

STUDY ENGLISH

STUDENT'S BOOK

7th Year Secondary School

(Expérimental stage)

The Writers:

- Diallo Harouna English Dpt. Coordinator (IPN)
- Layite Dieng Pédagogic Advisor English Dpt. (IPN)
- Mahjoub Abba Ould Mahjoub. Advisor English Dpt. (IPN)

Reviewed by:

- Mohamed Fadel Ould Cheïkh Elbou
English Teacher Dpt. (IPN)

National Pedagogic Institute

7th Year

Unit

Lesson:

I learn how to check or confirm information

You are a slow reader, aren't you?

I. I read the text/dialogue

Ahmed: Oh, I see you're reading "The Oldman and the sea." It's interesting, isn't it?

Ali: Yes, it really is. But I think the language is a little bit difficult. Don't you think so?

Ahmed: Hemingway wrote it, didn't he?

Ali: Yes, it's by Hemingway. By the way, Hemingway is not Mexican, is he?

Ahmed: No, he is American. But I think the setting of the novel is somewhere in South America.

Ali: He wrote also "One Thousand Years of Solitude," didn't he?

Ahmed: no, that novel was written by G.G Marquez. By the way, have you reached the chapter where the Old man feels desperate and

Ali: Don't tell me. You'll ruin the suspense, won't you?

Ahmed: Oh, you're right, excuse me. But I've noticed that you've been reading it for two months now. I bet you won't finish it, will you?

Ali: you don't understand! I am deliberately reading it slowly, because I can only enjoy it fully through this kind of analytic reading.

II. NEW WORDS TO KNOW

Bit- by the way- - setting- novel- somewhere –somewhere- chapter- desperate- deliberately.

III. I KNOW MY VOCABULARY:

Exercise 1: Match the words in column A to the words in column B (group work)

A	B
1. Bit	a. a division of a written work
2. By the way	b. intentionally
3. Setting	c. work in prose, in the form of a long story
4. novel	d. hopeless
5. Somewhere	e. incidentally
6. Chapter	f. scenery or background
7. Desperate	g. a small piece, portion, or quantity
8. deliberately	h. at some unknown or unspecified place

Exercise 2: Use the following words in a sentences of your own: by the way – setting – somewhere – deliberately

IV. I UNDERSTAND THE TEXT:

Exercise 1

1. What kind of book is Ali reading?
2. What does Ahmed think about it?
3. Does Ali agree with him?
4. How is Ali's way of reading? What do you think about it?

Exercise 2 Are the following statements true (T) or false (F)?

1. "The Oldman and the sea" is a short story. ()
2. The language of the novel is an obstacle for Ali. ()
3. Ali has been reading the novel since a relatively short time. ()
4. Ali is eager to know the ending of the novel. So, he has been reading quickly. ()

V. I CAN INTERACT:

In groups, discuss the importance of novels and short stories.

VI. I CAN WRITE:

Read a short story or narrative text, take note, summarize it and discuss it with your classmates.

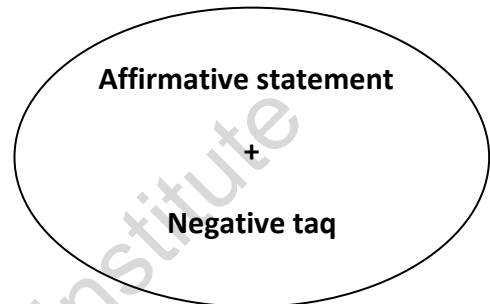
VII. I KNOW HOW TO USE

Question taqs, to check or confirm facts/information

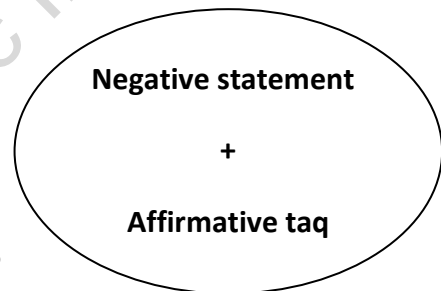
Question taqs (or taq question) are types of questions used chiefly in spoken English.

Form:

- The novel is exciting, isn't it?
- It looks interesting, doesn't it?
- Hemingway wrote it, didn't he?
- He has written other novel, hasn't he?



- The novel isn't very interesting, is it?
- It doesn't look very interesting, does it?
- Hemingway didn't write it, did he?
- He hasn't written anything recently, has he?



VIII. I CAN DO MY HOMEWORK

Construct short dialogue following the example

Sidi: Coppola directs Jurrasic Park, didn't he?

Samba: No, Jurrasic Park was directed by Spieberg.

Some indirect information

- 'Kalila wa Dimnah' was written by EJahiz.
- The Mona Liza was painted by Michelangelo.
- 'Qifa nebki' was composed by El Mutenebbi.

Table of contents

Unit	Lesson Number	Lesson title	Page
one		Foreword	5
	01	The sporting spirit	9
	02	Beggary in Nouakchott	13
	03	Technology	18
	04	Prestigious international trophies	21
	05	Force-feeding in Mauritania	25
	06	The Independence Day in Mauritania	31
	07	Going abroad	37
	A1	Unit one student's assessment	40
		Supplementary texts for extensive reading	
two	08	Making Mauritanian tea	49
	09	The Nomad's way of making bread	53
	10	The signalman	58
	11	A foreigner in New York	62
	12	Solar energy	65
	13	Another day in Paradise	68
	14	Our new principal's philosophy	72
	15	A differed visit	77
	A2	Unit two student's assessment	82
		Supplementary texts for extensive reading	
three	16	Rural exodus	89
	17	You are a slow reader, aren't you	91
	18	The danger of tea addiction	95
	19	My brother's house	98
	20	A lethal trend	102
	21	Manual papermaking	106
	22	Nascent democracy	109
	23	Rural migration	113
	24	The sandstorm	117
	A3	Crime in the streets	120
	Supplementary texts for extensive reading		122

National Pedagogic Institute

FOREWORD

Dear teachers and Seventh Year students,

The Writers are pleased to present to you this 7th year 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 designed under too urgent conditions and with a lot of pressure so as to make it available for the students at the beginning of 2010 / 2011 school year.

It is unfortunate that the writers were not given enough time to work in depth in designing this experimental textbook. Such a complex and demanding work has been achieved within 3 weeks only.

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. They have also provided the students with an assessment test at the end each unit.

This format of the textbook is as follows:

The objective of the lesson

- I. I read the text
- II. I know my vocabulary
- III. I understand the text
- IV. I can interact
- V. I can write
- VI. I know how to use
- VII. I do my homework

Considering the lack of reading sources, the writers have decided to provide teachers and students with more literary and scientific texts at the end of each unit (four texts per unit).

The textbook is also made up of three units totaling twenty three lessons built on texts or dialogues as support and three students' assessments. The Writers expect from the teachers a consistent feedback which will help improve the contents 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 demanding but rewarding task.

UNIT ONE LESSONS

National Pedagogic Institute

National Pedagogic Institute

I learn how to express alternatives with positive and negative sentences.

I. READ THE TEXT:

THE SPORTING SPIRIT

I am always amazed when I hear people saying that sport creates good will between the nations, and that if only the common peoples of the world could meet one another at football or cricket, they would have no inclination to meet on the battlefield.

Even if one didn't know from concrete examples, (the 1936 Olympic Games for instance) that international sporting contests lead to orgies of hatred, one could deduce it from general principles.

Nearly all the sports practiced nowadays are competitive. You play to win, and the game has little meaning unless you do your most to win. On the village green, where you pick up sides and no feeling and local patriotism is involved, it is possible to play simply for the fun and exercise: but as soon as the question of prestige arises, as soon as you feel that you and some larger unit will be disgraced if you lose, the most savage combative instincts are aroused.

At the international level, sport is frankly mimic warfare. But the significant thing is not the behavior of the players but the attitude of the spectators: and, behind the spectators, of the nations who work themselves into furies over these absurd contests, and seriously believe – at any rate for short periods – that running, jumping and kicking a ball are tests of national virtue.

Even a leisurely game like cricket, demanding grace rather than strength, can cause much ill-will. Football, a game in which everyone gets hurt, is far worse. Worst of all is boxing.

George Orwell.

II. NEW WORDS TO KNOW:

Amazed – inclination – concrete –orgies – hatred – deduce –fury -
leisurely - ill-will. Virtue.

III. I KNOW MY VOCABULARY:

Exercise 1: Match the words in column **A** to the words in column **B** (*group work*).

A	B
1. Amazed	a. Occasions when people behave in wild uncontrolled way
2. Inclination	b. Done in a relaxed way without hurrying.
3. Concrete	c. Strong dislike
4. Orgies	d. Extremely surprised
5. Hatred	e. Real and existing
6. Deduce	f. Reach an answer by thinking carefully about the known facts
7. Fury	g. Preference or tendency
8. Leisurely	h. Extreme anger
9. Ill-will	i. Extremely strong feeling of dislike

Exercise 2: Use the following words in sentences of your own:
amazed – concrete- hatred- deduce – fury – leisurely – ill-will

IV. I UNDERSTAND THE TEXT:

1. What do people say about sport?
2. Does the writer agree with them?
3. What is the attitude of the spectators?
4. Do you agree with the author's opinions about sport?

Exercise 2: Are the following statements true (T) or false (F)?

1. According to the writer sport creates good will between nations. ()
2. International sporting make contestants love one another. ()
3. We want to win all the sports we practice. ()
4. At international level, sport players fight to win as they would do in a war. ()
5. Cricket is a game we play in a relaxed way. ()
6. In football and boxing contestants don't get hurt. ()

V. I CAN INTERACT:

In groups, discuss the advantages and disadvantages of sport.

VI. I CAN WRITE:

Using your notes, write about the danger of playing with a fighting spirit that can lead some players to get doped.

VII. I KNOW HOW TO USE:

The correlative conjunctions **either ... or** and **neither ... nor**.

A conjunction is a word that joins other words, phrases, or clauses. Correlative conjunctions which are always in pairs join words, phrases, or clauses of equal rank.

Professional players play **either** with a fighting spirit **or** they get sacked.

Either they win **or** they are dismissed.

Either your brakes **or** your eyesight is at fault.

We can **either** meet this afternoon, **or** we can discuss the matter right now.

I will wear **either** the grey dress **or** the red one.

Either I heard someone knocking **or** I thought that I did.

The new manager will be **either** Ahmad or Mussa.

Either Aisha **or** your sister will call about the party.

Either you get the work done now **or** I will get someone else to do it.

We **neither** saw **nor** heard anything important.

Neither you **nor** your brother will associate with us.

He is **neither** strong **nor** weak.

His doctor allows him **neither** to drink **nor** to smoke.

Neither had the man gone, nor was he going soon.

I like **neither** the blue one **nor** the red one.

The injured boy could **neither** walk **nor** talk.

VIII. I CAN DO MY HOMEWORK:

Use the correlative conjunctions **either ... or** and **neither ... nor** in sentences of your own.

I learn how to discuss ideas

I. READ THE TEXT:**BEGGARY IN NOUAKCHOTT**

Beggary is an old act that exists everywhere, in the poor and the rich countries; in the South and the North and in the East and the West. In Nouakchott, the capital of our country, beggary is a growing and aggravating problem that causes a lot of trouble for the municipality, and that urged the town council to decide new drastic measures to stop and eradicate this old phenomenon. Beggars, however, are still making long lines in front of all the mosques, all the hospitals and all the banks of Nouakchott. Beggars, sometimes, gather at the traffic lights and cause unbearable traffic jams. Like many Mauritanian people, Cheikh, Soumare and Dia are discussing and commenting the last measures the municipality of Nouakchott has taken against beggars.

Cheikh: This is the first time our town council acts wisely and shows that it really exists. Beggars distort our capital and our image.

Soumaré: Our town council did really exist before it decided and took these oppressive measures. It was wiser and more dynamic with the old ones which gave choice to beggars. At that time the municipality provided jobs for beggars and asked them to come and work for a permanent salary or simply quit the bad habit of begging.

Dia: Although, these spectacular measures are reasonable, I don't think they will succeed. The town council has prepared a list of all the beggars of Nouakchott. The beggars won't do anything, they will stay at home and receive sufficient and permanent salaries. But, without the consent of the beggars, the municipality measures will come to nothing and Nouakchott will remain the shelter of beggars. What I know for sure is that these measures will decide the future of our mayor's career.

NEW WORDS TO KNOW:

Beggary _ The South – The North - The East – The West – Aggravating – municipality – urged – town council – drastic – measures – phenomenon – unbearable – distort – oppressive – dynamic – spectacular – consent – shelter – career.

II. I KNOW MY VOCABULARY:

Unbearable – Consent – distort – spectacular – shelter.

Exercise 1:

Choose from the box under activity II. I know my vocabulary to complete the following sentences.

1. Make-up _____ her face.
2. Silence gives _____.
3. A _____ display of fireworks took place last night.
4. Take _____ from the rain.
5. I find his rudeness _____.

Exercise 2:

Use (the North, the South, the East, the West) in meaningful sentences.

III. UNDERSTAND THE TEXT:

Exercise 1:

Read the text silently and answer the following questions.

1. Where does beggary exist?
2. Why did the town council decide new measures?
3. Do beggars distort our capital and our image? How?
4. Which ones are better, the old measures or the new ones?
5. Will the new measures succeed without the consent of the beggars?

Exercise 2:

True / false statements from the content:

- a. Beggary is a new act that didn't exist before? _____
- b. Beggary is a growing and aggravating problem in Nouakchott _____.
- c. Beggars improve the image of Nouakchott. _____
- d. Our town council existed before the new measures ____
- e. These spectacular measures are not reasonable _____
- f. These new measures will decide the future of our mayor career _____

IV. I CAN INTERACT:

In groups, discuss the question of beggary, say how it can be eradicated and take notes.

V. I CAN WRITE:

Use your group work's notes to write about the phenomenon of beggary. Give reasons to support your suggested solutions.

VI. I KNOW HOW TO USE:

- The present simple is used to express:
 1. **A habit:** In the Moorish community, the bride always wears a black veil as a wedding dress.
 2. **A fact that is always true:** Some birds fly South in winter.
 3. **A state:** I prefer tea to coffee.
- The past simple is used to express:
 1. **A finished action in the past:** We met in 2004.
 2. **Actions that follow each other in a story:** Mariem walked into the room and stopped. She listened carefully. She heard a noise coming from behind the curtain. She threw the curtain open, and then she saw ...
 3. **A past habit:** When I was a child, I used to live in a small house.

- The future simple is used to express:
 1. **Intention:** I'll send some letters tomorrow.
 2. **Invitation:** Will you have dinner with me tomorrow?
 3. **Request:** Will you give me a hand?
 4. **Command:** You will stay until the end of the class.

VII. I CAN DO MY HOMEWORK:

Exercise 1:

Use the following verbs to build up meaningful present statements:

Succeed – smoke – sell – slide.

Exercise 2:

Use the following verbs in clear statements to express past actions:

Ride-root – rise - reveal.

Exercise 3:

Use the verbs below to express future intention, initiation, request and command:

prove – pay – put – prepare.

Getting someone do something
Having someone do something

I. READ THE TEXT:

TECHNOLOGY

Technology is both an instrument for progress and a fatal weapon. Ages and ages ago, man invented technology to ease labor, to produce food and to master the nature. During these dark periods, technology was only used to save man from hunger. Later on, when hunger was no longer a major problem, technology shifted and was focused on other objectives such as transportation, clothing and exploration. Needs became greater because of fast growing population and man had to face problems and among them conquest and other pleasure of life. Since technology was available, he could use it and challenge nature in order to fulfill his needs.

Today, technology has conquered every single part of the world and like the Damocles' sword hanging over the universe; it will cut off the head and leave the hopeless body in a death dance.

NEW WORDS TO KNOW:

Instrument – fatal – weapon – ages and ages – labor – to master – hunger – to shift – available – challenge – to fulfill – to hang over - sword.

II. I KNOW MY VOCABULARY:

Exercise: Find in the text the synonyms of these words.

1. Tool: _____
2. Satisfy : _____
3. Years and years : _____
4. Famine: _____
5. Deadly: _____
6. Hard physical Work: _____
7. To have power on: _____

III. I UNDERSTAND THE TEXT:

Read the text silently and answer the following questions.

1. What is technology?
2. Why did man invent technology?
3. What was man's major problem before inventing technology?
4. Has technology conquered the whole world today?

IV. I CAN INTERACT:

You discuss with your friend about the positive and negative aspects of technology. You talk about the positive ones and he or she talks about the negative ones.

V. I CAN WRITE:

On the basis of your discussion in activity IV, write a short paragraph where you talk about either the positive or negative aspects of technology.

VI. I KNOW HOW TO USE:

- **Get + someone + verb without “to” + something.**
- **Have + someone + verb without “to”+ something.**

Examples:

I will get a good mechanic repair my car.

Yesterday my boss had me type a long letter.

After class, I usually get my sister prepare tea for me and my friends.

The teacher has all the students do their homework.

VII. I CAN DO MY HOMEWORK:

Write a short paragraph on this. “*Would life be easier or harder for man without technology?*”.

I learn how to express agreement and disagreement

I. READ THE TEXT:**PRESTIGIOUS INTERNATIONAL TROPHIES**

During the 19th Cup of African Nations, hosted by Tunisia, millions of African football fans saw the games live. Viewers all over the continent enjoyed every second of the spectacle. It was a great sporting event.

A bigger, more interesting, more enjoyable one-month football tournament is still to come: the World Cup. The United States of America will stage it. It will start on June 17. The last game will be played on July 17. The best, top-ranked African, American, Asian, and European teams will meet in the U.S.A. to compete against one another to win the prestigious trophy. So, winning the World Cup is the summit of sporting success. Every team will represent its country and is responsible for an entire nation's passion, hope, dreams, prestige, pride, and patriotism. Bearing such a responsibility can be fearful. That is why some people believe that pressure put on international sportswomen and sportsmen kill the essence of sport: the enjoyment found in it and the pursuit of personal excellence. Other people argue that nations that meet on a football field or athletics tracks are unlikely to meet on a battlefield.

Whatever side we stand by, we always attend or watch the games with passion, excitement, enjoyment, and wonder.

NEW WORDS TO KNOW:

Hosted – fans – spectacle – top-ranked - compete – prestigious - summit - essence -unlikely – battlefield.

II. I KNOW MY VOCABULARY:

Exercise 1: Match the words in column A to the words in column B (group work).

A	B
1. hosted	a. try to be more successful than someone else
2. fans	b. the basic or most important quality in something
3. spectacle	c. greatly respected and admired because of
4. top-ranked	being important
5. compete	d. that will probably not happen
6. prestigious	e. have the highest position
7. summit	f. a place where a battle is being/ has been fought
8. essence	in the past
9. unlikely	g. people who admire and support a person or a
10. battlefield	sport team
	h. a splendid public event
	i. the highest or most important point in
	something
	j. provide the space for a special event

Exercise 2: Use the following words in sentences of your own:
hosted – compete –prestigious – essence – unlikely –
battlefield.

III. I UNDERSTAND THE TEXT:

Exercise 1: Answer the following questions:

1. How could football fans see all the games live?
2. What is the most important world sporting event?
3. Who is allowed to compete in this sporting event?
4. Why is it difficult to play in such an international sporting event?

Exercise 2: Are the following statements true (T) or false (F)?

1. The 20th Cup of African Nations took place in Africa. ()
2. The U.S.A never hosted the World Cup. ()
3. The world Cup is a more important event than the Cup of African Nations ()
4. Only teams representing their countries compete against one another. ()

IV. I CAN INTERACT:

In groups, try to find out why people have a strong feeling of love and attraction for football.

V. I CAN WRITE:

You attended a football match and saw fans behaving in a strange way. In a ten lines essay, describe a sporting event before you witnessed.

VI. I KNOW HOW TO USE:

* A: I enjoy watching football matches.

B: I also enjoy watching football matches.

or

B: I enjoy watching football matches, too.

or

B: So do I.

* A: I don't like rugby.

B: I don't like rugby, either.

or

B: Neither do I. / Nor do I.

* A: I hate the way some football fans act in stadiums.

B: So do I.

* A: I don't mind watching a boxing game.

Neither / Nor do I.

VII. I CAN DO MY HOMEWORK:

Express agreement or disagreement by asking and answering questions you make yourself as in the examples given above.

I learn how to comment and discuss ideas

I. READ THE DIALOGUE:

FORCE – FEEDING IN MAURITANIA

Selma is a heavy built woman in her sixties. She runs a “fat-farm” in the northern town of Chinguitty. A local TV channel reporter visited her and they held this conversation:

Reporter: Hello! Mrs. Selma and welcome to our show. My first question is: what is force-feeding and why do you practice it?

Selma: I make little girls eat lots of food and drink lots of milk. Fatness is a symbol of wealth and felicity; furthermore, in our traditions it makes girls more beautiful and more desirable.

Reporter: You have two different groups of girls, in other words you have fat and thin girls!

Selma: Yes, but the fat girls have eaten and drunk for three months and they have obtained the sought weight since last week. As for the thin ones, they have just arrived.

Reporter: Selma. You're a little bit overweight. Had your mother force-fed you before you got married?

Selma: Of course. My mother had got me fat and my sisters, too. She had had a good reputation for fattening girls before she died.

Reporter: How long will these thin girls stay in your farm? In other words, when will they have completed their eating and drinking course?

Selma: This is the beginning of winter and if they are obedient, they will have finished everything by the beginning of autumn. By next week, these fat girls will have joined their families and my attention and efforts will, therefore, have concentrated on the thin ones.

Reporter: Girls are force-fed in your “fat-farm” to gain a weight and the government has described it as “life-threatening”. Haven’t you ever cared about that?

Selma: Never! I haven’t cared about any of those new intruding western philosophies which describe our sacred traditions and habits as life-threatening. How can anyone imagine that circumcision and force-feeding are life-threatening?! How can you describe chastity and beauty as life-threatening?! It’s nonsense!

Reporter: Mrs. Selma, thank you for your interesting comments on this pertinent issue.

Selma: You’re welcome.

NEW WORDS TO KNOW:

Heavy built – “fat-farm” “force-feeding” – felicity – overweight – reputation – “life-threatening” – intruding – circumcision – chastity.

II. I KNOW MY VOCABULARY:

Exercise 1:

Choose from the box to fill in the blanks

Reputation – overweight – life-threatening - fat-farm -
chastity

1. _____ is abstaining from all illegitimate sexual intercourse.
2. He has a good _____ as a doctor.
3. The place to which little girls are sent to be force-fed is called _____
4. A lot of people in the West are _____ because of eating fast food.
5. Obesity is a _____ disease.

Exercise 2:

Use the following words to build meaningful sentences on your own:

Heavy built – felicity – intruding – circumcision – force-feeding.

III. I UNDERSTAND THE TEXT:

Read the text silently and answer the following questions.

1. What is force-feeding?
2. Why does Selma practice force-feeding?
3. Had Selma been force-fed when she was a girl?
4. For how many months a little girl should stay in a “fat-farm” to gain weight?
5. Did Selma care about the government description of gain weight (obesity)?

IV. I CAN INTERACT:

In the recent past, girls’ fatness was a criterion of beauty and a symbol of wealth. How do you see it today? Do you have other criteria for beauty and wealth?

In groups, discuss and take notes.

V. I CAN WRITE:

Use your group work’s notes to write a paragraph in which you state your point of view about fat women and your alternative criteria of beauty and wealth.

VI. I KNOW HOW TO USE:

1. The present perfect is used to express:

1. **An action that began in the past and continues into the present:**

- Look at those girls! They have eaten and drunk so much to the point that they have gained the sought weight.

The duration of the action with *for* or *since*:

- You've studied English since 2004.
- I've lived in the countryside for seven years.

2. The past perfect is used:

2. **To make clear that one action in the past happened before another action in the past:**

- Had your mother force-fed you before you got married?
- When I got home, I found that someone had broken into my apartment and had stolen my TV set.

3. The future perfect is used:

3. **To say that an action or an event will be completed or finished by a certain time in the future:**

- We will have finished the English program by the end of April.
- They will have finished everything by the beginning of autumn.

VII. I CAN DO MY HOMEWORK:

Exercise 1:

Use the following verbs in meaningful sentences to express actions that started in the past and continue into the present:

To work, to drive, to paint, to sing.

Exercise 2:

Build up four sentences in which you show how you express an action that happened in the past before another action in the past. Use these verbs in your sentences:

To buy, to build, to cry, to call.

Exercise 3:

Use the verbs below to build up sentences in which you show that an action will be completed by a specific time in the future:

to finish – to play – to study – to rise.

I. READ THE TEXT:**THE INDEPENDENCE DAY IN MAURITANIA**

Nouakchott today is a hive of activity. Hundreds of men are working day and night to put the finishing touches to the improvements of our capital. We are waiting for the Independence Day. This day is engraved on every Mauritanian's memory. It's living ardently in every patriot's heart.

In the very beginning of the twentieth century and while our grandfathers were leading a peaceful life, the French military expedition pioneers crossed the Senegal River to colonize Mauritania. The French were looking at their military expedition as an excursion, but decades later, when our grandfathers were snatching victory from them, they admitted they were dreaming. In 1960, on the 28th of November, the French military, statesmen and historians were witnessing the emergence of a great and brave nation, the Islamic Republic of Mauritania.

At this time next month, we'll be celebrating this great day in which the grandfathers retrieved our lost freedom from the French colonists. At this time next year, our children will be dancing and singing the national anthem. At this time after centuries, Sidi Ould Moulaye Zein and his companions, the heroes of the national resistance, will be amongst us,

celebrating this emancipation day. At this moment after a thousand years, millions of Mauritians will be working day and night to clean up and decorate Nouakchott in order to give it a new beautiful look for the great rendez-vous: **November, the 28th**.

NEW WORDS TO KNOW:

Hive – improvements – engraved on – ardently – snatching – emergence – retrieved – anthem – emancipation.

II. I KNOW MY VOCABULARY:

Exercise 1:

Match the words in column A to their explanations in columns B.

A. The words	B. The meanings
1. Hive	A. Cut or carve on (a hard surface)
2. Improvements	B. Passionately, with warm emotion.
3. Engraved on	C. Taking or getting by force
4. Ardently	D. Got possession of again
5. Snatching	E. Hymn
6. Emergence	F. Obtaining freedom, the rights, etc
7. Retrieved	G. Coming into view, coming out, appearing
8. Anthem	H. Something which adds to beauty, usefulness, value, etc.
9. Emancipation	I. Box for bees to live in.

Exercise 2:

Use each word in column “A” in a meaningful sentence.

III. I UNDERSTAND THE TEXT:

Exercise 1:

Read the text silently and answer the following questions.

1. Why are hundreds of men working day and night?
2. What are we waiting for?
3. Can we forget the Independence Day?
4. Was the French military expedition an excursion?
5. What will our children be doing this same time next year?

Exercise 2:

True / false statements from the content:

- a. Our grandparents were preparing to attack Senegal when the French military expedition pioneers crossed the Senegal River _____
- b. The French expedition was a mere excursion _____
- c. Our grandfathers retrieved our freedom from the French colonists _____
- d. At this same time next year, our children will be sleeping _____
- e. After centuries, Sidi Ould Moulay Zeine and his companions will always be remembered by the Mauritians _____
- f. The Mauritians will keep celebrating the 28th of November even after a thousand years _____

IV. I CAN INTERACT:

What does the 28th of November mean to you? In pairs, discuss and take notes.

V. I CAN WRITE:

Use your notes and write a short paragraph in which you state the meaning(s) of the 28th of November in your point of view.

VI. I KNOW HOW TO USE:

- The present continuous is used to express:
 1. **An action that is happening now:**
 - Don't turn the TV off. I'm watching it.
 2. **An action that is true now, but is not necessarily happening at the moment of speaking:**
 - Don't take that book. Aly's reading it.
 3. **A temporary activity:**
 - Fatou is a student, but she is working as a hairdresser during the holidays.
 4. **A planned future arrangement:**
 - We're traveling tomorrow afternoon.
- The past continuous is used:
 1. **To express activities in progress before, and probably after, a specific time in the past:**
 - At this time yesterday I was writing a letter to my friend.
 2. **For descriptions:**

- Khady **was wearing** a blue veil. Her eyes were shining in the light of the candles that were burning nearby.
- 3. **To express an interrupted past activity:**
 - When the phone rang, I **was having** a shower.
- 4. **To express an incomplete activity in the past in order to contrast with the past simple that expresses a completed activity:**

I **was reading** a book during the flight. (I didn't finish it). I read a book during the flight. (I finished it).
- 5. **To express simultaneous past Activities:** (while, when)
 - a) **While:** I **was watching** TV **while** he **was listening** to some music.
 - b) **When:** **When** the phone rang I **was having** a shower.
- The future continuous is used to express:
 1. **An action that'll be going on at a specific time in the future:**
 - At 11 o'clock tomorrow morning I'll **be traveling** to Rosso.
 2. **To ask politely about someone's future plans:**
 - What **will you be doing** tomorrow?

VII. I CAN DO MY HOMEWORK:

Exercise 1:

Build up meaningful sentences on your own to express:

1. **An action that is happening now.**
2. **A temporary activity.** To play –To paint.

Exercise 2:

Write two sentences on your own to express

1. Incomplete activity in the past.
2. Interrupted past activity in the past
3. Simultaneous past

Exercise 3:

Build up two sentences on your own in which you express:

1. An action that will be going on at a specific time in the future.
2. A polite question about one's future plans. To fish – To do.

Getting something done
Having something done

I. READ THE TEXT:

GOING ABROAD

John is taking his family abroad this year. His wife he and their two children are all going. His older brother is a farmer. He's never been overseas and he has decided to go with them. First he will go on horseback from his farm to the bus station. He'll take a bus to their house. From there, they all go together.

They are going to go by train to New York, and then take a ship to Europe. When they arrive in Europe, they're going to rent a car and drive wherever they want to go. Then they will return the car. They are planning to fly home.

It took them a long time to decide where to go, but John thinks they have planned a very interesting trip. At first they wanted to fly because it would be faster and would give them more time for sight-seeing but his brother was very anxious to take a boat trip. The children will enjoy that, too.

II. NEW WORDS TO KNOW:

Abroad – overseas – on horseback – to fly home – to plan – trip
– to rent – sight-seeing.

III. I KNOW MY VOCABULARY:

Exercise:

Fill in the blanks with these words.

Abroad– on horseback– to plan – trip – to rent – sight-seeing.

1. Most people in my village prefer traveling on camel than _____
2. Many foreigners come to this country for _____
3. What are you going to do this summer holiday? I am going to _____
4. During an electoral campaign, all the candidates usually _____ a lot of cars to do theirs campaigns.

IV. I UNDERSTAND THE TEXT:

Read the text silently and answer the following questions.

1. What is John planning to do this year?
2. Is John's brother going to go to the city by car?
3. How are all of them going to travel to Europe?
4. Will they return home by boat?
5. Are John and his family going on a business trip?

V. I CAN INTERACT:

You and your friend have decided to travel. You suggest to travel to the countryside and he/she proposes to travel abroad either to Senegal or any other neighboring country. Each one of you justifies his/her choice or preference.

VI. I CAN WRITE:

Write a short paragraph saying why it is good to travel abroad or to the countryside.

VII. I KNOW HOW TO USE

- **Get + something + done.**
- **Have + something + done.**

Examples:

Please, I want my car washed before I come back.

Did you get your TV set fixed last night?

VIII. I CAN DO MY HOMEWORK

Supply 4 meaningful sentences with “get + something + past participle of the verb” or “have + something + past participle of the verb”.

1. _____
2. _____
3. _____
4. _____

STUDENT'S ASSESSMENT

Heart disease and cancer are the most common diseases found among European people. Recent medical research has developed new effective drugs. And even better, some great progress has been made in the field of prevention. The old proverb "prevention is the surest form of cure" has never been more relevant than now. The identification of most common diseases has helped doctors in preventing them.

Heart disease for instance is caused by obesity, stress and smoking. It can be avoided simply by eating the right food and by doing plenty of exercises. Lung cancer is caused by living and working in a polluted environment and it may be avoided by changing environment and by giving up smoking. In conclusion, we can say that prevention is not only the surest form of cure but it also appears to be the cheapest one in that it does not cost anything.

I. COMPREHENSION :**A. Answer the following questions:**

1. What common diseases are found among European people?
2. Is Lung cancer caused by obesity and stress?
3. In what field has some progress been made?

4. How can we avoid catching heart disease?
5. is prevention an expensive medicine?
6. Give a title to this text.

B. Vocabulary:

Find in the text the synonyms of these words

1. Medicine
2. Frequent
3. Stopping
4. Filthy

II. GRAMMAR:

C. Ask a question for the underlined word

1. The doctor is examining the patient.
2. Sidi bought a medicine yesterday.
3. Kader has gone to hospital.

D. Put the verb in the given tense:

1. The doctor is writing a prescription (simple past)
2. Ahmed was going to hospital (simple future)
3. Are you drinking an aspirin? (present perfect)
4. I will see the doctor (present continuous)
5. Binta does not feel well (Past continuous).

E. Combine each pair of sentences into one single sentence using:

Neither ... nor or **Either ... or** appropriately

❶

You pay attention.

You go out.

❷

I don't speak Arabic.

I don't speak French.

III. ESSAY WRITING :

Explain the following saying: "A healthy mind in a healthy body."

National Pedagogic Institute

UNIT ONE
SUPPLEMENTARY TEXTS
FOR EXTENSIVE READING

I read in my free time or at home the following texts to get more ideas and information and build up my vocabulary.

Text one: Heart transplant

Mr. Russell and his wife have parked their car in front of their house in Indianapolis, a city in the State of Indiana. On weekends, Mr. Russell and his three children ride bicycle on a pavement near their home. He seems healthy and strong. There doesn't seem to be anything abnormal about him. However, he is a very special person.

A few years ago, Mr. Russell was given a second heart. You have probably read something about this wonderful discovery of modern science. Doctors have discovered how to give a new heart to a person taken from another person who has just died. It is transplanted immediately into the body of someone who needs it.

The operation is not always successful. Several people have died after heart transplants because their bodies have rejected the new hearts. Some people with heart transplants become strong and healthy again, and Mr. Russell is one of those lucky ones.

Text two: Arabic numbers

Europeans use different numbers from Arabic numbers. So it seems strange that they should call them Arabic numbers. They do so because they learnt their system of counting from the Arabs. When Islam spread to the east, the Arabs learnt a lot about Mathematics from the Indians. Then Arab Mathematicians did their

own work. They suggested that Muslim countries should use a system of counting in tens. It was not surprising that they should choose ten: people have always used their fingers to count.

In the Arab system, the position of figures was important: one position for thousands, one for hundreds, one for tens, one for units. This idea came from the Indians. But the Arabs introduced something new and very important: the zero.

The Muslim world began to use this system. It led to many new discoveries in Mathematics. But Europeans were still using the Roman system. The Roman system had used capital letters for numbers, and they had counted in five. It was difficult to add up, using Roman letters. So many Europeans did not use written fingers. They added up with counters.

Text three: Cats naps

Cats are creatures of habit. They like to go to sleep about the same time every day and for a certain length of time. They seem to have a natural clock inside them that tells them when to sleep.

Cats supplement their regular sleep with occasional cat naps. Some experts feel that humans could benefit from this habit. Cat naps help to build up energy in the body. They are also a good way to overcome boredom. Since cats have moods similar to those of humans, some experts believe that people can improve their moods and attitudes by catnapping! People might become happier and more positive.

A number of famous people have copied cats by taking cat naps during the day. The naps would usually last from 15 to 30 minutes.

Winston Churchill took cat naps. So did Presidents Harry Truman, John, F. Kennedy and Lyndon B. Johnson. These men were known for their energy. They were also able to work long hours, often into the night. Napping was their secret.

Perhaps more people could learn from cats and take naps to feel better and live longer.

Text four: Foreign languages

Learning foreign languages is of vital importance to everyone. In fact, the knowledge of one or more international languages such as English is highly useful in our educational, cultural, social and economic activities.

The knowledge of international languages constitutes a key part of a successful education. In universities, for example, some academic subjects are taught in English, French or Arabic. Without a good knowledge of these languages, we can't understand some lectures on the one hand and we also fail to make use of reference books on the other hand. International languages also help scientists to carry out their scientific research and experiments.

The mastery of these languages is also a means of improving the social status of people. It opens to them more opportunities and makes them well respected by society.

In addition, the use of international languages is helpful to people who either live or travel abroad. For instance, it enables businessmen to carry out their financial transactions in the world. Similarly, tourists, diplomats and journalists use these languages to discover different cultures, represent their countries or report information.

As a conclusion, we all must learn international languages in order to facilitate our living conditions and to better serve our countries.

UNIT TWO LESSONS

National Pedagogic Institute

I learn how to describe sequences of action (Focus on ordinals)

I. READ THE TEXT:

MAKING MAURITANIAN TEA

Mauritanian tea is delicious, healthy and refreshing. Making and drinking tea in Mauritania is a daily routine whether at home, in the offices, in public places or any given place and there is no specific time of making and drinking it, from early in the morning up to dawn. Mauritanian people love drinking tea in that it has become part of their habit even their culture. Offering some tea or some drink called “Zrig” to any guest is considered as a sign of hospitality. In Mauritania, we can learn how to make tea at an early age. To make tea can be an easy process but to make some good and delicious tea is another thing as it requires a lot of practice and experience. Whoever is interested in learning how to make tea in the Mauritanian way, has to go through the following steps:

First, put a small quantity of some gun powder green tea in the teapot, add some water, then put the teapot on the stove and allow the tea to boil for some time. As soon as the tea has boiled enough, take the teapot back to the tray, add some sugar and some mint in it. Don't forget that the tea must neither be too sweet nor too sour and you can do it by tasting. It must be well balanced. Then start making the foam with the glasses. It needs dexterity from the maker. Fill in a glass of tea and pour it repeatedly from a glass to glass until you get foam. Keep in mind that making foam may seem somehow to be funny to some people such as western foreigners but it is not at all, it is necessary in terms of look and especially it makes one's mouth water. It is also an opportunity to allow the tea to cool down a bit. Mauritanian tea without foam is ugly. The mint is used for flavoring. In Mauritania, we used to say that “tea without

mint is similar to a word without a meaning”. After having made the foam with all the glasses, then taste to check whether it is perfect to drink or not. If it is OK, then the first cup is ready. Pour some tea in each glass and serve the guests who will sip up their tea with joy and pleasure. After this first cup, two other cups will follow and the process remains the same. Social, political, cultural issues, etc. are likely to be discussed or tackled around tea.

NEW WORDS TO KNOW:

Refreshing, daily, dawn, Zrig, guest, pour, stove, foam, tray, allow, mint, dexterity, ugly, check, guest, sip up.

I KNOW MY VOCABULARY:

Exercise 1:

Match the words in column A with their meanings in columns B.

A.	B.
1. refreshing	A. A white mass of small air bubbles formed on a liquid by motion.
2. mint	B. Skillfulness.
3. check	C. Strengthening, giving rest and relief.
4. pour	D. Aromatic plant for flavoring drinks.
5. stove	E. Cause a liquid to flow in a continuous stream.
6. dexterity	F. Verify.
7. foam	G. Device used for heating food, liquids or for cooking.

Exercise 2:

Use the following words in meaningful sentences:

Refreshing, sip up, check, pour, guest, daily, foam

II. I UNDERSTAND THE TEXT:

Exercise 1:

Read the text silently and answer the following questions.

1. Is Mauritanian tea made and drunk only during the daytime?
2. What aromatic plant is used in the Mauritanian tea?
3. What are the components of the Mauritanian tea?
4. Is it necessary to make foamy tea?
5. What are some of the issues which can be discussed around tea?

Exercise 2:

True / false statements from the content:

- a. The Mauritanian tea must be too sweet. _____
- b. Making good tea requires a lot of know-how, _____
- c. Offering Mauritanian tea is not a sign of hospitality, _____
- d. Mauritanian tea without foam is meaningless, _____
- e. Mauritanian tea is drunk when it gets cold, _____
- f. Mauritanian teenagers learn how make tea only when they become adult, _____

III. I CAN INTERACT:

In pairs, discuss how drinking too much can sometimes become harmful for health especially when someone becomes addicted to it. Take notes.

IV. I CAN WRITE:

Use your group work's notes to write about the assumed harm that tea can cause especially to tea addicted persons.

V. I KNOW HOW TO USE:

Ordinals are numbers used to show order or position in a series of actions, changes, etc.

First, read the questions carefully, **second**, start answering them. **Third**, don't look at your neighbor and ... **Fourth**, hand me your answer sheets and leave.

VI. I CAN DO MY HOMEWORK:

Exercise 1:

Complete with the appropriate ordinal number.

1. The _____ man to land and walk on the moon was Neil Armstrong in 1969.
2. We are living in the _____ century.
3. July is the _____ month of the year.
4. Z is the _____ of the English Alphabet.
5. We are celebrating the _____ anniversary of our independence this year.

Exercise 2:

Write a short paragraph in which you classify the necessary steps to start and drive a car, to make a phone call to make z'rig. Use ordinal numbers like first, second, etc, refer to **VI. I know how to use.**

I learn how to describe sequences of action (Focus on imperative)

I. READ THE TEXT:

THE NOMAD'S WAY OF MAKING BREAD

Bread is one of the oldest and most famous known kinds of food. Its flavor, shape and the way it is baked differ from people to people and from place to place. The simplest way of baking bread is the one used by the nomads of Mauritania. If you want to learn it, follow these steps: first, put some wheat flour in a big bowl. Then add water and yeast and start kneading the mixture with your bare clean hands until it becomes a firm paste.

Next, light a fire in the open air and bury your paste in the hot sand under the burning wood and the live charcoal. After ten minutes go and turn your bread upside down and poke your fire.

After that, wash up the big bowl, go back to your fire, take the bread, shake it off, put it up into small pieces. Finally and before you start eating, don't forget to add some kid or lamb sauce and meat. Finally enjoy your meal!

NEW WORDS TO KNOW:

Baking, flour, yeast, kneading, bare, paste, bury, live, upside down, poke, shake off, kid, lamb.

II. KNOW MY VOCABULARY:

Exercise 1:

Match the words in column A with their meanings in columns B.

A.	B.
1. Baking	a. Substance used in the making of bread.
2. Flour	b. Without clothing, covering or protection.
3. Yeast	c. Dough; Soft mixture of flour and water.
4. Kneading	d. Put underground, cover with earth or leaves.
5. Bare	e. Burning or glowing.
6. Paste	f. With the upper side underneath.
7. Bury	g. Move the wood and the charcoal to make the fire burn up.
8. Live	h. Take off; get rid of.
9. Upside down	i. Young of the sheep
10. Poke	j. Powder made from grain, used for making bread.
11. Shake off	k. Cooking by dry heat in an oven or in hot sand.
12. Kid	l. Making (flour and water) into a firm dough by working with the hands).
13. Lamb	m. Young of the goat.

Exercise 2:

Build up sentences using:

Baking, yeast, kid, lamb, flour, kneading, paste, bare.

III. UNDERSTAND THE TEXT:

Exercise 1:

Read the text silently and answer the following questions.

1. What is the simplest way to bake bread?
2. What kind of flour do the Mauritanian nomads use to make bread?
3. Where do the nomads bury their paste to be backed?
4. Do nomads eat bread without sauce?
5. What kind of sauce do nomads add to their bread?

Exercise 2:

True / false statements from the content:

- a. The most complex way to bake bread is the one used by the nomads. _____
- b. The nomads eat bread without sauce. _____
- c. The sauce is made of tomato. _____
- d. To bake the bread, the nomads bury the paste in the hot sand. _____
- e. Before they cut up bread into pieces, the nomads shake it off. _____
- f. Bread and sauce are put in a big bowl. _____

IV. I CAN INTERACT:

The nomads and the city dwellers differ in many ways. In groups discuss about these differences and take notes.

V. I CAN WRITE:

Use your group work's notes to write a paragraph in which you show the major aspects of differences between the nomads and the city dwellers lifestyles.

VI. I KNOW HOW TO USE:

- ◆ **The imperative is the form of a verb or a sentence which expresses a command or an order.**

Examples:

Light a fire!

You can use imperative to express sequences of actions.

Example:

First, **put** some wheat flour in the bowl.

Then, **add** water and yeast and knead.

Next, **light** a fire in the open air.

After that **wash up** the big bowl.

- ◆ **First, then, next, after that, finally** are the words used to introduce sequences of actions. Then, next and after that can be repeated if there're more than five steps to go.

VII. I CAN DO MY HOMEWORK:

Exercise 1:

Choose from the box to complete the sentences, and then arrange them:

First, then, next, after that, finally

In order to brush your teeth correctly:

- ✓ _____ Start brushing your upper teeth from up downwards.

- ✓ _____ Rinse out your mouth.
- ✓ _____ Put some tooth paste on your tooth brush.
- ✓ _____ The lower teeth from bottom upwards
- ✓ _____ Wash your tooth brush.

Exercise 2:

Write five sentences in which you use the imperative and you introduce sequences of actions.

1. _____
2. _____
3. _____
4. _____
5. _____

I learn how to express preferences

I. READ THE TEXT**THE SIGNALMAN**

"What is the matter?" I asked the men.

"The Signalman was killed this morning, Sir".

"Not the man belonging to that box?"

"Yes, Sir."

"Not the man I know?"

"You will recognize him, Sir, if you knew him", said the man who spoke for the others, solemnly uncovering his own head, and raising an end of the tarpaulin, "for his face is quite composed."

"Oh, how did this happen, how did this happen?" I asked, turning from one to another as the hut closed in again.

"He was cut down by an engine, sir. No man in England knew his work better. As the engine came out of the tunnel his back was towards her, and she cut him down."

"Coming round the curve in the tunnel, sir," he said, "I saw him at the end, like as if I saw him down a perspective glass. There was no time to check speed, and I knew him to be very careful. As he didn't seem to take heed of the whistle, I shut it off when we were running down upon him, and called as loud as I could call."

Charles Dickens.

NEW WORDS TO KNOW:

Solemnly – tarpaulin – composed – curve - take heed of -whistle

II. I KNOW MY VOCABULARY

Exercise 1: Match the words in column **A** to the words in column **B** (*group work*)

A	B
1. solemnly	a. Calm and in control of your motions.
2. tarpaulin	b. Pay attention, to consider.
3. composed	c. a device you blow through to make a loud sound.
4. curve	d. In a serious way and without amusement.
5. take heed of	e. A line which bends and has no straight parts.
6. Whistle	f. Heavy waterproof cloth used as a cover.

Exercise 2: Use the following words in sentences of your own: *solemnly, composed, take heed of, curve.*

III. I UNDERSTAND THE TEXT

Exercise 1: Read the text silently and answer the following questions:

1. Who was killed in this accident?
2. What was the man covered with after he died?
3. Why couldn't he see the engine?
4. Was he careful?

5. Who saw him as if in a perspective glass?
6. Did the man who saw the signalman tried to draw his attention?

Exercise 2: Are the following statements true (T) or false (F)?

1. The signalman was killed in a car accident. ()
2. After the accident the gnalman was not recognizable. ()
3. No one knew the signalman's job better than he did. ()
4. The accident happened in the tunnel ()
5. The engine driver had no time to slow down ()
- 6.

IV. I CAN INTERACT

What does a night watchman's job consist of? Do you think it is easy / difficult? Taking notes, discuss about it in groups.

V. I CAN WRITE

Use the notes you have taken from your groups to write a short paragraph about a night watchman's job.

VI. I KNOW HOW TO USE

Ways of expressing preference:

He **prefers** buses **to** trains.

He **prefers** taking a bus **to** taking a car.

He **prefers** taking a bus **rather than** taking a car.

Rather than taking a car, he **prefers** taking a bus.

He **would prefer** to take a bus **rather than** take a car.

He **would rather** take a car **than** take a bus.

VII. I DO MY HOMEWORK

On your own, use ways of expressing preference as in the examples given above.

1. Tea/Coffee
2. Dogs/Cats
3. City/Countryside
4. English/French

I learn how to express hopes / wishes

I. READ THE TEXT:**A FOREIGNER IN NEW YORK**

A foreigner was once visiting New York. He wished to take a walk in order to see the city, but he was afraid that he would get lost because he did not know a word of English. Therefore, after leaving his hotel, he stopped at the first corner and carefully copied in his notebook something that he thought the name of the street on which his hotel was situated. Then he walked. Nevertheless he got lost. Some hours later, he arrived at a police station. There, he had a confused conversation with the policemen. He could neither understand them nor could they. Finally an interpreter was called. The foreigner explained to the interpreter that although he did not know the name of his hotel, he did know the name of the street in which it was situated. He then showed him what he had copied in his notebook. The words which he had so carefully copied in his notebook were: "**One-way-street**". The interpreter could not help smiling.

NEW WORDS TO KNOW:

To be afraid, to get lost, nevertheless, interpreter, one-way-street.

II. I KNOW MY VOCABULARY:

Complete each sentence with one of these words.

Situated – policemen – interpreter – foreigner – one-way-street

1. Someone who knows many languages and helps people understand each other is called an _____
2. When you travel or live in a country which you are not from, you are called a _____
3. The shopping centre is _____ in the city centre.
4. When you drive on a street with one unique direction, it is called _____.
5. _____ are in charge of security.

III. I UNDERSTAND THE TEXT:

Read the text silently and answer the following questions.

1. Was the foreigner visiting a city from England?
2. What was the foreigner afraid of?
3. What did the foreigner wish to do?
4. What did he do after he left his hotel?
5. Did he arrive at a fire brigade station?
6. Why did the policemen call an interpreter
7. Could the policemen and the foreigner understand each other?

IV. I CAN INTERACT:

You and your friend talk about the advantages of knowing foreign languages.

V. I CAN WRITE:

Write a short paragraph in which you talk about the importance of learning foreign languages such as English, French or Arabic.

VI. I KNOW HOW TO USE:

- **To wish, to hope** in sentences to express a hope or a wish.

Examples:

I wish I had more money.

We hope that Karim will come to the party.

VII. I CAN DO MY HOMEWORK

After you graduate from University, say what you wish to do.

I learn how to express desires / wants

I. READ THE TEXT:**SOLAR ENERGY**

In many parts of the world, solar energy is used to heat water for homes. Many people think that hot water is a waste of time and an unnecessary luxury, but in some cases it is very important. Hospitals and restaurants for example, need hot water for cleaning, mothers need hot water to wash and feed their babies.

Another use of solar energy is to generate electricity. This is actually very expensive because the collector is very expensive to make, but it is definitely economical for some uses. One example is out: stations radio that work on batteries.

The major use of solar energy battery chargers was to provide electricity for satellites. Now the cost of these chargers is low enough that they can be used widely: a village radio transmitter can be powered by this charger and it never wears out.

NEW WORDS TO KNOW:

To heat, waste, to generate, solar, to wear out, the cost, major.

II. I KNOW MY VOCABULARY:

1. Find in the text, the synonym for each of these words:

Produce: _____ dear: _____, main: _____, price: _____

2. Find in the text the opposite for each of these words

To cool # _____

Cheap # _____

Cold # _____

III. I UNDERSTAND THE TEXT:

Read the text silently and answer the following questions.

1. What is solar energy used for?
2. Why do hospitals and restaurants and mothers need hot water?
3. What is the other use of solar energy?
4. What was the major use of solar battery chargers?
5. Are these chargers still expensive today?

IV. I CAN INTERACT:

You and your friend discuss about the necessity of using solar energy in the rural areas of Mauritania.

V. I CAN WRITE:

In a short paragraph, write on this.

“Is solar energy important for the populations of the rural areas? Why?”

VI. I KNOW HOW TO USE

- **Would like + noun - Would like + verb - I feel like + Verb+ing - I'd rather - I'd better** in sentences to express a desire or want.

Examples:

- *I would like some tea.*
- *Harouna would like to talk to the teacher.*
- *You'd better learn English before going to the USA.*
- *I'd rather stay home and get some rest.*

VII. I CAN DO MY HOMEWORK

Make up 5 sentences through which you express a desire or want (use **would like + noun, would like + verb, feel like + V +ing, I'd rather** and **I'd better + verb**).

1.
2.
3.
4.
5.

*I learn how to express ability, deduction
and how to make requests*

I. READ THE TEXT (SONG):

ANOTHER DAY IN PARADISE

She calls out to the man on the street
"Sir, can you help me?
It's cold and I've nowhere to sleep.
Is there somewhere you can tell me?"

He walks on, doesn't look back.
He pretends he can't hear her.
Starts to whistle as he crosses the street
Seems embarrassed to be there

Oh think twice,
It's another day for you and me in paradise
Oh think twice,
It's just another day for you, you and me in paradise
Just think about it ...

She calls out to the man on the street.
He can see she's been crying.
She's got blisters on the soles of her feet.
She can't walk but she's trying.
Oh, think twice...

Oh lord, is there nothing more anybody can do?
Oh lord, there must be something you can say.
You can tell from the lines on her face.
You can see that she's been there.

Probably been moved on from every place
 'Cos* she didn't fit in there.
 Oh, think twice...

Phil Collins

NEW WORDS TO KNOW:

Nowhere, somewhere, to whistle, embarrassed, blisters, soles, 'cos, fit in.

II. I KNOW MY VOCABULARY:

Match the words in column A with their meanings in columns B.

A.	B.
1. Nowhere	a. Clear note made by the wind.
2. Somewhere	b. Small bag-like swellings under the skin, filled with liquid (caused by rubbing, burning, etc.)
3. To whistle	c. Under surface of a human foot.
4. Embarrassed	d. Not anywhere.
5. Blisters	e. Poetry use of "because"
6. Soles	f. Find, be in, the right; a suitable time or place for.
7. 'Cos	g. Feeling mental discomfort or anxiety.
8. Fit in	h. In, at, to some place.

III. I UNDERSTAND THE TEXT:

* 'Cos = because

Read the text silently and answer the following questions.

1. What is the immediate need of the girl or woman in the song?
2. To whom is she speaking?
3. Does the man care about the miserable state of the girl/woman?
4. What is the mood of the man?
5. Can the girl/woman walk?

IV. I CAN INTERACT:

In groups, discuss the difficult conditions in which most beggars and homeless persons live. Take notes.

V. I CAN WRITE:

Using your group work's notes, write a paragraph in which you tell about the difficult living conditions of the beggars and homeless people.

VI. I KNOW HOW TO USE:

Can: is used to express ability:

He can see she's been crying.

I can speak Arabic.

Ability is also expressed through the expression "**be able to**":

He is able to repair your car?

Can, would, will, would are used to make requests:

- Sir, **can** you help me?
- **Could** you pass the salt, please?
- **Will** you help her, please?
- **Would** you make me a cup of tea, please?

Must is used here to express deduction.

- There **must** be something you can say.
- You **must** be tired?

VII. I CAN DO MY HOMEWORK:

Exercise 1:

Read the song and answer these questions.

1. Where does the scene take place?
2. Do we have any indications of the time in which the man passes near the girl/woman (the time of year or the time of day)?
3. What do we learn about the girl/woman in the song?
4. What is the opinion of the poet?
5. In which part of the song does the poet state his opinion?

Exercise 2:

People can be beggars or homeless because of different reasons. Write a short paragraph in which you introduce as much reasons as you can.

I learn how to express obligation

I. READ THE TEXT:**OUR NEW PRINCIPAL'S PHILOSOPHY**

Hassan, our new principal, is a good man who has nothing to be blamed for but his devotion to the cause of education and his exaggerated strictness. Everyday at 7:50 am, Hassan gathers the students at the flag pole, in the center of the courtyard, to raise the national flag, sing the national anthem and listen to him reading in his school rules booklet. Every time when the flag is hoisted and the anthem is sung, the principal's look become stern and yell out these rules "All students have to come on time. Everyone must respect everyone, here in our school. Students have got to respect their teachers, their peers and of course their supervisors. All of you, boys and girls, should forget about the outside world and its anarchy. You also ought to know and believe that school is a garden of knowledge in which everyone is regular, hardworking and successful, just like a bee".

At this point, the principal's tone becomes, friendly but keeps serious: "dear kids, I invite you to recite and heed T.H. Palmers poem, Try, try Again, which agrees wholeheartedly with my philosophy:

'Tis* a lesson you should heed,
If at first you don't succeed,

* 'Tis = It is

Try, try again;

Then your courage should appear,
For if you will persevere,
You will conquer, never fear
Try, try again;

Once or twice, though you should fail,
If you would at last prevail,
Try, try again;

If we strive, 'tis no disgrace
Though we do not win the race;
What should you do in the case?
Try, try again

If you find your task is hard,
Time will bring you your reward,
Try, try again

All that other folks can do,
Why, with patience, should not you?
Only keep this rule in view:
Try, try again.

NEW WORDS TO KNOW:

To blame – booklet – to hoist – stern – to yell out – peer – to heed – to persevere – to conquer – to prevail – to strive – disgrace – folks – 'Tis.

II. I KNOW MY VOCABULARY

Match the words in column A with their meanings in columns B.

A.	B.
1. To blame	a. People in general
2. Booklet	b. Loss of respect, favor, reputation.
3. To hoist	c. Struggle; make great efforts.
4. Stern	d. Gain victory; fight successfully; be widespread.
5. To yell out	e. Defeat, overcome; take possession of by force.
6. Peer	f. Keep on steadily, continue (something difficult or tiring)
7. To heed	g. Pay attention to.
8. To persevere	h. Equal in rank, merit or quality.
9. To conquer	i. Say loudly and sharply
10. To prevail	j. Severe; strict.
11. To strive	k. Lift with ropes and pulleys.
12. Disgrace	l. Thin book, usually in paper covers.
13. Folks	m. Poetry use of "It is"
14. 'Tis	n. To put on the responsibility on someone for something done (badly or wrongly) or not done.

III. UNDERSTAND THE TEXT:

Read the text silently and answer the following questions.

1. Who is Hassan?
2. Does the principal have anything to be blamed for?
3. How is his strictness? Is it exaggerated or normal?
4. What is the first and foremost school rule, according to the principal?
5. What thing does the principal compare school to?

6. To what insect is Hassan comparing his students to?
7. If you don't succeed in your first trial, what should you do?
8. When should your courage appear?
9. Is there any disgrace when you lose the race?
10. Can you do what other people can't? How?

IV. I CAN INTERACT:

Exercise 1:

In groups, discuss the importance of respecting your school rules. Take notes.

Exercise 2:

“Failure should not deter you from trying again”.

In pairs, discuss the importance of extracting lessons from one's mistakes and trying again to succeed. Take notes.

V. I CAN WRITE:

Exercise 1:

Use your group work's notes (refer **exercise 1 of activity IV**) to write a paragraph in which you state your views about the importance of respecting school rules.

Exercise 2:

Use your pairs work's notes (exercise 2 of activity IV) to write a paragraph about the importance of learning from one's mistakes and striving to overcome the difficulties and succeed.

VI. I KNOW HOW TO USE:

- **Have to:** expresses strong obligation based on a law or rule, or based on the authority of another person. It is impersonal:
 - Every citizen **has to** learn the law and observe it.

- **Have got to:** Is common in British English, but it is more informal.
 - Don't go to bed late. We've **got to** get early tomorrow.

- **Must:** Like have to, expresses strong obligation, but an obligation that involves the speaker's opinion. It is personal.
 - Children **must** obey their parents.

- **Should and ought to:** Express mild obligation, suggestion or advice.
 - I'm overweight. The doctor told me I **should** eat less otherwise I could endanger my health.
 - Such things **ought** not to be allowed, ought they?

VII. I CAN DO MY HOMEWORK:

Exercise 1:

Re-read the verses (the poem) and write a paragraph in which you analyze the conveyed piece of advice. Remember to express strong and mild obligation.

I learn how to express certainly and uncertainly

I. READ THE TEXT:**A DEFERRED VISIT**

My plans for these summer holidays were to pay a visit to my grandmother who is constantly calling and asking me to come over and spend some time with her in the country of Assaba. Every time she calls, my father tells me “wait till I get my car repaired”. Today, my father’s four-wheel drive car is perfectly repaired and I can’t wait to go to meet my grandmother and experience life in the camps!

“Hey Dad, I thought we’d go to countryside to visit my grandmother. I know you might be busy, but you can just pass through, drop me there and come back, can’t you?” I asked. “Dear son, I’m obviously busy but that’s not the question. If you go there you must ruin your health on the run” the father replied. “When you spend only one night in the camp, you’ll probably fall sick,” he added. What kind of sickness can it be?” I asked “I’m not sure, but it might be malaria, dysentery, diarrhea, hookworms, and tapeworms or you may be bitten by poisonous scorpions or snakes,” the father explained. “Please, Dad! It’s enough, I already feel terribly scared and disgusted”. I interrupted my father. I’ll call grandmother and tell her that I can’t come and visit her this summer holiday. However, she won’t forgive me”. My father looked at me and said: “Just let her understand that you don’t feel very well and that is why your visit was differed. She might believe you and look forward to seeing you next year”. “Spending the holiday in the countryside is a

good thing but it is not good and safe and it is big challenge for children like you who were born and grew up in big cities. I know what can be good for you, Son” the father told his Son

NEW WORDS TO KNOW:

Ruin – on the run – malaria – dysentery – diarrhea – hookworms – tapeworms – scared – disgusted – wise – drop.

II. I KNOW MY VOCABULARY:

Exercise 1:

Match the words in column A with their meanings in columns B.

A.	B.
1. Ruin	a. Ultimately
2. On the run	b. Painful disease of the bowels, with discharge of mucus and blood.
3. Malaria	c. Too frequent and too watery emptying of the bowels.
4. Dysentery	d. Worm that infests the intestines of men and animals.
5. Diarrhea	e. Destruct, damage seriously.
6. Hookworms	f. Kinds of fever conveyed by mosquitoes.

Exercise 2:

Choose from the box to complete the following sentences:

Tapeworms – scared – disgusted – to bite. constantly

1. During its adult stage _____ live as a parasite in the intestines of man and other animals.
2. His behavior _____ everybody.
3. Smokers should _____ the bad habit of smoking.
4. The cat _____ the little girl.
5. She was _____ enough not to go out when she was feeling ill.
6. A good student is _____ ready for tests.

III. I UNDERSTAND THE TEXT:

Exercise 1:

Read the text silently and answer the following questions.

1. What were boy's plans of the?
2. What does the father suggest to him to do? Why?
3. Will the boy fall sick if he spends a night in the countryside?
4. What sort of sickness may he be victim of?
5. What happened to the father's car?

Exercise 2:

True / false statements from the content:

- a. The boy's plan was to visit his Aunt in another city, _____
- b. The father's car was not in good mechanical conditions, _____

- c. The father encourages his son to go to the countryside,_____
- d. The son decides to cancel his trip to the camp_____
- e. Malaria is a disease caused by snakes' or scorpions' bites,___

IV. I CAN INTERACT:

In pairs, discuss on the kind of feelings you can have when your brother, friend or someone else you trust lies to you or deceives you. Take notes.

V. I CAN WRITE:

Use your group work's notes to write a paragraph in which you state your feelings about liars and deceivers.

VI. I KNOW HOW TO USE:

- **Must** is used to express certainty.
- **Certainly** expresses certainty, too.

Examples:

- If you go there, you **must** ruin your health.
- When you spend only one night in your grandmother's camp, you'll **certainly** fall ill.
- There're other words and expressions that express certainty: **undoubtedly, obviously, I am sure, I am certain that, It's bound to, It's undeniable that, there are sure to be, I am convinced that.**
- **May** and **might** are used to express uncertainty.

Examples:

- What **may** your illness be?
- She **might** believe you.
- The following expressions are also used to express uncertainty: **I'm not sure, we cannot be sure that, I doubt it, have doubts about, I wonder if, there is no guarantee that, nobody knows exactly.**

VII. I CAN DO MY HOMEWORK:

Your principal tells you that the summer holidays will start next week, but at the end of the week, he informs you that he has received a circular letter which extends the school year for two more weeks. Write a paragraph in which you speak about your feelings and reactions to this sudden surprising decision.

STUDENT'S ASSESSMENT

I. READ THE DIALOGUE:**THE BIGGEST PRISON IN THE WORLD**

In the 1780s, England had a problem with crime. The politicians' solution to this problem was simple. They wanted to send more people to prison. In those days, you could go to prison for stealing a penny or a loaf of bread. But soon, the prisons in England were all full. So what could England do with her convicts? The answer was: send them to a big island, a long way from home ... Australia!

In January 1788, eleven ships from England arrived in Australia. They were carrying 760 convicts and 350 soldiers. Those people were the first white men who went to live in Australia. Their life was difficult. They had to do everything for themselves. Often they were hungry. The convicts and the soldiers were not the nicest people in the world, so there was a lot of fighting. And since only 15% of them were women, it wasn't easy for them to have a normal family life.

II. COMPREHENSION :**A.** Answer the following questions:

1. What problem did England face in the 1780s?
2. Why were convicts sent to Australia?
3. When did the first convicts arrive in Australia?
4. Were all the convicts men only?
5. How was the convicts' life in Australia?

B. Vocabulary:

1. Find in the text the synonyms of these words

- a. Prisoner: _____ b. Hard: _____ c. Jail: _____
d. transporting: _____

2. Compose a noun for each of the following words:

- a. arrived : b. hungry : c. difficult :

III. GRAMMAR:

C. Ask a question for the underlined word

1. They wanted to send more criminals in prison.
2. The soldiers and the convicts were bad and dangerous.
3. Ships arrived in Australia in 1788.
4. The ships were carrying 760 convicts.

D. Put the verb in the appropriate tense:

1. Two convicts (to escape) from prison recently.
2. The policemen often (to arrest) many thieves in this city.

E. Give three sentences in which you express a hope, a wish and a preference.

1.
2.
3.

F. Add the question tag to these sentences:

1. England wanted to send more convicts to prison, ___
2. The convicts life was difficult, _____

IV. ESSAY - WRITING:

Write a small paragraph giving your opinion on this;

“Today several crimes are developing in big cities. Say how can we fight them?”

National Pedagogic Institute

UNIT TWO
SUPPLEMENTARY TEXTS
FOR EXTENSIVE READING

National Pedagogic Institute

I read in my free time or at home the following texts to get more ideas and information and build up my vocabulary.

Text one: Water

Water is the most precious liquid in life, without it there won't be life. The danger is that 97% of the Earth's supply of water is contained in ocean and 2% is frozen. We get our water from the 1% that is left, which comes either from the Earth's surface such as rivers, lakes and stream or from groundwater, that is to say water under the surface of the earth.

Water is very vulnerable. It is easily contaminated by harmful substances like gasoline, household chemicals, fertilizers that leak from the surface through the different layers of sediments. It is vital for man to take care of drinking water in order to survive longer on earth.

Text two: Printing

A few centuries ago, Gutenberg invented printing. Before that time, technology was not really developed. Books did not exist either. In the area of education, both teachers and students relied mainly on oral performances.

"I will turn the manuscript into books", he said. Gutenberg was a very good observer and he was so much aware of the needs and hardships of his time that he devoted his whole life to making printing possible. He worked night and day in order to improve his tools and finally turned his dream into reality; the book was born.

Today, the book is the most important technological instrument. It has spread out education to masses: what was written a hundred years ago in other places in the world is read today everywhere. Although Gutenberg invented printing, the movable type was developed by industrialization.

Text three: Television phenomenon

Television is one of the major communication channels in the world nowadays. It has replaced books, newspapers and even the radio in many parts of the world and it has at the same time invaded the family, business deals, social behavior and political scenes. In fact television educates

people through various aspects by showing for instance scientific films, by providing viewers with documentary focuses on geography, art, biology and economics etc,

Television also entertains people through music concert, sport and comedy films. In addition to that, television keeps the family together in that all the family members are reunited in front of the screen for hours a day and it helps parents keep children quiet and safe at home.

However, television can create as many problems as it can solve. For instance the films regularly shown have to a great extent a bad influence on children and simple minded people. A few familiar examples that can affect them are for instance an almost naked actress in the film, a horror film, or a propaganda sketch.

Text four: Litter in the cities

Litter is garbage like food, paper bags and cans left or thrown on the ground or in the streets where many people live together. Litter remains a big and serious problem in the urban areas. People don't always put the garbage in the garbage cans which have been made for that purpose. The truth is that litter is ugly and it makes the city look dirty and moreover it can easily destroy the view.

The wind often blows the light papers and plastic bags far away, and these blown papers and bags are often very difficult to catch. When they blow against a fence, they get stuck there. And this fence becomes later a wall of garbage.

Litter is also a health problem in that food and other specific garbage bring and even attract animals such as rats, mice or flies which sometimes carry very dangerous diseases. Therefore, children who usually play outdoors are often exposed to these diseases.

However, there are some people who are willing to control litter. They never throw litter, and they sometimes work together in groups to clean up their neighborhoods or the whole city. In most places, litter is against the law. People who tend or attempt to break this law are obviously punished by making them pay a fine or by putting them in prison in some extreme cases. It is always advised to keep in mind the following famous saying about litter prevention that is: "Every litter bit hurts".

UNIT THREE LESSONS

National Pedagogic Institute

I learn how to comment and discuss ideas

I. READ THE TEXT:

RURAL EXODUS

Rural exodus has always been a problem in many countries. Every year, tens of thousands of new people go to the cities to live. Many of them live under poor conditions. They do not have enough houses. They can not work. Their children do not go to school.

Yet more people want to live in the big cities now. As a result, the big cities such as Nouakchott, Cairo, Dakar, Brasilia, and Bombay are getting bigger and bigger.

The countryside is losing people to the cities. Many people come to the cities because there are more opportunities: the best schools, the best hospitals; and the best jobs are in the cities. The cities are suffering from indigestion.

This problem is becoming very serious in most countries. Would you let anyone board a ship without enough space for him? Would you let unlimited number of people into an elevator? What will happen to the ship? There is a high probability that it will sink and the elevator would fall down. Therefore, the government must plan the cities; build schools, houses, hospitals and streets which are necessary infrastructures to develop for the people so that each family will have work, schools, hospitals, houses, etc.

NEW WORDS TO KNOW:

Exodus, As a result, Opportunities, To board, Elevator, To sink,

II. I KNOW MY VOCABULARY:

Match the words in column A to their meaning in column B.

A.	B.
1. Rural	a. Go below the sea
2. Opportunities	b. Work
3. Elevator	c. The countryside
4. Job	d. Embark
5. Board	e. Chances
6. Sink	f. Lift

III. I UNDERSTAND THE TEXT:

Read the text silently and answer the following questions.

1. What does rural exodus mean?
2. Do the new people who go to the city live in good conditions?
3. Why do many people move to the cities?
4. What is happening to some of the big cities?
5. What should the government do?

IV. I CAN INTERACT:

You and your friend discuss about the problems people face in the rural area.

V. I CAN WRITE:

You have been once in the rural area, so in a short paragraph, write about the life of people.

VI. I KNOW HOW TO USE:

- However, therefore, furthermore, since, as a result to express:
 - *Dependent clauses in commenting or discussing.*

Examples:

- *I can't watch the film **since** I'm busy doing my homework.*
- *Mohamed wants to work in an NGO **therefore** he is learning English and French.*
- *The math subject was too long **however** it was easy.*

VII. I CAN DO MY HOMEWORK:

Write a short paragraph on this.

"Do you prefer living in the countryside or in the city? Why?"

I learn how to check or confirm information

YOU ARE A SLOW READER, AREN'T YOU?

I. READ THE TEXT/DIALOGUE

- Ahmed:** Oh, I see you're reading *The Oldman and the sea*. It's interesting, isn't it?
- Ali:** Yes, it really is. But I think the language is a little bit difficult. Don't you think so?
- Ahmed:** Hemingway wrote it, didn't he?
- Ali:** Yes, it's by Hemingway. By the way, Hemingway is not Mexican, is he?
- Ahmed:** No, he is American. But I think the setting of the novel is somewhere in South America.
- Ali:** He wrote also *One Thousand Years of Solitude*, didn't he?
- Ahmed:** no, that novel was written by Gabriel Garcia Marquez. By the way, have you reached the chapter where the Old man feels desperate and
- Ali:** Don't tell me. You'll ruin the suspense, won't you?
- Ahmed:** Oh, you're right, excuse me. But I've noticed that you've been reading it for two months now. I bet you won't finish it, will you?
- Ali:** you don't understand! I am deliberately reading it slowly, because I can only enjoy it fully through this kind of analytic reading.

II. NEW WORDS TO KNOW

bit – by the way – setting – novel – somewhere – chapter
desperate – deliberately.

III. I KNOW MY VOCABULARY:

Exercise 1: Match the words in column A to the words in column B
(group work)

A	B
1. bit	a. a division of a written work
2. by the way	b. intentionally
3. setting	c. work in prose, in the form of a long story
4. novel	d. hopeless
5. somewhere	e. incidentally
6. chapter	f. scenery or background
7. desperate	g. a small piece, portion, or quantity
8. deliberately	h. at some unknown or unspecified place

Exercise 2: Use the following words in sentences of your own:
by the way – setting – somewhere – deliberately

IV. I UNDERSTAND THE TEXT:

Exercise 1

1. What kind of book is Ali reading?
2. What does Ahmed think about it?
3. Does Ali agree with him?
4. How is Ali's way of reading? What do you think about it?

Exercise 2: Are the following statements true (T) or false (F)?

1. *The Oldman and the sea* is a short story. ()
2. The language of the novel is an obstacle for Ali. ()
3. Ali has been reading the novel since a relatively short time. ()
4. Ali is eager to know the ending of the novel. So, he has been reading it quickly. ()

V. I CAN INTERACT:

In groups, discuss the importance of novels and short stories.

VI. I CAN WRITE:

Read a short story or narrative text, take note, summarize it and discuss it with your classmates.

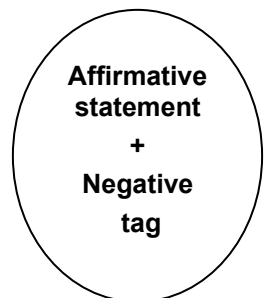
VII. I KNOW HOW TO USE

Question tags, to check or confirm facts/information

Question tags (or tag question) are types of questions used chiefly in spoken English.

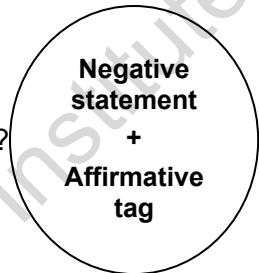
Form:

- The novel is exciting, isn't it?



- It looks interesting, doesn't it?
- Hemingway wrote it, didn't he?
- He has written other novels, hasn't he?

- The novel isn't very interesting, is it?
- It doesn't look very interesting, does it?
- Hemingway didn't write it, did he?
- He hasn't written anything recently, has he?



VIII. I CAN DO MY HOMEWORK

Construct short dialogue following the example

Sidi: Coppola directed *Jurrasic Park*, didn't he?

Samba: No, *Jurrasic Park* was directed by Spieberg.

Some indirect information

- *Kalila wa Dimnah* was written by EJahiz.
- *The Mona Lisa* was painted by Michel Angelo.
- *Qifa nebki* was composed by El Mutenebbi.

I learn how to report when the reporting verb is in the present simple tense, present perfect or future simple

I. READ THE TEXT:

THE DANGER OF TEA ADDICTION

Last month a tremendous fire broke out in one of Nouakchott largest markets. It all started in a shop around 06:00 p.m. when a reckless, compulsive tea drinker put on his stove to get one of his daily doses. The stove exploded and the fire spread out very quickly burning up item after item, shop after shop of the southern wing of the market. The electricity boosted the fire and it soon fanned out to all the vicinity. It was like hell on earth. Everybody was running away to save their lives. Some strange rescuers bravely challenge the fire. They were looters. They stole some 'dakhla' shoes, 'bazin' boubous, 'swaisra' veils, shirts and watches.

The fire brigade came to the scene and could not do much to put out the fire due to lack of means. So it went on burning all night long. The security forces came to the scene, too. They set up road blockades and sealed off the market.

Once again tea addiction caused more than 200 million Ouguiyas in damage. It certainly will not be the last fire if tea drinking is not declared illegal or at least regulated in public places.

NEW WORDS TO KNOW:

Broke out – reckless – compulsive – boosted - fanned out – looters – went on – blockade -seal off– addiction

II. I KNOW MY VOCABULARY:

Exercise 1: Match the words in column **A** to the words in column **B** (group work)

A	B
2. broke out	a. structure put across a road to stop traffic
3. reckless	b. people who steal usually during a violent event
4. compulsive	c. started suddenly
5. boosted	d. not caring about the risks when doing something
6. fanned out	e. unable to stop doing something
7. looters	f. increased
8. went on	g. spread out
9. blockade	h. continued
10. seal off	i. the need to have something harmful regularly
11. addiction	j. prevent people from entering an area

Exercise 2: Use the following words in sentences of your own: addiction, broke out, boosted, looters, blockade, seal off.

III. UNDERSTAND THE TEXT:

1. What is meant by 'one of his daily doses'?
2. How did the fire start?
3. What made the fire to spread out very quickly?
4. Did the strange rescuers help to put out the fire?
5. Why couldn't the fire brigade put out the fire?
6. Why did the security forces seal off the market?

Exercise 1: Are the following statements true (T) or false (F)?

1. The fire started in the morning. ()
2. A tea drinker put on the fire deliberately. ()
3. The market was badly damaged. ()
4. The fire lasted for several hours. ()
5. Tea drinking is regulated in public places. ()

IV. CAN INTERACT:

In groups, discuss ways of solving the danger of tea drinking in public places. Suggest solutions.

V. CAN WRITE:

Using your notes, suggest measures that can be taken as an answer to the danger of tea drinking in public places.

VI. I KNOW HOW TO USE:

When the reporting verb is in the PRESENT SIMPLE, PRESENT PERFECT, or FUTURE SIMPLE tense, there is **no change of tense in the words reported**. Notice only the necessary change of person.

DIRECT SPEECH	REPORTED SPEECH
'We drink tea every day' he says.	He says that <i>they</i> drink tea every day.
'I am terrible sorry' the reckless tea drinker <i>has just told</i> us.	The reckless tea driver <i>has just told</i> us that <i>he</i> is very sorry.
'Drinking tea in public places is dangerous' he <i>will tell</i> you.	He <i>will tell</i> you that drinking tea in public place is dangerous.

VII. I CAN DO MY HOMEWORK:

1. 'I don't know you' he will tell you.
2. 'She drinks too much tea' he has just told me.
3. 'We have no more sugar' she says.
4. 'They can swim' he has told me.
5. 'He always drives fast' they say.
6. 'We like living in this town' they will tell you.
7. 'I will pass the exam' she says.

I learn how to describe process and sequences

I. READ THE DIALOGUE:

MY BROTHER'S HOUSE

On their way to the beach of Nouakchott, Cheikh and his friend Seck, saw a splendid house at the very end of a newly built neighborhood near the beach called "Cité Plage" and they started this conversation.

Cheikh: What a nice house! Can you see it, Seck?

Seck: You mean the green one?

Cheikh: Yes. Do you see the marvelous arches and the fabulous columns?

Seck: I know well that house because it's my brother's and I was engaged in its construction from A to Z. If you're interested, I'll tell you about the method my brother applied in the building process?

Cheikh: Of course, I'm interested, go ahead.

Seck: Obviously, he started by the planning stage in which he made an architect prepare the plans. Next, his construction team cleared the site, laid the foundations and established trenches for connection to services such as sewerage, water and electricity.

Cheikh: Wonderful! And after that?

Seck: After that, the builders laid courses of bricks to construct the walls. Then, they built the floors, the beams and the internal walls as the construction was developing. Plumbers and electricians installed drain, water and electricity pipes and wiring as appropriate.

Cheikh: You didn't mention the columns and the arches!

Seck: I'm just coming to that. Columns and arches are commonly built to make the house stronger and more beautiful. In my brother's house, there are twenty columns and twenty-two arches.

Finally, when the builders completed the main structure, my brother started immediately doing the internal fitting out with lights and other fitments. He decorated and furnished it only last month.

Cheikh: Because your brother is a genius, he built his house without regard to cost.

Seck: Thanks! Here is the beach! Let's go and swim.

NEW WORDS TO KNOW:

Splendid – marvelous – fabulous – plans – foundations – trenches – sewerage – columns – arches – fitting out – fitments.

II. I KNOW MY VOCABULARY:

Exercise 1:

Match the words in columns A to their meanings in column B.

A.	B.
1. Splendid	a. Outlines drawing (of a building) showing the relative sizes, positions, etc of the parts, especially as if seen from above.
2. Fabulous	b. Narrow channels dug in the ground for the draining of water.
3. Plans	c. Magnificent.
4. Trenches	d. Tall, upright pillars decorating or supporting in a building.
5. Sewerage	e. Incredible.
6. Columns	f. System of underground channel (pipeline) to carry off waste liquid from buildings.

Exercise 2:

Build sentences using: marvelous, foundations, arches, fitting out, fitments.

III. I UNDERSTAND THE TEXT:

Exercise 1:

Read the text silently and answer the following questions.

1. What color is the nice house?
2. Whose house is it?
3. How did Seck's brother start building his house.
4. Did Cheikh like the house?
5. Did Seck's brother regard the cost price of his house?

Exercise 2:

True / false statements from the content:

- a. The green house is built by Cheikh. _____
- b. There are ten columns and twelve arches in the house. _____
- c. Seck knows the house very well. _____
- d. Seck witnessed the construction of the house. _____
- e. Cheikh considers Seck's brother as a fool. _____
- f. Seck was obliged to tell Cheikh how his brother had built the green house. _____

IV. I CAN INTERACT:

Is it good to do anything without regard to cost?

In groups, discuss and take notes.

V. I CAN WRITE:

Use the notes you have taken from your group work and write a paragraph in which you state your point of view about counting the costs before doing anything.

VI. I KNOW HOW TO USE:

- ***In the active voice, the subject of the verb performs the action:***
 - The builders laid courses of bricks to construct the walls.
 - The children were eating the cake.
- ***Whereas in the passive voice the subject of the verb experiences the action rather than performs it:***
 - The letter was written yesterday.

VII. I CAN DO MY HOMEWORK:

Exercise 1:

Use these verbs (write, read, repair, ride and roll) in correct sentences to show that the subject of the verb performs the action.

Exercise 2:

Turn the following passive voice sentences into active ones:

1. The boy was punished by his father.
2. The house was built by a famous contractor.
3. These nice paintings are painted by Sidi.
4. The garden was watered by the gardener.
5. The first sheet of paper was created by the Chinese:
CAI Lun in 105 CE.

I learn how to report commands and statements after a past tense reporting verb

I. READ THE TEXT:

A LETHAL TREND

Stealing cars is a trend on the growth in Nouakchott now. If you leave your car unattended or unlocked, chances are you will never see it again. It will end up in a garage and will be turned into spare parts.

Some youngsters however steal cars – very often their parents' – just for fun. They would wander about for hours and hours with some boyfriends or girlfriends of theirs on board. These teenage drivers are sometimes responsible for tragic accidents with casualties among pedestrians, themselves or their fellow drivers. The reason: they drive badly, carelessly and too speedily. Most of their victims become crippled for ever if they are lucky enough to stay alive and therefore will be unable to earn a living.

Last month two young drivers died in a pile-up of six cars near the Novotel Hotel. One of the many other casualties, a little bit luckier than the killed ones suffered serious brain damage and will be living in a vegetative state for the rest of his life. The others suffered fractures, dislocation of bones, injuries, and bruises. All this tragedy was just for fun.

Running over innocent people or running into their cars, killing them or endangering their lives must be no fun. Such unconscionable and immoral behavior is both suicidal and homicidal. It is a crime. The authorities must do whatever it takes to crack down on this lethal trend which is in fashion now.

NEW WORDS TO KNOW:

Unattended – casualty – crippled – vegetative - run into - run over – unconscionable - suicidal – homicidal - crack down –lethal .

II. KNOW MY VOCABULARY:

Exercise 1: Match the words in column **A** to the words in column **B** (*group work*)

A	B
1. Unattended 2. Casualty 3. Crippled 4. Vegetative 5. Suicidal 6. Homicidal 7. Run into 8. Lethal 9. Run over 10. Unconscionable 11. Crack down	a. Able to cause death. b. Likely to result in one's own death. c. Collide with; hit violently. d. Unacceptable. e. A person injured or killed in an accident or war. f. Knock down. g. End something by force h. Not being watched or taken care of. i. Alive but showing no brain activity. j. Injured and become unable to walk or move properly. k. Likely to murder.

Exercise 2:

Use the following words in sentences of your own: unattended, crippled, vegetative, run into, run over, suicidal, homicidal, lethal.

III. UNDERSTAND THE TEXT:

Exercise 1: Read the text silently and answer the following questions:

1. What will happen to a car if left unattended?
2. Who are the two kinds of people that steal cars?
3. What do young people steal cars for?
4. Why do they sometimes make tragic accidents?
5. What happened to the two young drivers?
6. Why will one of the casualties be living in a vegetative state?
7. In what way is these youngsters' behavior suicidal and homicidal?

Exercise 2: Are the following statements true (T) or false (F)?

1. Stealing cars has recently developed in Nouakchott. ()
2. Youngsters steal cars to enjoy themselves. ()
3. Teenagers are good and careful drivers. ()
4. Four people died in last month's accident. ()
5. There were only two casualties. ()

IV. I CAN INTERACT:

In groups, discuss ways of solving this tragic traffic problem. Should the authorities take tough measures or deterrent ones to find an answer to such an alarming issue? Take notes.

V. I CAN WRITE:

Using your notes, suggest measures that can be taken as an answer to tragic cars accidents caused by teenage drivers.

VI. I KNOW HOW TO USE:

*When the reporting verb is in the PAST SIMPLE or, PAST PERFECT tense, or is in a Should / would form, the **words reported** are viewed in a **different perspective**. The **speech** is now **remote**, and seen as relating a sequence of events happening in the past, the tenses being changed accordingly.*

DIRECT SPEECH	INDIRECT SPEECH
'Lock your car,' he advised me.	He advised me to lock my car.
'Don't leave your car unattended,' he told me.	He told me not to leave my car unattended.
'Stealing cars is a trend on the growth now,' he said.	He said that stealing cars was a trend on the growth <i>then</i> .
'Teenage drivers are responsible for tragic accidents,' he explained.	He explained that teenage drivers were responsible for tragic accidents.
'One of the casualties has multiple fractures,' he told me.	He told me that one of the casualties had multiple fractures.
'They wander about four hours and hours,' he said.	He said that they wandered about for hours and hours.
'Most of their victims become crippled for ever,' she said.	She said that most of their victims became crippled for ever.
'Unattended cars will end up in a garage,' he explained.	He explained that unattended cars would end up in a garage.
'Two young drivers died in a tragic accident <i>last month</i> ,' she said.	She said that two young drivers had died in a tragic accident <i>the month before</i> .

The following tense changes are automatic after past tense reporting verbs:

DIRECT SPEECH	REPORTED SPEECH
Present continuous	Past continuous
Present simple	Past simple
Present perfect	Past perfect
Past perfect	No change
Past simple	Past perfect
Past continuous	No change (usually)
shall/will	Would
Can	Could
Could	No change
Must	Had to or no change
Should	No change
Ought to	No change
May	Might
Imperative	Infinitive

Adverbs of time and place and a few other expressions also change.

DIRECT SPEECH	REPORTED SPEECH
Tomorrow	The next day/the following day
Yesterday	The day before
Here	There
This/that	That
This morning	That morning
today	That day
Tonight	That night
Next/on Tuesday	The following Tuesday
Last Tuesday	The previous Tuesday
The day after tomorrow	In two day's time
Ago	Before/previously

VII. I CAN DO MY HOMEWORK:

Turn the following into reported speech.

1. 'Pay at once !' the judge ordered him.
2. 'Don't drive fast !' my mother advised me.
3. 'She has a blue car,' he told me.
4. 'They have a beautiful house in the countryside,' she said.
5. 'The doctor isn't here,' he said
6. 'His parents are away,' she told me.
7. 'The maid washes the clothes every week,' she said.
8. 'She ironed my shirt yesterday,' he said.
9. 'We will travel to London next year,' he said.

I learn how to describe process and sequences of actions

I. READ THE TEXT:**MANUAL PAPERMAKING**

Paper is a substance which is used ubiquitously for writing and packaging. Most paper is made from wood pulp, but other fiber sources such as cotton and textiles may be used. Paper can be made manually and industrially as well. Manual papermaking requires the following ordered steps.

First, the fibers are suspended in water to form a slurry in a large vat, then the slurry is spread over a screen mold. Thus, the fibers are allowed to settle and the water to drain. After that, a uniform coating of fibers is formed, but, because it is still damp, it will be turned out onto a felt and a weight should be placed on top to press out water and keep the paper fibers flat and tight. Next, the sheet is removed from the felt and hung or laid out to dry. Once the paper is dry, it is frequently run between rollers to produce a harder writing surface. Finally, the paper may be sized with gelatin or similar to bind the fibers into the sheet and it can also be made with the appropriate surface depending on its intended purpose. A paper intended for printing or writing with ink, for example, is fairly hard, whereas a paper to be used for water colors is heavily sized, and can be fairly soft.

NEW WORDS TO KNOW:

Ubiquitously – pulp – fiber – suspended – slurry – vat – screen – mold – uniform – coating – felt – weight – rollers – sized – gelatin – bind.

II. I KNOW MY VOCABULARY:**Exercise 1:**

Choose from the box to complete the following sentences.

Pulp – suspended – vat – mold – coating – rollers – gelatin – bind.

1. Your book is torn up, will you _____ it?
2. Jelly is made from _____?
3. A paper is calendared when it is passed between _____?
4. I saw a lot of tinplate _____ in the canning factory.
5. Most fibers are made of tree _____.
6. Dust is _____ in the still air.
7. To dye a dress you need a _____ in which you hold your dye-stuff.
8. This wire screen can be used as a _____ to make a sheet of paper.

Exercise 2:

Build sentences using the following words:

Ubiquitously – fiber – slurry – screen – uniform – felt – weight – sized.

III. UNDERSTAND THE TEXT:

Exercise 1:

Read the text silently and answer the following questions.

1. What is paper?
2. What are the main sources of fibers?
3. What are the two used ways to make a paper?
4. Name the indispensable tools that are used to make a paper.
5. Is it important to size a paper?

Exercise 2: True / False statements from the meaning.

1. Papermaking can be manual and industrial. _____
2. Paper is used for killing insects. _____
3. To make a paper you must make a dilute suspension of fibers in water. _____
4. A paper intended for writing with ink is heavily sized. _____
5. The sheet is hung to dry. _____
6. A paper intended for drawing a water color painting is fairly hard. _____

IV. I CAN INTERACT:

In groups, try to find more uses (at least ten) for paper. Take notes.

V. I CAN WRITE:

Use the notes you have taken from your group work in activity IV and write a neat paragraph about the different uses of paper.

VI. I KNOW HOW TO USE:

In the passive voice, the subject of the verb (the agent) experiences the action rather than performs it. Hence the verb phrase is necessarily containing **be + past participle**:

- The fibers are suspended in water.

Contrarily, in the active voice, the subject of the verb performs the action.

See the examples below:

- Passive voice: The table was broken by the student.
- Active voice : The student broke the table.

VII. I CAN DO MY HOMEWORK:

Exercise 1:

Turn the following passive sentences into active ones.

1. The fire was lit by a little boy.
2. The thief is arrested by the police.
3. The carrots have been eaten by a rabbit.
4. The problem is being dealt with.
5. The man had been tortured before he was killed.

Exercise 2:

Turn the following active sentences into passive ones.

1. They built a nice house.
2. The cat is chasing a mouse.
3. Tears filled her eyes.
4. He had engraved his name on our memories.
5. Doctors will diagnose the illness.

I learn how to report questions beginning with an auxiliary or a WH-word.

II. READ THE TEXT:

NASCENT DEMOCRACY

There is no doubt we are living a new political era. Newspapers are no more gagged and opposition parties no more banned, either. People are getting more and more concerned about the way they are ruled.

We went to the polls again this year to elect our mayors. The campaign started on January 13. It lasted a fortnight. During that period Nouakchott residents seemed to be on holiday night and day. Cars going on long files with their horns blown very noisily, and a lot of appealing slogans were a very common sight. Music of all kinds was broadcast through deafening loudspeakers. Tea, “zrig”, and sometimes food were served to the general public. Hundreds and hundreds of tents were pitched up all over the city. Nouakchott looked like a huge countryside.

The political parties in contest held processions and public meetings to get support. To make their appeal magnetic, they all glamorized their political agendas. They all promised to build new roads, new schools, new markets, new public conveniences; new open spaces ... Whoever took the floor portrayed himself as a hero and his opponents as villains. Finding who was telling the truth was a big challenge. That was, however and is still the wonder of it all. At last people can speak their minds thanks to freedom of speech, press, and assembly established by our Constitution.

NEW WORDS TO KNOW:

Era – fortnight – gag - banned - go to the polls –appealing –
deafening – glamorize - take the floor –villain - speak one’s mind

III. KNOW MY VOCABULARY:

Exercise 1: Match the words in column **A** to the words in column **B**
(group work)

A	B
1. era 2. fortnight 3. gag 4. banned 5. go to the polls 6. appealing 7. deafening 8. glamorize 9. take the floor 10. villain 11. speak one's mind	a. a bad person who harms other people or breaks the law b. attractive or interesting c. make something seem better than it is d. stop people expressing their opinions e. say what one thinks about something very directly f. forbidden officially g. a period of two weeks h. extremely loud i. start speaking j. a period of time that is marked by particular events k. vote

Exercise 2: Use the following words in sentences of your own: *gag, banned, go to the polls, appealing, deafening, glamorize, take the floor, villain, speak one's mind.*

IV. UNDERSTAND THE TEXT:

Exercise 1: Read the text silently and answer the following questions:

1. What is the event that is described in the passage?
2. What is meant by new political era?
3. In your own words, describe Nouakchott during the political campaign.
4. What did the political contestants do to be elected?
5. Were they kind with one another?

Exercise 2: Are the following statements true (T) or false (F)?

1. Political parties are allowed now. ()
2. The contestants were campaigning for the presidency. ()
3. The political campaign lasted fifteen days. ()
4. During the campaign Nouakchott residents were on holiday. ()
5. Drinks and food were served in some restaurant. ()

6. People are free to express their opinion. ()

V. I CAN INTERACT:

You are a candidate standing in an election. You are campaigning to get elected. To get support from the electors, you have to give a convincing speech in a meeting. In groups, discuss ways to convince the electorate. Take notes.

VI. I CAN WRITE:

As a candidate standing in an election, write an appealing speech you have to give to get support. Use your notes.

VII. I KNOW HOW TO USE:

DIRECT SPEECH	INDIRECT SPEECH
"Are newspapers gagged in your country?" he asked them. "Has the campaign started?" she asked Me	He asked them <i>if / whether</i> newspapers were gagged in <i>their</i> country.
"Did they serve food?" they asked us. "Can people speak their minds?" he asked us.	She asked me <i>if / whether</i> the campaign had started . They asked us <i>if/whether</i> they had served food
"Have you been to the meeting?" he asked her	He asked us <i>if / whether</i> people could speak their minds.
"What is the matter?" I asked the men.	He asked her <i>if / whether</i> she had been to the meeting.
"Why are the streets so noisy?" he asked.	I asked the men <i>what</i> the matter was . He asked <i>why</i> the streets were so noisy.
"Why did they pitch up all these tents?" he wanted to know.	He wanted to know <i>why</i> they pitched / they had pitched up all those tents.
"When did they launch the campaign?" he wondered.	He wondered <i>when</i> they launched / they had launched the campaign.
"How long will the campaign last?" he asked me.	He asked me <i>how long</i> the campaign would last .
"What must the contestants do to win?" he wanted to know.	He wanted to know <i>what</i> the contestants had to do to win. He asked me <i>who</i> I thought would be

“Who do you think will be	elected.
elected?” he asked me.	

VIII. I CAN DO MY HOMEWORK:

Turn the following into reported speech.

1. “Do you know who is coming?” he asked me.
2. “When are they coming?” he asked me.
3. “Have you seen them anywhere?” he asked us.
4. “Why didn’t they come yesterday?” my brother asked me.
5. “Where were they last night?” She asked
6. “Will they spend the day here?” she asked.
7. “Did he get up early?” she wanted to know.
8. “Do you know who killed him? he asked us.
9. “Did you wonder why I didn't come?” he asked me.

I learn how to report commands, modals and Yes-No questions after a past tense reporting verb

I. READ THE TEXT:

RURAL MIGRATION

Ahmad was living an easy, healthy, peaceful, and good life in the countryside. Then one day he decided to move to Nouakchott where he thought life was better. He sold his camels, cows, goats and sheep to get money. He moved to Nouakchott and opened a big shop in Ksar.

He was very happy with his new life and new place of residence. He would tell his friends and relatives at every opportunity that he had wasted too much time in the “badiyah” looking for grazing lands for his animals, fetching water from deep and sometimes remote wells and gathering wood to make fire. “Living a nomadic life is not easy at all. You never take a day’s rest. On the other hand, leading city dwellers’ life is simply heavenly.” He kept on telling them.

Life in Nouakchott is entirely different from that in the countryside. Its public amenities make life more pleasant and more comfortable. Medical, schooling and shopping facilities are at hand. Water is abundant. All you have to do to get as much of it as you need is just to turn on a tap. Most people use gas or electric cookers instead of charcoal or wood. Most homes and streets are wonderfully lit with electricity. And the wonder of the wonders is that small box-like device with a piece of glass in the front on which you can see and hear people talking as they would do in everyday life.

But as the days went on, Ahmad started to realize that life in Nouakchott was not what he was expecting and that Nouakchott was an unsafe and dangerous town. Malefactors and criminals like burglars, pickpockets, crooks, racketeers, extortionists, murderers and the “dakhlaishi” gangs operate in broad daylight and overnight. He heard that a man had killed his mother two years ago, and that a woman had murdered her husband the year before ... He could not believe his ears.

One morning, after Ahmad had performed his prayers, he went to his shop. One of the doors of the shop was broken and the shop empty.

Dakhalshi: extortionists or racketeers who threaten people with knives or weapons

In order to get your belongings or money. They usually operate at night

Badiyah: the country or countryside, the villages or camps in the rural area.

NEW WORDS TO KNOW:

Grazing lands - fetch - city dwellers – heavenly – amenities - at hand - turn on – abundant – racketeers – pickpockets - murderers

II. I KNOW MY VOCABULARY:

Exercise 1: Match the words in column **A** to the words in column **B** (*group work*)

A	B
1. Grazing lands	a. peoples who live in cities.
2. Fetch	b. someone who illegally or intentionally kills another person.
3. City dwellers	c. more than enough.
4. Heavenly	d. area where animals feed on grass.
5. Amenities	e. switch on.
6. At hand	f. giving great pleasure.
7. Abundant	g. go to a place to get something and bring it back.
8. Racketeers	h. easily available.
9. Turn on	i. someone involved in dishonest methods of getting money
10. Pickpockets	j. thieves who steal things out of pockets or bags.
11. murderer	k. equipment that makes life more pleasant and comfortable.

Exercise 2: Use the following words in sentences of your own: *grazing lands, fetch, city dwellers, heavenly, amenities, at hand, abundant, racketeers, turn on, pickpockets.*

III. I UNDERSTAND THE TEXT:

Exercise 1: Read the text silently and answer the following questions:

1. How was Ahmad's life in the countryside?
2. Why did he move to Nouakchott?
3. What did he do to get money?
4. In what way is life in Nouakchott different from life in the countryside?
5. Why couldn't Ahmad believe his ears?
6. Who broke the door of the shop?

Exercise 2: Are the following statements true (T) or false (F)?

1. According to Ahmad, life in the countryside is hard. ()
2. Ahmad was impressed by what he found in Nouakchott.()
3. There is more than enough water in the countryside. ()
4. The countryside and city dwellers enjoy the same amenities ()
5. Nouakchott is safer than the countryside. ()

IV. I CAN INTERACT:

In groups, compare life in cities to life in the countryside. Take notes.

V. I CAN WRITE:

Using your notes, write a short essay where you compare life in cities to life in the countryside.

VI. I KNOW HOW TO USE:

DIRECT SPEECH	INDIRECT SPEECH
' Stay with us,' Ahmad's relatives advised him.	Ahmad's relatives advised him to stay with <i>them</i> .
' Don't move to Nouakchott,' they told him.	They told him not to move to Nouakchott.
'You cannot get water from a tap in the countryside, Ahmad said.	Ahmad said that you could not get water from a tap in the countryside.
'You must fetch water from a deep well,' he told them.	He told them that they had to fetch water from a deep well.
'You may get money but no peace and safety,' his uncle told him.	His uncle told him that he might get money but not peace and safety.
'You should / could / might / ought to / could stay in the countryside,' his sister told him.	His sister told him that he should / could / might / ought to / could stay in the countryside.
' Do you want to move to Nouakchott?' Someone asked him.	Someone asked him if / whether he wanted to move to Nouakchott.
' Will you go there?' His brother asked him.	His brother asked him if / whether he would go there.
' Did a man kill his mother?' Ahmad wanted to know.	Ahmad wanted to know if / whether a man had killed his mother.

VII. I CAN DO MY HOMEWORK

Turn the following into reported speech.

1. "Do you know what Ahmad wants to do?" He told me.
2. "Don't sell your animals," his father told him.
3. "May I give you a piece of advice?" His uncle told him.
4. "Why don't you listen to our advice?" His mother asked him.
5. "You must not move to Nouakchott," His sister told him.

6. "You may get comfort but not safety in Nouakchott," a friend of his told him
7. "Did you hear about all the crimes committed in Nouakchott?" another friend of his told him.

I learn how to report exclamations

I. I READ THE TEXT:

THE SANDSTORM

It was “guetna” season and the weather was very nice when Ahmad got up that morning. So he decided to go for a walk. He walked about two kilometers out of Atar. Then suddenly a very strong sandstorm started to blow. A minute later some thick dust covered everything, even the sun. Ahmad could not see very well, so he stood under a date palm and waited for the sandstorm to die out. As the weather was very nice before he left home, he did not take his turban with him. The dust was filling his ears, eyes and nostrils.

While Ahmad was cleaning himself with the flap of his “boubou”, he suddenly fell heavily on the ground. When he came to, he looked at his watch and realized that he had been lying there for fifteen minutes. His head was terribly aching and bleeding. A branch full of big date was lying near him. He stood up, picked it up and decided to revenge his defeat.

Guetna: A season during which most Mauritanian people rush to the oases to eat Fresh dates.

Boubou: it a national dress made for men or Negro African women - a goan like

NEW WORDS TO KNOW:

Sandstorm - die out – nostrils - come to – bleed – revenge - defeat

II. I KNOW MY VOCABULARY:

Exercise 1: Match the words in column **A** to the words in column **B** (group work)

A	B
1. Sandstorm	a. failure to win or succeed
2. Die out	b. become conscious after an accident or an operation
3. Nostrils	c. lose blood
4. Come to	d. harm someone as a punishment for harm they have done to you
5. Bleed	e. a strong wind in a desert carrying a large amount of sand
6. Revenge	f. decrease and finally stop
7. Defeat	g. openings in the nose through which air moves when you breathe

Exercise 2: Use the following words in sentences of your own: *sandstorm, die out, come to, bleed, revenge, and defeat.*

III. UNDERSTAND THE TEXT:

1. What made Ahmad go for a walk?
2. Why couldn't he see very well?
3. Why didn't take his turban with him?
4. What happened to him while he was cleaning himself?
5. Why was his head aching and bleeding?
6. How was he going to revenge his defeat?

Exercise 2: Are the following statements true (T) or false (F)?

1. Ahmad took a walk around Atar to get some fresh air. ()
2. The weather was good enough for a walk that morning. ()
3. Ahmad stood under the tree to pick up some dates. ()
4. Ahmad fell heavy on the ground because someone knock him down. ()
5. Ahmad had been lying under the tree for a quarter of an hour. ()

IV. I CAN INTERACT:

In groups, discuss ways of surviving when lost in the desert. Where / how to find water, food and shelter?

V. I CAN WRITE:

You were lost in the desert for three days. Using your notes, say how you managed to survive. Where / how did you find water, food and shelter?

VI. I KNOW HOW TO USE

Reporting an exclamation is usually best achieved by a circumlocution reflecting the spirit of the original exclamation.

INDIRECT SPEECH	REPORTED SPEECH
'What a nice weather!'	He remarked what a nice weather it was.
'What a lovely palm grove!'	He remarked what a lovely palm grove it was.
'Hello! Where are you going?'	He greeted me and asked where I was going.
'Oh dear! I've torn my dress!'	She exclaimed bitterly that she had torn her dress.
'Oh hell! I've cut myself'	She sighed and said that she had cut herself.

VII. I CAN DO MY HOMEWORK

Turn the following into reported speech.

1. What a lovely house!
2. Hello! What do you want?
3. My goodness! You are slim!
4. What a dirty face you have!
5. Oh dear, what a mess!
6. Oh damn, it's broken!

UNIT THREE: STUDENT'S ASSESSMENT

1. READ THE TEXT:**CRIME IN THE STREETS**

I get angry when people tell horror stories about New York. They talk about how dangerous it is to walk the streets, and how you risk being mugged, robbed, even murdered on the subway or in the park.

I have stayed in New York once a month for the last fifteen years, and I had trouble only once in all that time. I love jogging and when I'm in New York, I get up early, put on my running shoes and my warm up suit, and run in Central Park. I run every evening as well.

One evening last month, I was jogging on a path in the park. Another runner was coming toward me. I moved over to the right to let him pass; he moved over to the left to let me pass. Of course, we collided. We both muttered, "sorry" and continued on our way. Then for some reasons, I put my hand in my pocket and discovered my wallet was not there. "The jogger picked", I thought, and I turned and ran after him.

I caught up with him and knocked him to the ground. He looked very surprised and scared. "Okay, buddy. Hand over the wallet!" I said angrily.

The man handed it over without a word. I ran back to my hotel feeling very brave and lucky. Imagine my surprise when I entered my room and found my wallet on the floor by my bed.

2. COMPREHENSION :**A. Answer the following questions:**

1. When does he get angry?
2. How often has he stayed in New York?
3. How often has he had trouble?
4. What does he do every morning?

5. What happened when he put his hand in his pocket?
6. What did he think?
7. What happened when he got back to his hotel?

B. Vocabulary:

Find in the text the synonyms of each of the following words or sentences

1. Courageous =.....
2. To bumped into each other =
3. I realized that =

I. GRAMMAR:

C. Turn into passive voice:

1. Mr. Dieng visited Mali last year.
2. She has cleaned the rooms.

D. Turn into active voice.

1. Horror stories are told by people about New York.
2. The wallet was handed over by the man

E. Report the following statements:

1. "Can you play the guitar?" we asked him.
2. "What a good game!" he remarked.
3. "Did the police arrest the murderer? I asked them.

F. Use: Can, may, must to complete each sentence

1. New York _____ be one of the most dangerous cities in USA.
2. If I go to the USA, I _____ stay in an expensive hotel.
3. If one _____ speak two international languages he will be happy.

II. ESSAY WRITING:

Write about a funny story that happened to you or to your friend.

UNIT THREE
SUPPLEMENTARY TEXTS
FOR EXTENSIVE READING

I read in my free time or at home the following texts to get more ideas and information and build up my vocabulary.

Text one: Fertilization phenomenon

Fertilization process has an interesting phenomenon: twin infants born at the same time. This fascinating phenomenon results from certain irregularities of the sperm and the egg. Scientists have demonstrated that there are two types of twins: identical twins and fraternal wins.

On one hand, identical twins are formed when the egg splits into two after it has been fertilized. This means a zygote is formed first, and for unknown reason, it cleaves into two zygotes. Genetically the two babies produced will have identical traits: skin, hair, facial features because the two zygotes are identical.

On the other hand, the second type, that is fraternal twins, is reproduced when two eggs are released simultaneously. Genetically the infants are different because their gametes are different.

Text two: City Mouse and village mouse

One day, City Mouse went to visit his cousin in a small village in the country. Village Mouse was very happy to see his cousin, and he welcomed him to his village. Village Mouse gave City Mouse beans and bread to eat and water to drink. Village Mouse said, "Beans and bread are all that I have, but I will share everything with you". City Mouse replied, "You are very kind, but I don't understand how you can eat the same thing day after day. If you come to the city, I will show you how to lead a good life".

The next day, City Mouse and Village Mouse went to the city. When they arrived at City Mouse's house, they found the table full of good food. They ate until they heard a loud noise in the next room. The Village Mouse asked what it was. "Those are the dogs of the house", said City Mouse. Then, the door opened and two large dogs came in. City Mouse and Village Mouse were scared and ran for safety. Village Mouse decided that he didn't like the city and he wanted to go back to his village. City Mouse asked Village Mouse why he was leaving so soon. Village Mouse answered. "It's better to eat beans and bread in peace than to eat rich food in fear".

Text three: Child labor

Developing cities are virtually unanimous in condemning child labor. But the United Nations estimates as many as two hundred million children are at work in the world's fields and factories.

In Asia, Africa and Latin America, children toil in industries like construction, farming or light manufacturing, sometimes under appalling conditions. In India they produce carpets, handicrafts, processed leather and quarried marble. In Brazil some tasks in the thriving shoe industry are done at home and a Labor Ministry official admits, "It is normal that children help their mothers".

Text four: Rush Hour

It's rush hour and everybody is in a hurry to get home. Stanley sings along with his radio as he drives his car through the slow city traffic. The light on the corner of Main Street is red. As Stanley slows down to a stop, his engine stalls. Stanley turns the ignition key. The engine cranks and sputters but it does not catch. The light turns green. Stanley still can't start his car. The drivers behind him begin to blow their horns impatiently.

The traffic light changes from red to green, from green to red several times as Stanley tries to start his car. An enormous traffic jam forms behind him. Drivers honk their horns and lean out their windows to gesture angrily. Stanley does not panic. He gets out of his car and walks over to the man who is blowing his horn the loudest and longest and has the most furious expression on his face.

"Excuse me, Sir," says Stanley. "there is something wrong with my car, Would you mind trying to start it for me? I can blow your horn for you!"