant quotations and sayings.

- R** Remember that excellent supporting arguments play an essential role in crafting a successful body paragraph, which is the bulk of your essay. Use paraphrasing techniques to avoid repetition in your essay, with good use of transition words.

**Exercise 10.2** — **suggest the supporting sentence.** (Supporting Sentence) .....  
 . First of all, we need money to repair old roads and build new roads. We also need more to pay teachers salaries and to pay for services such as trash collection. Finally, more tax money is needed to give financial help to the poor citizens of the city. The city will have serious problems if taxes are not raised soon. ■

**Answer:** The government has to raise city taxes. ■

## 10.7 How to Write the Conclusion

After a good introduction and body, your conclusion logically summarizes your writing logic. Most of the time, conclusions are only summative of your supporting ideas X,Y and Z, which you included in the body, with some advice or solutions. After all, a hasty ending can undermine an otherwise strong essay.

- R** A conclusion that does not correspond to the rest of your essay is not a conclusion.

**Exercise 10.3** — **suggest a concluding sentence.** Credit cards have a lot of advantages. First of all, credit cards are convenient because you do not have to carry a lot of cash around. You can buy the products and services you need even if you do not have cash in your pocket. In addition, credit cards are very helpful in emergencies. Finally, you can become a better money manager as you learn to use credit cards responsibly. All in all, (concluding Sentence) ..... ■

**Answer:** Credit cards are the best means of payment. (Answers can vary.) ■

## 10.8 Documentary Media : YouTube Channel:



**▶** : How to write a one-paragraph essay:  
<https://www.youtube.com/watch?v=xoz6ziRidzc>  
<https://www.youtube.com/watch?v=m6dlwScaA7I>

## 10.9 Steps to draft your Essay

1. **Initiate with a Clearly Defined Topic Sentence:** Commence your supporting statements with a topic sentence that is lucidly related to your thesis. This sentence should succinctly introduce the specific aspect you will address in the paragraph.
2. **Present Evidence or Examples:** Subsequent to the topic sentence, present evidence, examples, or specific details that substantiate your main idea. This may encompass facts, statistics, anecdotes, or quotations. Ensure that each piece of evidence is directly tied back to your thesis.
3. **Elaborate on the Significance:** Following the presentation of evidence, elucidate the significance of each point in relation to your main idea. Clarify how the evidence supports or fortifies your argument. This step is pivotal for aiding the reader in comprehending the relevance of the information.
4. **Maintain Connection to the Main Idea:** Throughout the supporting statements, uphold a transparent link to your main idea or thesis. Verify that each piece of evidence seamlessly contributes to the overarching point you are endeavoring to convey.
5. **Incorporate Transitional Phrases:** Integrate transitional phrases to guide the reader through your supporting statements. Expressions like "Furthermore," "Moreover," or "In addition" can facilitate signaling the progression of your ideas and fostering a smooth flow.
6. **Be Succinct and Focused:** Ensure that your supporting statements are succinct and focused. Refrain from introducing extraneous details or veering off into tangential discussions. Adhere to the specific points that directly contribute to your primary argument.
7. **Conclude with a Transitional Sentence:** Wrap up your supporting statements with a transitional sentence that readies the reader for the subsequent section of your essay. This sentence should seamlessly transition to the next idea or, if it's the final supporting statement, lead into the conclusion.

Writing a one Paragraph essay about traveling, for example, I will use the following logic to draft my essay on a separate paper:

1. Introduction: Introduce the idea that traveling provides a unique opportunity to explore diverse cultures.
2. Thesis Statement: I will draft a thesis on how traveling fosters personal growth and expands my worldview through immersion in different cultural experiences.
3. Supporting Sentences: I will think about these elements:
  - Exploring new destinations exposes individuals to a rich tapestry of traditions, customs, and lifestyles that differ from their own.
  - Culinary experiences play a profound role in enriching cultural understanding, allowing travelers to connect with the history and tradition of a place through local cuisines.
  - Engaging with locals in their daily lives provides invaluable insights into their customs and values.
  - Beyond tangible aspects, travel opens the mind to diverse perspectives and ways of thinking, challenging preconceived notions and encouraging a more inclusive worldview.
4. Conclusion: I will conclude by emphasizing that as travelers navigate the intricate mosaic of global cultures, they not only broaden their horizons but also contribute to fostering a global community where understanding and appreciation for diversity thrive.

#### **Exercise 10.4 Environmental Protection: A Collective Responsibility**

Safeguarding our environment is a collective responsibility that demands urgent attention and concerted efforts.

- Reducing carbon footprints through sustainable practices and promoting energy efficiency is crucial.
- Conservation of biodiversity and preservation of natural habitats are essential for ecological balance.
- Waste management and recycling initiatives contribute significantly to reducing pollution.
- In conclusion, a holistic approach to environmental protection involves sustainable living, conservation, and responsible waste management for a harmonious coexistence.





## 11. Paraphrasing Techniques

**Definition 11.0.1 — Paraphrasing.** Paraphrasing is the way you rewrite a passage from a source into your own words. By rewriting a passage using your own words, you need to use synonyms to demonstrate your understanding and your ability to convey the same information and idea without **plagiarism**.

**Definition 11.0.2 — Plagiarism.** The act of taking someone else's work or ideas and passing them off as they are yours. "there were accusations of plagiarism"

**R** To avoid plagiarism, authors include **in-text citation**, including the authors last name and the year of publication (for APA style), acknowledging the source of the excerpt.

**Example:** 1. The student begged his father to give him a ride to the school, but his dad refused, asking him to ride his bike, instead. ■

Possible Solution: The father denied his sons request for an excused ride. ■

### 11.1 The Four Rs and Ps of Paraphrasing

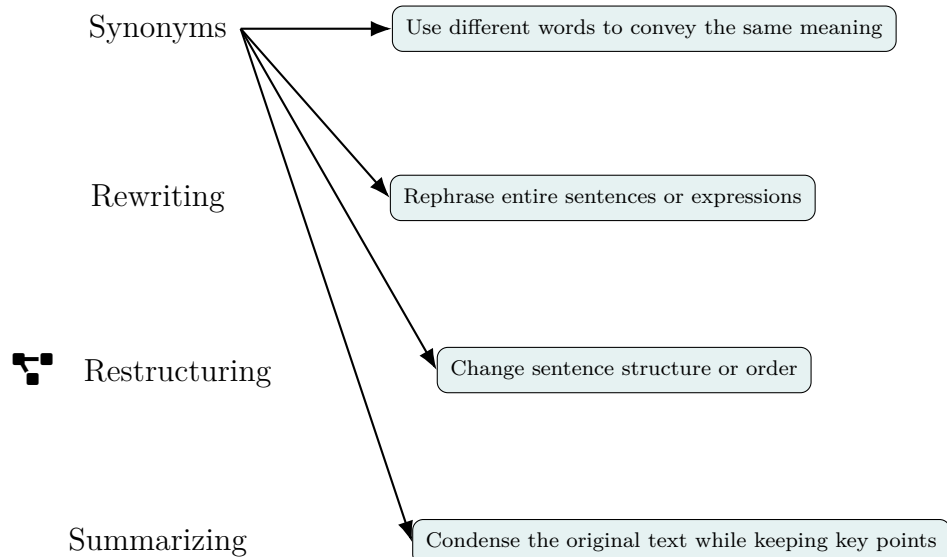
In the following, example the author respected the four Ps of paraphrasing, which are as follows:

1. **Read:** Read the original text carefully to understand its meaning.
2. **Restate:** Rewrite the text in your own words without changing the original meaning.
3. **Reorganize:** Rearrange the structure of the text, such as sentence order and phrasing.
4. **Review:** Review your paraphrased text to ensure accuracy and clarity.

In order to avoid the Four Ps of Paraphrasing:

1. **Put** the text in your own words.
2. **Paraphrase** without changing the original meaning.
3. **Prove** the paraphrased text with citations when necessary.
4. **Plagiarism-free:** Ensure your paraphrase is unique and not a direct copy of the original.

## Paraphrasing Techniques



**R** Therefore, paraphrasing is the act of rephrasing a text or statement while retaining its original meaning. Effective paraphrasing techniques include: Effective paraphrasing is an essential skill in academic and professional writing, as it allows you to integrate and reference others' ideas while maintaining your own voice and credibility.

**Exercise 11.1** 1. There will be an Ahidous folklore concert next to the lake of Khnifra next week. Would you like to go?

Are you coming to a music concert in Khnifra ?

- International English language Center is hosting English communication classes for free. They help non-native speakers of English practice their English speaking skills. English nonnative speakers can improve their English by taking classes at the Center.
- The office of the President is in the university of Moulay Ismail, it is located in Meknes. Meknes hosts the President's office.
- The bus that was pulled over by the police officer yesterday just had an accident. That driver is not careful. The driver was careless, he just had an accident.

## Exam

Read the following text and answer the questions:

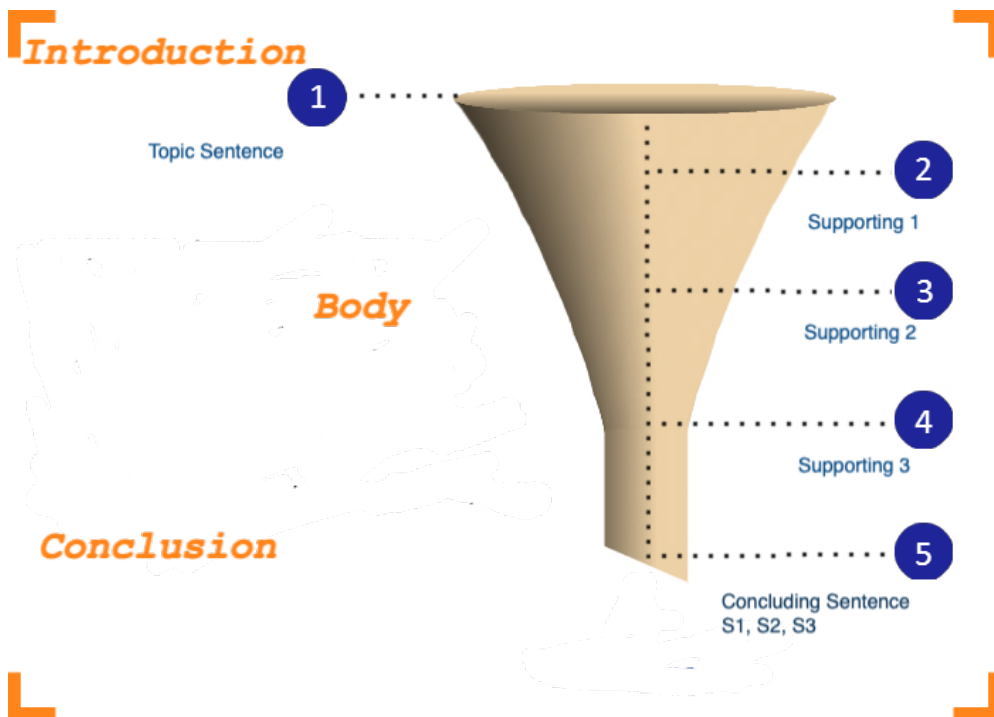
**Reading 11.1.1 — Artificial Intelligence.** Artificial Intelligence is a new technology in the field of computer science. Artificial Intelligence is the intelligence possessed by machines under which they can perform various functions with human help. With the help of A.I, machines will be able to solve health issues, learn, and plan decisions for the future.

Artificial Intelligence is widely used in the field of healthcare. Day in and day out, companies are attempting to develop technologies that will allow for rapid diagnosis. Artificial Intelligence would be able to operate on patients without the need for human oversight. Surgical procedures based on technology are already being performed. Artificial Intelligence would save a lot of lives. The use of robots would precise health complex surgeries, saving physician efforts and time for patients, increasing patient-physician trustworthiness in medical care.

In the field of education, AI has the potential to be very effective. It can bring innovative ways of teaching students with the help of which students will be able to learn the concepts better. Artificial intelligence will replace teachers in their classes. Robots will serve instant translation, replacing the human mind and capacity to master languages. We will be able to see more applications of AI as this technology is evolving day by day in different fields of learning and acquisition.

Our life in this modern age depends largely on computers. It is almost impossible to think about life without computers. We need computers in everything that we use in our daily lives. So it becomes very important to make computers intelligent so that our lives become easy. Artificial Intelligence is the theory and development of computers, which imitates human intelligence and senses, such as visual perception, speech recognition, decision-making, and translation between languages. Artificial Intelligence has brought a revolution in the world of technology. All the statistics and dashboards generated by big data will serve in long-term decision-making, good governance, and integrity, replacing human corruption.

In conclusion, Artificial Intelligence will bring a huge revolution in the history of mankind. Human civilization will flourish by amplifying human intelligence with artificial intelligence, as long as we manage to keep the technology beneficial for health care, learning processes, and strategic planning.



### Exercise 1



1. Choose a title for the text.
2. Indicate the topic sentence of this essay.
3. Indicate the issues developed within the body of the essay.
4. Indicate the used linking words in the text.
5. Indicate the supporting sentences in the text.
6. Indicate the details used in the text.

### Exercise 2



1. What is Artificial Intelligence, use the technique of paraphrasing.
2. How can future Robotics serve instant translation?
3. How can IT applications replace the role of teachers in classes?
4. Give a synonym of **day in day out** from the text.
5. How can IT Applications create good governance and integrity?
6. How do you see the interference of computers in everything that we use in our daily life?

### Exercise 3



Artificial intelligence is shaping the future of humanity across nearly every industry. It is already the main driver of emerging technologies like big data, robotics, and smart cities, and it will continue to act as a technological innovator for the foreseeable future. So, how do you perceive the future of the functions of human decision-making in this era? Write a one-paragraph essay, using the funnel technique of **writing**, we have seen in the last course to describe the phenomenon.



## 12. Punctuation and Capitalization

### 12.1 Punctuation

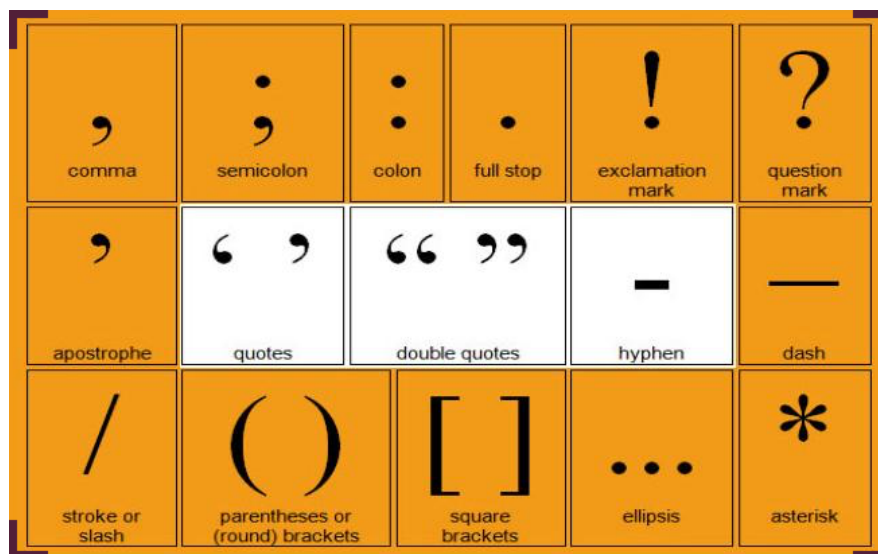


Figure 12.1: Punctuation marks

**Definition 12.1.1** Punctuation is the system of signs or symbols that organize sentence blocks in complete statements. It indicates to the reader how the sentence should be read, making the meaning more clear and more understandable.

The standard English punctuation is as follows: period, comma, apostrophe, quotation, question, exclamation, brackets, braces, parenthesis, dash, hyphen, ellipsis, colon, and semicolon.

#### A Comma

In English writing, Commas are used to gather two independent clauses with a conjunction. They also are used to separate independent and dependent clauses or in a series of listed items.

**Example:** • I enjoyed the folkloric dance, and I loved the dancers.

- "To be, or not to be" is the opening phrase of a soliloquy given by Prince Hamlet. It is the famous so-called "nunnery scene" of William Shakespeare's play.
- Even though the play ended, the audience remained in the auditorium to meet the actors.
- I studied mathematics, physics, and IT this morning.

**R**

- Commas can also be used to note an interjection (appositive) in a sentence.
- An appositive phrase redefines renames or modifies a noun with essential or nonessential information.
- The Oxford comma is the inclusion of a comma before coordinating conjunction in a series.

**Example:** The criminal said, "the judge is corrupt".

The judge, according to the criminal, is corrupt.

### An Apostrophe

Apostrophes are used to mark possession and contractions in sentences. They denote also a quotation mark in material that is already being quoted.

**Example:** • The professor's car is in the parking. He must be on campus.

- The professor said, "If you do not memorize irregular verbs, you can not speak English."

### Quotation Marks

We use quotation marks to tell the reader either something that was reported or something that is copied from another excerpt. Quotations or quotes can also be used to denote ironic passages.

**Example:** • The CEO said, "When something is free, you are the product, there is always a hidden cost, which is true."

- "A father is the one friend upon whom we can always rely," they said in the conference.

### Question and Exclamation Marks

They are used to denote interrogative and exclamatory sentences. Neither of these punctuation marks is commonly used in academic writing because the writer should not shout in the face of his reader. However, writers can rhetorically ask for the attention of the reader, by asking questions.

### Hyphens and Dashes

The hyphen ( - ) is most commonly used to pair compound words, like user-friendly, highway, and long-term. However, dashes – can indicate an appositive sentence, substituting commas or semicolons in the right situation. They can replace commas to note nonessential information or a semicolon to note an example.

**Example:** The criminal said, "the judge is corrupt".

The judge –according to the criminal– is corrupt.

## R

Dashes can either connect to the surrounding words or be separated by a space, it is an issue of style, be sure to ask your professors if they have a preference.

- Hyphen: -
- En-dash: – is used to mark ranges and with the meaning to Like: The train Fes–Rabat departs at nine o'clock.
- Em-dash: — is used to separate extra information or mark a break in a sentence.

### Parenthesis

Parenthesis ( ) denotes extra information that could be omitted without changing the meaning of a sentence. Braces include further explanations of something. In either case, the writer places Brackets [ ] within the quote [explains or places an ellipsis and] closes the bracket to continue the quote. Braces are used in mathematics and are employed also to essentially make a list within a list.

Ellipsis marks the omission of a word or words. If the omission includes the end of a sentence the glyph has four dots ( . . . ) instead of three.

**Example :** In Shakespeare's play Othello [the plays central character] is an example of a strong African character. ■

### Colons

Colons denote how the statement explains, proves, or describes the previous one. In this way, make sure you put a colon properly and make sure that the clause that follows the mark can stand on its own (unless it is a list).

**Example :** The Prof asked us to answer three questions about: Comprehension, punctuation, and writing. ■

### Semicolons

A semicolon can be used to join two related main clauses; when you feel that the second clause still relates to the first in meaning.

**Example :** The Students left the class in a mess after their exam; the cleaning ladies had to clean it up. ■

## R

A semicolon is also employed to join two related main clauses if you feel that the sentences are too long and they can be a burden on the reader. You can use conjunction after the semicolon in the second clause such as: **however, moreover, nevertheless, furthermore, consequently, or thus.**

In a list of items, you can use a semicolon to separate items into categories.

**Example :** The Students left the class in a mess after their exam; consequently, the cleaning ladies had to clean it up. ■

Answer questions a,b,c; 1,2,3; and A,B,C. ■

#### Exercise 12.1 — Correct the paragraph by adding appropriate punctuation and capitalization..

winston is one of the most laid-back people i know he is tall and slim with black hair and he always wears a t-shirt and black jeans his jeans have holes in them and his baseball boots are scruffy too he usually sits at the back of the class and he often seems to be asleep however when the exam results are given out he always gets an "A" i don't think hes as lazy as he

appears to be

Winston is one of the most laid-back people I know. He is tall and slim with black hair, and he always wears a t-shirt and black jeans. His jeans have holes in them, and his baseball boots are scruffy, too. He usually sits at the back of the class, and he often seems to be asleep. However, when the exam results are given out he always gets an "A". I don't think he's as lazy as he appears to be.

## 12.2 Capitalization

**Definition 12.2.1** Capitalization is a sort of the way the first letter in capital indicates its importance.

### The first word

Capitalize the first word of a quoted sentence.

**Example:**

- I like English courses. I want to learn English.

### Titles

Capitalize the first and last words in a title. Also, capitalize nouns and verbs within a title.

- R** Prepositions and articles are not capitalized unless they are the first or last words of the title.

**Example:**

- The Two Gentlemen of Verona
- As You Like It
- Romeo and Juliet

### Names of Seasons

**Do not** capitalize the names of seasons (winter, spring, summer, or fall). My favorite season is winter.

**Example:**

- In California, it is too hot in the summer.
- I am enrolled in five classes for the fall 2013 semester.

### Directions

**Do not** capitalize the names of directions (north, east, south, or west). However, you need to capitalize the direction, about a specific place.

**Example:**

- Morocco is in the north of Africa. Here, north is used to tell the direction of Canada and is not capitalized.
- Tanger is in the North. Here, North is the name of a specific place.

**Common nouns**


Common nouns become proper nouns when used to name a specific organization or institution.

**Example:**

- I went to the United Nations office.
- I visited the Catholic Church in Casablanca.

**Periods and Events**

Specific periods and named events in history become proper nouns; therefore, they are capitalized.

 Centuries are not capitalized.

**Example:**

- Morocco, Algeria, Tunisia, Libya, and Spain were all included within the Almohad Dynasty.
- The Corona Virus affected virtually every country in the world.
- The philosophy of Individualism views people as unique individuals rather than as members of a group.

**Exercise 12.2** Directions: Capitalize words as necessary in the following sentences.

1. my father is ahmed abouteleb.
2. my friend samir goes to school in tanger.
3. the meeting with mayor ahmed abouteleb in rotterdam was a success.
4. aboutaleb, the mayor of our city, gave an inspirational speech.
5. samir always looks forward to summer when he will have time to practice his sea sports.
6. we drove west for two hours before reaching hassan2 mosque.
7. my grandparents live in the south on canondale lake.
8. after soccer games in qatar, the winning team will win the world cup 2022.

## Keys:

1. My father is Ahmed Aboutaleb.
2. My friend Samir goes to school in Tanger.
3. The meeting with Mayor Ahmed Aboutaleb in Rotterdam was a success.
4. Aboutaleb, the mayor of our city, gave an inspirational speech.
5. Samir always looks forward to summer when he will have time to practice sea sports.
6. We drove west for two hours before reaching the Hassan2 Mosque.
7. My grandparents live in the South on Canondale Lake.
8. After soccer games in Qatar, the winning team will win the World Cup 2022.

## Part III

# Comprehension, Communication and Writing





## 13. Ramadan Karim

### 13.1 Reading

#### The holy month of Ramadan

Ramadan is a very special time for Muslims all over the world. Observing Ramadan is one of the five 'pillars' of Islam. During Ramadan, all Muslims over the age of about 12, with some exceptions, are expected to fast between dawn and sunset.

Ramadan is the ninth month of the Islamic calendar, which follows the phases of the moon. This means the dates of Ramadan change each year. The month starts when the new crescent moon is first visible in the night sky. Fasting ends with the arrival of the next lunar month, which starts with the first glimpse of the new crescent moon.

During Ramadan, the day starts early so that people can eat a pre-fast meal before dawn. This meal, called Suhoor, is important as it will keep them going through the day. During daylight hours, fasting Muslims cannot eat food or drink water or any other drinks. In late spring or early summer, this is particularly difficult as the day can be very long. People who live in polar regions, where daylight can last 22 hours or more, can choose to follow the dawn and sunset times in Mecca or a nearby country where the sky is dark at night.

Not all Muslims are expected to fast. Children under the age of 12, people who are travelling, elderly people, pregnant women and others where it may affect their health are exempt. Those who can't fast for any reason can offer to feed poor people for each day they miss during Ramadan. every night of Ramadan.

Muslims fast during Ramadan to bring them closer to God and to remind them of the suffering of people who are less fortunate than themselves. Fasting is an exercise in self-control. As well as not eating, drinking or smoking, Muslims try to avoid bad actions, like talking about people behind their backs or using bad language. Ramadan is a time for people to work on being more patient, more tolerant and more mindful of the people around them. It is a moment to reflect and work on being better people.

Eid ul-Fitr marks the end of the month of fasting. There are many Eid traditions, mainly centred around family, food, generosity and festivities. On Eid ul-Fitr, Muslims wake up early and dress in their finest clothes to attend the Eid prayers. After prayers, they wish each other a happy Eid ('Eid Mubarak' in Arabic) before spending the rest of the day with their extended families, enjoying good food and sharing gifts with children and loved ones.

## 13.2 Communication

### Write true or false


1. True Ramadan happens at the same time every year.
2. \_\_\_ Fasting during Ramadan helps people feel closer to God.
3. \_\_\_ All Muslims must fast during daylight hours.
4. \_\_\_ The fast starts and ends at the same time of day for everybody.
5. \_\_\_ Family members often eat large meals together every night.
6. \_\_\_ Giving money to charity is an important part of Ramadan.
7. \_\_\_ Ramadan affects the body negatively.

### Communication: Try to answer the following:

1. What is Ramadan?
2. When does it take place?
3. How do people fast?
4. Are all Muslims expected to fast?
5. What happens at sunset?
6. Why do people fast?
7. How is the end of Ramadan celebrated?

## 13.3 Writing

### Discuss the activities of the Muslims in Ramadan

(Write here) 

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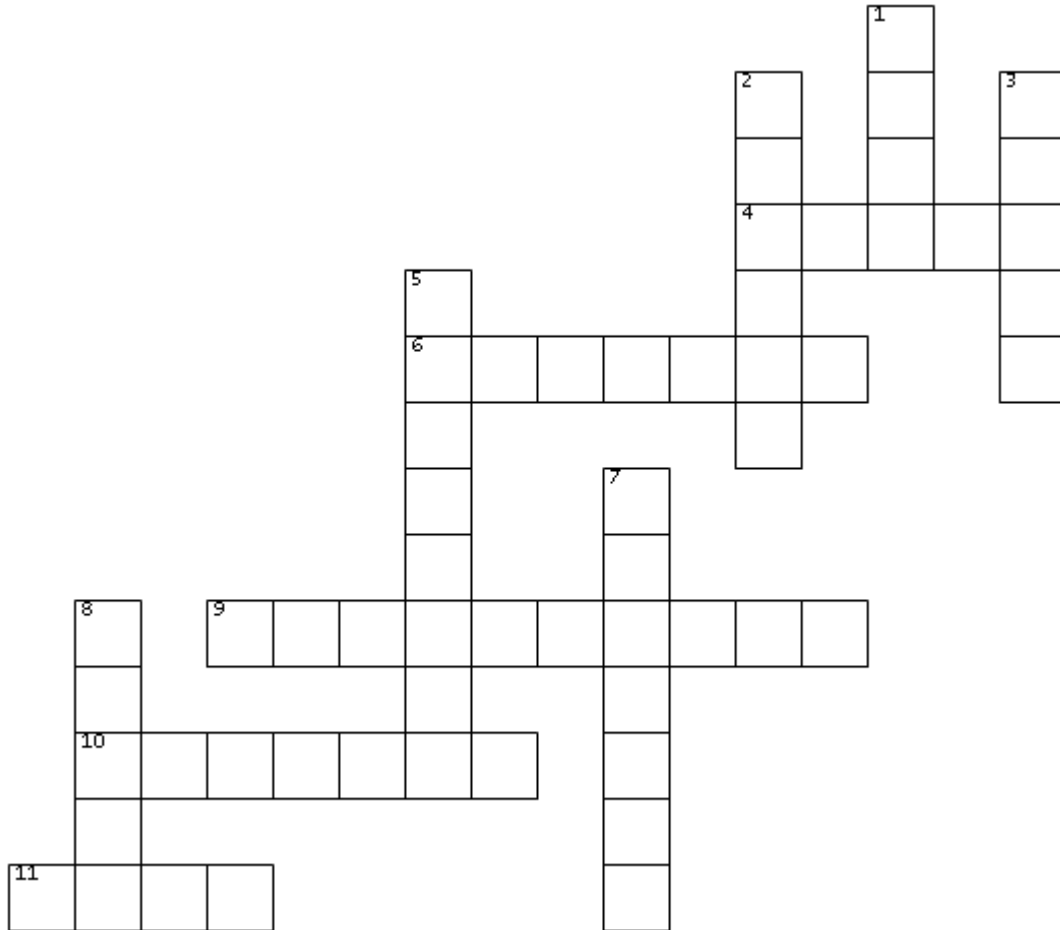
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## 13.4 Crossword Puzzle



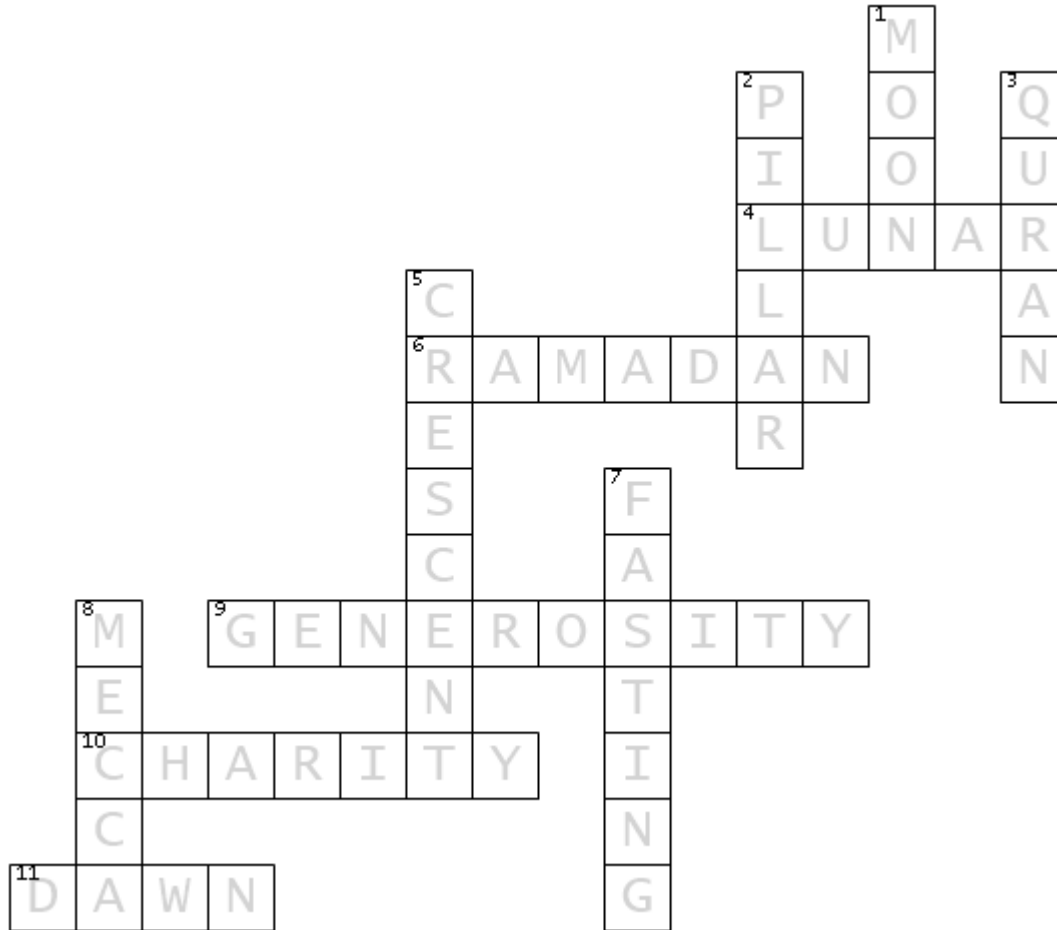
### ACROSS

- 4. fasting ends this month
- 6. the ninth month of the Islamic calendar
- 9. likes to give
- 10. feed the poor
- 11. the end of the night

### DOWN

- 1. visible in the night sky
- 2. a pivotal element
- 3. a Holy book
- 5. at its beginning
- 7. stop eating and drinking
- 8. a place of pilgrimage in Saudi Arabia

KEY: Wordcross Puzzle:



## 13.5 Grammar: Passive Voice

### Subject + finite form of to be + Past Participle

1. When rewriting active sentences in passive voice, note the following:
2. the object of the active sentence becomes the subject of the passive sentence
3. the finite form of the verb is changed (to be + past participle)
4. the subject of the active sentence becomes the object of the passive sentence (or is dropped)

**Subject + finite form of to be + Past Participle** A verb is transitive when the action of the verb passes from the subject to the direct object.

### Exercise 13.1 Put in the Passive form:

Muslims fast Ramadan

Muslims gave charity to the poor

Muslims go on pilgrimage to holy Mecca

Muslims will pray El aid prayer after Ramadan

Children have worn new clothes at the day of Aid. ■

1. Ramadan is fasted by Muslims
2. Charity was given to the poor (by Muslims).
3. intransitive verb
4. The Aid prayer will be prayed after Ramadan (by Muslims).
5. New clothes have been worn by children at the day of Aid. ■





## 14. Tobacco

### 14.1 Reading

#### Smoking

Smoking is a dangerous phenomenon. Nonetheless, people consume it daily for a long period of time till its too late. Nearly one billion people in the whole world smoke. It is a shocking figure as that 1 billion puts millions of people at risk along with themselves. Cigarettes have a major impact on health, well-being and financial situation.

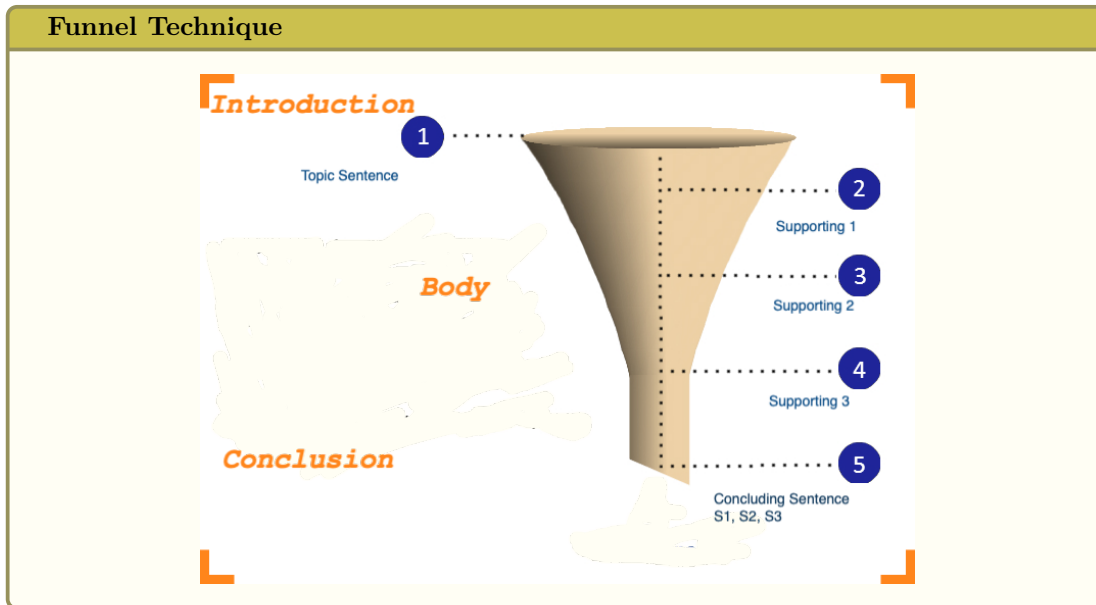
Cigarettes have a major impact on the lungs. Indeed, around a third of all cancer cases happen due to smoking. For instance, it can affect breathing and causes shortness of breath and coughing. Further, it also increases the risk of respiratory tract infection which ultimately reduces the quality of life.

In addition to these serious health consequences, smoking impacts the well-being of a person as well. It alters the sense of smell and taste. Further, it also reduces the ability to perform physical exercises. It also hampers your physical appearances like giving yellow teeth and aged skin. You also get a greater risk of depression or anxiety. Smoking also affects our relationship with our family, friends and colleagues.

Most importantly, it is also an expensive habit. In other words, it entails heavy financial costs. Even though some people dont have money to get by, they waste it on cigarettes because of their addiction.

To sum up, tobacco can have a disastrous impact on our life. If anyone is a slave to cigarettes, it is essential for them to understand that it is never too late to stop smoking. With the help and a good action plan, anyone can quit it for good. Moreover, the benefits will be evident within a few days of quitting.

## 14.2 Communication



## 14.3 Communication

### Funnel Technique

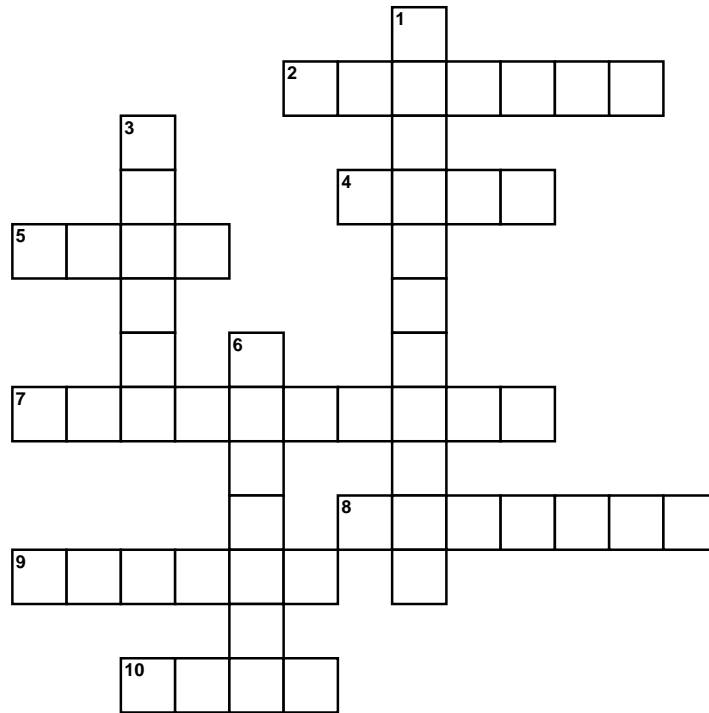
1. Topic Sentence Smoking is a dangerous phenomenon..
2. \_\_\_ Cigarettes have a major impact on the lungs.
3. \_\_\_ smoking impacts the well-being of a person as well.
4. \_\_\_ Most importantly, it is also an expensive habit.
5. \_\_\_ To sum up, tobacco can have a disastrous impact on our life.

### Communication: Discuss the following:

1. Why smoking is a bad habit?
2. How the author supported his arguments?
3. Why do people smoke?
4. What are the serious health consequences of smoking?
5. how tobacco hampers the physical appearance?



# Smoking



## Across

- [2] the act of smoking
- [4] to inhale nicotine vapour
- [5] the unused end of something, esp of a cigarette; stub
- [7] a fact, occurrence, or circumstance observed or observable.
- [8] a receptacle for tobacco ash, cigarette butts, etc
- [9] Effect
- [10] to give up.

## Down

- [1] a person or shop that sells tobacco, cigarettes, pipes, etc
- [3] the plug of tobacco left in a pipe after smoking
- [6] is bad for you health



# Plural Noun Forms

## Regular Plurals

1.-The plural form of most nouns is created simply by adding the letter 's' to the end of the word .

minute - minutes | horse - horses | bag - bags

2.-Nouns that end in **-ch, -x, -s, -sh, z or s-like** sounds, the plural is formed by adding '**es**' to the end of the word.

church - churches | box - boxes | gas - gases | bush - bushes | ass - asses

3.-Nouns that end in a single -z, the plural is formed by adding 'zes' to the end of the word.

quiz - quizzes

4.-Most nouns ending in **-o** preceded by a consonant also form their plurals by adding 'es' .

potato - potatoes | tomato - tomatoes | volcano - volcanoes

5.-However many newly created words and words with a **Spanish or Italian origin that end in -o**

**just add an 's'.**

photo - photos | piano - pianos | portico - porticos

6.-Nouns ending in a **consonant + y**, drop the y and add '**ies**'.

party - parties | lady - ladies

7.-Most nouns ending in **-f or -fe**, drop the **f** and add '**ves**'.

calf - calves | half - halves | wolf - wolves

8.-Most words ending in **-is**, drop the -is and add **-es**.

crisis - crises | hypothesis - hypotheses | oasis - oases

## Irregular Plurals

Many common nouns connected with **human beings** seem to be irregular.

**child - children    person - people    man - men    woman - women**

Other irregular common nouns are: **foot - feet    mouse - mice    tooth – teeth    louse-lice**

Some nouns have identical plural and singular form:

**aircraft - aircraft    fish - fish    headquarters - headquarters    sheep - sheep    species - species**

**Uncountable nouns** on the other hand have no plural form and take a singular verb (is / was ...).

**advice    information    luggage    news**

Some nouns (especially those associated **with two things**) exist only in the **plural form and take a plural verb** (are / were...)

**cattle    scissors    trousers    congratulations    pyjamas**

Nouns that stem from **older forms of English** or are of foreign origin often have odd plurals.

**ox - oxen    index - indices or indexes**

## **Words ending in -us**

Linguists can argue for hours about the plural ending of nouns ending in -us. Many of these words are loanwords from Latin and preserve their Latin plural form, replacing **the -us suffix with -i**, but of course not all words ending in -us have a Latin origin, and some Latin words ending in -us were not pluralized with -i. hence the argument.

**The English plural of *virus* is *viruses*, not *vir*.**

Other Latin loanwords that take the regular English plural -es ending include

**campus - campuses    bonus - bonuses**

Latin loanwords that take a -i plural ending include

**radius - radii    alumnus - alumni**

Note - Some nouns just create controversy. Did you know that the proper plural spelling for **roof is *rooves*** and not the more common *roofs*?

**Exercise 14.1 Write the singular form of these Irregular nouns:**

1. The child The children walked down to the creek.
2. \_\_\_\_ As the girls walked, three mice ran across their path. 3. There were no other people around.
3. \_\_\_\_ Then all the animals ran into the leaves.
4. \_\_\_\_ Two moose walked across the path a minute later.
5. \_\_\_\_ Later, Aziza baked three loaves of bread.
6. \_\_\_\_ Aziz dusted the shelves.
7. \_\_\_\_ Zakaria herded the cows and sheep home.

**Exercise 14.2 Place the following nouns in the text: wolf, leaf, life, goose, foot, moose, child**

- Ever since they were ....., Samair and Fouzia have lived in the country.
- They spend their..... surrounded by pets and animals.
- Mourad loves to watch gray....., running up to the mountain.
- Samira likes ..... with large antlers.
- In the forest, the kids take off their shoes and dip their ..... into the pond.
- They collect..... from the trees.
- Both girls swatch the .....fly in the sky.

- Ever since they were children , Samair and Fouzia have lived in the country.
- They spend their lives surrounded by pets and animals.
- Mourad loves to watch gray Wolves , running up to the mountain.
- Samira likes meese or mooses with large antlers.
- In the forest, the kids take off their shoes and dip their feet into the pond.
- They collect leaves from the trees.
- Both girls swatch the geese fly in the sky.







## 15. Traveling and Culture

### 15.1 Reading

#### Travelling and Culture

Traveling is a wonderful experience. Whether it is a business or a holiday trip, I always enjoy it as much as I can. While the reasons for traveling are different, we must not forget that it can be a refreshing experience. Traveling is an experience that can teach how to catch up with new friends, learn new skills, and enjoy the beauty of nature.

Firstly, it teaches you how to make new friends. The world is full of people who love interacting. You get to make friends when you travel to new places and spend quality time with them.

Secondly, it also helps you enhance your social skills. Indeed, I found it as a new opportunity to learn new skills. For instance, going to mountain regions teaches you how to trek and hike. Similarly, going to beaches helps you learn scuba diving or surfing. You can also enjoy the beauty of nature when you travel. Similarly, you get to explore nature like never before and discover the earth's beauty.

Last and not least, traveling teaches you how to respect people and their cultures. Traveling also helps you understand people. After you spend time at a new place, you must be extrovert enough to interact with the local people. Then, You learn so much about them and their culture. It makes you more open to other cultures and beliefs, even if they differ from you.

To sum up, traveling is a good experience. It is a habit of joy that can push us to change our mindset vis-à-vis people's cultures and beliefs. It teaches us how to evaluate before we judge.

1. Traveling is a wonderful experience. Topic Sentence .
2. Firstly, it teaches you how to make new friends. \_\_\_\_ .
3. Secondly, it also helps you enhance your social skills. \_\_\_\_
4. Last and not least, traveling teaches you how to respect people and their cultures. \_\_\_\_
5. To sum up, traveling is a good experience. \_\_\_\_

## 15.2 Dialogue



Said : Hi David, How are you doing! Have you experienced any cultural shock during your trip to Morocco?

David : Yes, I have! The customs and traditions are so different from what I am used to.

Said: Tell me more about it.

David : Well, the food, for example. I tried Tagine for the first time, and it was unlike anything I have ever tasted. People in Morocco eat a lot of bread with meals and prefer Couscous on Fridays !

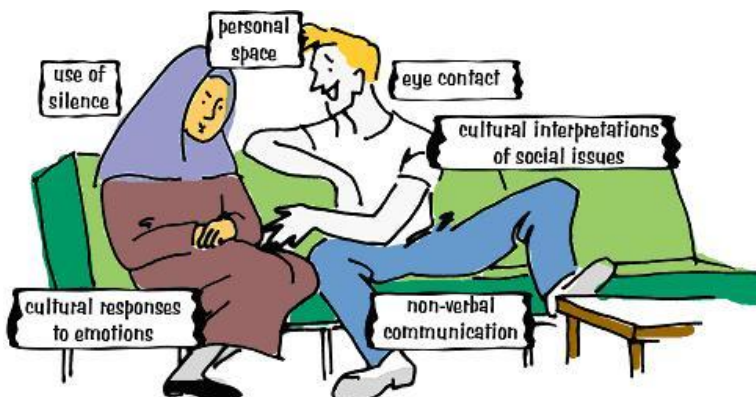
Said: That is interesting. What else?

David : The way people greet each other with kisses on both cheeks was surprising. In my culture, we usually shake hands. These people embrace each other warmly!

Said: It is fascinating how cultures vary. Did you find it challenging to adapt?

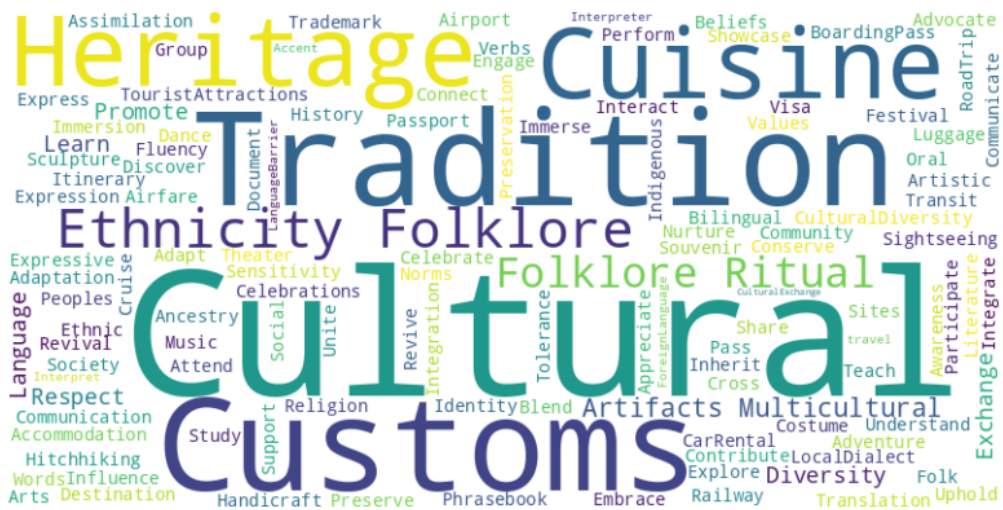
David : It was a bit challenging at first, but I have learned a lot and grown to appreciate the differences 😊😊😊..... .

**Exercise 15.1** Discuss with your partner a cultural shock you have experienced at some point.





Use these word cloud and make correct sentences:



How traveling can improve your intercultural communication to respect the cultures of others:





**Tenses Exercise****Present Simple:**

1. She travels (travel) to a new country every year to explore different cultures.
2. They often \_\_\_\_\_ (visit) museums and historical sites when they go on vacation.
3. The tour guide always \_\_\_\_\_ (provide) interesting information about the local culture.
4. People from various backgrounds \_\_\_\_\_ (participate) in the cultural festival every year.
5. I usually \_\_\_\_\_ (take) photographs of the local customs and traditions.

**Present Continuous:**

1. Right now, they \_\_\_\_\_ (explore) the ancient ruins of a Mayan city.
2. She \_\_\_\_\_ (attend) a traditional dance performance in the town square this evening.
3. While traveling, I often \_\_\_\_\_ (try) local dishes I've never had before.
4. The group of tourists \_\_\_\_\_ (learn) about the indigenous art of the region.
5. We \_\_\_\_\_ (stay) in a traditional inn during our cultural immersion program.

**Present Perfect:**

1. He \_\_\_\_\_ (visit) many famous landmarks in his lifetime.
2. By the time we arrived, they \_\_\_\_\_ (already/see) the famous painting at the museum.
3. She \_\_\_\_\_ (never/be) to Asia, but she's eager to explore its diverse cultures.
4. The archaeologists \_\_\_\_\_ (discover) ancient artifacts in this area for years.
5. We \_\_\_\_\_ (experience) many unique customs and traditions on our travels.

**Past Simple:**

1. Last year, they \_\_\_\_\_ (travel) to Europe and explored several countries.
2. She \_\_\_\_\_ (attend) a cultural workshop in Italy during her last trip.
3. They \_\_\_\_\_ (visit) the Louvre Museum when they were in Paris.
4. We \_\_\_\_\_ (witness) a traditional dance performance during our trip to India.
5. He \_\_\_\_\_ (try) local street food when he visited Thailand.

**Past Continuous:**

1. While we \_\_\_\_\_ (travel) through the rainforest, we saw exotic wildlife.
2. They \_\_\_\_\_ (participate) in a traditional tea ceremony when the earthquake struck.
3. She \_\_\_\_\_ (explore) the markets of Marrakech when she found a unique souvenir.
4. The villagers \_\_\_\_\_ (celebrate) their cultural heritage during our visit.
5. I \_\_\_\_\_ (take) notes on the local customs while the documentary crew filmed.

**Future Simple:**

1. Next summer, we \_\_\_\_\_ (travel) to South America to learn about indigenous cultures.
2. They \_\_\_\_\_ (visit) the pyramids in Egypt on their upcoming vacation.
3. The cultural exchange program \_\_\_\_\_ (begin) next month, and I can't wait to participate.
4. By this time next year, she \_\_\_\_\_ (experience) the culture of Japan.
5. He \_\_\_\_\_ (take) a cruise to explore various island cultures in the Pacific.

## Answer Keys

1. She travels to a new country every year to explore different cultures.
2. They often visit museums and historical sites when they go on vacation.
3. The tour guide always provides interesting information about the local culture.
4. People from various backgrounds participate in the cultural festival every year.
5. I usually take photographs of the local customs and traditions.
1. Right now, they are exploring the ancient ruins of a Mayan city.
2. She is attending a traditional dance performance in the town square this evening.
3. While traveling, I often try local dishes I've never had before.
4. The group of tourists is learning about the indigenous art of the region.
5. We are staying in a traditional inn during our cultural immersion program.
1. He has visited many famous landmarks in his lifetime.
2. By the time we arrived, they had already seen the famous painting at the museum.
3. She has never been to Asia, but she's eager to explore its diverse cultures.
4. The archaeologists have been discovering ancient artifacts in this area for years.
5. We have experienced many unique customs and traditions on our travels.
1. Last year, they traveled to Europe and explored several countries.
2. She attended a cultural workshop in Italy during her last trip.
3. They visited the Louvre Museum when they were in Paris.
4. We witnessed a traditional dance performance during our trip to India.
5. He tried local street food when he visited Thailand.
1. While we were traveling through the rainforest, we saw exotic wildlife.
2. They were participating in a traditional tea ceremony when the earthquake struck.
3. She was exploring the markets of Marrakech when she found a unique souvenir.
4. The villagers were celebrating their cultural heritage during our visit.
5. I was taking notes on the local customs while the documentary crew filmed.
1. Next summer, we will travel to South America to learn about indigenous cultures.
2. They will visit the pyramids in Egypt on their upcoming vacation.
3. The cultural exchange program will begin next month, and I can't wait to participate.
4. By this time next year, she will have experienced the culture of Japan.
5. He will take a cruise to explore various island cultures in the Pacific.

## 15.4 Future Perfect and Future Perfect Continuous

## Future Perfect Tense

**Structure:** The future perfect tense is formed by using "will have" followed by the past participle of the main verb. For example, "I will have finished my work by 5 PM." **Usage:** The future perfect tense is used to indicate that an action will be completed before a specific point in the future. It emphasizes the completion of an action. In the example above, the speaker will finish their work before 5 PM.

### Future Perfect Continuous Tense

**Structure:** The future perfect continuous tense is formed by using "will have been" followed by the present participle (base form + -ing) of the main verb. For example, "I will have been working for six hours by 5 PM." **Usage:** The future perfect continuous tense is used to indicate that an action will be ongoing or in progress up to a certain point in the future. It emphasizes both the duration and the completion of an action. In the example above, the speaker will have been working for six hours by 5 PM, implying that they started working earlier and will continue until that point.

**Structure:** The future perfect tense is formed by using "will have" followed by the past participle of the main verb. For example, "I will have finished my work by 5 PM." **Usage:** The future perfect tense is used to indicate that an action will be completed before a specific point in the future. It emphasizes the completion of an action. In the example above, the speaker will finish their work before 5 PM.

**Structure:** The future perfect continuous tense is formed by using "will have been" followed by the present participle (base form + -ing) of the main verb. For example, "I will have been working for six hours by 5 PM." **Usage:** The future perfect continuous tense is used to indicate that an action will be ongoing or in progress up to a certain point in the future. It emphasizes both the duration and the completion of an action. In the example above, the speaker will have been working for six hours by 5 PM, implying that they started working earlier and will continue until that point.

**Future Perfect Tense:**  
"I will have finished  
my work by 5 PM."

**Future Perfect Continuous Tense:**  
"I will have been working  
for six hours by 5 PM."

**Future Perfect Tense:**  
"She will have read the  
book by tomorrow."

**Future Perfect Continuous Tense:**  
"She will have been studying  
for three hours by tomorrow."

**Future Perfect Tense:**  
"They will have completed  
the project by next week."

**Future Perfect Continuous Tense:**  
"They will have been working on the  
project for a month by next week."

**Future Perfect Tense:**  
"I will have visited five coun-  
tries by the end of this year."

**Future Perfect Continuous Tense:**  
"I will have been traveling for six  
months by the end of this year."

**Future Perfect Tense:**  
"He will have solved the puz-  
zle by the time you arrive."

**Future Perfect Continuous Tense:**  
"He will have been work-  
ing on the puzzle for hours  
by the time you arrive."

## 15.5 Word Puzzle

UIROSTM

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URUETLC

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UAATRULRHITELEGC

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ARAICTNTOST

															○
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UMSEMUS

					○	
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AEEXNHGC

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HIAITORSSSELSTCI

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NICEISU

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VESLAFIST

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IOHYTILTPAS

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DRAITASNHCF

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REYTISIDV

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GEUDI

	○			
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ICLAGREACOHALO

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SMUIC

			○	
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TTNYEDII

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LVEVIAR

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SEVSNOIUR

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--	---	--	--	--	--	--	--

UETTIETQE

	○						
--	---	--	--	--	--	--	--

--	--	--	--	--	--	--

UIROSTM

T O U **R** I S M

URUETLC

C U L T U R E

UAATRULRHTELEGC

C U L T U R A L      H E R I T A G E

ARAICTNTOST

A T T R A C T I O N **S**

UMSEMUS

M U S E U **M** S

AEEXNHGC

E X C H A N G E

HIAITORSELSTCI

H I S T O R I C A L      S I T E S

NICEISU

C U I S I N E

VESLAFIST

F E S T I V A L S

IOHYTILTPAS

H O S P I T A L I T Y

DRAITASNHCF

H A N D I C R A F T S

REYTIIDV

D I V E R S I T Y

GEUDI

G **U** I D E

ICLAGREACOHALO

A R C H A E O L O G I C A L

SMUIC

M U S **I** C

TTNYEDII

I D E N T I T Y

LVEVIAR

R E V I V A L

SEVSNOIUR

S **O** U V E N I R S

UETTIETQE

E **T** I Q U E T T E

T O U R I S M

## 15.6 Thematic Vocabulary

### Culture Vocabulary

- **Tradition:** Customs and beliefs passed down from generation to generation.
- **Heritage:** The cultural, historical, or natural legacy of a region or community.
- **Cultural Diversity:** The presence of various cultural groups within a society.
- **Ethnicity:** A person's racial or cultural background.
- **Folklore:** Traditional stories, myths, and legends passed down through oral tradition.
- **Ritual:** A set of actions or ceremonies performed in a specific order.
- **Customs:** Social or cultural practices and behaviors.
- **Cuisine:** The style of cooking or preparing food associated with a particular culture.
- **Artifacts:** Objects with historical, cultural, or artistic significance.
- **Multicultural:** Relating to or including various cultures or cultural groups.

### Travel Vocabulary

- **Destination:** A place one travels to, often for leisure or exploration.
- **Itinerary:** A planned route or list of places to visit during a trip.
- **Adventure:** An exciting or daring experience, often involving exploration or risk.
- **Tourist Attractions:** Places or sites that are popular with tourists.
- **Sightseeing:** The activity of visiting places of interest and taking in the views.
- **Accommodation:** Places where travelers stay, such as hotels, hostels, or vacation rentals.
- **Immersion:** Fully engaging in the local culture and lifestyle of a destination.
- **Passport:** A government-issued document required for international travel.
- **Visa:** A permit to enter or stay in a foreign country for a specific purpose and duration.
- **Souvenir:** A memento or keepsake obtained while traveling.

### Transportation Vocabulary

- **Airfare:** The cost of traveling by air, often referring to plane tickets.
- **Cruise:** A journey on a ship for pleasure or transportation.
- **Railway:** A system of trains and tracks for transporting people and goods.
- **Hitchhiking:** Traveling by getting free rides from passing vehicles.
- **Car Rental:** The service of renting a vehicle for travel.
- **Transit:** The act of moving from one place to another, often using public transportation.
- **Road Trip:** A long journey by car, typically for recreational purposes.
- **Boarding Pass:** A document that allows a passenger to board a flight.
- **Luggage:** Personal belongings packed for a trip, often stored in suitcases or bags.
- **Airport:** A facility where flights take off and land, and passengers check-in and board planes.

### Language Vocabulary

- **Bilingual:** Speaking two languages fluently.
- **Translation:** The act of rendering text or speech from one language to another.
- **Local Dialect:** A regional or local variation of a language.
- **Phrasebook:** A small book containing essential phrases for travelers in a foreign country.
- **Fluency:** Proficiency and ease in speaking a language.
- **Interpreter:** A person who translates spoken language in real-time.
- **Foreign Language:** A language not native to one's own country or region.
- **Accent:** A distinctive way of pronouncing words associated with a particular region or culture.
- **Language Barrier:** Difficulty in communication due to differences in language.
- **Cultural Exchange:** The sharing of customs and traditions between different cultures.



## 15.7 Writing

**Funnel Technique: a one-paragraph essay:**

so that, though, but, as/since, because, so, undoubtedly, although, after all, yet, recently, and, of course, moreover, not only ...but also, lastly, finally, furthermore, in fact, indeed, additionally, furthermore, again, further, then, besides, too, similarly, correspondingly, regarding, alternatively, otherwise, instead, as a matter of fact, as far as .... is concerned.

**Introduction:** Culture is a vibrant tapestry that weaves together the customs, traditions, and beliefs of a community, shaping the way its members live and interact. As cultures encounter one another, they enrich the human experience, fostering cross-cultural understanding and appreciation. However, they also face the challenges of preservation and the need to adapt in a rapidly changing world. It is a multifaceted phenomenon, language, art, music, cuisine, and the intricate rituals define the essence of culture in different societies.

**Body:** Language and identity define the essence of a society. (Write here) ✍

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Art and music contribute to the making of culture. (Write here) ✍

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Cuisine and rituals are pivotal to culture. (Write here) ✍

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**Conclusion:** To sum up, we can say that culture is a beautiful embroidery, it is (Write here) ✍

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# Culture and Tourism

B F U M Y P M A U X O N E C I A M C V J O W S  
F E E C U L T U R E I U L O U M S I R U O T Y  
M S R I N E V U O S R P Y Z E I L B P D J K T  
S T E L B L A N D M A R K S B D S K S I V R I  
H I Q N E R U T C E T I H C R A G I U R V P S  
X V G S F X E F I M U E S U M P R V N O O D R  
Q A X H C U L T U R A L E X C H A N G E L W E  
A L B Y T O S T N E M U N O M B Q A K R L Q V  
T S A Q R S Q S Z W F N O I T A N I T S E D I  
B Q R S H H E W H I S T O R Y N I O C L K M D  
E M Z K T R A E S Y T I L A T I P S O H J W W  
G Y E V M T R H I E G A T I R E H Q L V F X G  
R P C S G M Z L I N Y Z O S O Q F K Z T Y I L  
R X M Q U K C M D W G S I E R O L K L O F I G  
E N T E R T A I N M E N T K Q G X W J E U M S  
M G T Y Q T R A D I T I O N K I R S I M Y W C

Find the following words in the puzzle.

Words are hidden     and .

CULTURAL EXCHANGE  
ENTERTAINMENT  
ARCHITECTURE  
DESTINATION  
SIGHTSEEING  
HOSPITALITY  
FESTIVALS

MONUMENTS  
LANDMARKS  
TRADITION  
SOUVENIRS  
DIVERSITY  
FOLKLORE  
HERITAGE

HISTORY  
CULTURE  
CUISINE  
TOURISM  
MUSEUM  
ART

## SOLUTION

# Culture and Tourism

. F . . . . . C . . . . .  
. E . C U L T U R E . . . . U M S I R U O T Y  
. S R I N E V U O S . . . . I . . . . T  
S T . . . L A N D M A R K S . . S . . . . I  
. I . . E R U T C E T I H C R A . I . . . . S  
. V G . . . . . M U E S U M . . . . N . . . R  
. A . H C U L T U R A L E X C H A N G E . . E  
. L . . T . S T N E M U N O M . . . . . V  
. S . . . S . . . . N O I T A N I T S E D I  
. . . . . E . H I S T O R Y . . . . . D  
. . . . T R A E . Y T I L A T I P S O H . . .  
. . . . . I E G A T I R E H . . . . .  
. . . . . N . . . . .  
. . . . . G . . E R O L K L O F . .  
E N T E R T A I N M E N T . . . . .  
. . . . T R A D I T I O N . . . . .

Word directions and start points are formatted: (Direction, X, Y)

CULTURAL EXCHANGE  
(E,5,7)

ENTERTAINMENT (E,1,15)

ARCHITECTURE (W,16,5)

DESTINATION (W,22,9)

SIGHTSEEING (SE,1,4)

HOSPITALITY (W,20,11)

FESTIVALS (S,2,1)

MONUMENTS (W,15,8)

LANDMARKS (E,6,4)

TRADITION (E,6,16)

SOUVENIRS (W,10,3)

DIVERSITY (N,23,10)

FOLKLORE (W,21,14)

HERITAGE (W,17,12)

HISTORY (E,9,10)

CULTURE (E,4,2)

CUISINE (SE,14,1)

TOURISM (W,22,2)

MUSEUM (W,15,6)

ART (W,7,11)



## 16. Artificial Intelligence

### 16.1 Reading

#### AI

Artificial Intelligence is a new technology in the field of computer science. Artificial Intelligence is the intelligence possessed by machines under which they can perform various functions with human help. With the help of A.I, machines will be able to solve health issues, learn, and plan decisions for the future.

Artificial Intelligence is widely used in the field of healthcare. Day in and day out, companies are attempting to develop technologies that will allow for rapid diagnosis. Artificial Intelligence would be able to operate on patients without the need for human oversight. Surgical procedures based on technology are already being performed. Artificial Intelligence would save a lot of lives. The use of robots would precise health complex surgeries, saving physician efforts and time for patients, increasing patient-physician trustworthiness in medical care.

In the field of education, AI has the potential to be very effective. It can bring innovative ways of teaching students with the help of which students will be able to learn the concepts better. Artificial intelligence will replace teachers in their classes. Robots will serve instant translation, replacing the human mind and capacity to master languages. We will be able to see more applications of AI as this technology is evolving day by day in different fields of learning and acquisition.

Artificial Intelligence is related to our future governance. Indeed, the theory and development of computers imitate human intelligence and senses, such as visual perception, speech recognition, decision-making, and translation between languages. Artificial Intelligence has brought a revolution in the world of technology. All the statistics and dashboards generated by big data will serve in long-term decision-making, good governance, and integrity, replacing human corruption.

In conclusion, Artificial Intelligence will bring a huge revolution in the history of mankind. Human civilization will flourish by amplifying human intelligence with artificial intelligence, as long as we manage to keep the technology beneficial for health care, learning processes, and strategic planning.





## 16.4 Grammar

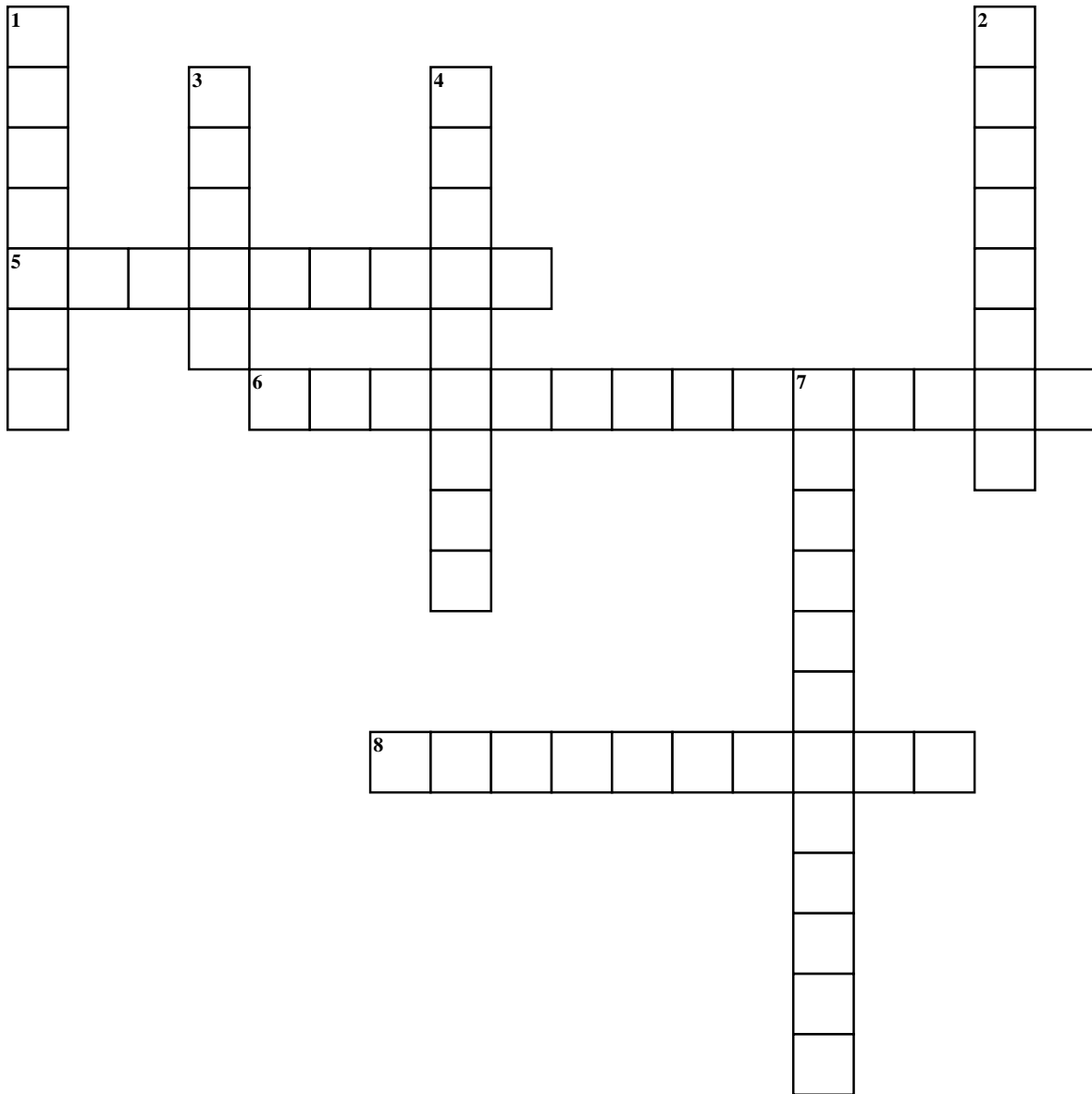


## Quantifiers in English

Quantifiers are used at the beginning of noun phrases. They are used to express and amount or a degree of something. They are also used with persons

<div style="background-color: white; color: #2e8b57; padding: 5px; border-radius: 5px; text-align: center; font-weight: bold;">With Countable Nouns</div> <ul style="list-style-type: none"> <li>A majority of</li> <li>A number of</li> <li>Several</li> <li>Many</li> <li>A large number of</li> <li>A few</li> <li>Few</li> <li>Very few</li> <li>A great number of</li> </ul>	<div style="background-color: white; color: #2e8b57; padding: 5px; border-radius: 5px; text-align: center; font-weight: bold;">With Uncountable Nouns</div> <ul style="list-style-type: none"> <li>Much</li> <li>A bit</li> <li>A great deal of</li> <li>A large quantity of</li> <li>A large amount of</li> <li>A little</li> <li>Little</li> <li>Very little</li> </ul>	<div style="background-color: white; color: #2e8b57; padding: 5px; border-radius: 5px; text-align: center; font-weight: bold;">With Countables &amp; Uncountable Nouns</div> <ul style="list-style-type: none"> <li>Enough, All</li> <li>More, Most</li> <li>Less, Least No, None</li> <li>Any, Not any Some,</li> <li>Plenty of lots of</li> </ul>
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# Artificial Intelligence



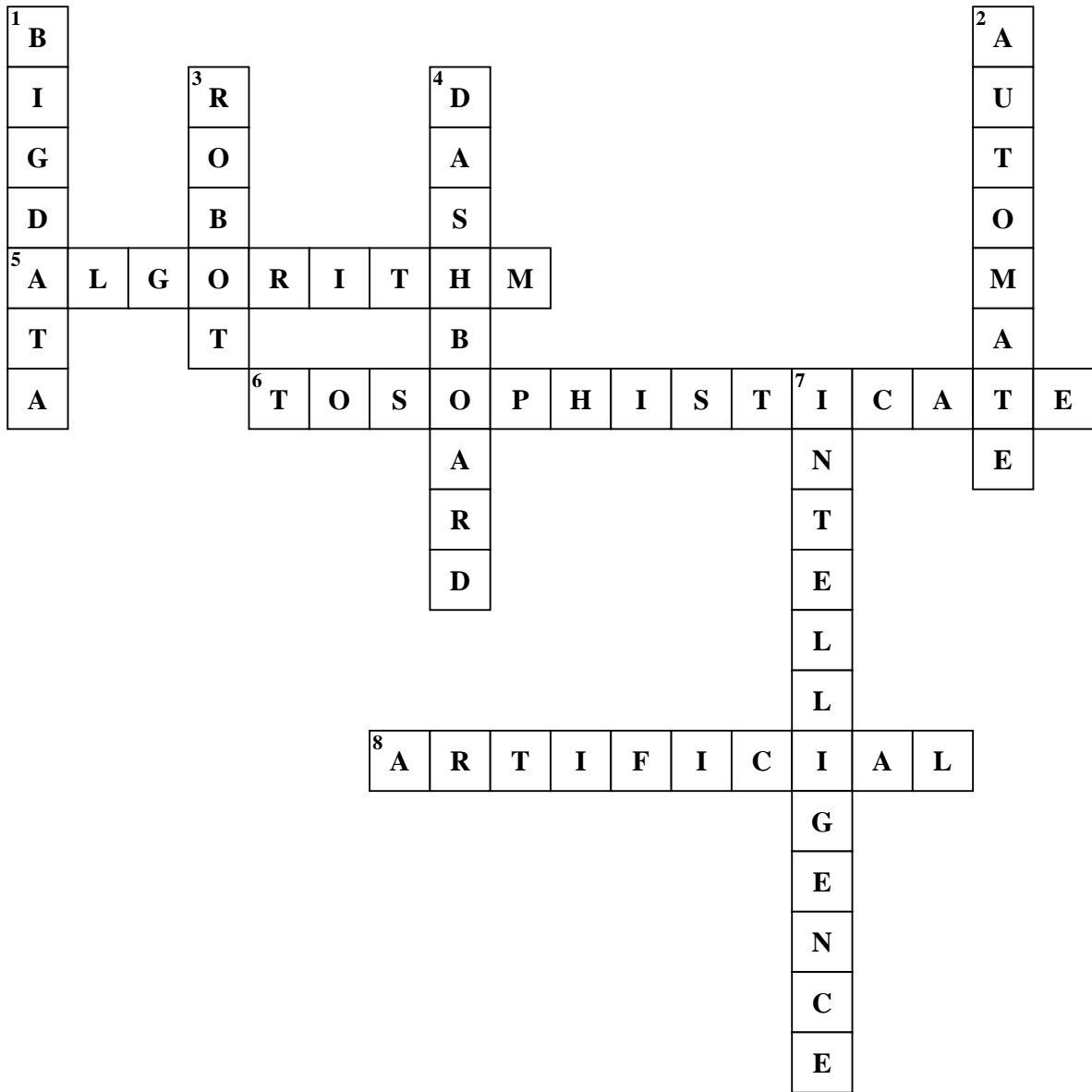
## Across

- [5] A set of rules that a machine can follow to learn how to do a task.  
[6] make (someone or something) more sophisticated.  
[8] made or produced by human beings rather than occurring naturally, especially as a copy of something natural.

## Down

- [1] extremely large data sets that may be analyzed computationally to reveal patterns, trends, and associations, especially relating to human behaviour and interactions.  
[2] convert (a process or facility) to be operated by largely automatic equipment.  
[3] a machine resembling a human being and able to replicate certain human movements and functions automatically.  
[4] the panel facing the driver of a vehicle or the pilot of an aircraft, containing instruments and controls.  
[7] intelligent, the ability to acquire and apply

# Solution





## 17. Climate Change

### 17.1 Reading

#### Climate Change

The change in the weather patterns over a long period of time is called climate change. These changes are sometimes necessary, while they may be unexpected on rare occasions. Climate change is the major global challenge today, and the world is becoming more vulnerable to this change. The recent report from United Nations predicted that the average global temperature could increase by 6 Celsius at the end of the century. Increasing temperature causes warming oceans and leads to changes in weather and rainfall pattern which threaten both urban and rural populations, the melting of polar ice, the raising of sea levels, and increasing intensity of natural disasters, as well.

Climate change is causing a negative impact on all living beings. The overpopulation crisis makes surviving nearly impossible. People are facing difficulties procuring food and water due to untimely climate fluctuations. Climate change has existed for centuries and is not a recent threat. But it was not so severe or rapid as today. Rather than bring worries, it is imperative to take action and rectify it as soon as possible.

The Earth's average temperature has increased by about 1 degree. Indeed, during the 20th century, NASA declared that the temperature of the earth changed by one degree, which is affecting our environment. The impacts of these small changes in the temperature are many, from longer drought seasons and heat waves to more aggressive hurricanes. Furthermore, the increase in the earth's average temperature created a variety of problems that left a lasting scar on our environment.

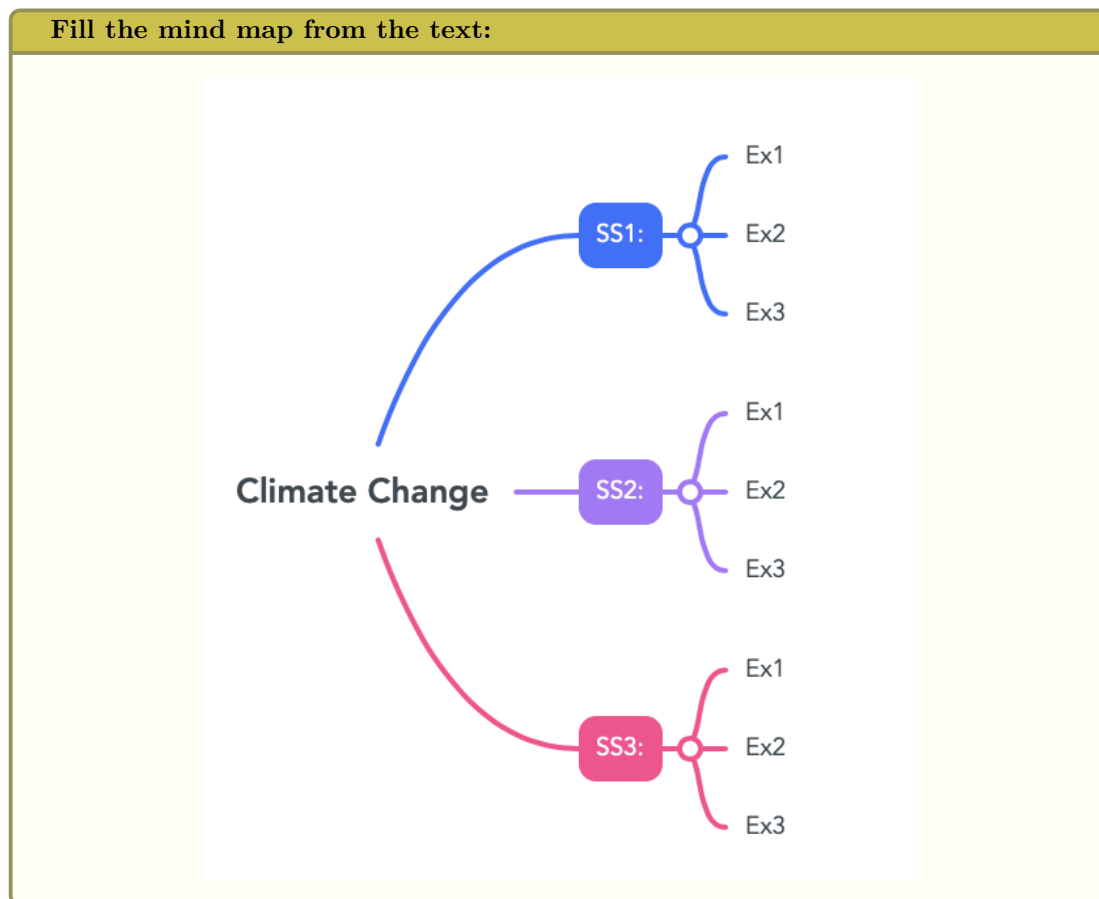
Human activities contribute to climate change as well. Since we depend on fossil fuels for our energy needs, we are burning fossil fuels, and that increases gases such as CO<sub>2</sub>, methane, and some other gases in the atmosphere cause global warming and Methane Leaks.

Climate change is a problem that is facing our planet and it has progressed a lot since the industrial revolution. All the nations should come together to combat the following crisis. Nations should develop adequate solutions to build a sustainable future and come together to fight the climate change crisis.

## 17.2 Communication

Let's discuss together:

1. Choose another title for the text.
2. Indicate the issues developed within the body of the essay.
3. Indicate the linking words used in the text.
4. What is climate change?
5. What is the difference between weather and climate?
6. What is the difference between global warming and climate change?









## 17.4 Grammar

Conditional sentences have two parts or clauses that give a condition in the dependent clause and a result in the independent clause. The condition clause usually contains an if statement. There are several different forms of conditional sentences that allow the writer to express various meanings using different tenses.

Condition (if) clause + result clause

- Exercise 17.1**
1. If we meet at 9:30, we (to travel) together.
  2. Amina (to find) the milk, if she checked the fridge.
  3. The zookeeper (to punish) her with a fine, if she had fed the monkeys.
  4. If you spoke louder, your classmates (to understand) you.
  5. Amine would arrive safe if he (to drive) slowly.
  6. If you swim in this Ifrane, you will (to shiver) from cold.
  7. The door (to unlock), if you press the red button.
  8. If She had asked her teacher, he (to answer) her questions.
  9. if I was/were you, I (to study) hard.

1. If we meet at 9:30, we will travel together.
2. Amina would find the milk, if she checked the fridge.
3. The zookeeper would have punished her with a fine, if she had fed the monkeys.
4. If you spoke louder, your classmates would understand you.
5. Amine would arrive safe if he drove slowly.
6. If you swim in this Ifrane, you will shiver from cold.
7. The door will unlock, if you press the red button.
8. If She had asked her teacher, he would have answered her questions.
9. if I was/were you, I would study hard.



## 18. Soft Skills

### 18.1 Reading

When thinking about careers, professional advancement, or even job hunting, we usually emphasize so-called hard skills, meaning skills that are directly connected to our ability to perform a particular task or do a certain job. These skills can be evaluated or measured, as they are the result of degrees, certificates, specialized knowledge, seminars, continuing education, vocational training, and so on.

Soft skills, on the other hand, are more difficult to measure or quantify, as they usually do not come from a degree or specialized training, but from life experience, personality, and attitude. They are often called people skills, as they typically relate, in some form, to how we deal or interact with other people. For example: Are we able to motivate and lead people? Can we communicate well with others?

Some commonly mentioned soft skills would include, among others: creativity, team work, written and verbal communication, management and leadership, flexibility, and organization. These types of skills are important, as they help to form a well-rounded person and employee. They can provide a competitive edge in a job search. Soft skills are relevant to just about every industry or job, because people are always key, in one way or another.

For both a job-seeker and an employer, these are so-called transferable skills, and are highly sought after. The employee can utilize these soft skills across various jobs or settings, and this is also a plus for employers, which look favorably on adaptability and strong interpersonal skills.

### 18.2 Comprehension and Communication


**Exercise 18.1** 1. What are the key differences between "hard skills" and "soft skills" mentioned in the text?

2. How are "soft skills" acquired, according to the text?
3. What are some examples of "soft skills" listed in the text?
4. Why are "soft skills" considered important in the context of careers and job hunting?
5. What is the significance of "transferable skills" in the text?

1. The key differences between "hard skills" and "soft skills" are that hard skills are directly connected to the ability to perform a specific task and can be measured through degrees, certificates, specialized knowledge, seminars, and vocational training. Soft skills are more challenging to quantify and typically come from life experience, personality, and attitude.
2. According to the text, "soft skills" are acquired not through degrees or specialized training but from life experience, personality, and attitude.
3. Some examples of "soft skills" mentioned in the text include creativity, team work, written and verbal communication, management and leadership, flexibility, and organization.
4. "Soft skills" are considered important because they help form a well-rounded person and employee. They provide a competitive edge in a job search and are relevant to nearly every industry or job due to the importance of interpersonal skills.
5. "Transferable skills" are highly sought after by both job-seekers and employers. They can be utilized across various jobs or settings, which is beneficial for employees, and employers value adaptability and strong interpersonal skills.







## 19. Ethics and Values

### 19.1 Reading

In the realm of public conduct, ethics and values serve as the guiding beacons that illuminate our path to responsible citizenship. At its core, the topic sentence for this discourse hinges on the imperative role that ethics and values play in shaping our interactions within society. Firstly, they underscore the fundamental principle of respect for one another, fostering an environment where differences are celebrated rather than divided. Secondly, ethical conduct holds the compass to integrity, ensuring that our actions align with our moral compass, thus establishing trust within the community. Lastly, values are the building blocks of compassion, compelling us to extend a helping hand when it's needed most. In the end, it is through the lens of ethics and values that we are able to construct a society that thrives on empathy, justice, and unity, making our public conduct a reflection of the very best that humanity has to offer. In sum, ethics and values are the cornerstones of a society where kindness and accountability are not just ideals but the very fabric of our public conduct.

### 19.2 Comprehension and Communication

- Exercise 19.1** 1. What is the central theme of the essay as mentioned in the topic sentence?
2. How do ethics and values contribute to responsible citizenship?
  3. What is the first supporting statement related to ethics and values in public conduct, and why is it significant?
  4. How does ethical conduct lead to the establishment of trust within the community?
  5. What is the role of values in fostering compassion in public conduct?
  6. How does the essay emphasize the importance of celebrating differences rather than dividing people?
  7. What are the key elements that make ethics and values the cornerstones of society, as mentioned in the conclusion?
  8. How does the essay encourage public conduct based on kindness and accountability?

### 19.3 Vocabulary

- **Ethics:** The branch of philosophy that deals with moral principles and values.
- **Morality:** The principles of right and wrong, often related to personal or societal values.

- **Values:** Core beliefs or principles that guide one's behavior and decision-making.
- **Moral Compass:** A person's inner sense of what is right or wrong.
- **Conscience:** The inner voice or feeling that tells you whether an action is right or wrong.
- **Integrity:** Honesty and adherence to moral and ethical principles.
- **Honesty:** Truthfulness and sincerity in one's actions and words.
- **Justice:** Fairness and impartiality in the treatment of individuals and groups.
- **Respect:** A deep admiration for someone's rights, opinions, or beliefs.
- **Compassion:** A feeling of deep sympathy and concern for the suffering of others.
- **Empathy:** The ability to understand and share the feelings of another.
- **Accountability:** Taking responsibility for one's actions and decisions.
- **Transparency:** Openness and honesty in one's actions and decisions.
- **Tolerance:** Acceptance of different beliefs, opinions, and practices.
- **Diversity:** The presence of a variety of different cultures, beliefs, and backgrounds.
- **Cultural Relativism:** The idea that moral standards are relative to one's culture and should be understood within that context.
- **Utilitarianism:** An ethical theory that suggests actions should be judged by their utility or ability to maximize overall happiness.
- **Deontology:** An ethical theory that emphasizes the importance of following moral rules and principles.
- **Virtue Ethics:** An ethical theory that focuses on developing virtuous character traits.
- **Golden Rule:** The principle of treating others as one would wish to be treated.
- **Code of Ethics:** A set of principles or rules for ethical behavior within a profession or organization.
- **Moral Dilemma:** A situation in which a difficult choice must be made between two or more conflicting moral principles.
- **Consequentialism:** An ethical theory that evaluates the rightness or wrongness of actions based on their outcomes.
- **Nonmaleficence:** The principle of "do no harm," often associated with healthcare and medical ethics.
- **Beneficence:** The principle of doing good and promoting the well-being of others.
- **Autonomy:** The principle of respecting an individual's right to make their own choices and decisions.
- **Egoism:** An ethical theory that prioritizes self-interest and personal well-being.
- **Altruism:** A selfless concern for the well-being of others.
- **Ethical Dilemma:** A complex situation where a choice must be made between competing ethical principles.
- **Meta-Ethics:** The branch of ethics that explores the nature and meaning of ethical concepts and language.

## 19.4 Grammar

### Conditional

1. If people \_\_\_\_\_ (always tell the truth), the world would be a more honest place.
2. I would be disappointed if my friend \_\_\_\_\_ (betray) my trust.
3. If you \_\_\_\_\_ (see someone in need), what would you do to help?
4. If employees \_\_\_\_\_ (treat fairly), they tend to be more loyal to their companies.
5. What would you do if you \_\_\_\_\_ (witness an act of discrimination)?
6. If everyone \_\_\_\_\_ (practice empathy), there would be less conflict in the world.

## 19.5 Communication

### Discuss the following scenarios ethically:

1. If you found a wallet on the street with a large sum of money, what would you do if there was no identification in it?
2. If a colleague at work was consistently taking credit for your ideas, what action would you take?
3. If you knew someone was cheating on an important exam, what would you do?
4. If you had the opportunity to expose a corrupt company, would you do it even if it jeopardized your job?
5. If your best friend was involved in illegal activities, how would you handle the situation?
1. Scenario: If you were the manager of a company, and you discovered that a subordinate was embezzling funds, what action would you take?
2. Scenario: If you witnessed a classmate bullying another student, how would you intervene?
3. Scenario: If you were responsible for making a decision about an environmentally harmful project, how would you balance economic interests with ecological responsibility?
4. Scenario: If you were a doctor and had a patient who wanted you to withhold information from their family about a serious medical condition, what would you do?
5. Scenario: If you found out that a close friend was spreading false rumors about you, how would you address the situation while maintaining your values of friendship and honesty?

### Create Ethical Scenarios using Conditional

In pairs or groups, participants can create their own ethical scenarios using conditional sentences, and then discuss what they would do in those situations.

1. Scenario: If you were the manager of a company, and you discovered that a subordinate was embezzling funds, what action would you take?
2. Scenario: If you witnessed a classmate bullying another student, how would you intervene?
3. Scenario: If you were responsible for making a decision about an environmentally harmful project, how would you balance economic interests with ecological responsibility?
4. Scenario: If you were a doctor and had a patient who wanted you to withhold information from their family about a serious medical condition, what would you do?
5. Scenario: If you found out that a close friend was spreading false rumors about you, how would you address the situation while maintaining your values of friendship and honesty?

## 19.6 Key Answers: Grammar

1. If people **always told the truth**, the world would be a more honest place.
2. I would be disappointed if my friend **betrayed** my trust.
3. If you **see someone in need**, what would you do to help?
4. If employees **are treated fairly**, they tend to be more loyal to their companies.
5. What would you do if you **witnessed an act of discrimination**?
6. If everyone **practiced empathy**, there would be less conflict in the world.









## 20. Voluntarism

### 20.1 Reading

Voluntarism is a cornerstone of positive change. Voluntarism is a fundamental pillar of society that plays a pivotal role in shaping communities and creating a better world. This selfless act of giving one's time and expertise without expecting material gain is a testament to the power of human compassion and the drive for positive change. The importance of voluntarism cannot be overstated, as it brings forth a multitude of benefits that extend far beyond the immediate act of giving.

First and foremost, voluntarism fosters a sense of belonging and community. By actively participating in volunteer activities, individuals become deeply connected to the issues they care about and the people they serve. This sense of belonging enhances social cohesion and strengthens the bonds that tie communities together. It creates a sense of solidarity that transcends race, religion, and socioeconomic status, reminding us of our shared humanity.

Voluntarism is also instrumental in addressing pressing societal issues. Many challenges, such as poverty, environmental degradation, and educational disparities, require collaborative efforts to be effectively resolved. Volunteers can contribute their skills, time, and energy to provide much-needed assistance to nonprofits and community organizations working to tackle these issues. In this way, voluntarism becomes a catalyst for progress and social change.

Moreover, voluntarism is a powerful tool for personal development. When individuals engage in volunteer work, they often acquire new skills, expand their knowledge, and gain a broader perspective on the world. These experiences not only benefit the community but also contribute to the growth and enrichment of the volunteer's own life. Voluntarism serves as a practical avenue for individuals to cultivate empathy, leadership skills, and a heightened awareness of global issues.

In the business world, voluntarism has gained increasing recognition for its role in fostering corporate social responsibility. Many companies now encourage their employees to engage in volunteer activities, not only as a way to give back to the community but also as a means of team-building and employee satisfaction. Corporate voluntarism has the dual benefit of improving a company's public image and contributing to a more engaged and socially conscious workforce.

Furthermore, voluntarism can alleviate the burden on strained social services and government agencies. In times of crisis, such as natural disasters or public health emergencies, volunteers often provide the first line of response and support to those in need. Their immediate assistance can make a substantial difference in mitigating the impact of such events, illustrating the crucial role that voluntarism plays in disaster relief and recovery efforts.

In conclusion, the importance of voluntarism cannot be overstated. It is the embodiment of human compassion, community building, and societal progress. By offering their time and skills, volunteers contribute to a more inclusive, compassionate, and resilient society. The spirit of voluntarism is a powerful force for change, reminding us that, in the face of challenges, collective action and a commitment to the well-being of others can truly transform the world.

## 20.2 Comprehension and Communication

- Exercise 20.1**
1. What is voluntarism, and how is it defined in the text?
  2. What are some of the key benefits of voluntarism as highlighted in the text?
  3. How does voluntarism foster a sense of belonging and community, according to the text?
  4. In what ways does voluntarism contribute to addressing pressing societal issues, and can you provide examples from the text?
  5. What is the significance of voluntarism for personal development, as mentioned in the text?
  6. How does voluntarism play a role in corporate social responsibility, and what advantages does it bring to businesses?
  7. How can voluntarism help alleviate the burden on social services and government agencies during times of crisis, as discussed in the text?
  8. What is the overall message or thesis of the text regarding the importance of voluntarism?
  9. Can you explain how voluntarism exemplifies the power of collective action, as stated in the conclusion of the text?
  10. Have you personally been involved in any volunteer activities, and if so, how do your experiences relate to the points made in the text?

1. Voluntarism is the act of giving one's time and expertise without expecting material gain. It is defined as selfless giving.
2. The key benefits of voluntarism include fostering a sense of belonging and community, addressing pressing societal issues, personal development, and corporate social responsibility.
3. Voluntarism fosters a sense of belonging and community by connecting individuals to the issues they care about and the people they serve, enhancing social cohesion.
4. Voluntarism contributes to addressing societal issues by providing assistance to nonprofits and community organizations working to tackle these issues. Examples include poverty alleviation, environmental conservation, and education support.
5. Voluntarism is significant for personal development as it helps individuals acquire new skills, expand their knowledge, and gain a broader perspective on the world.
6. Voluntarism plays a role in corporate social responsibility by encouraging employees to engage in volunteer activities, improving the company's public image, and fostering a socially conscious workforce.
7. Voluntarism helps alleviate the burden on social services and government agencies during times of crisis by providing immediate assistance, such as disaster relief and recovery efforts.
8. The overall message of the text is that voluntarism is a powerful force for positive change, promoting compassion, community building, and societal progress.
9. Voluntarism exemplifies the power of collective action by showing that, in the face of challenges, collective efforts and a commitment to the well-being of others can transform

the world.

10. Answers to this question will vary based on the reader's personal experiences with volunteer activities.

### 20.3 Dialogue

Fadwa      Mohammed

Hey, have you heard about the recent earthquake in Morocco? It's just devastating.

Yeah, it's terrible. I saw it on the news. Those images are heart-wrenching. So many people affected.

It got me thinking about the importance of volunteerism and social work in times like these. The need for help and support is immense.

Absolutely. Volunteer work plays a crucial role in disaster relief efforts. It's heartening to see people coming together to help those in need.

Morocco has a strong tradition of volunteerism, especially in rural communities. People are always ready to lend a hand.

That's one of the things I love about our country. In times of crisis, the sense of community and solidarity shines brightly.

And the work that NGOs and volunteers do is indispensable. They provide medical aid, food, shelter, and emotional support to the affected.

True, their efforts can make a significant difference. They also contribute to long-term recovery and rebuilding projects.

It's not just about responding to the immediate crisis; it's about helping communities get back on their feet and become more resilient.

Exactly. And it's heartwarming to see young people getting involved in volunteer work. They're the future of this essential work.

I hope that this earthquake serves as a reminder of the importance of preparedness and volunteerism in our country.

Agreed. Let's hope that together, we can make a positive impact and help those who need it most.

Let's do our part in raising awareness and getting involved. Morocco's spirit of volunteerism is a beacon of hope.

Absolutely. We can make a difference, and every little bit counts.

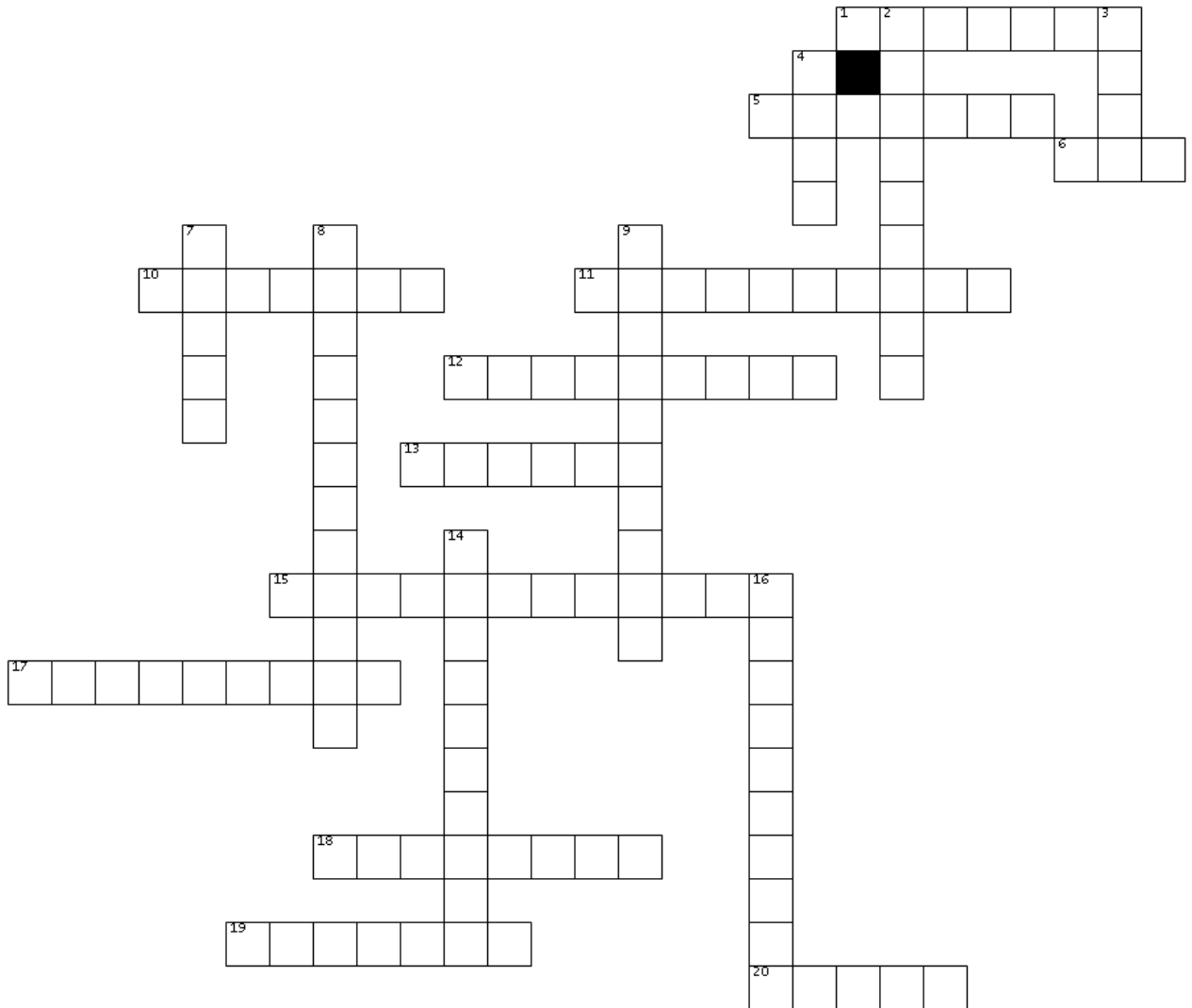
### 20.4 Communication

**Exercise 20.2** • What event prompted Fadwa and Mohammed to discuss the importance of volunteerism in Morocco?

- How do Fadwa and Mohammed emphasize the role of young people in volunteer work during their conversation?
- In the dialogue, what are some of the critical tasks that NGOs and volunteers undertake in the aftermath of a disaster like the earthquake in Morocco?
- What message does the dialogue convey about the long-term impact of volunteer work and its significance in building community resilience?

## 20.5 Crossword

Fill the word puzzle in relation to the dialogue between Fadwa and Mohammed:



1 M E D I C A L  
2 M E D I C A L  
3 M E D I C A L  
4 F M  
5 M O R O C C O  
6 N G O  
7 R  
8 V  
9 R  
10 S U P P O R T  
11 R E S I L I E N C E  
12 C O M M U N I T Y  
13 S O C I A L  
14 E  
15 P R E P A R E D N E S S  
16 S O  
17 A W A R E N E S S  
18 D I S A S T E R  
19 S H E L T E R  
20 Y O U N G


**Exercise 20.3** Match the following:

Sentences	Linking Words
The weather forecast predicts rain.	For example, I often go hiking on weekends.
She loves chocolate.	Furthermore, it highlights several key findings.
I enjoy outdoor activities.	Additionally, it suggests strong winds.
I need to prepare for the meeting.	Firstly, I will gather the necessary documents. Then, I will create a presentation.
In conclusion, the study shows a positive correlation.	Undoubtedly, it is a family favorite.
This recipe is delicious.	However, she tries to limit her intake to stay healthy.

Sentences	Linking Words
The weather forecast predicts rain.	Additionally, it suggests strong winds.
She loves chocolate.	However, she tries to limit her intake to stay healthy.
I enjoy outdoor activities.	For example, I often go hiking on weekends.
I need to prepare for the meeting.	Firstly, I'll gather the necessary documents. Then, I'll create a presentation.
In conclusion, the study shows a positive correlation.	Furthermore, it highlights several key findings.
This recipe is delicious.	Undoubtedly, it's a family favorite.

**Exercise 20.4** Fill in the gaps with the appropriate linking words from the list below.

1. Additionally
  2. Nevertheless
  3. For instance
  4. Meanwhile
  5. In conclusion
  6. Furthermore
1. Moroccan culture is rich in traditions and history. .... , the country is famous for its diverse cuisine.
  2. The traditional Moroccan wedding ceremony is a grand celebration. .... , the couple exchanges vows and rings.
  3. Morocco is known for its stunning landscapes and natural beauty. .... , the Merzouga Desert is a popular tourist destination.
  4. Moroccan tea, known as "mint tea," is a symbol of hospitality. It is served with a blend of green tea and fresh mint leaves. .... , it is customary to serve it to guests.
  5. .... , the city of Marrakech is famous for its vibrant markets and historic palaces.
  6. The Moroccan flag consists of a red field with a green pentagram in the center. .... , it represents various aspects of Moroccan culture.

1. Moroccan culture is rich in traditions and history. Additionally, the country is famous for its diverse cuisine.
  2. The traditional Moroccan wedding ceremony is a grand celebration. Meanwhile, the couple exchanges vows and rings.
  3. Morocco is known for its stunning landscapes and natural beauty. For instance, the Merzouga Desert is a popular tourist destination.
  4. Moroccan tea, known as "mint tea," is a symbol of hospitality. It is served with a blend of green tea and fresh mint leaves. Furthermore, it is customary to serve it to guests.
  5. In conclusion, the city of Marrakech is famous for its vibrant markets and historic palaces.
  6. The Moroccan flag consists of a red field with a green pentagram in the center. Nevertheless, it represents various aspects of Moroccan culture.
- 

# Voluntarism and Social Work

P S N O K S P M S I R A T N U L O V V Z U O U  
L O Y J Y D G J K E B E C I V R E S F N H U N  
U C T N E M E G A G N E C I V I C D H V E T A  
D I I V S O F T Z R E E T N U L O V I D L R I  
R A N K X N H A L O R O D L X B G E J W P E R  
T L U F U Y P O R H T N A L I H P M R N I A A  
I S M E C I T S U J L A I C O S A P C W N C T  
F E M E Z Y A S G K T F B S Y C L O R W G H I  
O R O R U L R G A V A F E J T E T W B T O K N  
R V C V K R O W L A I C O S I R R E W F T A A  
P I G R A S S R O O T S X B R A U R T Z H U M  
N C J Q O N K H J U K R H X A F I M A J E F U  
O E H H T W E M R L F E Z Y H L S E R L R N H  
N S K P Y C K P V I F I Y X C E M N E X S F F  
E H R Y C A C O V D A P M Y N W N T K O L J E  
G E O U T R E A C H P R O G R A M S U N F Q Q

Find the following words in the puzzle.

Words are hidden     and .

ADVOCACY  
ALTRUISM  
CHARITY  
CIVIC ENGAGEMENT  
COMMUNITY  
EMPOWERMENT  
GRASSROOTS

HELPING OTHERS  
HUMANITARIAN  
NONPROFIT  
OUTREACH  
OUTREACH PROGRAMS  
PHILANTHROPY  
SERVICE

SOCIAL JUSTICE  
SOCIAL SERVICES  
SOCIAL WORK  
VOLUNTARISM  
VOLUNTEER  
WELFARE

## SOLUTION

# Voluntarism and Social Work

. S . . . . M S I R A T N U L O V . . . O .  
. O Y . . . . . . . E C I V R E S . . H U N  
. C T N E M E G A G N E C I V I C . . . E T A  
. I I . . . . . R E E T N U L O V . . L R I  
. A N . . . . . . . . . . . E . . P E R  
T L U . . Y P O R H T N A L I H P M . . I A A  
I S M E C I T S U J L A I C O S A P . . N C T  
F E M . . . . . . . . . . Y . L O . . G H I  
O R O . . . . . . . . . . T E T W . . O . N  
R V C . K R O W L A I C O S I R R E . . T . A  
P I G R A S S R O O T S . . R A U R . . H . M  
N C . . . . . . . . . . A F I M . . E . U  
O E . . . . . . . . . . H L S E . . R . H  
N S . . . . . . . . . . C E M N . . S . .  
. . . Y C A C O V D A . . . W . T . . . . .  
. . O U T R E A C H P R O G R A M S . . . . .

Word directions and start points are formatted: (Direction, X, Y)

ADVOCACY (W,11,15)

ALTRUISM (S,17,7)

CHARITY (N,15,14)

CIVIC ENGAGEMENT  
(W,17,3)

COMMUNITY (N,3,10)

EMPOWERMENT (S,18,5)

GRASSROOTS (E,3,11)

HELPING OTHERS (S,21,2)

HUMANITARIAN (N,23,13)

NONPROFIT (N,1,14)

OUTREACH (S,22,1)

OUTREACH PROGRAMS  
(E,3,16)

PHILANTHROPY (W,17,6)

SERVICE (W,18,2)

SOCIAL JUSTICE (W,16,7)

SOCIAL SERVICES (S,2,1)

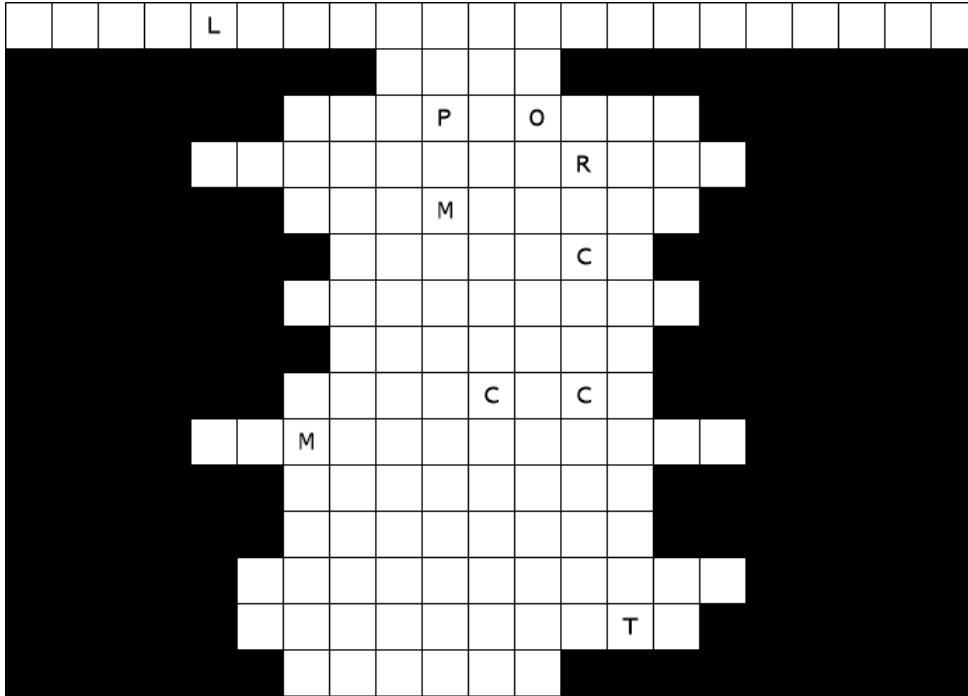
SOCIAL WORK (W,14,10)

VOLUNTARISM (W,18,1)

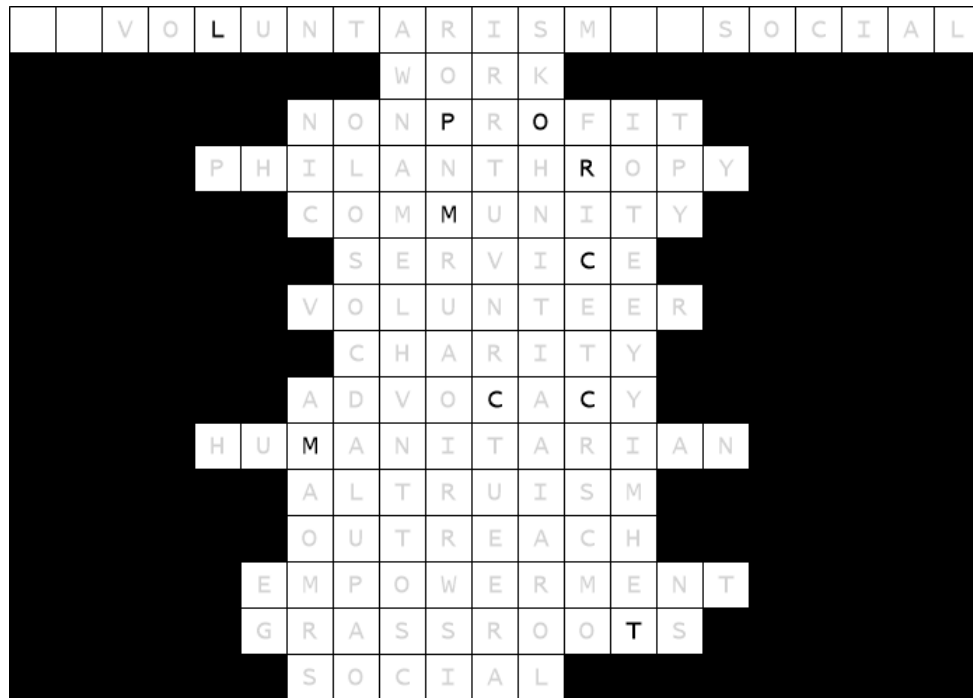
VOLUNTEER (W,18,4)

WELFARE (N,16,15)

20.6 Word Puzzle



C  
 D N R I  
 A N S V S  
 P T I T O  
 A O O R U I Y  
 M C M O R K R T  
 V T H U T I E Y  
 C L E N R T M E  
 S L L R R N S H R  
 O A T A I R I I N  
 U N S W W A L C I Y  
 U I O A O E A F O T T  
 G A O S R U A O E A Y  
 P H N O V I N H T E S N  
 V O H E R U A R E A M M P S O C I A L



C  
 D N R I  
 A N S V S  
 P T I T O  
 A O O R U I Y  
 M C M O R K R T  
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 C L E N R T M E  
 S L L R R N S H R  
 O A T A I R I I N  
 U N S W W A L C I Y  
 U I O A O E A F O T T  
 G A O S R U A O E A Y  
 P H N O V I N H T E S N  
 V O H E R U A R E A M M P S O C I A L









## 21. Business Ethics

### 21.1 Reading

Many companies have a code of conduct that governs their public relations and operational policies. Enterprises refer to these codes as business ethics, and they're an important part of several current corporate environments. If you work in a business setting, it might be helpful to learn more about what business ethics are and why they matter and Al Akhawayn University teaches the students these ethics in Center for Business Ethics and Corporate Governance. Business ethics encompasses the examination and application of ethical principles and moral values in the context of business or organizations. It entails evaluating how choices and activities made within the realm of business impact individuals, communities, and society at large. The primary goal of business ethics is to foster responsible and ethical behavior in the execution of business operations. Key elements of business ethics encompass the following:

- **Corporate Social Responsibility (CSR):** This concept involves a company's commitment to conducting its business in an environmentally and socially responsible manner. It includes efforts to minimize negative impacts on the environment, contribute to the communities in which the company operates, and uphold human rights.
- **Fairness and Honesty:** Business ethics require honesty and fairness in all interactions, both within the organization and with external stakeholders. This includes fair treatment of employees, customers, suppliers, and competitors.
- **Transparency:** Transparency is the practice of being open and honest in business operations. This involves disclosing information about the company's financial health, decision-making processes, and potential conflicts of interest.
- **Integrity:** Integrity means adhering to a strong moral and ethical code, even when it may not be in the company's immediate financial interest. It involves doing what is right, even in difficult circumstances.
- **Compliance:** Businesses must comply with laws and regulations governing their industry. This includes legal requirements related to employment practices, environmental protection, and product safety.

- **Whistleblowing:** Encouraging employees to report unethical or illegal behavior within the organization is an important aspect of business ethics. Whistleblower protection and reporting mechanisms help ensure that wrongdoing is exposed and addressed.
- **Ethical Decision-Making:** Business ethics involve making decisions that balance the interests of various stakeholders and consider the long-term consequences of those decisions. Ethical decision-making frameworks often guide employees and leaders in evaluating and resolving ethical dilemmas.
- **Sustainability:** Ethical businesses consider the long-term sustainability of their operations. This includes sustainable environmental practices, fair treatment of employees, and social responsibility.
- **Respect for Diversity:** Businesses should promote diversity and inclusion within their workforce and demonstrate respect for people of different backgrounds, beliefs, and cultures.
- **Avoiding Conflicts of Interest:** Business ethics entail identifying and managing conflicts of interest that could compromise the integrity and impartiality of decision-making.

The importance of business ethics has grown significantly in recent years, driven by a growing awareness of social and environmental issues, increased consumer and investor expectations, and a desire for sustainable and responsible business practices. Ethical behavior in business is not only the right thing to do but can also have positive long-term impacts on a company's reputation, brand, and profitability. Violations of business ethics can lead to legal consequences, damage a company's reputation, and result in financial losses.

Furthermore, voluntarism can alleviate the burden on strained social services and government agencies. In times of crisis, such as natural disasters or public health emergencies, volunteers often provide the first line of response and support to those in need. Their immediate assistance can make a substantial difference in mitigating the impact of such events, illustrating the crucial role that voluntarism plays in disaster relief and recovery efforts.

In conclusion, the importance of voluntarism cannot be overstated. It is the embodiment of human compassion, community building, and societal progress. By offering their time and skills, volunteers contribute to a more inclusive, compassionate, and resilient society. The spirit of voluntarism is a powerful force for change, reminding us that, in the face of challenges, collective action and a commitment to the well-being of others can truly transform the world.

## 21.2 Comprehension and Communication

- Exercise 21.1**
1. What does the term "business ethics" refer to?
  2. Explain the concept of Corporate Social Responsibility (CSR) in the context of business ethics.
  3. How does transparency and accountability relate to ethical business practices?
  4. Why is it important for businesses to respect their stakeholders?
  5. What are some examples of environmental responsibility in business ethics?
  6. How does ethical leadership influence the ethical behavior of an organization?
  7. Why should businesses have processes for ethical decision-making and codes of ethics?
  8. What is the significance of protecting whistleblowers in the context of business ethics?
  9. How can unethical behavior impact a company, and what are the potential benefits of ethical conduct for a business?

1. The term "business ethics" refers to the study and application of ethical principles and moral values in a business or organizational context.
  2. Corporate Social Responsibility (CSR) in the context of business ethics involves businesses voluntarily taking steps to contribute positively to society beyond profit generation. This includes considering the impact of their actions on the environment, consumers, employees, and the community.
  3. Transparency and accountability are related to ethical business practices because they require businesses to be open in their dealings and to be responsible for their actions. This includes open communication, fair financial reporting, and taking responsibility for any wrongdoing.
  4. It is important for businesses to respect their stakeholders because stakeholders include various groups such as employees, customers, suppliers, shareholders, and the local community. Respecting their interests and rights is crucial for ethical conduct.
  5. Examples of environmental responsibility in business ethics include efforts to minimize the impact on the environment and contribute to environmental sustainability. This may involve reducing waste, using sustainable resources, and minimizing carbon emissions.
  6. Ethical leadership influences the ethical behavior of an organization by setting the tone for ethical conduct. Leaders are expected to model ethical behavior and promote a culture of ethics within the organization.
  7. Businesses should have processes for ethical decision-making and codes of ethics to help employees make ethical decisions when faced with moral dilemmas. This ensures that ethical standards are upheld within the organization.
  8. Protecting whistleblowers is significant in the context of business ethics because it provides a mechanism for employees to report unethical behavior without fear of retaliation, helping maintain ethical standards and accountability.
  9. Unethical behavior can lead to legal consequences, financial losses, and damage to a company's image, while ethical behavior can enhance trust and relationships with stakeholders, leading to long-term success for a business.
-



- through acts of kindness or volunteering.
5. **Community Service:** Activities or tasks undertaken by individuals or groups to address the needs and issues of their local community.
  6. **Advocacy:** Publicly supporting and promoting a cause or issue, often aimed at creating positive social change.
  7. **Social Justice:** The fair and equitable distribution of resources, opportunities, and rights in society, with an emphasis on reducing disparities.
  8. **Empowerment:** The process of giving individuals or communities the tools, knowledge, and confidence to improve their own lives and situations.
  9. **Outreach:** Efforts to connect with and provide support or services to individuals or groups in need, especially in underserved communities.
  10. **Volunteerism:** The practice of offering one's time and skills to support organizations or causes without monetary compensation.
  11. **Humanitarian:** Concerned with promoting the welfare and alleviating the suffering of individuals and communities affected by crises or disasters.
  12. **Social Work:** A profession focused on helping individuals and families cope with and solve personal and social problems, often through counseling and support.
  13. **Charity:** Acts of goodwill, generosity, and kindness directed towards those in need, often in the form of financial or material assistance.
  14. **Grassroots:** Initiatives or movements that start at the local community level and gain momentum through the efforts of ordinary people.
  15. **Advocacy Group:** An organization that works to influence public policy, raise awareness, and promote change on specific social or political issues.
  16. **Inclusivity:** The practice of ensuring that all individuals, regardless of background or identity, are welcome and have equal opportunities for participation.
  17. **Social Impact:** The measurable effect of actions or programs on improving the well-being of individuals and communities.
  18. **Public Service:** Work performed for the benefit of the general public, often by government agencies or nonprofit organizations.
  19. **Mentorship:** A relationship in which an experienced individual (mentor) provides guidance, support, and advice to someone less experienced (mentee).
  20. **Volunteer Coordinator:** A person responsible for organizing and overseeing volunteer activities within an organization or community group.





## 22. Start-ups in Morocco

### 22.1 Reading

Morocco's startup landscape is flourishing, thanks to government-backed initiatives, improved funding opportunities, and a talented young workforce. The Moroccan government has actively encouraged entrepreneurship by establishing programs like startup incubators and offering tax incentives to investors.

In fact, the Moroccan government has been actively fostering and endorsing the startup environment through various measures and policies. These initiatives include the establishment of startup incubators and accelerators, the provision of tax benefits to investors, and the creation of a supportive atmosphere for entrepreneurship. Access to financing has seen a substantial improvement in Morocco, with an increasing number of venture capital firms, angel investors, and crowdfunding platforms entering the scene. This infusion of capital has empowered startups to expand their operations and pioneer innovative products and services. Morocco boasts a youthful and well-educated workforce, which is a valuable asset for startups. Many young Moroccans possess high-level skills in technology, design, and business, rendering them well-suited to either work within or launch their own startups. Technology-driven startups are prevalent in Morocco, with a specific focus on sectors like fintech, agritech, healthtech, and edtech. These startups are creating inventive solutions to tackle local and global challenges by utilizing technology as an enabler. Morocco has exhibited a strong commitment to renewable energy, with startups in this sector concentrating on solar and wind energy projects. The country's investments in renewable energy infrastructure have paved the way for entrepreneurs and startups to contribute to a more sustainable future. The e-commerce sector is also experiencing rapid growth, with startups launching online marketplaces, delivery services, and electronic payment solutions. These enterprises are capitalizing on the increasing internet penetration and evolving consumer behaviors. Nonetheless, Moroccan startups confront various challenges, including acquiring top-tier talent, navigating regulatory obstacles, and the need for a more robust support system. Furthermore, external factors such as global economic conditions and political stability in certain countries can impact the success of startups in Morocco.

In conclusion, Morocco's startup ecosystem is on the upswing, fueled by government backing, funding accessibility, a skilled workforce, and a strong emphasis on technology and innovation. As this ecosystem continues to develop, it is anticipated to play an increasingly critical role in shaping the nation's economic landscape and contributing to its progress.

## 22.2 Comprehension and Communication

- Exercise 22.1**
1. What are some of the key factors contributing to the growth of startu-ps in Morocco?
  2. How has the Moroccan government been involved in promoting the startup ecosystem?
  3. What sectors are prominent in the Moroccan startup scene, and why?
  4. What challenges do Moroccan startu-ps face, and how might they overcome them?
  5. In what ways can the startup ecosystem impact Morocco's economic landscape?

1. Some key factors contributing to the growth of startu-ps in Morocco include government initiatives, improved access to funding, a young and skilled workforce, a focus on technology and innovation, and growth in sectors such as renewable energy and e-commerce.
2. The Moroccan government has promoted the startup ecosystem through the creation of startup incubators and accelerators, providing tax incentives for investors, and creating an environment conducive to entrepreneurship.
3. Sectors prominent in the Moroccan startup scene are technology-based startu-ps, particularly in fintech, agritech, healthtech, and edtech. These sectors are thriving due to their innovative solutions and the country's tech-savvy youth.
4. Moroccan startu-ps face challenges like access to talent, regulatory obstacles, and the need for a stronger support system. To overcome these challenges, they can invest in talent development, advocate for regulatory reforms, and seek partnerships and mentorship.
5. The startup ecosystem can impact Morocco's economic landscape by contributing to economic growth, job creation, and fostering innovation. It can also help in addressing local and global challenges and promoting sustainability through sectors like renewable energy.







## 23. Moroccan Solidarity in Crisis Management

### 23.1 Reading

Morocco's approach to managing crises, natural disasters, health emergencies like the COVID-19 pandemic, economic downturns, social or humanitarian issues, security challenges, or environmental concerns, emphasizes solidarity and collective effort. In times of crisis, the Moroccan government collaborates with civil society, businesses, and individuals to provide support, resources, and aid to affected regions. Whether coordinating international assistance for natural disasters or implementing pandemic response measures, Moroccans have shown a commitment to unity and resilience. Solidarity is also evident in addressing social and humanitarian crises, maintaining peace in security and political turmoil, and implementing environmental conservation efforts. This whole-of-government and whole-of-society approach to crisis management focuses on long-term strategies for preparedness and resilience, underscoring the importance of unified efforts to successfully navigate and recover from crises. Morocco witnessed the most powerful and deadliest earthquake since 1960 in Agadir. The earthquake, resulting from a shallow, inclined fault that lies beneath the High Atlas mountain range, struck Al-Haouz Province on September 8, 2023, at 23:11 local time, registering a magnitude of 6.8 on the Richter scale. The epicenter was located near the Ighil commune, approximately 71.8 km (44.6 miles) southwest of Marrakech, but was felt by city residents of Agadir, Casablanca, Rabat, Mohammedia and beyond. The earthquake left more than 2,900 dead and 5,000 injured, with the majority of casualties in Al-Haouz, Taroudant, and Chichaoua provinces. The World Health Organization estimates that approximately 300,000 people in Marrakech and the surrounding areas have been affected by the catastrophe. Numerous buildings and historical landmarks were also affected in cities like Marrakech, Taroudant, and Agadir.

In the wake of the crisis, grassroots initiatives emerged to deliver essential supplies like food, water, blankets, and medicine to villages that remained unassisted. This spontaneous and widespread solidarity not only offered vital relief to the affected regions but also shone a spotlight on the deeply ingrained humanitarian values held by Moroccans during trying times. The enduring outpouring of support serves as a powerful testament to the unity of the Moroccan people, transforming rescue and relief operations into a source of immense national pride. This collective response has garnered well-deserved international acclaim, underscoring Morocco's commitment to addressing the tragedy using its own resources and the unwavering support of its citizens. The global media has started to take notice of the impressive unity among Moroccans, and it is anticipated that this wave of support will continue to swell as substantial aid shipments from various Moroccan cities make their way to those in need. All in all, Morocco's whole-of-government and whole-of-society approaches towards disaster management combine a mix of government leadership, international cooperation, community involvement, and humanitarian assistance. This multifaceted approach reflects a commitment to solidarity and resilience in the face of disasters, both within Morocco and in the broader international community.

## 23.2 Comprehension and Communication

- Exercise 23.1**
1. Discuss the difference between whole-of-government and whole-of-society approaches ?
  2. How does the Moroccan government collaborate with different sectors during times of crisis, as described in the text?
  3. What were the key details regarding the earthquake that struck Morocco in September 2023?
  4. How did the Moroccan people respond to the earthquake, and what impact did their response have on the affected regions?
  5. Describe the whole-of-society approach towards disaster management as outlined in the text ?

1. **Whole-of-Government Approach:** This approach primarily involves governmental bodies and agencies. It emphasizes government leadership, coordination, and decision-making. In the context of Morocco, it means that the government plays a central role in crisis management, relying on top-down decision-making and government-led initiatives.
2. **Whole-of-Society Approach:** In contrast, the whole-of-society approach broadens the scope to include not only the government but also civil society, businesses, and individuals. It emphasizes a collective effort, where all segments of society work together to provide support, resources, and aid during crises. This approach involves spontaneous initiatives and grassroots efforts, highlighting the values and unity of the Moroccan people.
3. **Collaboration with Different Sectors** The Moroccan government collaborates with different sectors during times of crisis through a **whole-of-society approach**. This collaboration involves efforts such as delivering essential supplies like food, water, blankets, and medicine to affected regions. The government coordinates these initiatives and supports grassroots efforts. This collaboration ensures that resources and aid are efficiently distributed and that various segments of society play a role in crisis response and recovery.
4. **Key Details of the 2023 Morocco Earthquake:** The key details of the earthquake that struck Morocco in September 2023 are as follows:
  - **Date and Time:** September 8, 2023, at 23:11 local time.
  - **Location:** The earthquake's epicenter was near the Ighil commune, approximately 71.8 km southwest of Marrakech.
  - **Magnitude:** The earthquake registered a magnitude of 6.8 on the Richter scale.
  - **Affected Regions:** City residents of Agadir, Casablanca, Rabat, Mohammedia, and be-


yond felt the earthquake.

- **Casualties:** The earthquake resulted in more than 2,900 deaths and 5,000 injuries, with the majority of casualties in Al-Haouz, Taroudant, and Chichaoua provinces.
  - **Impact:** Numerous buildings and historical landmarks were also affected in cities like Marrakech, Taroudant, and Agadir. Approximately 300,000 people in Marrakech and the surrounding areas were estimated to be affected by the catastrophe.
5. **Moroccan People's Response to the Earthquake and Its Impact:** In the wake of the earthquake, grassroots initiatives emerged to deliver essential supplies to villages that remained unassisted. This spontaneous and widespread solidarity offered vital relief to the affected regions. The Moroccan people's response showcased their deeply ingrained humanitarian values during challenging times. This collective response had a significant impact, transforming rescue and relief operations into a source of national pride and garnering international acclaim. It demonstrated the unity of the Moroccan people and reflected their commitment to addressing the tragedy using their own resources and the support of citizens. Additionally, substantial aid shipments from various Moroccan cities were anticipated to provide ongoing support to those in need.
  6. **Whole-of-Society Approach towards Disaster Management:** The whole-of-society approach, as outlined in the text, involves a collaborative effort that extends beyond government agencies. It includes the participation of civil society, businesses, and individuals. This approach emphasizes grassroots initiatives and volunteerism during times of crisis. In the case of Morocco, it led to the delivery of essential supplies to affected regions. The response from various segments of society served as a testament to the unity and humanitarian values of Moroccans. This approach complements the whole-of-government strategy, combining government leadership with community involvement, international cooperation, and humanitarian assistance to effectively manage disasters and crises while fostering resilience and unity.

### 23.3 Paraphrasing

Paraphrase this part from the text

... This spontaneous and widespread solidarity not only offered vital relief to the affected regions but also shone a spotlight on the deeply ingrained humanitarian values held by Moroccans during trying times. The enduring outpouring of support serves as a powerful testament to the unity of the Moroccan people, transforming rescue and relief operations into a source of immense national pride.

(Write here) 

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Spontaneous and ubiquitous unity not only provided essential assistance to the impacted areas but also illuminated the deeply rooted humanitarian principles cherished by Moroccans in challenging circumstances. The persistent surge of backing acts as a compelling attestation to the cohesion of the Moroccan populace, turning rescue and relief efforts into a wellspring of immense national satisfaction.

## Nonverbal Communication: Dialogue

1. **Mohammed** 👤: Hey Farid , have you heard about the earthquake in Morocco?
2. **Farid** 🗣️: Yes, I did. It is devastating. So many people affected and in need 📉.
3. **Mohammed** 👤: Absolutely. But you know, what struck me the most is the incredible solidarity 🤝 shown by the Moroccan people 🙌.
4. **Farid** 🗣️: Solidarity ? How so?
5. **Mohammed** 👤: People from all walks of life came together, 🤝 helping each other, providing support and relief .
6. **Farid** 🗣️: That is impressive. Solidarity 🤝 plays a crucial role in crisis management, doesn't it?
7. **Mohammed** 👤: Absolutely! When we stand together 🤝 , we become a force that can overcome any challenge 😞.
8. **Farid** 🗣️: It is like a beacon of hope 📶 in the darkest times.
9. **Mohammed** 👤: Exactly!! Showing compassion and unity transforms a crisis into an opportunity for collective strength.
10. **Farid** 🗣️: I guess solidarity 🤝 is the foundation for effective crisis response and recovery📈.
11. **Mohammed** 👤: Indeed, my friend 😊 . Let's hope this spirit of solidarity continues to grow.

## Communication Reflection Questions

1. **Understanding Perspectives:** How do Mohammed and Farid express their understanding of the Moroccan earthquake, and what perspectives do they bring to the conversation?
2. **Effective Listening:** In what ways do Mohammed and Farid demonstrate effective listening skills during the discussion? Provide specific examples from the dialogue.
3. **Non-Verbal Communication:** Explore the role of non-verbal communication in the dialogue. Replace the use of icons with appropriate gestures.
4. **Key Message Identification:** What are the key messages or takeaways regarding the importance of solidarity in crisis management?

### Importance of Nonverbal Communication

Nonverbal communication is a crucial aspect of human interaction, enhancing the effectiveness of communication. Key aspects include:

1. **Enhanced Understanding:** Nonverbal cues add depth to messages, contributing to a more nuanced understanding.
2. **Emotional Expression:** Facial expressions and body language convey emotions, enabling the sharing of feelings.
3. **Reinforcement of Verbal Messages:** Nonverbal cues strengthen spoken words, making communication more impactful.
4. **Building Trust:** Consistent nonverbal signals enhance trust and credibility, fostering positive relationships.
5. **Contextual Clarification:** Nonverbal cues provide context, clarifying ambiguous statements and guiding interpretation.
6. **Cultural Awareness:** Understanding nonverbal norms is vital for effective cross-cultural communication.
7. **Regulating Interaction:** Nonverbal communication contributes to the smooth flow of conversation.
8. **First Impressions:** Initial perceptions are influenced by nonverbal cues, impacting how individuals are perceived.
9. **Non-Linguistic Information:** Nonverbal cues convey information where verbal communication is limited.
10. **Deeper Communication:** Nonverbal cues convey subtle, unspoken messages, enriching communication.

Nonverbal communication is integral for clear, impactful communication and building meaningful interpersonal connections.

## 23.4 Writing

### Importance of Nonverbal Communication

Rewrite this text, using a one paragraph essay elements:

#### **Morocco's Whole-of-Government and Whole-of-Society Approaches to Crisis Management**

##### **Introduction**

Morocco's response to crises, spanning natural disasters, health emergencies such as the COVID-19 pandemic, economic downturns, social or humanitarian issues, security challenges, and environmental concerns, is characterized by a steadfast commitment to solidarity and collective effort.

##### **Supporting Statements**

In times of crisis, the Moroccan government collaborates with civil society, businesses, and individuals to provide support, resources, and aid to affected regions. The commitment to unity and resilience is evident in coordinating international assistance for natural disasters and implementing pandemic response measures. Moroccans consistently demonstrate solidarity in addressing social and humanitarian crises, maintaining peace in security and political turmoil, and actively participating in environmental conservation efforts.

##### **Example: The 2023 Agadir Earthquake**

Recently, Morocco faced a severe crisis with the most powerful and deadliest earthquake since 1960 hitting Agadir. This earthquake, resulting from a shallow, inclined fault beneath the High Atlas mountain range, struck Al-Haouz Province, causing significant casualties and widespread damage. The crisis prompted a whole-of-government and whole-of-society response, showcasing Morocco's commitment to unified efforts.

##### **Grassroots Initiatives and Solidarity**

In the aftermath of the earthquake, grassroots initiatives emerged spontaneously to deliver essential supplies to unassisted villages, reflecting the deeply ingrained humanitarian values held by Moroccans. This widespread solidarity not only offered vital relief but also transformed rescue and relief operations into a source of immense national pride.

##### **International Acclaim and Anticipated Support**

The enduring outpouring of support has garnered international acclaim, showcasing Morocco's commitment to addressing the tragedy with its own resources and the unwavering support of its citizens. The global media has taken notice of the impressive unity among Moroccans, and it is anticipated that this wave of support will continue to swell as substantial aid shipments from various Moroccan cities reach those in need.

##### **Conclusion**

In conclusion, Morocco's whole-of-government and whole-of-society approaches to disaster management encompass government leadership, international cooperation, community involvement, and humanitarian assistance. This multifaceted approach reflects Morocco's unwavering commitment to solidarity and resilience in the face of disasters, both within the country and in the broader international community.





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Do the best you can until you know better. Then when  
you know better, do better.

Maya Angelou

*Wish you all the best, Prof. Said Azelmad*

-

The book is important for language teaching. It tries to help students with essential grammar rules and usage, to improve their communication and writing skills. This book puts forward some analytical skills for learning grammar rules, punctuation, capitalization, sentence structure, and word usage, needed to make students able to write and communicate correct English. It explains different grammatical structures and gives students various exercises, related to the topics. It is also a workbook that offers rules of English grammar with short explanations, definitions, exercises and answers for students in higher education.



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