

The Islamic Republic of Mauritania

Ministry of National Education

National pedagogic Institute

Honor - Fraternity - Justice

STUDY ENGLISH

Student's Book

Reviewed and updated by:

Mohamed Fadel Ould Cheikh El Bou

English Department Coordinator, IPN

Cheikh Saleck Ould Abdellahi

English teacher, IPN

Abdellahi Ould Cheikh Khilil

English teacher, IPN

Mohamed Yeslem Ould Babah

English teacher, IPN

Zeinebou N'Diaye

English teacher, IPN

Drawings by **Cheikh Saleck Ould Abdellahi**

th

4

Year Secondary School



National Pedagogic Institute

Table of Contents

Unit	Lesson Number	Lesson Title	Page
1		Foreword	
	01	The twin brothers	05
	02	They are absolutely different	08
	03	Could you show me the way to the stadium, please?	11
	04	Could you tell me where I can find a second handphone?	14
	05	I behave well at home and at school	18
	06	I used to run fast	21
	07	Life used to be wonderful	24
	08Integration	Can you tell me where you bought this mobile phone?	28
	Evaluation	Situation N°1 oral	31
Evaluation	Situation N°2 written	32	
2	09	Brahim works harder than Sidi	33
	10	The boy whose hair is long is my nephew	36
	11	That's nonsense!	39
	12	That's absolutely wrong!	42
	13	You look beautiful!	45
	14	That's really kind of you!	49
	15	The two boys	52
	16	Terribly sad to hear that !	55
	17	My country Mauritania	58
	18Integration	The stolen car	61
Evaluation	Situation N°1 oral	64	
Evaluation	Situation N°2 written	65	
3	19	I'm from Lekseiba	66
	20	How often do you drink tea?	69
	21	The football game	74
	22	If I were rich, I would buy a car	79
	23	What is it for?	83
	24Integration	If I had money, I would buy a lot of sheep	87
	Evaluation	Situation N°1 oral	90
	Evaluation	Situation N°2 written	91



National Pedagogic Institute

UNIT ONE

LESSON 1

THE TWIN BROTHERS

1. I learn how to talk about similarities
2. I look and read



Dialogue:

Sidi and Mohamed are twin brothers.

Ibrahima : Hey! what's that ?

Demba : That's a picture.

Ibrahima : Yeah, I know, but whose picture is it ?

Demba : It's Mohamed's picture, he is standing with his twin brother, Sidi.

Ibrahima : Unbelievable! who's Mohamed? I don't know who is who.

Demba : It's normal, they are alike, because they are identical twins after all.

Ibrahima : Can't believe it! Everything is similar even their haircut.

Demba : Definitely.

3. I listen and repeat

You listen to the teacher or tape and then repeat

- Rosso is like Noudhibou.
- Mohamed and Sidi are alike.
- The price of a lorry is similar to that of a big house.
- The wage of a nurse is the same as the wage of a primary school teacher.

4. I can try it


*Make a comparison between Sidi and Mohamed.
Use this chart:*

	Mohamed	Sidi
Shoes size	43	43
Waist	12	12
Belt	34	34
Neck	15	15
Color of eyes	Brown	Brown
Hair	short	short

5. We can work together

In twos, compare Kiffa to Nouakchott, here are some common features:

- crowded.
- big.
- nice.
- business activities.



6. I can do it myself

Find out in class two students who have similar or common features and compare them.

7. I can remember

To be like, to be similar to, to be alike, to look like, to be + as + adj + as, to be the same as, to have the same as are all used to express similarities.

8. I play with words

Find out which is similar to which and make sentences

Nouakchott
Nouadhibou
Aïoun
Boghe
Atar

M'Bout
Mederdra
Boutilimit
Chinguetty
Kaédi.

9. I add to my vocabulary

picture
twin
who is who
alike
identical

similar
like
compare
feature (n)

UNIT ONE **THEY ARE ABSOLUTELY**
LESSON 2 **DIFFERENT**

1. I learn how to talk about differences
2. I look and read.



Fatima and Aïcha.

Aïcha is very slim, unlike her sister Fatima who is very fat. They are sisters but they see things in different ways. Aïcha who goes to school believes that a girl must be slim, whereas Fatima thinks that a girl should always be fat. Aïcha believes that life today is different from what it used to be.



3. I listen and repeat

You listen to the teacher or tape and then repeat

- different from.
- not the same as.
- unlike.
- not like.
- not similar to.

4. I can try it

Make a comparison to find out if the following sports are similar or different:

Soccer Kick boxing Swimming Karate

cues: (violent, demanding, popular, bloody, exciting, etc.....)

5. We can work together


Make a comparison between Nouakchott and Nouadhibou.

Find out the similarities and differences then write a report using:

houses, schools, boys, streets

6. I can do it myself

Find out similarities and differences between Nouakchott and your hometown, then come to the stage and read your paragraph out loud .



7. I can remember

Different from – unlike – not the same as – not like – not similar to are used to highlight differences.

8. I play with words

Be in threes : Student A and student B state two things, student C talks about the differences and similarities.

Example : SA: A Peugeot
SB: A Renault.
SC: A Renault is a nice and fancy car
whereas a Peugeot is a big car.

9. I add to my vocabulary

slim
fat
different
popular
exciting
whereas

different from
unlike
not similar to
similarities
differences

UNIT ONE
LESSON 3

**COULD YOU SHOW ME
THE WAY TO THE
STADIUM, PLEASE?**

1. I learn how to ask about directions
2. I look and read



Dialogue :

Fatma is very fat, the doctor told her to go on a diet and do exercises to keep fit. Today, she is going to the stadium for the first time.

Fatma : Excuse me. madam!

Passer-by : Yes, Madam. Can I help you?

Fatma : Yes, I'd like you to show me the way to the stadium, please.

Passer-by : Okay, go straight to the next traffic light, then turn right and walk two blocks. the stadium appears on your left. You can't miss it.

Fatma : Thank you, madam.

Passer-by : I'm glad to help, madam.

3. listen and repeat

You listen to the teacher or tape and then repeat

- I'd like you to show me the way to the studium.
- Okay go straight, then turn left. You can't miss it.

4. I can try it

*look at the map and complete the sentences using :
(east of – next to – behind – in – between – on).*



- The Saudi Mosque isBMCI.
Tevragh – Zeina isNouakchott
The Spanish Embassy is ... the American and German Embassies.
The French Embassy is to the Chinese one.
The Olympic stadium is the national TV.
El Amane Hotel is Gamal Abdel Nasser avenue.

5. We can work together

Work in pairs to tell one another about the location of your house, and the neighbouring buildings ... etc

6. I can do it myself

Work individually to draw the map of your neighbourhood; indicate the main buildings and streets.

7. I can remember

In, on, at, above, under, next to, to the + direction, in the + direction, at the bottom of, on top of ... are used to show directions and locations.

Positive instructions: simple form of the verb

ex.: go

Negative instruction: **Don't + simple form of the verb + !**

→ ex.: Don't sit on the table ! (Prohibition).

8. I play with words

You say where you come from and your neighbour says where

9. I add to my vocabulary

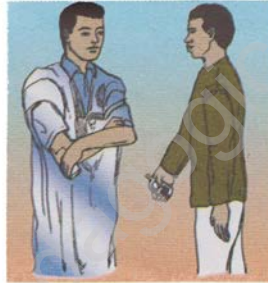
I'd like you to	street
help	walk
go straight	you can't miss it
right	please
left	building
location	avenue

UNIT ONE

LESSON 4

COULD YOU TELL ME WHERE I CAN FIND A SECOND HAND PHONE?

1. I learn how to give directions
2. I look and read



Dialogue :

Brahim is a very good student, his father has just given him some money to buy a mobile phone, he would like to buy a cheap one, his friends told him to buy a second hand one, the right place for second hand phones is "Noughta Sakhina", but he does not know where it is, so he is trying to find his way.

Brahim : Excuse me sir, could you tell me where I can find a very nice second hand phone?

Passer-by : Well, go straight up to that tall building and you will see many people in the open air and a lot of small shops that sell all types of cell phones. You can't miss it.

Brahim : Do you know when they are open?

Passer-by : From 8 in the morning up to 8 in the evening.

Brahim : Thank you.

Passer-by : It's a pleasure.

3. I listen and repeat

You listen to the teacher or tape and then repeat

- Can you tell me what your name is?
- Can you tell me where you live?
- Could you tell me when he is coming?
- Do you know what his second name is?
- Do you know how much it costs?
- Do you know how many cars she has got?

4. I can try it

Change these direct questions into indirect questions as follows:

ex.: **Direct question:** What is your name?

Indirect question: Can you tell me what your name is.

- | | |
|----------------------------|------------------|
| 1- Where is it ? | Can you..... |
| 2- When is the next game ? | Can you..... |
| 3- How is it ? | Do you know..... |

5. We can work together

In pairs find out through indirect questions the following information about John.

Cue card

Age
Residence
Date of arrival
Price of a boubou (or a malahfa)

6. I can do it myself

Imagine that you are talking to your friend and ask him/her direct question (Turn these direct questions into indirect questions).

- Where is the market?
- When is our next game?
- How much is this book?
- How is your brother's school?

7. I can remember

When using an indirect question there is no inversion and no auxiliary such as do, does, did.

Example:

Direct question: How does Mariam feel ?

Indirect question : Can you tell me how Mariam feels ?

Direct question: Where do you live?

Indirect question : Can you tell me where you live ?

Direct question: When did Ahmed sleep ?

Indirect question : Can you tell me when Ahmed slept ?

8. I play with words

Be in two groups. Group A's representative stands up and reads a direct question. Group B's representative changes it into an indirect question.



9. I add to my vocabulary

find
do you know...?
phone
mobile
shops
cell phone

second hand
residence
age
can you tell...?
direct
indirect

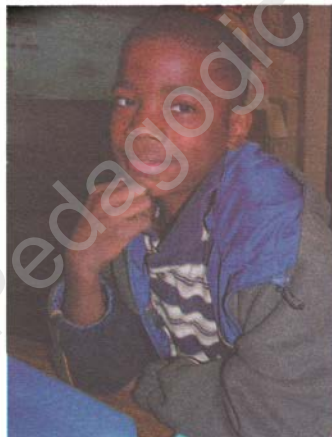
National Pedagogic Institute

UNIT ONE

LESSON 5

I BEHAVE WELL AT HOME AND AT SCHOOL

1. I learn how to describe actions
2. I look and read



Here is what I do everyday.

I wake up at 6 am and strictly do my ablutions. I pray carefully then I greet my parents respectfully. My mother gives me my breakfast rapidly and I eat it quickly.

Before going to school, I revise my lesson briefly, then I go to school directly. I walk slowly.

Once at school, I enter the classroom and sit silently. I never disturb the class. I totally pay attention to my teacher and luckily, I understand all the lessons because he speaks fluently and clearly.



3. **I listen and repeat**

You listen to the teacher and tape then repeat

I prey carefully.

I eat quickly.

I revise briefly.

I seat silently.

4. **I can try it**

Look at these adjectives then complete the sentences with the appropriate adverb : soft – wrong – deep – wide - beautiful.

- a. Dimy sings _____.
- b. Speak _____!
- c. Don't do it _____!
- d. He thinks _____.
- e. She opens her mouth _____.

5. **We can work together**

Student A gives an adjective, student B derives the adverb and student C puts the adverb in a meaningful sentence.

Example: SA : Loud
SB : Loudly
SC : My neighbour speaks loudly.

*Now do the same with these adjectives: **heavy, serious, slow.***

6. **I can do it myself**

Describe someone you know well. Tell us about the way he / she speaks, the way he / she lives, and the way he / she does things (use adverbs of manner).

7. I can remember

An adverb of manner = adjective + **ly**.

Example : This picture is beautiful:

I drew it **beautifully** yesterday.

Irregular adverbs of manner: **hard, fast, well**

NB. **Hard** and **fast** are also adjectives

8. I play with words

Choose a word from the box to complete the sentences:

(Hot – happy – sadly – joyfully)

1. The man speaks _____.
2. Today is very _____.
3. Zeinebou dances _____.
4. You are _____.

9. I add to my vocabulary

wake up
ablutions
pray (v)
prayer (n)
eat
briefly

disturb
pay attention
once
behave
adverb
describe

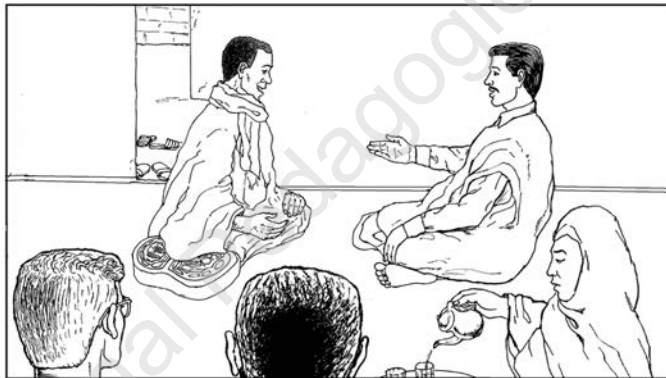
UNIT ONE

LESSON 6

I USED TO RUN FAST

1. I learn how to talk about past habits

2. I look and read



Yacoub is talking about some of his past habits with his classmate Sidi.

Yacoub: When I was a teenager, I used to live in Kaédi.

Sidi: How was the weather in Gorgol?

Yacoub: It was always hot. I used to go to the Senegal river.

Sidi: Really?! Did you use to swim in the river?

Yacoub: Sure! My friends and I used to spend the whole day swimming in the river. Sometimes we used to rent a boat. At sunset, we used to race home from the river. My friends didn't use to spare any effort to outrun me, but I used to run fast because I didn't use to smoke.

Sidi: I envy you! I've always wanted to swim in the river! But, as you know, I've spent my whole life in the North where there's no river.



3. I listen and repeat

You listen to the teacher or tape and then repeat

- I used to go to the Senegal river with my friends.
- My friends and I used to race home.
- I used to run fast.
- We didn't use to have a lot of money.
- They didn't use to spare any effort to outrun me.
- I didn't use to smoke.

4. I can try it

Write three sentences about things you used to do.

- 1-
- 2-
- 3-

5. We can work together

In pairs, find out what each used to do.

6. I can do it myself

Write a small paragraph about your early childhood, write about things you used to do, what you used to fear, hate, like.

7. I can remember

I used to + Verb

- Ex:**
- These boys used to like clown shows.
 - I used to live in Gorgol.
 - Saleck used to like action films.



8. I play with words

One of you will display one of these cue cards and the other comes up with a sentence.

Smoke – drink tea – run fast – eat a lot.

Be a silly boy (be a naughty girl) – be stupid

Be a bad tempered boy (girl) – fight a lot.

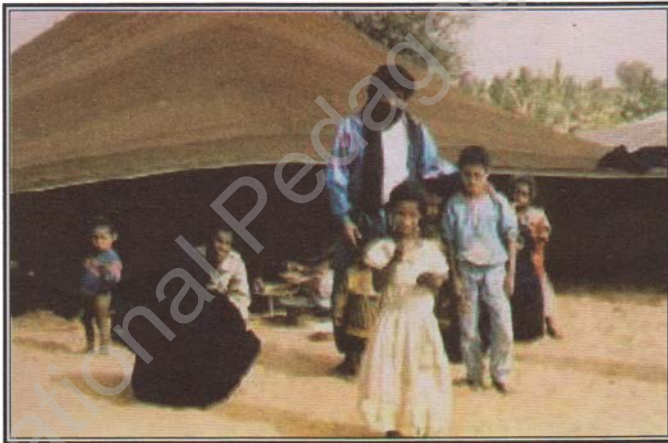
9. I add to my vocabulary

used to	spend
teenager (n)	sometimes
did you use to	always
weather	race (v)
swimming	outrun
river	childhood
hot	


UNIT ONE
LESSON 7

**LIFE USED TO BE
WONDERFUL**

- 1. I learn how to talk about past habits**
- 2. I look and read**



Ahmed is a sixty- year old man. In the evening, he often talks to his children about his past, and what life was like in his childhood. Tonight, he is talking to one of them about nature and the environment before the advent of modern life and modern technologies in his hometown.



Ahmed: Look, this place used to be full of trees and grass, but also full of mosquitoes, snakes and even wild animals.

Sidi : And did you use to live here ?

Ahmed: Of course, we used to live here side by side with animals.

Fatma : That was risky.

Ahmed: There used to be less risks than now. We used to play in the afternoon and gather at night around our grandfather who used to tell us wonderful stories.

Sidi : Well, life used to be really hard.

Ahmed: Not that hard, my son, everything used to be cheap and safe, oh my God, life has completely changed. *(Looking at the sky)* It's time to go to bed.

3. I listen and repeat

You listen to the teacher or tape and then repeat

- There used to be wild animals.
- We used to sing and dance.
- She used to drive a nice car.
- Wild animals did not use to harm us.

4. I can try it

Suppose you move from where you are now to another place (village, city). Talk to people about what you used to do (in five lines).



.....
.....
.....
.....
.....

5. We can work together

Find out with your partner what each has done in activity 4, combine it and come up with one written version.

6. I can do it myself

Write a small paragraph in which you describe what life used to be like in your hometown.

7. I can remember

- **I used to + verb** expresses a past habit that has necessarily stopped.
- **Did you use to + verb ?** is used to find out what a person used to do or to be.
- **I did not use to + verb** is used to say that this is not part of my past habits.



8. I play with words

One of you will display one of these cue cards and the other comes up with a sentence.

Smoke – drink tea – run fast – eat a lot.

Be a silly boy (be a naughty girl) – be stupid

Be a bad tempered boy (girl) – fight a lot.

9. I add to my vocabulary

past	stories
nature	grandfather
modern life	change
life	gather (v)
trees	city
grass	village
mosquitoes	used to
full	side by side

**INTEGRATION
LESSON 8**

**CAN YOU TELL ME WHERE YOU
BOUGHT THIS MOBILE PHONE?**

- 1. I learn how to perform the functions in this unit**
- 2. I look and read**



Dialogue:

Camara has just bought a new mobile phone. He met his friend Ali, and they had the following conversation.

- Ali:** Hello, Camara, how are you?
Camara: I'm OK. And you?
Ali: Very well. Where are you coming from?
Camara: From Nouqta Sakhina. I have just bought a new mobile phone.
Ali: Great! Let me see it. Wow! It's very smart! It looks like mine.
Camara: Yes, they look similar but they are not the same. With mine you can make your calls easily and navigate on the net freely.
Ali: Oh, I see. Can you tell me where you bought this mobile?
Camara: Of course! Go straight on this street. Pass three blocks. You'll see the shop on your left. It's next to the high building over there. You can't miss it.



3. I listen and repeat

- Can you tell me where you bought this mobile phone?
- Go straight on this road. You'll see it on your left.
- The shop is next to the high building.
- You can send your SMSs quickly.

4. I can try it

Turn to your neighbour, ask him his name, where he lives using indirect questions.

Ex ; can you tell me what your name is?

5. We can work together

*Discuss with a partner then complete the sentences together using:
like, unlike, similar and different*

- a- Our traditional game 'koura 'is———— to both golf and foot ball.
- b- Some TV screens just look ————— computer screens
- c- Boxing is ————— from wrestling since their rules differ drastically.
- d- ——Sidi who works harder and earns much money, Abdellahi works less and of course earns far less money .

6. I can do it myself

You are with a friend; tell him how you perform the following actions

(the first is done for you):

- | | |
|-----------------|------------------|
| Ex: -Speak | -I speak loudly. |
| -Pray | |
| -Dance | |
| -Read the koran | |

7. I can remember

a- I used to + verb (= past habit)

Example : I used to chase cats when I was young.

b- Adjective +ly = Adverb (=Describing actions)
(Adverbs of manner)

Example: I read the Koran slowly and carefully.

c- Similar to, different from, like, unlike (= Similarities and differences)

Example : Keurmacene is different from Lekseiba which is very hot in Summer.

8. I play with words

Choose between **used to** and **didn't use to** to complete the sentence
(the first is done for you)

Example: I used to swim well when I was younger and healthier.

- I was a good football player when I was a teenager. People ___ invite me to play with them .
- My brother was studying in Europe in 2009, and he ___ go shopping by himself.
- My friend Ali used to hate smoking, so he ___ buy cigarettes.
- Selman ___ swim because there were no rivers near his village.

9. I add to my vocabulary

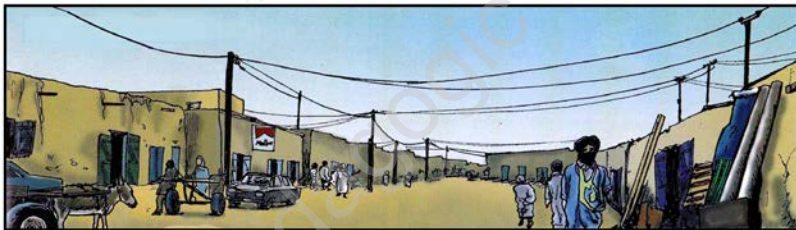
bought (buy)	similar
new	send
smart	next to
look like	road
call (n)	sms
same	navigate

**Evaluation
Of Unit 1 lessons**

**SITUATION N°1
ORAL**

Context:

You move from your hometown to another city, you make new friends.



Instruction:

Talk to your new friends about friends you used to have, the city in which you used to live. Talk about the differences and similarities between the two places and talk about the way people behave, walk, and speak. Since you don't know the city, ask your new friends to show you where you can find some sportswear.

Support:

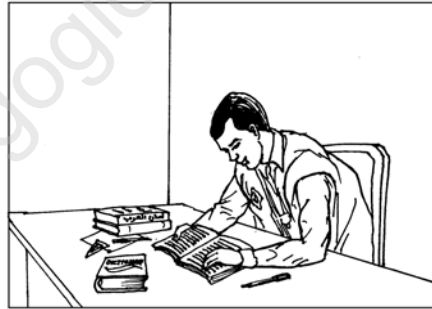
Used to, whose, which, who

**Evaluation
Of Unit 1 lessons**

**SITUATION N° 2
WRITTEN**

Context:

Describe your lifestyle when you were in junior high school.



Instruction:

Describe what you used to do, which games you liked, which (subjects) were your favorite).

Support:

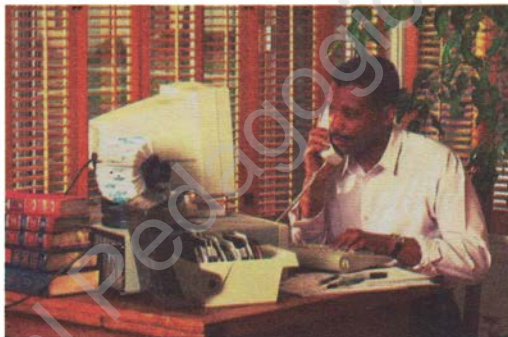
Used to study (French / Arabic / Math), used to play (football) carefully, regularly, violently

UNIT TWO

LESSON 9

BRAHIM WORKS HARDER THAN SIDI

1. I learn how to describe actions
2. I look and read



Brahim and Sidi :

Brahim is an accountant in Sebkha and he lives in Ryadh. Every day, he wakes up very early in the morning. After his Alfadjr prayer , he goes to the baker and buys some loaves of bread and goes afterwards to the shop to buy some tea and some coffee.

After having his heavy breakfast, he stops a taxi and goes to work. His brother Sidi is a mechanic, his day is not very busy. Sometimes, he does not even have that much to do. Brahim is not always complaining like his brother Sidi because he works harder and of course earns much more money.

3. I listen and repeat

You listen to the teacher or tape and then repeat

- I work harder than him.
- He understands better than his brother.
- He drives faster than me.
- She speaks better than she writes.

4. I can try it

Make comparisons as in the example below:

Ex.: He eats / good / drinks.

He eats better than he drinks.

Now do it :

1- He drives / fast / I do.

2- She reads / slowly / he does.

5. We can work together


Draw a parallel between two classmates of your choice and compare how they perform these things.

Talk – listen – discuss – sleep in the classroom.

This might help you : more often, less.

6. I can do it myself

Draw a chart where you compare how you and your friend perform a number of actions.



7. I can remember

Actions that are habitual are expressed in the simple present

- How someone performs two actions:

I drink much more than I eat.

Or

- How two persons perform one action:

I smoke more than he does.

8. I play with words

Comment the findings of the chart in activity 6.

9. I add to my vocabulary

loaf

loaves

tea

coffee

heavy breakfast

harder

complain

earn money

some

much

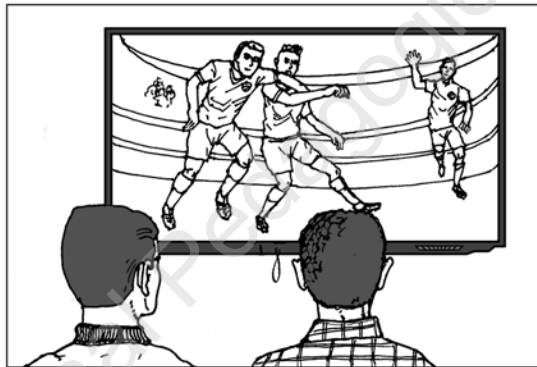
more

of course

UNIT TWO
LESSON 10

THE BOY WHOSE HAIR
IS LONG IS MY NEPHEW

1. I learn how to describe people
2. I look and read



Dialogue:

*Mohamed and Yacoub are watching a friendly football game.
Yacoub does not know any of the players, but Mohamed does.*

Yacoub: Who is the number ten there?
Mohamed: He is our neighbour's son, he is a good player.
Yacoub: Yes, but that defender there is my favourite player.
Mohamed: Which one?
Yacoub: The tall one with long hair.
Mohamed: But we have two players whose hair is long!
Yacoub: You're right! I mean the one who is dribbling right now.

3. I listen and repeat

You listen to the teacher or tape and then repeat

- The boy whose shirt is green is nice.
- The girl who is there is my sister.
- Oh, that man is really kind.

4. I can try it

Use who, whose to make meaningful sentences:

- 1- The boy / is standing is my brother.
- 2- The girl/ Melahfa is red is my sister.
- 3- The boy/ is driving is my neighbour.
- 4- The girl/ shirt is yellow is my friend

5. We can work together

In pairs, describe and identify some of your classmates .

The boy who is is.....

The girl whose Is.....

6. I can do it myself

Describe and identify some of your classmates.

7. I can remember

Adjectives can be used to describe a person.ex The tall boy with glasses and **relative pronouns** can be used to identify and describe people.

ex : The boy who is standing near the door .



8. I play with words

Look at these cues and use correct sentences.

sitting	pen is
blue shirt	red

9. I add to my vocabulary

who	tall
whose	short
neighbour	who is
defender	that one
which one	the one who
favourite	red
hair	blue

UNIT TWO

THAT'S NONSENSE !

LESSON 11

1. I learn how to express disagreement and agreement
2. I look and read.



Dialogue :

Ahmed who is studying at the university of Nouakchott would like to convince his uncle Mohamed to send his daughters to school, but his uncle Mohamed believes exactly the opposite.

Ahmed : Times have changed, and girls should work and study.

Moussa : I agree with you that times have unfortunately changed, but girls should not study because they should not work.

Ahmed : Why shouldn't they work ? There is no difference between a man and a woman.

Moussa : Nonsense, is this what you are learning at school?

Ahmed : I know there are some differences but when it comes to working they are the same.

Moussa : My son, you are mistaken.

Ahmed : Not at all uncle but you should understand that today is different from what it used to be.

3. I listen and repeat

You listen to the teacher or tape and then repeat

- Very much so
- Definitely
- Absolutely
- You're mistaken
- I don't think so
- Nonsense
- That's stupid
- Sorry, I can't go along with you on that.

4. I can try it

Fill in the blanks with an expression that indicates that you agree or disagree:

A. Nouadhibou is not big.

B. I don't _____ I _____ with you on that.


A. That's very nice. B. I _____ so.

5. We can work together

In pairs, discuss two choices for a trip. You choose one direction and your partner chooses the other.

6. I can do it myself

Write a dialogue between an old man and a young boy where the man thinks that soccer is not good, whereas the boy likes the game.



7. I can remember

When you **agree** or **don't agree**, you often tend to use **polite forms**, (formal). ex: I'm afraid I can't agree with you .
unless when the conversation is between two friends (formal),
ex: That's nonsense.

8. I play with words.

A comes up with suggestions for an excursion during the weekend and B accepts it or rejects it.

9. I add to my vocabulary

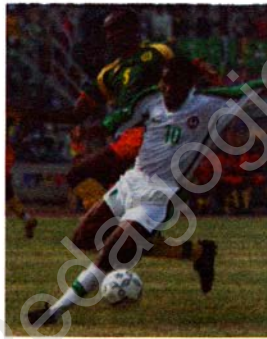
Work
time
difference
study (v)
agree
know
should
the same

very much so
when it comes to
because
today
unfortunately
nonsense
absolutely

UNIT TWO
LESSON 12

**THAT'S ABSOLUTELY
WRONG**

1. I learn how to express disagreement or agreement
2. I look and read



Dialogue :

*Aly, Sidi and Demba have just finished watching a football game between two clubs the **Lions** and the **Tigers**. They are giving their assessment of the game.*

Aly : Hey, you guys, did you see that player number 10 ?

Demba : Which one ?

Aly : player number 10 of the Tigers of course.

Sidi : What's special about him ?

Aly : He was the best player.

Demba : Yeah, I think so, actually, he plays well.

Sidi : Ridiculous, their number 2 was far better.

Demba : You must be joking.

Aly : Well, I agree with you that he is good but certainly not better than their number 10.

Demba : That's absolutely wrong.



3. I listen and repeat

You listen to the teacher or tape and then repeat

- I think so
- Definitely.
- You're mistaken.
- I can't believe it.
- Very much so.
- That's absolutely wrong.
- Ridiculous.
- Nonsense.

4. I can try it


Come up with a dialogue of four sequences where the speaker and the listener don't agree over the issue of girls' schooling.

5. We can work together

Talk to your friend about one thing that you both share and like and about another thing that one of you likes and that the other does not like.

6. I can do it myself

Write a full dialogue over the issue of girls' education. The dialogue should be between an old lady and a young educated girl.



7. I can remember

Go back to activity 7 of the previous lesson.

8. I play with words

Be in two teams:

A describes an object.

B expresses his/her agreement or disagreement.

9. I add to my vocabulary

I think so .

special

agree

disagree

certainly

love

You're right .

That's nonsense!

You're wrong .

opinion.

like

dislike

hate

don't like

UNIT TOW
LESSON 13


YOU LOOK BEAUTIFUL!

- 1. I learn how to express admiration**
- 2. I look and read**



Dialogue :

Djei naba is going to a party, she has bought a new dress and a new pair of shoes. Her friend Aichetou has just seen her.



Aichetou : Oh, wow! You look beautiful! What a splendid dress!
Oh my God! I like your shoes! Tell me, what's up?
Djeinaba : I am going to a party.
Aichetou : It must be an interesting party, I have never seen you
in such wonderful clothes! Really smart!
Djeinaba : Thank you. I have a friend of mine who is getting
married.

3. I listen and repeat

You listen to the teacher or tape and then repeat

- I have never eaten such a delicious food!
- It is the most delicious food I have ever eaten!
- I have never drunk such a tastycake!
- It is the tastiest coke I have ever drunk!
- What a lovely car!
- I like your ring!

4. I can try it

Change these sentences following the model in activity 3:

- It is the cheapest watch I have ever bought!
- This perfume is the most luxurious perfume I have ever worn!
- This house is the biggest one I have ever lived in!



5. We can work together

Talk to your friend about the following cities and towns expressing admiration.

- Nema / quiet / live in.
- Dakar / big / live in.
- Casablanca / nice / live in.

b - Express your admiration for the following (completing the examples)

- Shirt / lovely / what
- Man / wonderful / what
- Like / car / I

6. I can do it myself

Admiration I use:

What + article + Noun

I like + your, etc + Noun

7. I can remember

Ever is the positive form of **never**.

8. I play with words

- a. One student stands up and gives a noun and an adjective.
- b. Another one uses a sentence where he / she expresses admiration.



9. I add to my vocabulary

smart
party
dress
buy
a pair of shoes
of mine

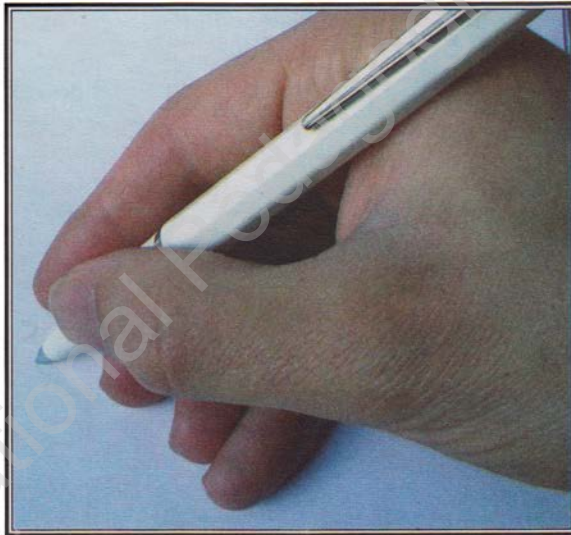
beautiful
see
interesting
wonderful
mine
splendid

National Pedagogic Institute

UNIT TWO
LESSON 14

**THAT'S REALLY
KIND OF YOU**

1. I learn how to express gratitude.
2. I look and read



Abidine has just come back from Kaédi, where he was staying with his friend Ibrahima. Soon after his arrival, he has sent a letter to express his gratitude.



Dear Ibrahima

I have just left you, but I really miss that welcoming smile and that hospitality. To tell the truth, I am really grateful to you, to your mum and to all your family members for their warm welcome. I am also indebted towards your grandmother who would always care for me. Please, extend my regards to all your neighbours and friends. Once again, thanks for everything.

*Sincerely yours
Abidine*

3. I listen and repeat

You listen to the teacher or tape and then repeat

- Thanks for
- Thank you for
- I am grateful to you for
- That's really kind of you

4. I can try it :

Fill in the blanks with the missing words:

- the boubou.
- for the ticket you gave me.
-for typing my paper on ecology.
-to take care of the children while I was out.



5. We can work together

Talk to your friend, ask him / her to lend you some objects and then express gratitude. Take turns.

6. I can do it myself :

You have been on a visit at your friend's. Write 3 sentences in which you express your gratitude to him / her and to his / her parents.

7. I can remember

Thanks for + noun or verb + ING.

Thank you for + noun or verb + ING.

It's very common to express gratitude when it is deserved, the opposite i.e. "not doing so" is rather awkward and rude.

8. I play with words

S1: Ask your friend an object, when he / she gives it to you, express your gratitude.

9. I add to my vocabulary

go

come back

letter

gratitude

hospitality

regards (n)

welcome (n)

stay (v)

arrival

warm

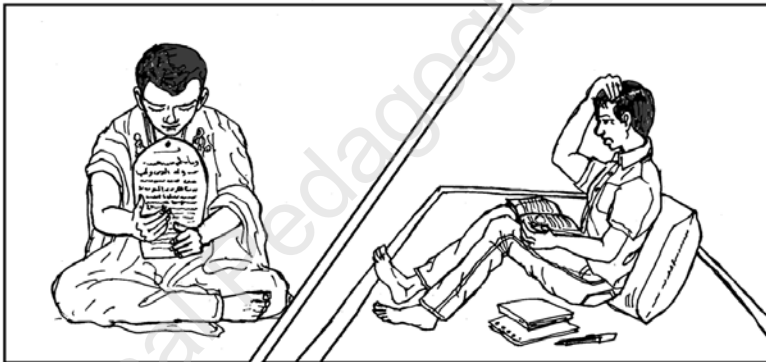
indebted

UNIT TWO LESSON 15

THE TWO BOYS

1. I learn how to compare actions

2. I look and read



Abdellahi and Hacem

Abdellahi and Hacem are neighbours and classmates. They live in Arafatt. Abdellahi is 18 years old and Hacem is 19. The two boys go to high school but they are totally different. Abdellahi who started learning the Holy Koran since his early childhood is a very polite student. He learns faster than his friend and therefore he gets better grades.

As for Hacem, he is a lazy student. In the classroom, he talks much more than he listens. He writes more slowly than his friend Abdellahi. Both friends like football, but Hacem loves it more. He runs more quickly and plays better than Abdellahi.



3. I listen and repeat

You listen to the teacher or tape then repeat.

- Abdellahi learns faster than Hacem.
- He talks much more than he listens.
- She writes better than she speaks.
- He drives less carefully than his friend.

4. I can try it

Rewrite the sentences using the comparison of actions (actions + adverbs) as in the example below:

She sings /well/she dances.
She sings better than she dances.

- 1-He speaks /quickly/I do.
- 2-he spends /much/he earns.
- 3-I read /slowly/he does.
- 4- She works /hard/her sister.

5. we can work together

Work with your neighbours choose two classmates and compare what they do. Then tell how they perform these activities:

Do the homework, work seriously, understand.
You can use: more, less, better....

6. I can do it myself

Write few sentences in which you talk about your talents using the structures above.

7

I can remember

This structure is used to compare:

How someone performs two actions:

I smoke more than I eat

Or

How two persons perform one action:

I smoke more than he does.

8. I play with words

In threes, choose your turns: S1 says a verb, S2 makes a sentence using an adverb. S3 makes a sentence comparing hi self to another clas mate.

Example: S1 run, S2 I run fast, S3 I run faster than him.

Now do it using these adverbs:

- Speak English/well.
- Drive carefully.
- Work hard.

9. I add to my vocabulary

neighbour

start (v)

therefore

spend (v)

the Holy Koran

totally

high school

childhood

as for

earn (v)

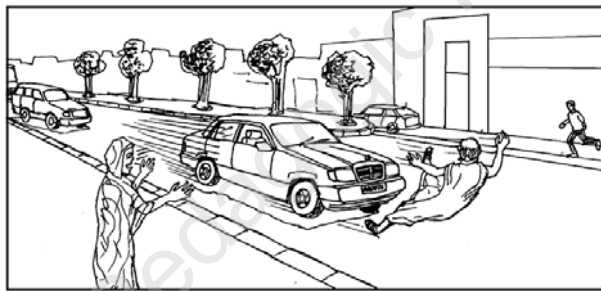
polite

lazy

UNIT TWO
LESSON 16

**TERRIBLY SAD TO
HEAR THAT!**

1. I learn how to express sympathy
2. I look and read



Dialogue:

Sidi's uncle has been injured in a car accident. He is hospitalized in a local clinic. Ali meets Sidi who tells him about what happened.

Ali: Hello, Sidi. How are you?

Sidi: I am fine, and you?

Ali: Fine, thanks. Sidi, are you coming for the small get-together this afternoon?

Sidi: I am sorry, I can't! I have to visit my uncle who is hospitalized in Raha Clinic.

Ali: Oh, dear! What happened?

Sidi: He was hit by a car yesterday while he was jogging.

Ali: Oh, I am sorry to hear that! I hope it's not serious!

Sidi: He has a broken leg, but he is better now.

Ali: That's a bad news! I have to visit him, too, just after the meeting.

3. I listen and repeat

You listen to the teacher or tape and then repeat

- Oh, dear !
- Sorry to hear that
- That's a bad news

4. I can try it :

Fill in the blanks with the missing expressions:

Mohamed : I have a nasty headache.

Diadie :

Fatma : My friend Aicha is very ill.

D jnaba :

5. We can work together

S1 : Talk to your friend about some minor health problems.

S2 : Express sympathy.

6. I can do it myself

Write a dialogue between two friends John and Peter. One of them has some problems, the other one expresses sympathy.

7. I can remember

- Sorry to hear that.
- Oh, dear !
- That's a bad news.

} *are different ways of expressing sympathy*



8. I play with words

Student 1: You stand up and say what problem you have.

Student 2: You express sympathy.

9. I add to my vocabulary

injured
injury (n)
serious
sorry
bad

hospitalized
clinic
broken leg
hope (v)
visit (v)

National Pedagogic Institute


UNIT TWO

MY COUNTRY, MAURITANIA

LESSON 17

1. I learn how to describe things
2. I look and read





Mauritania

Mauritania is my country, it is located in West Africa. Mauritania is made up of 15 regions and the city of Nouakchott, the Capital. Nouadhibou which is on the Atlantic Ocean coast is a very important industrial center. Its port is used to export iron ore which is extracted from Zouerate. Kaedi, Rosso and Boghe which are in the South are major agricultural centers, whereas Atar is a major tourist attraction.

3. I listen and repeat

You listen to the teacher and repeat

- Nouadhibou is big.
- Zoueratt is polluted.
- Boghe is a very nice city.
- Nema is far from Nouakchott.

4. I can try it

*Use **that** or **which** to make sentences:*

- The car / you have seen is mine.
- The pen / you have is Aicha's.
- The house / is in this corner is theirs.

5. We can work together

Student A: Talk to your friend about some places and some objects.

Student B: describe these places and objects



6. I can do it myself

Describe your school and your city or hometown.

7. I can remember

To describe things and objects we can use **adjectives**, we can also use **relative pronouns**.

8. I play with words

Someone mentions something then you describe it.

9. I add to my vocabulary

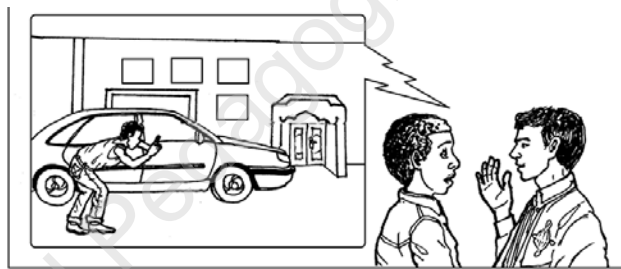
country	export (v)
region	import (v)
locate (v)	attraction
west	extract (v)
capital	coast
center	ore
industrial	south
	major

INTEGRATION THE STOLEN CAR

LESSON 18

1. I learn how to perform the functions in this unit

2. I look and read



Dialogue:

Mohamed is visiting his friend Ali whose car was stolen yesterday.

Mohamed: Hello, Ali. How are things?

Ali: Well, not so bad.

Mohamed: I hear your car was stolen yesterday, I'm sorry to hear that!

Ali: There are a lot of thieves in this neighbourhood.

Mohamed: That right. It's the talk of the town. Unfortunately, car theft in this neighbourhood is more frequent than anywhere else.

Ali: Sure! Hey, what a nice shirt you've got here!

Mohamed: I've bought it from the Turkish shop which is at the corner to the east of the supermarket. Well, excuse me I have to go!

Ali: Ok, thanks for the visit. Good bye!



3. I listen and repeat .

- I'm sorry to hear that!
- That's a bad news!
- Car theft is more frequent here than anywhere else.
- The shop which is to the east of the supermarket.
- What a nice shirt you've got here!

4. I can try it

Match the information with the reaction

- | | |
|-------------------------------------|-------------------------------------|
| 1- Ahmed had a bad accident! | a- Good for him! |
| 2- Ali has bought an elegant house! | b- Oh, dear! |
| 3- This book is really interesting. | c- Wonderful! Please, lend it to me |

5. We can work together

Your friend doesn't know the locations of the following towns. Help him.

- Kaédi
- Néma
- N'beika
- Bir Mogreine

6. I can do it myself

Compare the following activities

- | | |
|--------------------------------|----------|
| - Watch TV / play video games | (more) |
| - Eat couscous / eat pasta | (less) |
| - Speak English / speak Arabic | (better) |



7. I can remember

- Wonderful! Brilliant! Great! Lovely!
- This is the most. I've ever seen.
- I'm really grateful to you!
- I don't agree with you.

8. I play with words

Refer back to anything you learned

- Ask questions
- Give the appropriate answers

9. I add to my vocabulary

stolen

I'm sorry to hear that!

what a nice shirt!

bad accident

bad news

center

industrial

major

export (v)

import (v)

attraction

extract (v)

coast

ore

south

SITUATION N° 1 ORAL

Context:

A friend invites you to spend the holidays with him in his hometown in Selibaby. He tells you that you will travel by 'taxi brousse' which he thinks is very interesting.



Instructions:

- Thank your friend for inviting you and ask him where Selibaby is.
- Agree / Disagree with him about travelling by 'taxi brousse'.

Support:

Can you spend the holidays with me?

Do you want

Of course! Thank you!

Sure!

Selibaby is in the south.

I don't think you're right!

EVALUATION
Of Unit 2 Lessons

SITUATION N° 2
WRITTEN

Context :

You attend a party but some of your friends are absent.



Instruction:

Meet some friends, make positive comments on the way they are dressing, listen to what they make of your comments.

Some friends didn't show up for health reasons.

Express sympathy.

Support:

Great, brilliant, very smart, beautiful.

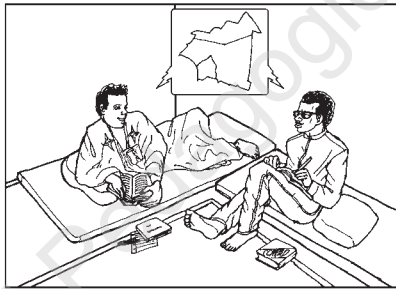
- Sorry to hear that.
- Oh, dear !
- I hope he recovers soon.
- Thanks, that's really kind of You. I am really grateful to you.

UNIT THREE
LESSON 19

I'M FROM LEKSEIBA

1. I learn how to talk about location

2. I look and read



Dialogue:

Sidi, Mohamed and Samba are roommates. They go to the same school. They are engaged in a conversation.

Samba: I am not accustomed to the climate of Nouakhott. It causes me asthma crises.

Mohamed : Really ! Then you like only hot regions. I know you're from Gorgol but I don't know where exactly.

Samba: I'm from Leksaiba.

Sidi: I don't mean to offend you, but I don't know any of the places you are speaking about!

Mohamed: Well, Leksaiba is in the south of Mauritania. By the way, what's your hometown, Sidi?

Sidi: Zoueratt in the north.

Samba: Then you know only your region?

Sidi: No, not exactly! I know some places in the south like Rosso and Boghé where a relative of mine lives and works.



3. Listen and repeat

- Leksaiba is in the south of Mauritania.
- Zoueratt is in the north of Mauritania.
- Mali is to the east of Mauritania.
- The Atlantic Ocean is to the west of Mauritania.

4. I Can try it

Talk to your neighbour, ask him where he is from. When he replies, ask him to locate his hometown on the map of Mauritania.

5. We can work together

Work in pairs. Ask each other where each one lives, then locate your homes in Nouakchott.

6. I can do it myself

You and your friend are talking about some African countries. Locate these countries using cardinal points (Egypt, Senegal, South Africa, Tanzania).

7. I can remember

Country +to + Cardinal points.
Local city + in + Cardinal Points.



8. I play with words

Every student stands up, names his/her region locates it orally using cardinal points.

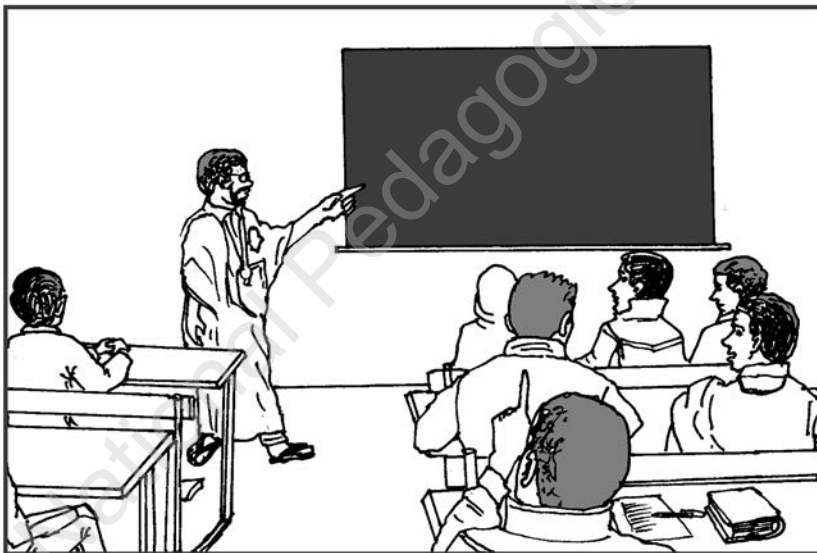
9. I add to my vocabulary

climate	by the way
roommate	north
like (v)	cardinal point
know	place
asthma	region
offend	hometown
south	relative
work	live (v)
locate (v)	

UNIT THREE
Lesson 20

**HOW OFTEN DO YOU
DRINK TEA?**

1. I learn how to express frequency
2. I look and read




Dialogue :

Teacher : Sidi, How often do you drink tea?

Sidi : I always drink it.

Teacher : Oh, I see. And you Fatimetou?

Fatimetou : I never drink it.



Teacher : And you, Binta ?
Binta : I usually drink it with my friends.
Teacher : Where is Amadou?
Binta : He is absent today. But I can tell you that he loves drinking tea because he drinks it everyday.
Teacher : How do you know ?
Binta : Because we live together.
Mohamed : What about you teacher?
Teacher : I don't drink tea a lot. I drink it once a day after lunch. Anyway, as I can see every one in this class drinks tea but Fatimetou.

3. I listen and repeat

You listen to the teacher or tape and then repeat

- How often do you drink tea?
- I always drink tea.
- You usually drink tea.
- We often drink tea.
- How often does he / she drink tea?
- He rarely drinks tea.
- She never drinks tea.
- How often do they drink tea?
- They sometimes drink tea.
- How often do I drink tea?
- I seldom drink tea.
- How many times a week does he drink tea?



4. I can try it

Look at the chart then answer with the appropriate frequency word:


Highly frequent				Highly infrequent		
% 100	% 90	% 70	% 50	% 15	% 5	% 0
Always	Usually	Often	Sometimes	Seldom	Rarely	Never

- I hate golf. That's why I play it.
- I am muslim, thank God. I pray on time.
- We don't see him often here. He comes to the library.
- John is not very fond of football, but he watches it on TV with his family.
- Peter really likes ice-cream. He buys it in the break time.
- We have the opportunity to meet the repairman. He comes here once or twice a month.
- How do you play tennis?

5. We can work together

Student A asks student B how often he / she does the following actions, and student B answers. The answers should accurately reflect his / her habits:

- go to the theater.
- listen to music.
- dance.
- revise English lessons.
- go to the beach.
- Play soccer.
- cook.
- make tea.



6. I can do it myself

You are a weatherman/woman. Complete the following sentences with adverbs of frequency that give accurate information.

- a. It rains in Atar.
- b. It snows in Nema.
- c. It's windy in Nouakchott.
- d. It's hot in Oualata.
- e. It's foggy in Nouadhibou.

7. I can remember

- I always read the Holy Koran.
- You usually write poetry.
- He often sleeps at 11:00.
- She sometimes watches TV.
- We seldom play chess.
- You rarely go sight-seeing.
- They never go fishing.
- Salem plays volleyball once a week.
- Aicha goes shopping twice a day.
- I drink tea three times a day.
- Muslims pray five times a day.

Frequency adverbs are often used after the subject and before the verb, unless when they are used with to be.

Example: He is always late.

How many times is measurable, once, twice.



8. I play with words

Complete each sentence appropriately

1. As a Muslim, I drink alcohol.
2. Muslims pray a day.

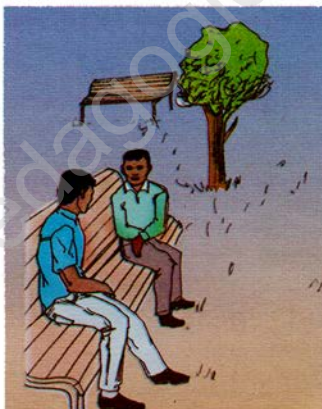
9. I add to my vocabulary

tea	sight-seeing
how often	twice
once	drink (v)
always	pray (v)
beach	soccer
go shopping	usually
often	chess

UNIT THREE THE FOOT BALL GAME
Lesson 21

1. I learn how to talk about plans and intentions

2. I look and read



Dialogue:

Bilal : Camara, What are you doing this evening?


Camara : I'm visiting a few friends at 6 p.m.

Bilal : What are you going to do together?

Camara : There is an important football game on TV and we are going to watch it.

Bilal : What's the menu?

Camara : Barcelona FC is playing Chelsea FC. What do you think?



Bilal : It sounds very interesting because both clubs are famous and excellent.

Camara : You are right my friend and we are going to watch an exciting game.

Bilal : What time does the game begin?

Camara : It begins at 6: 45 p.m.. Can you come with me?

Bilal : It's a pity, I can't. I have a homework to do. But I want you to do me a favour. After the game, come by my house and tell me about it.

Camara : You can count on me.

Bilal : Have fun, Camara and say hello to all the friends.

3. I listen and repeat

- What are you doing this evening?
- I'm visiting a few friends.
- What are you going to do?
- We are going to watch a football game.
- Barcelona is playing Chelsea at 6: 45 p.m.
- What time does the game begin?
- The game begins at 6: 45 p.m.
- I want you to do me a favour.
- Can I count on you?
- You can count on me.
- Say hello to all the friends.



4. I can try it

Answer these questions.

1. What is Camara doing this evening?
2. Are Camara and his friends going to watch a film?
3. Which club is Barcelona playing?
4. Is Bilal going to watch the football game?
5. When does the football game begin?
6. What is Camara going to do after the game?
7. What can you say about the two football clubs?

5. We can work together

*Work in pairs. Student 1 and student 2 ask each other questions on their plans and intentions for their weekends, summer holidays etc. You must use questions beginning with **what are you doing?** Or **what are you going to do?** And supply the appropriate answer.*

Ex: S1: What are you doing this afternoon?

S2: I am playing basketball with my friends.

Or

S1: What are you going to do this summer holiday?

S2: I'm going to travel to Mali and to Burkina Faso.

6. I can do it myself

Look at the chart and say what these people are doing or going to do at a given time by answering the questions below.

People	Activities	Time
Aly	Give a party	Next weekend
Mariem	Meet her friend	After 6 p.m.
Sidi and Saïdou	Travel to the countryside	Tomorrow morning
You	Call my friend	After dinner

Questions and answers:

Question: What is Mariem going to do after 6?

Answer :

Question: What is Aly doing next weekend?

Answer :

Question: What are Sidi and Saïdou going to do tomorrow morning?

Answer :

Question: What are you doing after dinner?

Answer :

7. I can remember

- The use of the **present continuous** + adverb of time (tonight, in a couple of days, next (week, year, month, Friday), at 6 o'clock to express intentions or talk about plans.
- The use of the **present simple** for scheduled or planned activities such as planes, buses departure and arrival etc.
- The use of "**be going to**" to talk about plans or intentions.



8. I play with words

Choose from the box to fill in the blanks using the verb at the infinitive or present continuous appropriately in order to express a plan or an intention.

watch	sleep	play
invite	take	like
	have	

1. Mohamed is going a shower before lunch.
2. Halima a few friends tonight.
3. The children a cartoon at 7 p.m.
4. I am going at midnight.
5. I an interview next monday.

9. I add to my vocabulary

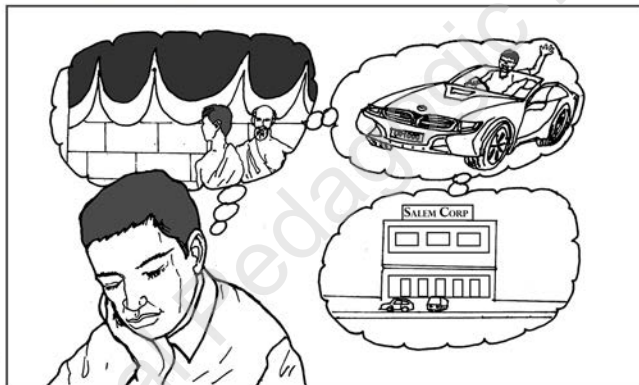
watch	club
going to	famous
game	exciting
visiting	begin
cartoon	favour
lunch	have fun
invite	

UNIT THREE

LESSON 22

IF I WERE RICH, I WOULD BUY A CAR

1. I learn how to talk about unreal conditions
2. I look and read



Dialogue : Salem's dream

Ahmed : Hey, Salem! What are you thinking about?

Salem : Oh, Ahmed, You have disturbed me, I was dreaming.
If I were rich, I could start a company.

Ahmed : That's right. If you went to America you could be a rich man.

Salem : Your parents sent you to the US and you are rich.
What would you do if you were poor?

Ahmed : I wouldn't live in this village if I were poor.
Because I don't like to be so miserable!

Salem : And, if I weren't poor, I wouldn't live here either.
I would live in Paris.

3. I can try it

You listen to the teacher or tape and then repeat

- If I were rich, I could start a company.
- If your parents sent you to America, you could be a rich man.
- What could you do if you were poor?
- I wouldn't live in this village if I were poor.
- If I were poor, I wouldn't live here, either.
- If I had a lot of money, I would buy a car.

4. We can work together

Complete the sentences with the main clause:

If clause	Main clause
Ex: If I were a pilot,	I would fly all over the world.
Now do it:	
If I were a president,	I
If you were an engineer,	you
If we were nomads,	we
If she had enough money,	she



5. I can do it myself

Student 1 asks student 2 about unreal conditions like this:

- If you were a scientific stream student, what would you be in the future?

Student 2 answers like this:

- If I were a scientific stream student, I would be a doctor.

6. I can do it myself

You and your friend are quite different in the way you do things, the way you look at things and the way you think about everything: you're pessimistic and he's optimistic. Ask him some advice.

7. I can remember

(This is an unreal conditional)

- What would you do if you were rich?
- If I were rich, I would build schools, hospitals and mosques for my people.
- If I were a fisherman, I would like fish smell.
- I could buy a new car if I had a lot of money.
- If I were a journalist, I wouldn't go to war zones.
- I would sail all around the world if I had a ship.



8. I play with words

Complete with would or could:

1. If you were a doctor, you treat patients.
2. If he were sick, he go to the hospital.
3. If she had children, she be a grandmother.
4. He be a father if his wife weren't barren.
5. She be happy if she passed the exam.

9. I add to my vocabulary

think about	disturb
dream (v)	rich
If I were	poor
company	would
engineer	miserable
fisherman	could
nomad	sail (v)
war zone	money
journalist	

UNIT THREE

LESSON 23

WHAT IS IT FOR?

1. I learn how to express the purpose of actions and say what things are used for.
2. I look and read.





Dialogue :

Halima is a Bedouin girl, she has seen a brand new Hoover in her friend's house, she doesn't know what the object is and nor what it is for.

Halima : Ami, what's this? What is it for?

Ami : It's a Hoover and it is used to remove dust.

Halima : It's very expensive, why don't you take a sweeper?

Ami : Well, a sweeper can sweep the floor, but to remove dust from the carpet you need a Hoover.

Halima : Oh, I can see.

3. I listen and repeat

You listen to the teacher or tape and then repeat

- What is this for? It is used for brushing teeth.
- You need to have a visa to enter France.
- In order to succeed you need to work hard.
- You need to train well so that you can win the game.
- You have to keep fit to be healthy.

4. I can try it

Complete with the appropriate expression: used for, to, so that, in order to:

A pen is writing.

You have to sleep early wake up early.

She is saving money she can buy a lot of books.



5. We can work together

Talk to your friend about some of your plans, and what you need to achieve these plans.

Example: I am traveling to Nouakchott in order to buy some books.

6. I can do it myself

Write five sentences featuring purpose of actions and / or what things are used for

7. I can remember

- a. **Used for** is always followed by a gerund (verb + ing) or a noun.
- b. **So that** is followed by pronoun + verb.
- c. **In order to** is followed by a verb.

8. I play with words

- ① Student 1 states an object.
Student 2 says what it is used for.
- ② Student 1 talks about a plan.
Student 2 says what is needed to perform it.



9- I add to my vocabulary

brand
hoover
what is it for
used to
in order to

sweeper
remove
carpet
early
dust

National Pedagogic Institute

INTEGRATION
LESSON 22

**IF I HAD MONEY I WOULD
BUY A LOT OF SHEEP**

- 1. I learn how to recapitulate the precedent functions**
- 2. I look and read**



Abdallahi is with his friend Sidi. He is telling Sidi what he intends to do this year.

I'm planning to visit Gorgol this year. I'll go in June. I always go there regularly. I have relatives to visit, and Gorgol is very interesting in June. It is the rainy season and life is easier. Goats and sheep become very cheap in this time of the year. Last year, I missed a great opportunity. I encountered people selling cheap cattle, but unfortunately, I did not have enough money. If I had money, I would buy a lot of goats and sheep! This year, I'll buy as much as I can if I go there. I want to own a lot of cattle and be a rich man!



3. I listen and repeat

- a. I always go there.
- b. I'm planning to visit Gorgol this year.
- c. If I had money, I would buy a lot of sheep.
- d. I want to own a lot of cattle and be a rich man.
- e. In order to.

4. I can try it

Fill in the gaps with the appropriate word or expression

- a. Aicha buy flour make cakes.
- b. If I saw a thief, I call the police.
- c. My father going on pilgrimage this year.
- d. If I didn't tea, In't drink it so often.

5. We can work together

Tell your friend about some activities you often do on the weekend, and what you would do if you had a car.

6. I can do it myself

- a. You have a comb and brush. Tell your friend what these things are used for.
- b. You are going abroad. Tell your friend why.



7.

I can remember

- If I had money, I would buy a car.
- Used for, used to, in order to, so that, often, usually, rarely, once, never, ever
- I am going to a party tonight

8. I play with words

Ask your friend what he would do if ...

- he saw a lion.
- he found a wallet full of banknotes in the street.
- he lived in Paris.

9. I add to my vocabulary

intend
relatives
rainy season
cheap
opportunity

cattle
sheep
rich
money
goat

EVALUATION
Of Unit 3 Lessons

SITUATION N° 1
ORAL

Context :

Your friend regularly goes out of Nouakchott on weekends.



Instruction:

Ask him / her to find out how often he / she goes, what for, and what if his / her car broke down.

Support:

- What for?
- What is it for?
- In order to
- How often?
- Sometimes
- Usually
- Often
- If the car broke down, I would

EVALUATION

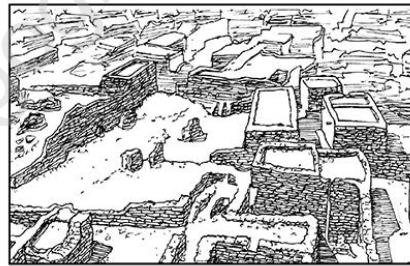
Of Unit 3 Lessons

SITUATION N° 2

WRITTEN

Context:

You want to go on holiday, you ask your friend to suggest the best destination.



Instruction:

Ask your friend to suggest the best destination. our friend comes up with a suggestion where he describes the place and the people, but you choose another place. Your friend makes a comparison between places and what people offer in here and there, you agree with him.

Support:

- Can you tell me where
- The small village which is
- The boy whose is from that village.
- I don't think so.
- Oh yes, definitely.
- People cook better in