

Islamic Republic of Mauritania  
Ministry of National Education  
National Pedagogic Institute

Honor – Fraternity – Justice

# STUDY ENGLISH

**Student's Book**

**5<sup>th</sup> Year Secondary School**

**(Experimental stage)**

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# FOREWORD

*Dear teachers and fifth year students,*

*The National Pedagogic Institute is pleased to present to you this experimental textbook. It has been conceived and developed in accordance with the revised syllabi of the 1999 educational system reform. It is important to underline that it has been achieved under very urgent conditions so as to make it available at the beginning of 2008/2009 school year. The experimental stage of this textbook will be carried out on the basis of an evaluation grid developed for this purpose and which will be distributed after at least three months of the experimentation. As for the adopted methodology the writers have basically focused on the notions and functions of the program which cover all the four skills to be developed (listening, speaking, reading and writing) as it appears in the format of the textbook.*

*This format is as follows:*

## ***The objective of the lesson***

- 1. I read the text*
- 2. I know my vocabulary*
- 3. I understand the text*
- 4. I can interact*
- 5. I can write*
- 6. I know how to use*
- 7. I do my homework*

*And at the end of each unit the writers have provided the learners with a few evaluation exercises. The textbook is also made up of three units totaling eighteen lessons. The NPI expects from the teachers a consistent feedback which will help improve the content of this experimental textbook before its final edition. Finally the English Department on behalf of the NPI takes this opportunity to address his warm thanks to the Writers for their fruitful collaboration in helping achieve this noble task.*

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# **UNIT ONE LESSONS**

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# UNIT ONE

## LESSON 1

# A FIRE AT MARIEM'S

I LEARN HOW TO TALK AND ASK ABOUT PAST ACTIONS AND EVENTS

### 1. I READ THE DIALOGUE.

*Moctar, Abdoul and Mariem are having a conversation at the office.*

- Moctar:** What's new, Mariem?  
**Mariem:** Well, guess what happened last night?  
**Abdoul:** Please, tell us what happened.  
**Mariem:** There was a fire in my building.  
**Moctar:** A fire! Oh my God! How did it happen?  
**Mariem:** Some old stuff in the basement burned up.  
**Moctar:** Was there any serious damage?  
**Mariem:** No. Luckily the firemen intervened quickly.  
**Abdoul:** Lucky you! Who called them?  
**Mariem:** I did. First, I smelt the odour of something burning while I was coming close to the building. Then I saw some smoke as I was getting in.  
**Moctar:** What did the firemen do when they arrived?  
**Mariem:** They asked everybody to go out of the building and started putting out the fire.

### New words

- To guess
- Stuff
- To burn
- Basement
- To put out
- Damage
- To smell

## 2. I KNOW MY VOCABULARY

### Exercise 1 :

Match the words in column **A** to the words in column **B**

<b>A</b>	<b>B</b>
1. Guess	a. Bottom part of a building
2. Go off	b. Be on fire
3. Stuff	c. Extinguish
4. Basement	d. Accumulation of objects.
5. Put out	e. Stop functioning
6. Burn	f. imagine

### Exercise 2:

Build sentences using: guess, put out, go off, stuff and basement.

## 3. I UNDERSTAND THE DIALOGUE.

### Exercise 1:

Read the dialogue silently and answer the questions:

1. What did Mariem tell Moctar and Abdoul?
2. When did it happen?
3. Did Mariem see the fire?
4. Where did the fire start?
5. What did the firemen do?

### Exercise 2 :

Say if these statements are True or False the text:

1. Electricity went off in Mariem's building. \_\_\_\_\_
2. The fire started in an old apartment. \_\_\_\_\_
3. Moctar didn't know about the fire. \_\_\_\_\_
4. Mariem called the firemen. \_\_\_\_\_
5. The firemen put on the fire. \_\_\_\_\_

#### 4. I CAN INTERACT

You have seen or heard about a fire in a house, a market or in the bush.

In groups, discuss about it and take notes.

#### 5. I CAN WRITE

Use the notes you have taken from your group work then write about this experience in a short paragraph.

#### 6. I KNOW HOW TO USE

##### A. Forming the regular past tense:

Spelling	Root verb	Past tense
For most verbs: Add <i>-ed</i>	call play wash	called played washed
For verbs that end in a consonant plus y: change the "y" to "i" and add "ed"	carry study worry	carried studied worried
For verbs that end in "e": add "d" only	move like hate	moved liked hated

##### B. Common irregular verbs:

<u>Base form</u>	<u>Past tense</u>	<u>gBase form</u>	<u>Past tense</u>
Break	broke	put	put
Get	got	run	ran
Go	went	see	saw

## 7. I DO MY HOMEWORK

Give the correct past tense of the verbs:

1. The old woman (to carry) her cat. (*Affirmative form*)
2. People (to go) in the building. (*Negative form*)
3. The firemen (to break) the windows. (*Interrogative form*)
4. Mariem (to get) home early. (*Affirmative form*)
5. Some old stuff (to burn) out. (*Negative form*)
6. They (to move) to Atar. (*Interrogative form*)

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**UNIT ONE**  
**LESSON 2**

**THE CLERK**

**I LEARN HOW TO TALK AND ASK ABOUT PAST  
ACTIONS AND EVENTS**

**1. I READ THE TEXT**

*It was 10 o'clock. Mohamed was standing in front of Mr Brahim's office, the company Manager.*

He was late as usual. He was tense and afraid of the meeting with his boss. He rang the bell from time to time and finally the door opened. Mohamed was face to face with his boss, who was sitting at his desk, writing on a piece of paper. When Mohamed got in, the boss raised his eyes, stared at him and then asked him why he was always late. "I was looking for you for an urgent matter, but you were nowhere" he said. The clerk was very embarrassed. He looked down and said "In fact I was here at eight o'clock, I prepared the letters for the customers and then I went out to have tea at the café before your arrival. The customers are certainly waiting for your proposal concerning the goods.

"It's alright." The boss replied, "nevertheless, I used to tell you and everybody else in this office, that when you want to go out you should always inform the secretary."

## New words and expressions

Boss  
As usual  
To be tense  
To raise  
To stare at  
Matter  
Goods

## 2. IKNOW MY VOCABULARY

Match each word in column A to its opposite in column B.

A	B
1. To be nowhere	a. To look down
2. In front of	b. To get out
3. To get in	c. To answer
4. To ask	d. Behind
5. To raise one's eyes	e. To be everywhere

## 3. I UNDERSTAND THE TEXT

### Exercise 1

Read the text silently and answer the questions:

1. At what time was Mohamed waiting at the door?
2. Who was the man sitting at the desk?
3. Why was Mohamed tense?
4. Why did the boss stare at Mohamed?
5. Choose another title to the text.

## Exercise 2

*Say if these statements are True or false:*

1. At 10 o'clock Mohamed wasn't standing in front of Mr Brahim's office. \_\_\_\_\_
2. When the door opened Mohamed wasn't face to face with his boss. \_\_\_\_\_
3. The clerk said that he was preparing letters for his boss. \_\_\_\_\_
4. The boss replied that they can go out without telling the secretary. \_\_\_\_\_

### **4. I CAN INTERACT**

*Why coming late at school or at work is a bad habit?*

### **5. I CAN WRITE**

*Sum up the text in two or three lines.*

### **6. I KNOW HOW TO USE**

#### **The past continuous tense**

Subject + to be (in the past) + verb + ing

Examples:

I **was learning** English in a private centre.

My brother **was studying** at the university.

The school boys **were singing** the national hymn.

## **7. I DO MY HOMEWORK**

### **Exercise 1:**

Underline the past continuous of three verbs from the text.

### **Exercise 2:**

Write four meaningful sentences using the past continuous with the following verbs:  
to leave, to learn, to explain and to teach.

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# UNIT ONE

## LESSON 3

# A JOB INTERVIEW

I LEARN HOW TO TALK AND ASK ABOUT PAST ACTIONS AND EVENTS

### 1. I READ THE DIALOGUE.

*An applicant is looking for a job as a TV reporter. Now he is having an interview with the TV manager.*

**TV manager:** Good morning, sir.

**Applicant:** Good morning.

**TV manager:** Have a sit, please.

**Applicant:** Thank you, sir.

**TV manager:** Well, you've come here for the interview, haven't you?

**Applicant:** Yes, sir.

**TV manager:** I've examined your diplomas and looked at your resumé and I've found it quite interesting. However, I need to get more detailed information about you and your experience.

**Applicant:** I will be very pleased to answer your questions.

**TV manager:** Who have you worked for, before?

**Applicant:** I've worked for Mauritania National Radio as an announcer.

<b>TV manager:</b>	And for how long have you worked there?
<b>Applicant:</b>	For six years.
<b>TV manager:</b>	Oh, I see. Have you got any other experience in the area of journalism?
<b>Applicant:</b>	Sure, I have. I've worked for an international radio corporation recently, and I've also done many radio reports on political events for a few private international radio stations such as BBC, DW and Radio Monte Carlo.
<b>TV manager:</b>	Have you ever travelled abroad?
<b>Applicant:</b>	Yes, I have visited several countries on many occasions.
<b>TV manager:</b>	Just one more question. Are you married?
<b>Applicant:</b>	( <i>with a smile</i> ) I haven't got married yet. It's too early for me and I need to get more experience and especially make a lot of money.
<b>TV manager:</b>	Okay, sir, that's all. Thank you for your time. We will contact you in about a week from now. Good luck.
<b>Applicant:</b>	Thank you very much indeed, sir.

### New words and expressions

Applicant                      To make money

Resumé

Corporation

Recently

Abroad

Such as

Area of

## 2. I KNOW MY VOCABULARY

*Choose from the box and complete each sentence below*

recently	resumé	corporation	abroad
area of	private	early	

1. BBC is an international.....
2. Moussa has never travelled.....
3. My brother has found a good job.....
4. Bring a.....to complete your file.
5. Mouna works for the World Health Organisation in the.....  
aids
6. Does Aichetou work in a public or.....company?
7. I usually wake up.....in the morning to pray.

## 3. I UNDERSTAND THE DIALOGUE.

*Read again the dialogue and then answer the following questions:*

1. Who has the applicant worked for before?
2. Has the applicant worked as a TV reporter?
3. Has the applicant got married yet?
4. How long has the applicant worked for Mauritania National  
Radio?
5. Has the applicant ever been out of his country?
6. When will the applicant get the result of his interview?

#### 4. ICAN INTERACT

*Take turns and ask each other questions about past experiences. A asks the questions and B answers and vice-versa.*

*Begin your questions with did you or have you ever.*

Example: live in Nouakchott

S1: Have you ever lived in a foreign country?

S2: Yes, I have.

S1: How long have you lived there?

S2: I've lived there for 10 years.

*Now do it as in the example above.*

Drink tea	Play football	Study English	Rain in the south
Wait for the bus	Sleep well	Work for a private company	Smoke cigarettes

## **5. I CAN WRITE**

Talk about your experiences using meaningful sentences in the present perfect. Be sure to include: (already, yet, recently, for, never, once, twice, many times ...) in your sentences.

## **6. I KNOW HOW TO USE**

- **Present perfect at the affirmative, negative and interrogative forms.**
- **Present perfect is used to talk about recent past actions when the time of the action is not specified.**

*Example:*

**I've received** a call from France recently.

- **Present perfect is used with time adverbs such as: already, recently, lately, never, yet, just, ever, twice, once, many times, how long, for, since.**

*Example:*

**I've visited** Chinguitty several times .

## 7. I DO MY HOMEWORK

*Re-write each sentence using the verb in the present perfect.*

1. You (**to be**) ever to Montreal? (*Interrogative form*)
2. He (**to play**) golf for several years. (*Affirmative form*)
3. She (**to go**) to London twice. (*Negative form*)
4. They (**to have**) just breakfast. (*Affirmative form*)
5. I (**to live**) in Ksar since 2001. (*Negative form*)

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**UNIT ONE**  
**LESSON 4**

**BRAHIM'S**  
**HOMETOWN**

**I LEARN HOW TO DESCRIBE PEOPLE AND ACTIONS**

**1. I READ THE TEXT**

My name's Brahim. I live in Nouakchott. When I was young, I used to live in Chinguetti- an ancient Islamic town located in northern Mauritania.

It was a pretty town. The streets were clean because people were always meticulously sweeping inside and outside their houses. There were beautiful old houses. There were also many old and famous libraries and a splendid mosque built of stone bricks and mud. People were coming from very remote places to visit and pray in this mosque.

People in Chinguetti were very friendly and open-minded. There were many lovely small inns for the tourist season.

But there were problems in Chinguetti too. Because it is located in the desert, most of the houses in the ancient section of the town were almost buried under dunes. People were always tirelessly pushing back the dunes while the sand storms were continuously blowing and desperately covering the town.





## 5. I CAN WRITE

Now, write a story about your town or neighbourhood like the one of Brahim. Try to answer these questionst:

1. What is your town or neighbourhood like?
2. Does it have any problems?
3. Do you like to live there? Why / Why not?

## 6. I KNOW HOW TO USE

### The past progressive affirmative

Subject	Predicate	
	Past form of Be	Base verb + ing
I	was	speeding
You	were	
He/She/It	was	
We	were	
You They		

### The past progressive negative

Subject	Predicate	
	Past form of Be+not	Base verb + ing
I	Was not	speeding
You	Were not	
He/She/It	Was	
We	Were not	
You They		

## The past progressive: Yes / No questions

Question: Were you speeding?

Answer: Yes, I was - or – No, I wasn't.

Question: Was Aly talking on the phone?

Answer: Yes, he was - or – No, he wasn't.

Question: Were the men waiting?

Answer: Yes, they were – or- No, they weren't.

## 7. DO MY HOMEWORK

Give the correct past progressive (continuous) of the verbs.

1. Mohamed (**to go**) slowly. (Negative form)
2. The police (**to chase**) him. (Affirmative form)
3. The girls (**to stand**) next to the traffic light. (Interrogative form)
4. They (**to look**) for a bus. (Affirmative form)
5. The woman (**to write**) a check. (Negative form)
6. The bell (**to ring**). (Interrogative form)

# UNIT ONE

## LESSON 5

# THE TWO FRIENDS

## I LEARN HOW TO DESCRIBE PEOPLE AND ACTIONS

### 1. I READ THE TEXT

Mohamed and Ali are from Nouakchott. They are neighbours, and classmates. Both are the same age, about 17 years old. They speak English fluently and are constantly together. Mohamed is tall whereas Ali is rather short. Mohamed has long black hair whereas Ali has curly bushy hair. Like most of the youngsters of their age, they wear blue jeans, chew chewing gum and play football. However, these two boys have different characters. Mohamed is rather shy, speaks slowly, and moves carefully. He used to bend down his head while speaking to people of a certain age and seldom gets angry. But at the same time, he has a strong character. It is almost impossible to get him accept something unless he is convinced of it. He recited the Koran at the age of ten. He is kind and generous. He helps poor people and gives secretly money to beggars. He used to pray at the mosque. He is obedient to his parents.

As for Ali, he is a good looking young man, always smiling, very daring, and rather stubborn. He has a very strong character too,

that is why it is difficult to make him change his mind about something he intends to do. He also went to a Mahadra at an early age, and recited the Koran too. He is aggressive and sometimes bully. However, he is kind and obedient to his mom. His father died along time ago.

The two youngsters love each other and are inseparable both at home and at school.

### **New words and expressions**

Fluently

To be convinced

Beggar

Obedient

To be daring

Stubborn

Bully

Mahadra

## **2. I KNOW MY VOCABULARY**

*Choose and fill in the blanks with:*

**Fluently – obedient – daring - stubborn - beggars.**

1. The hunter didn't run away in front of the lion because he was very\_\_\_\_\_.
2. He speaks Spanish very\_\_\_\_\_.
3. Fatou is very\_\_\_\_\_. She never obeys orders.
4. We can find a lot of \_\_\_\_\_ in front of mosques on Fridays.
5. Nowadays youngsters are not as \_\_\_\_\_ as they used to be in the past.

**3. I UNDERSTAND THE TEXT**

*Read the text silently and answer the questions:*

1. What is the relationship between Mohamed and Ali?
2. Are they of the same age?
3. How old are they exactly?
4. How do they dress?
5. Is there a big difference between the two boys?

**4. I CAN INTERACT**

*Which one of the two boys is more sympathetic to you? Why?*

## 5. I CAN WRITE

*In a few lines, compare two friends, relatives or people that you know. (Refer to the text)*

## 6. I KNOW HOW TO USE

**-Adverbs of manner**

**Adjective + ly:**

Examples:

Fluent + **ly** = fluently: Aichetou speaks Hassania fluently.

Beautiful + **ly** = beautifully: this young woman sings very beautifully.

## 7. I DO MY HOMEWORK

*Form adverbs of manner with these adjectives:*

**Careful, exact, proper, shy and quick.**

## UNIT ONE LESSON 6

# VISITING NOUAKCHOTT

### I LEARN HOW TO DESCRIBE PEOPLE AND ACTIONS

#### 1. I READ THE DIALOGUE.

*One day, Meima visited her cousin Aissata in Nouakchott. She wanted to see and know everything about Nouakchott. So, every evening they went to visit a place in Nouakchott. One afternoon, the two girls decided to visit the beach. They passed by the National Hospital and the tuberculosis and HIV centres. As the car was rolling slowly, Aissata was showing her cousin a few important places on their way.*

**Aissata:** This is the National Hospital.

**Meima:** It's so big compared to the dispensary of our village.

**Aissata:** And this is the tuberculosis centre and there you have the HIV centre.

**Meima:** HIV? How is it possible? I've never thought that there is HIV in our country. Do you think that all these people are HIV infected? They seem to be in good health!

**Aissata:** I think they are. Anyway, being infected doesn't necessarily mean being sick.

**Meima:** What do you mean?

**Aissata:** I mean that you can be with a person infected by the HIV virus without knowing it. They are just like you

and me. In some cases one can live all his life with the HIV virus without showing any symptoms. In general, HIV positive people have to take regularly their medicines in order to slow down the process of the disease, and usually, AIDS treatment is free of charge.

**Meima:** Tell me, can they transmit the virus to other people?

**Aissata:** Of course, they can! And this contamination occurs through blood transfusion or sexual intercourse.

**Meima:** How can we avoid catching the virus?

**Aissata:** First of all, it is important to underline that our religion forbids sexual intercourse out of marriage. And on the other hand, there are methods of prevention advised by doctors and AIDS specialists. There are radio and TV programmes tackling this issue too.

**Meima:** From now on, I'll pay more attention to radio and TV programmes dealing with it.



### **New words and expressions**

Beach  
HIV positive  
Symptom  
Free of charge  
Prevention



To occur  
First of all

## 2. I KNOW MY VOCABULARY

*Use the following words in meaningful sentences:*

**Beach, symptom, prevention, free of charge and to occur.**

## 3. I UNDERSTAND THE DIALOGUE.

*Read the dialogue silently and answer the questions:*

1. Who is Meima?
2. What did she want to do?
3. Where is the HIV centre located?
4. Are there many visitors at the HIV centre?
5. What people infected by the HIV virus have to do?
6. Have they to pay for their treatment?
- 7.

## 4. I CAN INTERACT

*“HIV has spread rapidly through the world.”*

*In groups, discuss the reasons why it spreads so rapidly.*

## 5. I CAN WRITE

*In a short paragraph, write about the best methods of prevention.*

## 6. I KNOW HOW TO USE

- Adjectives of description: big, good, beautiful, intelligent etc.

*Example:*

The National Hospital is so big!

- Adverbs of manner: carefully, nicely, happily etc.

***Example:***

He has to follow carefully the prescriptions of his doctor.

## **7. I DO MY HOMEWORK**

*Give meaningful sentences with:*

**Happy, big, intelligent, carefully, happily, sadly.**  
*about your town or neighbourhood*

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## INTEGRATION LESSON

## HASSEN'S MISFORTUNE

### 1. I READ THE TEXT

Hacen is a young man who works for an NGO. He's got a car and rented a nice and small apartment. One day, something terrible happened to him. One Friday night, he decided to go out to attend a concert at the Olympic stadium. He left his apartment around 10 PM. Before going out and, as usual, he locked all the doors and windows. He drove away to the stadium where he arrived half an hour later.

During the concert some people were singing, dancing, others were shouting and clapping their hands. While he was having fun, he remembered that he forgot to lock the kitchen window. Then he decided to go back home. After getting off the car, he was surprised to see that the front door was opened. He rushed into the apartment but it was too late. The burglars had already left. They took with them everything they could. He checked and found out that the TV, the receiver, the computer and a few fancy clothes and shoes were missing. He called the police and told them that he was robbed. They came to his apartment to investigate but there was nothing they could do.

A week later he decided to move out and live in a more secure neighbourhood. He chose carefully an apartment near a police station.

### New words and expressions

Rent

To attend

To have fun

Burglar

To check

Fancy

To be robbed

To move out



#### 4. I CAN INTERACT

Tell your neighbour a funny story, a misfortune that happened to you or to someone you know. Allow him/her to react by asking short questions for clarification.

#### 5. I CAN WRITE

*Write a short paragraph in which you talk about a past event or story (an incident, a problem an accident, or a misfortune).*

#### 6. I KNOW HOW TO USE

- **The simple past at all the forms.**
  - The simple past is used to talk about past when the time of the action is specified. Example: He slept very late last night.
- **The present perfect at all the forms.**
  - The present perfect is used to talk about recent past actions when the time of the action is unspecified. Example: I've lived in Nouakchott for many years.
- **The past continuous at all the forms.**
  - The past continuous is used to talk about simultaneous past actions with while and interrupted actions with when.

Examples:

  - a. while I was watching TV, my sister was fixing some tea.
  - b. When it began raining I was walking along the street.
- **Time adverbs such as** : already, ago, last, ever etc...

## **7. I DO MY HOMEWORK**

### **Exercise 1**

*Rewrite each sentence and use the verb in parenthesis in the correct past tense.(simple past or past continuous)*

1. While I (**walk**) in the street, my cell phone rang.
2. The big plane just (**take**) off.
3. We (**see**) this movie recently.
4. In fact, we (**see**) the film 3 days ago.
5. You ever (**eat**) a hamburger?
6. I (**know**) this young man in 2005 while I (**study**) at the University of Nouakchott.

### **Exercise 2**

*Use appropriately these time adverbs in meaningful sentences:  
**Ago, yet, last year, recently, already, many times, 2005.***

## UNIT ONE

# EVALUATION EXERCISES

### Exercise 1:

*Use the verb in the simple past tense with the given form.*

1. He (**to turn**) off the light. (*Affirmative form*)
2. Ali (**to watch**) T.V every night (*Negative form*)
3. She (**to study**) abroad (*Interrogative form*)
4. The boy (**to hurry**) out of the classroom (*Affirmative form*)
5. Fatou (**to like**) rice and fish (*Negative form*)
6. We (**decide**) to work during the holidays (*Interrogative form*)
7. They (**to put**) the books on the table (*Affirmative form*)
8. You (**to be**) late today (*Negative form*)
9. I (**to have**) a headache (*Affirmative form*)
10. They (**to go**) to the beach (*Interrogative form*)

### Exercise 2:

*Use the verb in the past continuous tense with the given form.*

1. He (**to drive**) his car (*Affirmative form*)
2. The explorer (**to climb**) up the mountain (*Negative form*)
3. He (**to draw**) a map (*Interrogative form*)
4. We (**to listen**) to the speech (*Negative form*)
5. The engineers (**to build**) barriers (*Affirmative form*)
6. The friend (**to run**) away (*Interrogative form*)
7. The teacher (**to explain**) the lesson (*Affirmative form*)
8. They ( **to meet**) the Prime Minister (*Interrogative form*)
9. He ( **to speak**) in his telephone (*Negative form*)
10. She (**to travel**) to the south (*Affirmative form*)

**Exercise 3:**

*Use the verb in the present perfect tense with the given form.*

1. I (**to cut**) my hair recently (*Affirmative form*)
2. The scientist (**to write**) an article for years (*Interrogative form*)
3. He (**to work**) for this agency since 2006 (*Affirmative form*)
4. She (**to live**) in this neighbourhood for years (*Negative form*)
5. They (**to have**) dinner (*Negative form*)
6. I (**to buy**) just papers to write my letters (*Affirmative form*)
7. The boy (**to watch**) this T.V programme for months (*Interrogative form*)

**Exercise 4:**

*Make up adverbs of manner with the following adjectives:*

**Correct, steady, regular, slow, loud, careful.**



# **UNIT TWO LESSONS**

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## UNIT TWO

### LESSON 1

# THE JOB APPLICANTS

## I LEARN HOW TO ASK FOR AND GIVE OPINIONS

### 1. I READ THE DIALOGUE.

*Oumou, Hassan and Cheikh run a fishing company. They are looking for an accountant. In their office, they're studying some job applicants' cases.*

**Oumou:** Here are two applicants, Samba and Zeinab. According to their resumé, they are both good but my preference goes to Zeinab. How do you feel about giving her the job?

**Hassan:** Let's hire Samba. Zeinab is good but Samba can work faster than her.

**Cheikh:** I am sorry but I don't agree with you. Anyway, how do you know? May be Zeinab can work better.

**Hassan:** In my opinion, Samba is younger than Zeinab

**Cheikh:** That's not important as far as Zeinab has more education.

**Hassan:** Samba has also a good training and besides, he is more intelligent than Zeinab.

**Cheikh:** Samba may be intelligent; however, Zeinab has more experience than him.

**Oumou:** Okay! Okay! Enough! What do you think about Ethmane? He seems good too, doesn't he?

**Cheikh:** I don't know very much about him.

**Oumou:** It's almost five o'clock. Let's talk about him tomorrow. Okay?

### New words and expressions

Accountant  
 To hire  
 According to  
 How do you feel about...?  
 As far as  
 Besides  
 Enough  
 However

## 2. KNOW MY VOCABULARY

*Complete the sentences with the following words and expressions:*

**Hired, however, according to, how do you feel about, besides?**

1. ....doctors, we should eat more vegetables and less meat.
2. ....women's liberation in the Islamic society?
3. I slept early last night.....I am still sleepy.
4. Mustafa is nice with his friends.....he is very intelligent.
5. Last month, my neighbours .....a new maid.

### **3. I UNDERSTAND THE TEXT**

*Read the text silently and answer the questions:*

1. Give another title to the text.
2. What do Omou, Hassan and Cheikh do?
3. What are they doing?
4. Between Hassan and Cheikh, which one do you think is right? Why?
5. Do you think it is a good idea to hire Ethmane? Why?

### **4. I CAN INTERACT**

You have to choose a class representative.

*In groups, discuss about which of your friends is the most qualified to represent your class.*

### **5. I CAN WRITE**

*In a few lines, give your opinion about your choice.*

### **6. I KNOW HOW TO USE**

**Main clause + connector + subordinate clause**

*Examples:*

1. It began to rain

*And*

I didn't bring my umbrella

It began to rain and I didn't bring my umbrella.

2. We didn't have class

*Because*

The teacher was absent.

We didn't have class because the teacher was absent.

3. She is very kind with everybody.

***Besides***

She is intelligent.

She is very kind with everybody besides she is intelligent.

*Examples of sentences connectors:*

**And, but, because, however, besides...**

**7. IDO MY HOMEWORK**

*Give sentences using the following connectors.*

**And, but, because, however, besides.**

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## UNIT TWO

### LESSON 2

## SUMMER HOLIDAYS

### PLAN

## I LEARN HOW TO ASK FOR AND GIVE OPINIONS

### 1. I READ THE DIALOGUE.

*Mohamed and Haroun are close friends. In summer, after they have successfully passed their exams, they have sat together to successfully decide on where to spend their summer holidays.*

**Mohamed:** Are we going to spend our holidays in Nouakchott this year?

**Haroun:** Not at all. Did you forget about last year? It was a mess.

**Mohamed:** Actually we had been penniless, and in Nouakchott unless you've got a lot of money you can't afford good holidays. Nouakchott has become a consumer society where everything costs money.

**Haroun:** I agree with you on that. With the money we have managed to spare this year, we can afford reasonable holidays outside Nouakchott. Tell me; honestly, what is your favourite destination?

**Mohamed:** Frankly speaking, I'd love to go to the countryside where one can breathe pure fresh air, eat delicious traditional food, drink mineral spring water, admire quietly the beautiful landscape, and walk on the grass and above all, money is not everything there.

**Haroun:** Ok then! Let's go to the countryside.

**Mohamed:** Where exactly in the countryside?

**Haroun:** Let's say to the South-East, I mean the Hodhs.  
**Mohamed:** We have to prepare carefully this trip.  
**Haroun:** Do you mean that we have to visit the two regions. In this case we have to define the main stages of the trip. We have to think about the issue of accommodation, food, transportation and so on.  
**Mohamed:** Don't worry much about these questions. People in the countryside are very hospitable and helpful. So, let's get ready and leave on Monday if God's willing.

**New words and expressions**

- Mess
- Can afford
- To manage
- To spare
- Countryside
- Frankly
- Landscape

**2. I KNOW MY VOCABULARY**

*Complete the sentences using the following words appropriately:*

**Mess, can't afford, managed, landscapes and hospitable.**

1. Mauritania has various beautiful.....
2. I.....buying this sophisticated computer.
3. The Mauritanian traditional society is .....
4. Ali is very weak however he .....to pass his exam.
5. The living room is in a .....because of the kids were playing with their toys.



### **3. I UNDERSTAND THE TEXT**

*Read the text silently and answer the questions:*

1. What did Mohamed and Haroun decide to do after the exams?
2. Why don't they want to spend their holidays in Nouakchott?
3. Why do they prefer spending their holidays in the countryside?
4. Where are they planning to go?
5. Do they need a lot of money in the countryside?
6. What does Mohamed think about the issue of accommodation, food and transportation?

### **4. I CAN INTERACT**

*Discuss about life in the city and life in the countryside.*

### **5. I CAN WRITE**

*In a few lines, talk about your last summer holidays.*

### **6. I KNOW HOW TO USE**

**A. Adverbs of manner:** (*see lesson five*)

**B. Superlatives:**

- Short adjectives: the + adjective + est  
Example: small: the smallest  
Bocar is the smallest pupil of the class.
- Long adjectives: the + most + adjective  
Example: comfortable: the most comfortable  
The boss' office is the most comfortable in the company.

- Irregular superlatives:  
Far: the farthest / furthest  
Good: the best  
Bad: the worst

## 7. I DO MY HOMEWORK

*Give the superlatives of the following adjectives:*

**Short, successfull, intelligent, quick, meaningful, far, beautiful, young, good, shy and expensive.**

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## UNIT TWO

### LESSON 3

# A FRIGHTENING EXPERIENCE

## I LEARN HOW TO EXPRESS SIMULTANEOUS PAST ACTIONS

### 1. I READ THE DIALOGUE.

*Noura's visiting her friend Fatma. Fatma is telling her what happened to her the night before.*

- Fatma:** I had a very frightening experience last night.
- Noura:** Oh, really! What happened?
- Fatma:** Well, I was watching a soap opera on TV when I heard a sharp scream and a loud crash.
- Noura:** Oh, no! Where was it coming from?
- Fatma:** It was my maid, Amy. Someone broke into our flat and surprised her when she was bringing me my dinner. She fell unconscious on the floor.
- Noura:** Oh, my God! What did you do?
- Fatma:** I called my neighbour Ali, the policeman. But while I was talking on the phone I heard someone's footsteps coming towards my room.
- Noura:** Good Heavens! But, may be it was your maid?
- Fatma:** I called her name but, in vain, there was no reply.
- Noura:** You must have been terrified.
- Fatma:** Extremely, but when I saw the face of my husband Salem, I was relieved
- Noura:** Salem! Wasn't he out of town?
- Fatma:** Yes, but while he was visiting his parents in the country, he missed me and came back home early.
- Noura:** Didn't he call when he changed his plans?
- Fatma:** He wanted to surprise me.

## New words and expressions

Frightening  
Soap opera  
Sharp  
Scream  
Loud  
Maid  
Good heavens!

## 2. I KNOW MY VOCABULARY

### Exercise 1:

Fill in the blanks with the appropriate expression: in vain, loud crash, soap operas, broke into.

1. After the explosion we heard a.....
2. The burglar.....our neighbours' house last night.
3. The policeman tries ..... to arrest the burglar.
4. Fatma is addicted to.....

### Exercise 2:

Choose the right meaning:

1. Frightening:    a. scary  
                          b. delighting  
                          c. encouraging
2. scream:            a. loud song  
                          b. loud cry  
                          c. loud speech
3. maid:              a. student,  
                          b. driver  
                          c. servant

4. plans:                    a. holidays  
                                  b. arrangement  
                                  c. school books

### **3. I UNDERSTAND THE TEXT**

*Read the text silently and answer the questions:*

1. What happened to Fatma last night?
2. What was she watching on TV?
3. Who fell unconscious on the floor?
4. Why was Fatma relieved?
5. Why didn't Salem call his wife before he came home?

### **4. I CAN INTERACT**

*Imagine you're a reporter and your neighbour is a famous football player who was a victim of an accident in the stadium last week. Ask him / her to tell you how it happened.*

### **5. I CAN WRITE**

*Having done the interview with that famous football player, try now to write it carefully in the form of a dialogue.*

### **6. I KNOW HOW TO USE**

- Use the past continuous to describe continuous actions: I was reading a book.(I was somewhere in the middle of doing it)
- Use the simple past to talk about a past event: I read a book. (I finished reading it.)
- Use while only to describe a continuous action: he slept while he was driving his car.
- To describe a past event always use **when**: I was sleeping when the phone rang.

- The use of:
  - **While + past cont.+ past cont.**  
*Example:* While the teacher was explaining the lesson Ali wasn't listening.
  - **While + past cont.+ simple past**  
*Example:* While we were having dinner the light went off.
  - **When + simple past + past cont.**  
*Example:* When it began raining we were waiting for the bus.

## 7. I DO MY HOMEWORK

### Exercise 1:

*Put the verbs in parentheses into either the past continuous or the simple past.*

1. While I (**take**) a shower, the doorbell (**ring**).
2. He (**watch**) TV when the light went off.
3. The burglar (**try**) to run away, when the policeman (**stop**) him.

### Exercise 2:

*Form sentences with the following words. Use **when** or **while** appropriately with the past actions.*

### *Example:*

Fatou /write a letter/ her pen/ break/:

Fatou was writing a letter when her pen broke.

1. Ahmed/ water/ the garden/ his sister/ turn the tap off/.
2. Hapsatou/ pray/ her mother/ call her/.
3. The guests/ sleep in their rooms/ the hotel catch fire/.
4. you/ not listen / the teacher/ speak/.

## UNIT TWO

### LESSON 4

# AT THE DOCTOR'S

## I LEARN HOW TO QUOTE AND REPORT SPEECHES

### 1. I READ THE DIALOGUE.

*Today is a working day but Doudou doesn't go to work. Instead, he goes to see his doctor.*

**Dr Amadou:** What's wrong with you Doudou?

**Doudou:** I hurt my foot during the blackout last night.

**Dr Amadou:** How did it happen?

**Doudou:** I fell over my son's toy truck.

**Dr Amadou:** Well you didn't break it, did you?

**Doudou:** The truck? Yes, I did.

**Dr Amadou:** No, your foot.

**Doudou:** It hurts so much. My wife says maybe there's a broken bone.

**Dr Amadou:** No, you haven't broken any. It's just a sprain.

**Doudou:** Are you sure doctor? Isn't an X-ray necessary?

**Dr Amadou:** No, it isn't necessary. I'll recommend you something which will calm the pain very soon, and all will be fine in a few days.

**New words and expressions:**

Instead

To hurt

Blackout

To fall over

Toy truck

Sprain

To recommend

**2. I KNOW MY VOCABULARY**

*Complete the sentences with the following words:*

**hurts, blackout, toy, truck, falls (over).**

1. She.....the plate and broke it.
2. There is a big.....blocking the street.
3. I did not watch the film because there was a.....
4. Fatou had a cut on her hand. It.....her.
5. I bought my son a nice.....for his anniversary.

**3. I UNDERSTAND THE TEXT**

*Read the text silently and answer the questions:*

1. What's wrong with Doudou?
2. What does his wife say?
3. Is it true what she says?
4. What happened to Doudou's foot?
5. Is an X- ray necessary to know what happened to Doudou's foot?
6. What does the doctor say?



#### 4. ICANINTERACT

*If you were Doudou would you follow Dr Amadou's recommendations or would you go and see another doctor? Why?*

#### 5. ICANWRITE

*There was a blackout in your neighbourhood. What did you do?*

#### 6. IKNOWHOWTOUSE

##### **Quoted speech / reported speech.**

- When the reporting verb is in present=> no tense change in the verbs in the quotation marks
- Quoted speech refers to reproducing another person's exact words.
- Quotation marks are used.  
Example: Moussa says, "I am hungry." / Fatou says, "I need my pen."
- Reported speech refers to reproducing the idea of another person's words.
- Not all of the exact words are used: verbs and pronouns may change. Quotation marks are not used.  
Examples: Moussa says (that) **he** is hungry. / Fatou says (that) **she** needs **her** pen.

## 7. DO MY HOMEWORK

*Change the quoted speech to reported speech.*

1. Sidi says, "I am sleepy".
2. Salma says, "I don't like chocolate".
3. The man says, "I'm planning to take a trip".
4. The woman says, "I call my doctor".
5. My brother says, "I'll come to the meeting".
6. They say, "We can't afford to buy a new car".
7. Demba says, "I wrote the letter last night".
8. The students say, "Our teacher is late again".

## UNIT TWO

### LESSON 5

## THE ELECTORAL CAMPAIGN

### I LEARN HOW TO DESCRIBE PEOPLE AND ACTIONS

#### 1. I READ THE DIALOGUE.

*Aicha and Leila are good friends. A week ago, Aicha attended a meeting related to the campaign of the presidential election. She paid a visit to her friend, Leila and talked to her about it.*

- Aicha:** By the way, did you attend the opposition's meeting about the next presidential elections?
- Leila:** I wish I had but I couldn't because I wasn't feeling very well. And you, did you?
- Aicha:** Of course, I did. I couldn't miss such an important political event.
- Leila:** What was the atmosphere like?
- Aicha:** There were too many people and it was really exciting
- Leila:** Did the candidate perform well?
- Aicha:** Oh! yes, he was brilliant and, I think he will be a good president for our country.
- Leila:** What did he promise to do once he is elected?
- Aicha:** He promised many important things.
- Leila:** Like what?

**Aicha:** He said that he would help improve the populations' living conditions by reducing food price and increasing salaries, build more schools, roads, hospitals and reinforce security.

**Leila:** And what else did he plan to do?

**Aicha:** He told his supporters that he would reinforce the national unity, justice and equality between all the citizens.

**Leila:** Did he say anything about women?

**Aicha:** Sure he did. He promised that he would pay more attention to girls' schooling and insisted on the fact that women would actively participate in all sectors of development.

**Leila:** Well, all this is well said but I don't believe in politicians' promises.

**Aicha:** Why?

**Leila:** Because once they are elected, they never keep their promises, and even worse, they often forget their supporters.

**Aicha:** Come on, Leila, don't be so pessimistic. Some of them are honest and do respect their promises.

### **New words and expressions:**

I wish I had  
 To perform  
 To improve  
 To reinforce  
 Citizen  
 Pessimistic

## **2. I KNOW MY VOCABULARY**

*Use the words and expressions in meaningful sentences:*

**I wish I had, to improve, pessimistic, citizen and promise**

### **3. I UNDERSTAND THE TEXT**

*Read the text silently and answer the questions:*

1. What was the meeting about?
2. Did Leila want to attend the meeting?
3. Was the meeting crowded?
4. What did Aicha think of the candidate?
5. What did the candidate promise to the populations?
6. Why doesn't Leila believe in politicians' promises?

### **4. I CAN INTERACT**

*You attended the last presidential campaign. Discuss with your friend about it.*

### **5. I CAN WRITE**

*In a few lines, write about a political election campaign in your village or neighbourhood.*

### **6. I KNOW HOW TO USE**

When the reporting verb is in the past, there is a tense change in the statement.

<b>Quoted speech</b>	<b>Reported speech</b>
<ul style="list-style-type: none"> <li>• <b>Simple present</b> =====)            Example: He said, "I am ready."</li> <li>• <b>Present continuous</b>=====)            Example: He said, "My friend is revising his lessons."</li> <li>• <b>Future</b>=====)            Example: She said, "I'll go home after the exams."</li> <li>• <b>Present perfect</b>=====)            Example: They said, "We've already taken our breakfast."</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Simple past</b>  Example: He said (that) he was ready.</li> <li>• <b>Past continuous</b>  Example: He said that his friend was revising his lessons.</li> <li>• <b>Conditional present</b>  Example: She said (that) she would go home after the exams.</li> <li>• <b>Past perfect</b>  Example: They said (that) they had already taken their breakfast.</li> </ul>

## 7. I DO MY HOMEWORK

*Use the following sentences in reported speech.*

1. Pennda said, "I am enjoying my new job."
2. Ahmed said, "My sister has gone to Nouadhibou."
3. Saly said, "I don't like the new boss."
4. Omar said, "I'll send you a postcard."

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<b>INTEGRATION LESSON</b>	<b>LIFE IN THE SLUMS</b>
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**I LEARN HOW TO ASK FOR AND GIVE OPINIONS,  
EXPRESS SIMULTANEOUS PAST ACTIONS AND  
REPORT SPEECHES.**

**1. I READ THE TEXT**

Abdou and his friend Demba live in a slum. Their parents established there after their arrival from their village in the remote South of our country. The severe droughts of the seventies had ruined the populations and provoked a rural exodus towards the urban centres. Abdou and Demba's families had lost everything. They agreed to abandon their village because they thought that life in the urban centres would be certainly better. They would be able, in their opinion, to find enough food to eat and maybe good jobs. Other families disagreed with such ideas and were against leaving their village. An old wise and very respected man was very critical of such behaviour. "You are wrong to think that life in urban centres will be better" he said. "Stay with us, God will help us and our life will improve" he added.

In Nouakchott, Abdou and Demba's families were leading a sad life with no money and no job. Meanwhile, with the boys of the slum, Abdou and Demba have learnt to beg in the street, to be violent and to smoke imitating the youngsters of the neighbourhood. Abdou who had a poor health has been profoundly affected by cigarette smoking and starvation. He started coughing during the night and got sick. Demba who was always with him asked him if he was

suffering. He replied that he was. "In this case we'll go to Chekh Zaid Hospital" Demba said.

While they were entering the hospital they met a good doctor. The doctor asked Abdou what the matter was with him. Abdou, coughing, said that he felt sick. The doctor said that he was certainly smoking. "Yes", answered Abdou. The doctor replied that while it was still time, he had to give up smoking, otherwise he would certainly die. The doctor added that smoking could cause deadly diseases like tuberculosis and lung cancer. Such diseases kill thousands of people every year around the world.

### **New words and expressions**

Slum  
Remote  
Drought  
Exodus  
To beg  
Starvation  
Disease

## **2. I KNOW MY VOCABULARY**

*Choose the correct synonym.*

1. -Slum:                   a. a nice house  
                                  b. a hut  
                                  c. a villa
2. Remote:                a. far  
                                  b. near  
                                  c. behind
3. Exodus:                 a. trip  
                                  b. voyage  
                                  c. migration
4. Starvation:            a. thirst  
                                  b. hunger  
                                  c. sickness



### 3. I UNDERSTAND THE TEXT

*Read the text silently and answer the questions.*

1. When did Abdou and Demba's parents establish in Nouakchott?
2. What did the severe droughts of the seventies do to the population?
3. What are the parents of the boys doing in Nouakchott?
4. Why did the doctor advise Abdou to stop smoking?

### 4. I CAN INTERACT

*Discuss about the causes and consequences of the rural exodus.*

### 5. I CAN WRITE

*In a few lines, write on what is the best way to get rid of the slums.*

### 6. I KNOW HOW TO USE

- Main clause + connector + subordinate clause  
*Example:* I am sorry **but** I don't agree with you.
- The superlatives  
*Example:* He was **the nicest** boy of the school.
- Adverbs of manner  
*Example:* She was speaking very **quietly** while he was shouting at her.
- Reporting speech  
*Example:* He said, "I 'm so happy,"  
He said (that) he was so happy.

## **7. I DO MY HOMEWORK**

### **Exercise 1:**

*Use the correct connector: however, but, because.*

1. I'd like to go to the stadium.....I have no money.
2. She doesn't go on holidays.....she has no time.
3. He's very old.....he still works.

### **Exercise 2:**

*Turn the sentences into reported speech.*

1. Mariem says, "I am going to the market."
2. The students say, "We will have a test."
3. Moctar said, "The teacher always gives me bad marks."
4. Mahjoub said, "I can't come because I am sick."

## UNIT TWO

## EVALUATION EXERCISES

### Exercise 1:

*Fill in the blanks with the appropriate connector:*

**Because, in spite of, but, nevertheless, besides, however, whereas, and.**

1. I've intended to call you \_\_\_\_\_ I've been so busy.
2. The police checked the house ..... they found some clues.
3. Saleck falls asleep in class ..... he doesn't get enough sleep at night.
4. Fatou had worked hard in the exam.....she didn't succeed.
5. The teacher is severe with his students, ..... he's arrogant.
6. I really don't like that guy ..... his good appearance.
7. Amy was good at mathematics ..... Ramata was good at literature.
8. You did an excellent work ..... I'm still disappointed.

**Exercise 2:**

*Turn the following sentences into reported speech.*

1. Aly said, "I'm happy,"
2. Fatima said, "I don't agree with you,"
3. Salem says, "I have been to France,"
4. The teacher said, "I have already explained the rule,"
5. Mohamed says, "I'll help you"
6. Fall said, "I met my classmates,"
7. Aziza said, "I'm going to the market,"
8. The teacher says, "Everyone has to listen to me,"
9. Roughy said, "I will attend the ceremony tomorrow,"
10. Leila said, "I must do my homework today,"

**Exercise 3:**

- A. *Make up correct meaningful sentences expressing two past actions (one action in the past continuous and the other in the simple past) .*

*Example:* The students were playing soccer when the thunderbolt crashed on the stadium.

<u>First action</u>	<u>Second action</u>
1. We ( <b>to watch TV</b> )	a- The plane ( <b>to hit</b> ) the twin towers
2. The passengers ( <b>to sleep</b> )	b- The plane ( <b>to land</b> )
3. China ( <b>to build</b> ) the Olympic sports facilities	c- The cyclone ( <b>to strike</b> ) its eastern coasts
4. The teacher ( <b>to explain</b> ) the lesson	d- The bell ( <b>to ring</b> )
5. Aicha ( <b>to have</b> ) a shower	e- The water ( <b>to turn off</b> )
6. My friends and I ( <b>to swim</b> ) in the river	f- It ( <b>to begin</b> ) raining

**B.** Form as many sentences as possible expressing simultaneity using the following verbs and subjects

**Example:** I was writing a letter while Alassane was drawing a picture.

- Amadou	- To look for his traces
- They	- To hide in a deserted house
- I	- To follow closely
- We	- To explain the lesson
- Fatimetou	- To draw a picture
- Salma and Penda	- To play scrabble
- The students	- To prepare tea
- Khady	- To serve dinner
- The teacher	- To watch TV
- The bold man	- To listen carefully
- The murderer	- To write a letter
- The police	- To drive back
	- To drive his car

**Exercise 4:**

*Find the superlatives of the adjectives between brackets.*

11. Tergit is (**nice**) place I've ever been to.
12. Leila is (**fat**) girl in our school.
13. She has (**beautiful**) voice in Mauritania.
14. Dramé is (**good**) student at mathematics.
15. This is (**interesting**) movie I've ever seen.
16. Diamonds are (**hard**) and (**precious**) stones.
17. That was (**bad**) experience I've ever had.
18. I think this is (**exciting**) novel I've ever read so far.
19. Akjoujt is one of (**hot**) towns in Mauritania.
20. The first exercise is (**difficult**) one in the exam.

**UNIT THREE LESSONS**

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## UNIT THREE

### LESSON 1

# SIDI'S EVENING

## I LEARN HOW TO EXPRESS DURATION IN THE PAST AND PRESENT

### 1. I READ THE TEXT

At eight o'clock yesterday evening, Mr Sidi and his wife Aicha were sitting in their living room. While the husband was reading a newspaper, his wife was cleaning the tea set in order to make some tea. As they were sitting calmly, their daughters Leila and Navissa were busy reciting the last Koran verses they had written earlier in their tablets. A few minutes later, Sidi's friend Camara came in. The family welcomed him warmly. While Sidi and Camara were chatting, Aicha was preparing the tea in another room.

The two men were talking about some common social issues when Ahmed, the baby woke up and started crying because he didn't see his mother around. As the baby kept on crying, the two men felt disturbed and decided to retire to the garden to continue their conversation peacefully.

## New words and expressions

Tea set

Verses

Tablets

Warmly

To tackle

To retire

Peacefully

## 2. I KNOW MY VOCABULARY

### Exercise 1

*Use these words and expressions in meaningful sentences:*

**tablet, to retire, verses, to tackle.**

### Exercise 2

*Fill in the blank with the appropriate word or expression:*

**Keep on, conversation, verses of Koran.**

1. At the time of praying, I recite a few.....of Koran
2. During the round table, they.....talking about a serious problem.
3. The president was having a..... with his prime minister.

### **3. I UNDERSTAND THE TEXT**

*Read the text silently and answer the questions:*

1. When were Sidi and Aicha sitting in the living room?
2. What was Sidi doing?
3. What was Aicha fixing?
4. What were the two daughters trying to do?
5. How did the family welcome Camara?
6. Where was Aicha making tea?
7. Why was the baby crying?

### **4. I CAN INTERACT**

*In groups try to speak about Sidi's family. Does it represent a model of the Mauritanian family?*

### **5. I CAN WRITE**

*Write a short paragraph in which you compare your own family to Sidi's family by saying how they are similar or different?*

### **6. I KNOW HOW TO USE**

Review of:

- **The past continuous tense.**

- **Adverbs of manner.**

## 7. I DO MY HOMEWORK

*Use the verbs in bold type in the past continuous.*

1. Ali (**read**) a book while his brother (**draw**) a picture.
2. While the boys (**play**) soccer, the girls (**applaud**).
3. While the teacher (**explain**) rules, his students (**listen**).
4. I (**shake**) of cold while my friend (**feel**) very hot.

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## UNIT THREE

### LESSON 2

# MUSTAFA'S LIFE

## I LEARN HOW TO EXPRESS DURATION IN THE PAST AND PRESENT

### 1. I READ THE TEXT

Mustafa grew up in the South of the country. After he graduated from high school, he left the South and went to Nouakchott to study at the University. After that, he got a scholarship and went to study abroad. Then he came back home and became a teacher at the University of Nouakchott. During all this time, Mustafa had a big hobby. He liked gardening. His friends used to call him the “amateur gardener”. Gardening reminded him home, the countryside.

Later, when he got married, Mustafa bought a big house in which he planted his first real garden. He knew very little about growing plants but he has kept trying.

Now he is a well-known teacher. He has taught at the University of Nouakchott for the past eight years. He has always been nice with his colleagues and very helpful to his students.

At first, Mustafa enjoyed being famous but now he's got tired of it. Although he has not yet decided to move to the countryside, Mustafa is still thinking about doing it. He has already chosen where he could settle, a place not very far from Mederdra, his hometown.

**New words and expressions**

- To graduate
- Scholarship
- Hobby
- To remind
- To enjoy
- To settle
- Hometown
- To keep on

**2. I KNOW MY VOCABULARY**

**Exercise 1:**

Match the words and expressions in column **A** to the words and expressions in column **B**.

<b>A</b>	<b>B</b>
1. Hobby 2. To enjoy 3. To settle 4. To grow plants 5. Scholarship	a. To plant b. A grant c. An activity done for pleasure d. To have pleasure from e. To establish

**Exercise 2:**

*Use the words below in meaningful sentences:*

**Famous, scholarship, hobby, to enjoy and to settle.**

**3. I UNDERSTAND THE TEXT**

*Read the text silently and answer the questions:*

1. Who is Mustafa?
2. What do you think about Mustafa's behaviour?
3. Where is he from?
4. Has he enjoyed being famous?
5. What has he done for the eight past years?
6. What did he like to do?

#### 4. I CAN INTERACT

*What do you think about Mustafa's idea to quit Nouakchott and all the celebrity he has, and go back to the South to grow plants?*

#### 5. I CAN WRITE

*In a few lines, write about where you prefer to live. (In the city or in the countryside) and why?*

#### 6. I KNOW HOW TO USE

**The present perfect:**

**Already / yet**

- *Positive statements:*

*Example: I've **already finished** those letters.*

He's **already closed** the door.

- *Negative statements*

*Example: I haven't bought a car yet.*

They **haven't taken any photos yet**.

- **Yes / No questions**

*Example: **Has she finished yet?***

Yes, she has - **or** - no, she hasn't.

**Have you already eaten yet ?**

Yes, I have – **or** - no, I haven't.

**The present perfect:** Time expression

- **For + length of time** (a certain number of hours, years etc)

*Example:* They've been here for six hours.

She's written novels for ten years.

- **Since + point in the time** (one specific hour, year etc)

*Example:* They've been here since 10:00.

She's written novels since 1974.

## **7. I DO MY HOMEWORK**

*Build affirmative, negative and interrogative meaningful sentences at the present perfect tense using **already** and **yet** with the following verbs:*

**To finish, to eat, to drink, to forget, to go, to be, and to visit.**



## UNIT THREE

### LESSON 3

# POLLUTION

## I LEARN HOW TO EXPRESS DURATION IN THE PAST AND PRESENT

### 1. I READ THE DIALOGUE

*On radio, on TV, in newspapers, even in the street and almost everywhere, pollution is an issue of big importance. Dahaba who lived in the past in the remote area of our countryside is now living in Nouakchott. He is a bit amazed by all the fuss about pollution. He decided to ask his elder sister, Amy who had been in Nouakchott University.*

**Dahaba:** Can you explain to me why people are so interested in the issue of pollution.

**Amy:** Well, your question is very interesting, but before answering it, tell me, what will happen to you if you start breathing air containing fumes, drinking polluted water, eating vegetables or cereals containing dangerous substances?

**Dahaba:** I will certainly die.

**Amy:** Your answer is correct and at the same time you answer your own question. Actually pollution is about all these fumes, chemical substances contained in the air we are breathing, water that we are drinking, agricultural products that we are consuming which, in the long run, threatening our lives.

These substances come from plants, factories, cars and planes exhausts etc. If you see large numbers of fish floating on the surface of the sea, it is sea pollution caused by chemical substances poured out in the sea. Air pollution causes respiratory problems such as asthma, bronchitis and so on. Land pollution causes the destruction of forests and vegetation in general.

Do you agree with me now that pollution is a very serious problem?

**Dahaba:** Yes, I do agree with you and I think that no one can disagree about the seriousness of the issue. I believe that something must be done to fight efficiently against pollution in order to save humanity from its devastating consequences.

### **New words and expressions**

Issue

To be amazed

Fuss

To breathe

Fumes

To threaten

Exhausts

## **2. I KNOW MY VOCABULARY**

*Complete the sentences below using the following vocabulary:*

**Fuss, amazed, an issue, countryside.**

1. Pollution is .....of big importance.
2. Dahaba lived in past in the .....
3. Dahaba is .....by all the ..... about pollution.

### **3. I UNDERSTAND THE DIALOGUE.**

*Read the dialogue silently and answer the questions:*

1. Where did Dahaba use to live?
2. What will happen to Dahaba if he breathes polluted air or drinks polluted water?
3. Why was Dahaba amazed?
4. How can air be polluted?
5. How can water be polluted?
6. Is pollution a serious problem nowadays?

### **4. I CAN INTERACT**

*Discuss with a friend about pollution and its impact on your environment.*

### **5. I CAN WRITE**

*Write a short paragraph about pollution in your city.*

### **6. I KNOW HOW TO USE**

**The past perfect tense:**

- *Affirmative form:*

**Subject + had + past participle of the verb.**

*Example:* They had lived in Attar for a long time.

- *Negative form:*

**Subject + had + not + past participle of the verb.**

*Example:* They had not lived in Attar for a long time.

- *Interrogative form:*

**Had + subject + past participle of the verb?**

*Example:* Had they lived in Atar for a long time?

## 7. I DO MY HOMEWORK

*Use the verb at the past perfect tense with the given form:*

1. He (**to walk**) along the street. (*Affirmative*)
2. The man (**to drive**) a hundred kilometres. (*Negative*)
3. He (**to write**) the letter last night. (*Interrogative*)
4. I (**to lock**) the doors before I went to sleep. (*Affirmative*)
5. She (**to wash**) all the dishes. (*Negative*)

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## UNIT THREE

### LESSON 4

## PLANNING TO GO TO THE UNIVERSITY

### I LEARN HOW TO EXPRESS CONDITIONALS

#### 1. I READ THE DIALOGUE.

*Kader and Cherif have just graduated from High School. Now they are talking about what to do at the University.*

- Kader:** So, Cherif, what are you going to do next year?  
I mean, have you chosen any University yet?
- Cherif:** Well, I haven't decided anything yet but I think I will probably go to the University of Nouakchott.
- Kader:** And what will you do there?
- Cherif:** I will enrol in the faculty of law and economics.  
I want to become a lawyer.
- Kader:** Well, law is an interesting field but if I were you, I would do English. As you know English language learning nowadays is becoming more and more important.
- Cherif:** You're right and I'm aware of its importance but I am not good at it. However, I will attend English evening classes to improve my level while studying law. What do you think?
- Kader:** I think it's a good idea but it's hard and demanding.
- Cherif:** And what about you? Are you still thinking about studying abroad?

**Kader:** I really want to. If the government gave me that scholarship I applied for, it would be great and I would be very happy.

**Cherif:** What would you study if you obtained that scholarship?

**Kader:** I would enrol in a famous University to do international relations. My dream has always been either to work for an international institution or to become a diplomat.

**Cherif:** Well, good luck, Kader.

**Kader:** Thank you and let's hope we will both make it for the future.

### **New words and expressions**

To enrol

Field

To be aware of

Lawyer

To apply for

Demanding

To make it.

## **2. I KNOW MY VOCABULARY**

*Find the synonyms of these words:*

Well known:

To be successful:

A grant:

To submit a file or a written in order to obtain a favor:

To be a civil servant in an embassy of your country:

### **3. I UNDERSTAND THE DIALOGUE.**

*Read the text silently and answer the questions:*

1. Have cherif and Kader graduated from university?
2. Where will cherif study?
3. What does Kader plan to study at the University?
4. Will Kader go to the University of Nouakchott?
5. Is Cherif going to learn English at the University?
6. What has Kader always dreamt about?

### **4. I CAN INTERACT**

*Discuss with your classmate or school mate about the school subject you like to study at the University.*

*Justify your choice and allow him or her to suggest something else.*

### **5. I CAN WRITE**

*Write a short paragraph talking about what you want to study at the University in the future.*

### **6. I KNOW HOW TO USE**

*If + simple past + conditional past to express unreal conditional.*

*Example:*

- If I knew how to drive, I would buy a car
- If I were you, I wouldn't go out late at night in this dangerous city.
- If I could help you, I would be glad to do it.

## 7. IDO MY HOMEWORK

*Put the verb in the correct tense and form.*

1. If it (**not rain**) people and animal would suffer a lot.
2. If you asked him to lend you some money, he (**not do**) it.
3. If they (**play**) well, they would win the game.
4. If you (**speak**) English very well, you (**can**) easily get a good job.
5. If I (**be**) you, I wouldn't spend the summer holidays in the countryside.

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## INTEGRATION LESSON

## A VISIT TO FRIENDS

### I LEARN HOW TO EXPRESS DURATION IN THE PAST AND PRESENT AND UNREAL CONDITIONS

#### 1. I READ THE DIALOGUE.

*Fatma is visiting her old friend Djeinaba and her husband. She wants them to come over for lunch.*

**Fatma:** Good evening, Djeinaba.

**Djeinaba:** Good evening. That's you, Fatma? Where were you on earth? I haven't seen you for so long. How have you been?

**Fatma:** Pretty good. And you?

**Djeinaba:** Just fine.

**Fatma:** How are your husband and kids?

**Djeinaba:** They are all fine.

**Fatma:** I hope I'm not disturbing you?

**Djeinaba:** No, not at all. I'm delighted to see you because I miss you a lot.

**Fatma:** Listen! Have you and your husband planned to do anything tomorrow?

**Djeinaba:** I don't think we have.

**Fatma:** Then how about coming over for lunch?

**Djeinaba:** Why not. It will be a pleasure. I'll check with my husband before I tell you for sure. He wasn't feeling very well, so he has gone to bed early tonight.

**Fatma:** Oh, sorry to hear that. For how long has he fallen sick?

**Djeinaba:** For a couple of days but it's not that serious. Anyway, if he gets better by tomorrow morning, I'll let you know.

**Fatma:** Did he take any medicine?

**Djeinaba:** No, he didn't. He's never accepted to take modern medicine.

**Fatma:** He's totally wrong. If I were you, I would advise him to see a doctor before it gets worse. And believe me, if I could see him now, I would tell him to go and see a doctor right now.

**Djeinaba:** I really need your help because he's so stubborn that he won't listen to me. Thank you for the visit.

**New words and expressions**

- To believe
- For so long
- Pretty good
- Kids
- Come over
- Check
- A couple of

**2. I KNOW MY VOCABULARY**

*Fill in the blanks with the appropriate words and expressions.*

**For so long, pretty good, a couple of, believe, check, come over.**

1. Mohamed went to England in 1995, his parents haven't seen him.....
2. Before you decide .....with your colleagues.
3. Would you.....for dinner.
4. Salem has recovered from his sickness and now he is feeling....
5. We spent..... weeks in Atar.
6. Moslems.....in Allah and Mohamed is His Messenger.

### **3. I UNDERSTAND THE DIALOGUE.**

*Read the text silently and answer these questions*

1. Why is Fatma visiting her friend?
2. At what time has Fatma visited Djeinaba?
3. Has Djeinaba seen Fatma lately?
4. What's wrong with Djeinaba's husband?
5. Is Djeinaba's husband seriously sick?
6. What will happen to the husband if he doesn't see a doctor?

### **4. I CAN INTERACT**

*Discuss with a friend and give your opinions on traditional and modern medicines.*

### **5. I CAN WRITE**

*Write down a short paragraph in which you compare traditional medicine to the modern one.*

### **6. I KNOW HOW TO USE**

- **The present continuous tense:**  
*Example:* I am visiting my friend.
- **The past continuous tense:**  
*Example:* He was writing a letter.
- **The present perfect tense:**  
*Example:* She has seen her friend.
- **The past perfect tense:**  
*Example:* He had been sick for a long time.

- The conditional:
  - ***If + simple past + could***  
*Example:* If I had a pen, I could finish that exercise.
  - ***If I were + I would***  
*Example:* If I were a teacher, I would teach my own children.
  - ***If I were + I could***  
*Example:* If I were a good doctor, I could save that patient's life.

## **7. I DO MY HOMEWORK**

### **Exercise 1:**

*Write the verbs in parentheses in the appropriate tense.*

1. Listen! Your father (**call**) you.
2. I (**watch**) a film when you came in.
3. They (**build**) already their house.
4. The tourist (**stop**) visiting that country when their fellow citizen got killed.

### **Exercise 2:**

*Complete the sentences with could or would.*

1. If I were rich, I.....buy that nice car.
2. If I had two books I.....give you one.
3. If you studied hard, you ..... succeed in the exam
4. If I ..... get that loan,, I ..... buy a new car.

## UNIT THREE

## EVALUATION EXERCISES

### Exercise 1:

*Put the verbs in parentheses into either the present continuous or the past continuous.*

1. We (**write**) what you (**say**) now.
2. Aly and Gueye (**play**) football when it started raining.
3. She (**read**) in Moby Dick this week.
4. My Father (**get**) elder when he retired.
5. Sidi (**give**) English night classes these days.
6. He was in a hurry because he (**travel**) the following day.
7. I (**travel**) tonight.
8. When he came we (**eat**).
9. My neighbour always (**use**) my pen.
10. At nine o'clock yesterday, Khady (**watch**) TV.
11. Ibrahim usually (**report**) bad news.
12. Last Sunday, we (**discuss**) about this same issue.

### Exercise 2:

*Use the verbs between brackets either in the present perfect or in the past perfect.*

1. We (**exchange**) letters since 2006.
2. It (**rain**) for ten hours.
3. He (**prepare**) himself well before he came to the match.
4. Moctar said, "I saw Camara here two days ago".
5. Russian war planes (**raid**) Georgia yesterday.

6. I just (**speak**) to him.
7. Our teacher (**hope**) that we would be able to finish our program before the end of this month, but it seems to be impossible.
8. Aminetou (**read**) the report as soon as she got it.
9. She says, “The Mourabitouns have made a record score in the match against Mali”.  
She says that the Mourabitouns (**make**) a record score against Mali.
10. I (**work**) every night this week.

**Exercise 3:**

*Write the negative form of each sentence in exercise 1.*

**Exercise 4:**

*Complete the sentences with the main clause.*

*Example:*

If I were rich, I would buy a sport car.

If clause	Main clause
1. If I were rich,	I.....
2. If I had a TV set,	I.....
3. If she weren't so shy,	She.....
4. If he liked it,	He.....
5. If you were a doctor,	You.....

**Exercise 5:**

*Complete the sentences with would or could*

1. If I were you I ..... stop thinking about it.
2. He.....be healthier if he stopped smoking.
3. She .....not be rude with you if she were her sister.
4. If you sowed the seeds of hatred,  
you.....cultivate sorrow and grief.

**Exercise 6:**

*Complete the following sentences beginning with if ...*

1. ...., I would be the happiest man.
2. ...., you could be a millionaire.
3. ...., we could be famous actors.
4. ...., they would live with their parents.