

# Study English

## Student's Book

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# Foreword

**Dear students,**

In 1999, the government of the Islamic Republic of Mauritania decided that English be introduced as early as in first year of secondary education.

Such a move was clearly meant to cater for your growing needs and interest for the most widespread international language. To meet these general goals and ensure that all your problems are appropriately addressed, the Ministry of Education has adopted the **Competency - Based Approach** as a methodological framework for all subjects taught in Mauritanian schools.

This **Competency - Based Approach** lays a particular emphasis on learner centeredness and integration. This means that you will be at the very heart and core of the teaching / learning process. It also means that you will be able to integrate different skills, to come up with basic competencies and integrate above all your own communities.

Last but by no means the least you will be able to select the most relevant information and part away from traditional roles of parrotting memorizing and storing huge amounts of “irrelevant information often placed on equal footing with more relevant information”.

Our dearest hope, dear students is that you be able to meet the new challenges and be up to our expectations.

**The Authors**

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# Unit One

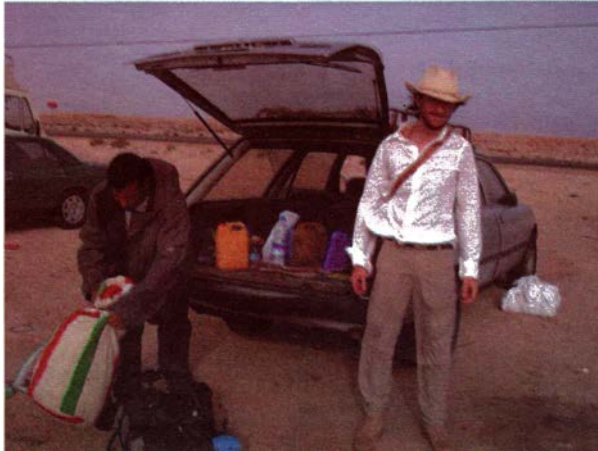
## Lesson1

# At the taxi stand

### :I learn how to .1

- offer hospitality or assistance.
- accept or decline offers.

### 2. I look and read.



Sidi meets John at a taxi stand near the airport.

**Sidi** : Are you looking for a taxi?

**John** :No, I'm going to the airport to check in.

**Sidi** : I see you're travelling. Shall I help you with that suitcase?

**John** : Thank you. That's very kind of you.

(A few minutes later)

**John** : I'm thirsty. What about you ? Would you like something to drink?

**Sidi** : No, thank you. I'm not thirsty.

### 3. I listen and repeat

- Would you like something to drink?
- Yes, please / No, thank you.
- Do you want a cup of coffee? No, thanks.
- Shall I call him / her?
- Thank you. That's very kind of you.
- I'll clean the blackboard for you?
- No, thanks. I'll do it.
- May I help you?
- Thank you very much / No, thank you. I can manage.
- Would you like me to show you the way?
- Yes, please.
- Let me fill in the form for you.
- I'm going to carry the luggage for you / Thanks a lot.

### 4. I can try it

Match sentences of column A to column B to make meaningful conversations.

A	B
1. Let me pay for the taxi.	a. Of course, I'll pay.
2. May I help you carry the box ?	b. No, thanks. I'm not hungry.
3. Please go and bring the key.	c. No, thanks. It's not necessary.
4. Shall I open the window ?	d. Yes, please. It's a little bit dark.
5. Do you want something to eat ?	e. Thank you. That's very nice of you.
6. Would you like me to call him ?	f. No, thank you. It's not heavy at all.
	g. Yes, please.
	h. Yes, he is not here.
	i. Thank you very much.

NB. Some answers in column B are inappropriate as they do not correspond to any "offer" in column A.



## 5. We can work together

- Offer help to your partner.
- Offer food or drink to your partner.

## 6. I can do it myself

Your friend's mobile phone is not working. You stop by his/her house to take him/her to a good telephone repairman but he is not in.

Leave a note and:

Offer to take him/her to a telephone repairman.

Say when you are planning to take him/her there.

Imagine that she/he has already had the telephone repaired and he / she calls you to thank you.

What might she / he say :

## 7. I can remember

Use "Something" instead of "Anything" when offering

Examples :

Would you like something to eat ?

Would you like something to drink ?



## 8. I play with words

Offer food / drink or offer help according to the cue words in column B.

Work in pairs.

Student 1 makes an offer and student 2 accepts or declines

A	B
Do.....?	drink
Would.....?	pay
May .....	carry
.....wondering .....	telephone
Let.....?	light
I.....	lend
Shall .....	wash

Game :

Student 1 says something and student 2 uses student 1's sentence as a reason for making an offer.

Example:

Student 1 : I forgot to buy a pen.

Student 2 :I'll lend you mine.

Or: Would you like me to lend you mine ?

Decide if it is: a request, an offer or an invitation.

- Would you like some orange juice?
- Could I use your telephone?
- Would you like to have dinner with us on Monday?
- Can I borrow your pen?
- Could I have something to eat?

## 9. I add to my vocabulary

offer	suitcase	airport
hospitality	thank you	drink
assistance	kind	travel
taxi stand	check in	

## Unit One lesson 2

## Let's meet on Saturday

1. I learn how to: Invite people, accept or decline invitations.
2. I look and read:



**Ali :** Hello, Ahmed. Do you want to come to a small get together on Saturday afternoon ?

**Ahmed :** It's very kind of you to invite me but I'm afraid I can't make it that day.

**Ali :** What a pity ! Let me call Mamadou and see if he can come.  
(A few minutes later)

**Ali:** Hello, Mamadou. Can you come to a get-together that we're going to organize on Saturday at Sidi's house?

**Mamadou:** At what time ?

**Ali:** At 5:00 pm

**Mamadou:** Sure. I can come.

**Ali:** Bye. See you on Saturday.

**Mamadou :** Bye.

### 3. I listen and repeat

- Would you like to come over to my house for dinner?
- Thank you. I'll be glad to come.
- Would you like to go to the concert with me?
- I'd like to, but I have an important appointment.
- How about going out for lunch? /
- What about going out for lunch?
- I'm sorry, I'm afraid I can't.
- Do you want something to drink?
- No, thanks. I'm not thirsty.
- Can you come to the party?
- Thanks, it's very nice of you to invite me.

### 4. I can try it

Inviting	Accepting	Declining
1. Would you like to ... ?	Thank you I'd love to I'd like to	I'm sorry, I'm afraid I can't I'm very sorry but ...
2. Can you come to ... ?	Thanks I'd love to I'd like to	It's very kind of you to invite me but...
3. Do you want... ?	That's very kind of you	Thanks, but ...
4. May I invite you to... ?	It's very nice of you to invite me.	I'd love to but...
5. How about... ?	Yes I'd love to I'd like to	I'd like to but...
6. What about... ?	Why not	I'm afraid I can't make it.

Practice : A invites B. B accepts or declines the invitation.

#### Example :

A : Would you like to play tennis with me this afternoon?

B : Yes I'd love to.

## 5. We can work together

Work in pairs.

A invites B, B accepts or declines the invitation.

A	B
Invites B to his / her party	Declines and gives a reason
Wants B to have dinner with him/her.	Accepts.
Wants B to go to a football match with him/her.	Accepts.
invites B to his/her sister's wedding ceremony.	declines.

## 6.I can do it myself

Imagine that you are a foreigner who has been living in Mauritania for many years. You are going to have a farewell party, invite three friends of yours, imagine what each one of them would say in the following situations:

She/he accepts the invitation.

She/he declines the invitation without giving any reason.

She/he declines and gives a reason.

## 7.I can remember

After “what about “ , “How about “ always use base form+ **ing**.

**Example:** How about going ...?

## 8.I play with words

Ali has two tickets. He invites Sidi to the stadium to watch a soccer game.



Rearrange the lines to write the dialogue between Ali and Sidi. Start with C.

- A. Yes, sidi speaking.
- B. What about 3: 00 ?
- C. Hello.It's Ali speaking. Can I speak to sidi?
- D. OK...See you at 3:00.
- E. Let's meet at the post office.
- F. Would you like to go to the stadium?
- G. At what time?
- H. Yes, I'd love to. Where can we meet?

### 9. I add to my vocabulary

want	organize
invite	invitation
decline	get-together
accept	pity

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# Unit 1

## Integration lesson

# The two friends

1. I Learn how to: accept and decline an invitation or an offer
2. I look and read



### Dialogue:

It's Friday, Aicha and her friend Khadi are in the schoolyard. Aicha wants Khadi to visit her on the weekend.

**Aicha :** Tell me Khadi, would you like to visit me tomorrow afternoon?

**Khadi :** Sure , at what time?

**Aicha:** Let's say around 5pm.

**Khadi:** Ok, see you then.

(Later at Aicha's)

**Aicha:** Do you want to drink some tea?

**Khadi:** No, thanks.

**Aicha:** What about some milk?

**Khadi:** Yes, please. I am thirsty.

**Aicha:** Ok, with pleasure.

### 3. I listen and repeat

- Can you come home?
- Sure, I can.
- What time do you want me to come?
- Do you want me to make some tea?
- No, thank you.
- How about drinking a coca cola?
- Thank you/ That's very kind of you.

### 4. I can try it

1. Where are Aicha and her friend?
2. Is khadi visiting Aicha on the weekend?
3. At what time Khadi is visiting Aicha?
4. What does Khadi want to drink?

### 5. We can work together

Work in pairs. You and your neighbour, take turns in accepting, declining an invitation or an offer.

S1: Do you need a help with your homework?

S2: No, thank you. I can do it myself.

S1:-----

S2:-----

### 6. I can do it myself

Decide if it is: an invitation, an offer, accepting or declining.

1. How about going to a party?
2. Yes, please.
3. No, thank you very much.
4. Do you want a cup of bissap?
5. What about going out for lunch?
6. I'd love to but I have an appointment.
7. That's very kind of you.

### 7. I can remember

- . How to invite.
- . How to make an offer.
- . How to accept or decline an invitation.
- . How to accept or decline an offer.



## 8. I play with words

Your family is organizing a naming ceremony, invite a friend.  
Make a dialogue and give your friend's possible answer.

## 9. I add to my vocabulary

invite	appointment
accept	schoolyard
decline	ready
to make	tomorrow
want	an offer

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<b>Evaluation Of Unit 1 Lessons</b>	<b>Situation n° 1 oral</b>
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**Context :**

Invite a friend at home. Offer him / her different dishes that show Mauritanian cultural eating habits.

**Instruction:**

Ask him / her to accept or decline.

**Support:**

Do you want ....?

Yes, of course.

Yes, please.

No, thanks.

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**Evaluation  
Of Unit 1  
Lessons**

**Situation n°2  
written**

**Context:**

You find a friend in a shop, he offers you a pepsi.

**Instruction:**

You don't want a Pepsi / decline.

**Support:**

No, thanks; I'm not thirsty; I prefer water ...

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## Unit Two

### Lesson 4

## At the police station

1. I learn how to describe physically

2. I look and read



### Dialogue:

A young person is talking to a policeman in a police station.

**Policeman** : Good morning, can I help you?

**Young man** : I am looking for an old man. He's my grandfather and he is missing. He went out of our house yesterday evening and he never came back.

**Policeman** : What's his name ?

**Young man** : Abdallahi Ould Cheikh Amar.

**Policeman** : What does he look like ?

**Young man** : He is around eighty years old. He is tall and thin. He is bald and has a large grey beard and he doesn't wear a moustache.

**Policeman** : What clothes is he wearing ?

**Young man** : He is wearing an old blue boubou, a black turban and a pair of sandals.

**Policeman** : I think we've got your old man, I mean your grandfather. Just wait a minute, I will get him for you.

**Young man** : Thank you very much for your precious help.

### 3.I listen and repeat

- I'm looking for an old man.
- My grandfather is missing.
- What does your grandfather look like ?
- He is around eighty years old
- He is bald.
- He has a large grey beard.
- He doesn't wear a moustache.
- What clothes is your grandfather wearing?
- He is wearing an old blue boubou.
- He is wearing a black turban.
- He is wearing a pair of sandals.

### 4.I can try it :

Answer these questions :

- a) Where is the young man?
- b) What is he looking for there?
- c) What's the old man's name?
- d) What does the old man look like?
- e) What clothes is he wearing?

### 5. We can work together

Students work in pairs. Student 1 asks student 2 to describe to him/her a friend, a member of his family or another familiar person.

e.g :

S1 : What does your father look like?

S2 : He is short and fat.

### 6.I can do it myself

A pen-friend sends you an e-mail and asks you to describe to him/her the President or the Prime Minister of your country or a member of your family.

Reply to the e-mail and describe physically one of these people or personalities.

## 7.I can remember

What does he / she look like ?

Adjectives used to describe : tall , short , fat , thin , curly , long , bald.

Nouns used to describe : hair, complexion, face, beard, moustache, nose, eyes, shape, etc...

## 8. I play with words

The teacher shows you a picture of a person and asks you to describe him / her appropriately in a piece of paper. Each of you reads his/her description. The best and complete description will be selected and copied in the textbook.

## 9.I add to my vocabulary

old	pair	look like	thin
wear	bald	beard	turban
missing	look for	grey	

## Unit Two lesson 5

## A job interview

1. I learn how to describe people's personality/character
2. I look and read



Karim is looking for a job in an oil company in Mauritania.

**Jess** : Good morning, Sir.

**Karim** : Good morning.

**Jess** : Sit down, please.

**Karim** : Thank you.

**Jess** : I see from your CV that you've got no job experience.

**Karim** : That's right, but I learn fast and I'm very adaptable and hardworking. Moreover, I enjoy challenge.

**Jess** : As you know, we're a multinational and we employ people of many different nationalities so we have some requirements. How would you describe yourself ?

**Karim** : I consider myself open-minded and sociable.

### 3.I listen and repeat

- How do you describe yourself ?  
-I'm very adaptable and hardworking.
- How do you describe her ?  
-She's very open-minded.
- What's he like ?  
-He seems very nervous.
- What do you think of her /him ?  
-S/he's easy going.

### 4.I can try it

- How do you describe yourself?
- How do you describe himself/ herself?
- What do you think of him / her?
- What is s/he like?
- What is s/he like as a person ?

	<b>Positive</b>	<b>Negative</b>
<ul style="list-style-type: none"><li>• I consider myself</li><li>• S/he is ...</li></ul>	honest ambitious reliable friendly, outgoing hardworking self-confident sincere patient	dishonest unambitious unreliable unfriendly lazy insecure, unsure insincere impatient

### Example :

- a. How do you describe yourself?
  - I'm a reliable person.
  - I consider myself a reliable person.
- b. What is s/he like?  
.S/he is honest.



## 5. We can work together

Work in pairs and find out what your partner thinks of other people:

- What do you think of ... ?
- What is... like ?
- How would you describe... ?

## 6.I can do it myself

Who is the sportsman / sportswoman or singer of the year?

- Write to say who do you think deserves the title of the sportsman / sportswoman or singer of the year . Give your reasons.

## 7.I can remember

“What is s/he like?” can refer to both personality / character and appearance .

## 8. I play with words

Write each of these adjectives in the right column:

Unlucky – reliable – boring – outgoing - unfriendly – creative  
– courageous – lazy – hardworking – impatient – irresponsible –  
self- confident – uncooperative.

## 9.I add to my vocabulary

cv

adaptable

challenge

job

hardworking

requirements

experience

enjoy

sociable

consider

## Unit One

### Lesson 6

## Can you make Mauritanian tea?

1. I learn how to describe a sequence of actions

2. I look and read



Laura is visiting her friend Aïcha .They are in the living- room.  
Both girls are enjoying themselves around a cup of tea.

**Aïcha :** Laura, do you drink tea ?

**Laura :** Of course, I do. I drink it almost everyday.

**Aïcha :** Can you make some tea for us now ?

**Laura :** I'm sorry I don' know how to make it. Can you teach me how to ?

**Aïcha :** Sure, I can. Listen and do what I say.

**Laura :** Okay, Aïcha, I am ready.

**Aïcha :** First take the teapot, put some green tea and add some water. Let it boil for a few minutes. Then add some sugar and pour some tea in a glass and make some foam. Cool the tea a bit. Finally taste it and serve the first cup.

**Laura:** Is that all ?

**Aïcha :** Yes, that's all. Now can you do it for the second cup with out my help ?

**Laura:** I'll try but it won't be that easy for me.

### 3.I listen and repeat

- I'm sorry, I don't know how to make tea.
- Can you teach me how to make tea?
- Listen and do what I say.
- First, put some green tea in the teapot.
- Add some water and let it boil for a few minutes.
- Then add some sugar.
- Pour some tea in a glass.
- Make the foam.
- Cool the tea a bit.
- Finally taste the tea and serve the first cup.

### 4.I can try it

To make tea, here is what you do:

First ..... some ..... in the teapot, .....  
some..... and let it ..... for a few minutes.

Then ..... some ..... and ..... some  
.....in a glass.....the foam.....the tea  
a bit. Finally..... it and.....the..... cup.

### 5. We can work together

Work in pairs : students take turns and tell each other how to make tea, coffee or drink. Be sure to use the imperative, and words like first, second, third etc, then, after that, finally to describe the process.

### 6.I can do it myself

Write a short paragraph telling what you do early in the morning before going to school.

Begin like this :

When I get up in the morning, first I...then I...Finally I....

### 7.I can remember

- Ordinal numbers: first, second, third, fourth...etc.
- Then, after that, finally,in the end, lastly.
- The imperative forms, the present simple.

## 8.I play with words

Your friend wants to travel somewhere by air and he/ she asks you to tell him/her what to do. Use first, second, third, then, and after that, finally in your instructions:

Choose from the box:

board the plane.  
go to the airline company.  
register your baggage.  
buy a ticket,  
go to the airport.  
enjoy your flight.

## 9.I add to my vocabulary

tea	teapot	water	taste
green tea	boil	first	listen
finally	foam	ready	cool
glass	flour	pour	

## Unit Two

### lesson 7

## A walk

1. I learn how to describe a sequence of actions

2. I look and read



(Omar and John are friends. John wants to know about Islam)

**John** : Good afternoon, Omar.

**Omar** : Good afternoon, John. I think it's up to you to suggest a topic for discussion today.

**John** : Yes, but instead of a discussion, I'll ask you to tell me about Islam, your religion and how to be a good Muslim?

**Omar** : This is an interesting topic. Listen carefully, it's religion and no joke.

**“First of all, testify that there is a unique God, Allah and Prophet Muhamed is the Messenger of Allah. Second, perform regularly the prayers five times a day. Third, pay the “Zakat” which is a tax on people wealth and given to those who are poor. Fourth, do the fast in Ramadan month. And fifth, go to Mecca for pilgrimage if you can afford it.”**

**John** : Great! let me take notes and thank you very much.

**Omar** : You're welcome. But this is the first part and next time, I'll talk to you about other interesting things in Islam. Bye.

**John** : Okay. With pleasure. Bye.

### 3.I listen and repeat

- First of all, testify that there is a Unique God, Allah and Prophet Muhammed is the Messenger of Allah.
- Second, perform regularly the prayers five times a day.
- Third, pay the Zakat.
- Fourth, fast in Ramadan month.
- Fifth, make the pilgrimage.

### 4.I can try it

Fill in the blanks

- .....of all is to.....that there is a Unique God.....and Prophet.....  
.....is the.....of Allah.
- ..... ,pay the Zakat.
- ..... , make the.....to God's House.

### 5. We can work together

Students form groups and talk about the steps for doing or making something. Use various situations.

### 6.I can do it myself

Write a short paragraph describing a process or a sequence of events. Use as many of the following words as you can : first, second, third, fourth, fifth, next, then, finally ...

### 7. I can remember

First of all - second - third - fourth - fifth.

Then- next - after that - in the end - finally ...

These expressions are used when we want to describe a sequence of actions, or steps to follow in doing or making something.

### 8.I play with words

Report the result of your discussion in activity 5.

### 9.I add to my vocabulary

suggest	topic	discussion	religion
testify	messenger	fast	afford
first	prayer	pilgrimage	
God	tax	wealth	

## Unit Two

### Lesson 8

## I was buying a goat

1.I learn how to talk about past actions

2.I look and read



**Dialogue:** Aissata met her friend at the market. They had this conversation.

**Mariem :** What were you doing last week at the livestock?

**Aissata :** I was buying a goat .

**Mariem :** What for?

**Aissata :** To kill it because my sister was coming.

**Mariem :** What was she doing here?

**Aissata :** She was visiting our mother who was sick.

**Mariem :** You did not tell me?

**Aissata :** Yes, I was very busy because I was staying with her all the time.

3.I listen and repeat

- What were you doing?
- I was buying a goat.
- She was visiting our mother who was sick.

#### **4.I can try it**

Write correct sentences in the past continuous.

1-He/swim/at 10:30 am.

2-They/wear/uniforms.

3- She/prepare / her lesson.

4-It/rain.

#### **5.We can work together**

Work in pairs and ask your friend about two past actions (using past continuous).

#### **Example:**

S1: What were you doing yesterday at 8 pm?

S2: I was revising my lessons.

S3: What were you doing last night?

S4: We were having dinner.

#### **6.I can do it myself.**

Write a short story in which you talk about a past event or an action and circumstances in which it took place.

#### **7.I can remember**

We use the past continuous to describe an action in progress in the past.

#### **8.I play with words**

- Make meaningful sentences using the past continuous:

- Aicha/ prepare /coffee.

- My friend /stay / home.

- You /call /her friend.

- Our cousins/ go/ to the bank.

- They /read /a newspaper.

- My husband/ speak/ English fluently.

#### **9.I add to my vocabulary**

busy                      livestock      to stay                      market

to kill                      goat                      last night                      sick



## Unit Two

### Lesson 9

## The last EID EL ADHA

**1.I learn how to talk about past actions**

**2.I look and read**



The last EID EL ADHA was special for Brahim. It was the first feast he spent with his uncle.

The day before EID EL ADHA, he went with his uncle to the livestock to buy a ram. They bargained a lot before buying a fat one. On the day of the feast, Brahim woke up early, he was very excited.

He took a bath, he wore his new clothes and accompanied his uncle to the mosque. After the prayer ,they came back home and they killed the ram. The family gave meat to the poor neighbours. In the afternoon, Brahim called to congratulate his parents . He visited some friends; they played together and took some pictures. It was a great day for Brahim and the whole family members were very happy.

**3.I listen and repeat.**

- It was the first feast he spent with his uncle.
- He went with his uncle to the livestock to buy a ram.
- He wore his new clothes and accompanied his uncle to the mosque.
- After the prayer, they came back and killed the ram.

**4. I can try it.**

\*Comprehension:

Answer the following questions.

- a-Why was it a special day for Brahim?
- b- Where did he go the day before EID EL ADHA?
- c-Why?.
- d-How was Brahim on the day of EID EL ADHA?
- e-What did he and his uncle do after the prayer?

### 5. We can work together

Work with a classmate, ask each other what everyone did the last weekend .

#### Example:

- S1: what did you do last week-end?
- S2: I went to the beach and played football.

### 6. I can do it myself

Write a short paragraph describing how you spent your summer holiday last year.

### 7.I can remember

The **Simple past** is used to talk about a finished action in the past.

The form:

-With regular verbs:

Affirmative: (verb + **ed** or **d**)

-With irregular verbs: (see the list )

Negative: ( **did not** + verb )

Interrogative: (**did** + subject + verb + ? )

### 8.I play with words

Fill in with the correct word :

Was – had – cooked – listened – came – washed.

1. My father .....to the radio two hours ago .
2. Binta ..... the dishes yesterday.
3. The lesson ..... interesting .
4. He ..... an accident last week.
5. She .....yesterday at 6pm.
6. I ..... a delicious dinner last night

### 9.I add to my vocabulary

- |           |         |              |            |
|-----------|---------|--------------|------------|
| a ram     | excited | special meat | to wear    |
| livestock | feast   | spend        | to kill    |
|           |         |              | to bargain |

## Unit Two lesson 10

## Hit and run

### 1.I learn how to express simultaneity

### 2. Look and read



Ahmed was going for a walk when a car hit him. Fortunately for him, the accident was not very serious.

(Ahmed is talking to his father)

**Father :** What's the matter with your leg?

**Ahmed :** I was hit by a car.

**Father :** Did you say that you were hit by a car? What were you doing?

**Ahmed :** I was walking when the car came upon the pavement and hit me.

**Father :** Were there any policemen?

**Ahmed :** No, and the driver just drove away while I was trying to ask him why he was driving so carelessly.

**Father :** Let's go to the police station.

**Ahmed :** What for? I don't know the driver and I have no idea about the registration number of his car.

### 3.I listen and repeat

- What were you doing?
- I was walking when the car came upon the pavement, and hit me.
- The driver just drove away while I was trying to ask him why he was driving so carelessly.
- I have no idea about the registration number.

### 4.I can try it :

Use the prompts below to talk about a past event or action and the circumstances in which it occurred: use **while**, **when** or **as** appropriately.

1. read a newspaper / go out (the light) (I).
2. find a 1000 UM note / walk in the Street (I).
3. break his leg / play football (he).
4. run out (my pen) /write my lesson (I).
5. hurt myself / try to jump over the wall (I).

### Example:

sentence 1is given to you as an example.

The light went out while I was reading a newspaper.

### 5. We can work together

Work in pairs and ask your partner about a past event or action and the circumstances in which it took place.

### Example:

I heard your mobile phone was stolen.

Yes, it was stolen while I was queuing to buy books.

### 6.I can do it myself

Write a short story in which you talk about a past event/ action and the circumstances in which it took place.

### 7.I can remember

When you want to say that things happen at the same time you can use while, when or as.

### 8. I play with words

Put the different words in order to make a correct sentence.

1. I/ rang /a /shower /was /telephone/having / the /while.
2. he/lift /of/was/strained/as/he/back/trying /a /his/rice/heavy/sack.

3. hers/her /when /school /going /ran /friend /into /she

## 9. I add to my vocabulary

leg

pavement

registration number

matter

drive away

idea

hit

carelessly

police station

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## Unit 2

### Integration

### lesson 11

## A new mobile phone

1.I learn how to:describe People and a Sequence of actions

2.I look and read



Dialogue :

**Doudou** : Mbareck, I have a new mobile phone.

**Mbareck** : Oh it's good. Can I see it, please?

**Doudou** : Here it is.

**Mbareck** : It's really nice. Where have you got it?

**Doudou** : It's a gift from a cousin. He sells mobiles near that tall building.

**Mbareck** : I'm going there to buy a new one.

**Doudou** : If you get there, go and see him and tell him that you are a friend and you won't have any problem.

**Mbareck** : But I don't know him. What's his name?

**Doudou** : Alpha. He's short and a little fat. He wears blue Jeans and tennis shoes. He's a very nice fellow.

(Later ...)

**M'bareck** : Here I am again. Do you know how to use this type of mobile?

**Doudou** : No, not at all. Can you show me how it works?

**Mbareck** : It's easy. First dial the number you want to call, then press this Ok key and listen. When you hear a voice, talk. Finally when you finish talking, press this key to end the call.

**Doudou** : Thank you dear.

### 3.I listen and repeat

- This mobile is really nice.
- My cousin is short and a little fat.
- He wears blue Jeans and tennis shoes.
- He is a very nice fellow.
- Do you know how to use this type of mobile?
- Can you show me how it works?
- Dial the number you want to call.
- Press the Ok key and listen.
- Press the red key to end the call

### 4.I can try it

Put right or wrong for each sentence.

1. Mbareck has a new mobile.
2. Doudou doesn't know how to use the phone.
3. Mbareck says that the phone is not nice.
4. Mbareck wants to buy a phone.
5. Doudou's cousin is tall and thin.
6. To end a call, you press this key

### 5. We can work together

Work in pairs and take turns.

Ask your neighbour to describe to you someone or something.

### Example :

S1: What does X look like?.

S2: He / she / it is and etc.

## 6.I can do it myself

In a short paragraph say how to prepare a specific dish or a drink for example an omelet, some tea or how to operate a computer or anything else you know.

## 7.I can remember

Ordinals , adjectives used to describe people or things

The imperative, what does he/she/it look like ?

She /it /he looks like +noun or he/she/it looks +adj

## 8. I play with words

Look at these pictures and the words in the box. Match and make a sentence to describe each picture.

### Box

Nice – long – tall – fat – big – thin – old



1- .....



2- .....



3- .....



4- .....



5- .....



6- .....



7- .....

## 9. I add to my vocabulary

gift

wear

dial

first

cousin

fellow

press

then

building

type

end

finally

new

short

fat

sell



**Evaluation  
of unit 2  
lessons**

**Situation n°1  
Oral**

**Context :**

An English speaking visitor who has newly arrived in Mauritania wants to recharge his /her mobile phone account. You explain to him /her how to do it.

**Instruction:**

Explain the different steps.

**Support:**

First, second, then, after that, finally.

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**Evaluation of  
Of unit 2  
lessons**

**Situation n° 2  
Written**

**Context :**

You want to have an English penfriend. Your teacher gives you addresses of students from an English speaking country.

**Instruction:**

Choose a penfriend and write him / her a letter in which you describe yourself, your hobbies.

Ask him / her to tell you what he / she looks like.

**Support:**

A letter format, addresses of students from English schools.

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## Unit Three

### Lesson 12

## A help

1-I learn how to talk about future action

2-I look and read



### Dialogue:

Tomorrow is a day off. Moussa is phoning his friend Sidi.

**Moussa:** Hello Sidi, it's Moussa. Tomorrow my friends will come to visit, will you come? We will drink tea, listen to music and we will enjoy ourselves.

**Sidi :** That sounds good but tomorrow I won't be able to join you. I will go to help my father. We will plant some trees around our garden in order to stop the progression of the sand.

**Moussa:** You are right. At long term the progression of the sand will cover and destroy houses, trees and all vegetations if we do not find solutions like green belts. Ok, see you next time.

**Sidi:** Thanks and good-bye.

### **3.I Listen and repeat**

- Will you come?
- We will drink tea.
- We shall plant the trees.
- The sand will cover our garden.
- The desert will destroy the vegetation.

### **4.I can try it**

Comprehension:

1. Who is phoning Sidi ?
2. Why?
3. will sidi come?
4. Why?

### **5. We can work together**

Each student comes and tells what he will do tomorrow and tells where he/she will go ( visit a relative, watch a film, read Quran, Arafat, stadium )

### **6.I can do it myself**

Write a short paragraph in which you say where you intend to go and what you will do next holidays.

### **7.I can remember**

Simple future: will + verb

I shall + verb

We shall + verb

### **8.I play with words**

Invite a friend and tell him what you intend to do together (play cards; visit friends; revise your book).

### **9.I add to my vocabulary**

desert	vegetation
green belt	in order to
join	enjoy
plant	progression

## Unit Three

### lesson 13

## A promise

### 1.1 learn how to express real condition

### 2. I look and read



**Son:** Dad, what will you do for me, if I pass my final examination?

**Father :** If you pass, I'll take you on a nice holiday.

**Son :**Where are you going to take me?

**Father :** Once more, it depends on your results at the end of the schoolyear. If you succeed, you will spend your holidays anywhere you want.

**Son :**I have to work hard, then.

**Father :** Yes, sure. If you work hard, you will make it.

**Son :** You can count on me, Dad. I'll do my best.

**Father :** I'll be very happy if you succeed.

**Son :** I'll travel if I succeed. Don't forget Dad, it's a promise.

**Father :** Don't worry, son! If you succeed, I'll keep my promise.

### 3.I listen and repeat

- If you pass your final examination, I will take you on a nice holiday.
- If you succeed, you will spend your holiday anywhere you want.
- If you work hard, you will make it.
- I will be very happy if I succeed.
- I will travel if I succeed.

#### 4. I can try it

Answer the following questions

- What will the father do if his son succeeds?
- Will the son work hard?
- Will the son fail if he works hard?
- How will the father feel if his son succeeds?
- Will the father break his promise if his son fails?

#### 5. We can work together

Students work in pairs. Students ask each other questions related to real condition situations and give answers

e.g. : S1 : What will you do if you pass the exam ?

S2 : If I pass the exam, I will organize a big party.

#### 6. I can do it myself

Complete the following sentences with the right form of the verb in parenthesis.

- If it (to rain), the team will not play the football match.
- I'll buy a computer if I (to receive) money.
- If he (not to eat), he will be sick.
- She will fail if she (not to work) hard at school.
- What you (to visit) if you go to Nouadhibou?
- If I (to have) time, I'll go with you to the library.
- If we (to go) to M'Bout, we will visit Fom Gleita dam.

#### 7. I can remember

Expression of real condition

ex : if you work hard, you will succeed = you will succeed, if you work hard.

ex : if you don't work hard, you will fail = you will fail, if you don't work hard.

**The verb in Main Clause is used in Simple Future**

#### Example:

**if clause**

If you work hard,

**main clause**

You will succeed,

**main clause**

You will succeed

**if clause**

If you work hard,

## 8. I play with words

Choose a or b to fill in the blank space.

1. I.....to you if you send me a letter.  
a. will write. b. write.
2. The team.....if it doesn't rain.  
a. plays b. will play.
3. The teacher.....you out if you keep on talking in the class.  
a. sends b. will send.

## 9. I add to my vocabulary

pass	succeed	final	spend
examination	work	hard	result
take	promise	forget	

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## Unit Three lesson 14

## A Weekend visit

1.I learn how to compare

2.I look and read



Dialogue :

**Bocar :** Ali, you promised to visit me next weekend, so don't forget it.

**Ali :** No, I won't. A friend of mine wants to come with me if you don't mind. I told him you have good music.

**Bocar :** Who is he ?

**Ali :** It's Ahmed, the tallest student in our classroom. He knows you very well.

**Bocar :** Oh, yes, I know him too. It will be a pleasure to meet him and listen to my best and favorite hits. By the way what kind of music does he like ?

**Ali :** He likes Rap best.

**Bocar :** I think I have one or two Rap cassettes I can't afford more because they are the most expensive ones right now. Anyway, you will enjoy yourself

**Ali :** Great! I will tell him and he certainly will be pleased.

**Bocar :** I will be waiting for you.

**Ali :** Don't worry. We won't miss this opportunity.



### 3.I listen and repeat

- Ahmed is the tallest student in our classroom.
- It will be a pleasure to meet him and listen to my best and favourite hits.
- Rap cassettes are the most expensive ones right now.

### 4.I can try it

a. Comprehension questions:

1. What did Ali promise to Bocar ?
2. Is Ali coming alone ?
3. What are they going to listen to ?
4. Why can't Bocar have many Rap cassettes?

b. Put the adjectives between parentheses in the superlative form:

1. Rap music is Ali's (good) music.
2. Young people think Rap is (nice) music today.
3. Industrial cassettes are (expensive) ones.

### 5. We can work together

In pairs, students ask each other about stars in sports, in music or in cinema showing their best qualities. Your questions can begin with: "who" or "what".

e.g:

S1 : Who is Bessam?

S2 :He is the best football player.

### 6. I can do it myself

Write a short paragraph in which you compare dates (importance/ consumption) and other fruits in Mauritania.

### 7. I can remember

Form	Superlative of superiority	uperlative of inferiority
Short forms e.g. tall	<b>The</b> + short adj + <b>est</b> e.g. The tallest.	<b>The least</b> + short adj e.g. The least tall.
Long forms e.g. Difficult	<b>The most</b> + long adj. e.g. The most difficult.	<b>The least</b> + long adj. e.g. The least difficult.

NB. Superlative of superiority of some short adjectives

Easy → the easiest.

Big → the biggest.

Nice → the nicest.

Irregular superlatives of superiority

- good —▶ the **best**  
bad —▶ the **worst**  
far —▶ the **farthest**, the **furthest**

### 8. I play with words

Write a paragraph of 8 meaningful sentences about people, things or animals using the superlative of superiority or/and inferiority.

Choose from the box below.

high	good	near	lazy
famous	stupid	clever	difficult
interesting	beautiful	tall	small
bad	dangerous	powerful	expensive.

### 9. I add to my vocabulary

- the tallest    afford    hit    enjoy  
favorite    expensive    rap    worry  
kind    pleased    miss    opportunity

## Unit 3 Integration lesson

## If my dad accepts, I will travel to Nouadhibou

1.I learn how to: talk about future ,express real conditions, and use the superlative.

2.I look and read



### Dialogue:

Ahmed is travelling to Aioun to spend the summer holidays. He met his friend Moctar at the the bus station and they had the following conversation.

**Moctar:** Hello,Ahmed . What are you doing here?

**Ahmed:** Hello, I'm travelling to Aioun , The most beautiful city in Mauritania.

**Moctar:** It's very far and hot.

**Ahmed:** What about you ? Will you travel anywhere?

**Moctar:** Yes , as I like cold ,I'll travel to the coldest city in Mauritania. I'll stay with my grandmother, the best grandmother and If I have time I'll visit Banc d' Arguin.

**Ahmed:** If I come to Aioun I will visit Gleib Inimich hill, the nicest place in the east.

**Moctar:** Good luck!

**Ahmed:** Have a nice trip.

### 3-I listen and repeat

- I'm travelling to Aïoun, the most beautiful city in Mauritania.
- I will stay with my grandmother.
- If I have time , I will visit Banc d'Arguin.
- I will visit Gleib Inimich hill, the nicest place in the east.

### 4.I can try it

#### Comprehension:

- Where is Ahmed now?
- Where is he going?
- What will Moctar visit in Nouadhibou?
- Is Nouadhibou the coldest city in Mauritania?

### 5- We can work together

Work in pairs, ask your friend a question and let him reply.

S1: What will you do if you succeed?

S2: If I succeed , I will travel.

S1: -----

S2: -----

### 6.I can do it myself

Write a few sentences comparing these school subjects  
( English, French, Maths ) using the superlative.

### 7.I can remember

\* Simple future: will + verb

\* Real conditions:

If + simple present; subject + simple future

-The superlative of superiority:

a) short form: ( the + adj + est )

b) long form: ( the most + adj )

-The superlative of inferiority:

( the least + adj )

### 8.I play with words

Complete the following sentences with the appropriate form: will or won't.

1 . If I go to France, I ----- drink wine.

2. ----- you visit me tomorrow?

3. He ----- tell you, it's a secret.
4. If you work hard, you ----- succeed.
5. Sidi is sick, he ----- come to school.
6. If she gets a lot of money, she ----- buy a nice car.

**9.I add to my vocabulary**

to travel	anywhere	trip
to spend	to stay	luck
summer	conversation	hill
bus station		

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**Evaluation  
Of Unit 3  
Lessons**

**Situation n°1  
Oral**

**Context:**

Your teacher asks you to produce a short text talking about your intentions during the next summer holidays.

**Instruction:**

Go to the stage and read your text aloud using the simple future.

**Support:**

Will / summer holidays / to spend / to travel / countryside / to work / to study / English / to stay.....

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## Evaluation Of Unit 3 Lessons

## Situation n°2 written

### Context :

A penfriend sends you an e-mail in which he asks you to tell him:

- Which sport you like best?
- Your favorite subject at school or your favorite player.

### Instruction :

Reply to his e-mail using the superlative form.

### Support:

- My dear friend.
- Thank you very much for ...
- English is the easiest ...
- Football is the ...
- See you soon.

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