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Honor – Fraternity – Justice

STUDY ENGLISH

Student's Book

6th Year Secondary School

(Experimental stage)

TABLE OF CONTENTS

Unit	Lesson Number	Lesson title	Page
one		Foreword	05
	01	I've got the Job!	09
	02	Happy birthday to you!	13
	03	A fantastic trip	17
	04	Lalla and Jasmine	21
	05	Aly's trip to Selibaby	25
	06	Man proposes and God disposes	29
	07	Beautiful day, isn't it?	33
	A1	Unit one student's assessment	37
two	08	Boys and girls	41
	09	In Nema, there's a big choice	45
	10	Mauritanians and superstitions	49
	11	Mahmoud's Extra Lecture	53
	12	At the school library	57
	13	At the Fast-food restaurant	61
	A2	Unit two student's assessment	65
three	14	Looking for a job	69
	15	Nasreddin and the three wise men	73
	16	Funny Professor	77
	17	Red planet Renaissance	81
	18	The Hunter	85
	19	Importance of the physical activity to people	89
	20	An invitation to the river	93
	A3	Unit three student's assessment	95

FOREWORD

Dear teachers and sixth year students,

The Writers are pleased to present to you this 6th 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 the second semester of 2009 / 2010 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 with in 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.

This format 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

The textbook is also made up of three units totaling twenty lessons. 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

I'VE GOT THE JOB!

I learn how to congratulate

I. I READ THE DIALOGUE :

Helen has been waiting for a letter from Miss Brinks since her interview. Every morning, she rushes downstairs as soon as she hears the postman. But so far she's been disappointed. Perhaps there'll be a letter from Fleet Street this morning. The postman has just arrived at the house.

Helen: Good morning, Dad. Is there any mail for me?

Mr. Chase: I haven't looked yet. Let's see... two letters for me. There will be bills, I'm afraid. Here's one for you, and it's from London.

Helen: Oh, can I have a look? Yes, it's from "Woman's Life". Oh, Dad, will it be "yes" or "no"?

Mr. Chase: Well, you won't know until you open it. Go on! Open it!

Helen: If she turns me down, I don't know what I'll do.

Mr. Chase: Well, what does she say?

Helen: "Dear Miss Chase, I am glad to inform you..."
I've got the job, Dad! I've got the job! Oh, I must tell Mum and Michael. Where are they?

Mr. Chase: Your mother's still asleep. Tell her when she comes down. You'd better tell Mike after he's got up, because he'll be so jealous that he'll want to stay in bed.

Helen: Poor old Mike! But I'm sure the Echo will offer him the job. Wait till his letter comes!

Mrs. Chase: Well, what's going on? I thought the house has caught fire!

Helen: Good news, Mum. Miss Brinks has offered me the job in London.

Mrs. Chase: That's marvelous, darling. Congratulations!

Helen: I must tell Jill. Can I phone her now?

Mrs. Chase: Be patient, darling! You can phone her after you've had breakfast. She must be in bed now!

New Words:

mail – darling – dear – jealous – marvelous – Dad – Mum – congratulation.

II. I KNOW MY VOCABULARY :

Exercise 1:

Match the words in column A to their meaning in column B (pair work).

A	B
1. Mail	a- father
2. Darling	b- excellent
3. Dear	c- envious
4. Jealous	d- mother
5. Marvelous	e- adorable
6. Dad	f- beloved
7. Mum	g- letter
8. bill	h- invoice

Exercise 2:

Build sentences using:

mail – darling - jealous – marvelous – Mum – Dad - bill.

III. I UNDERSTAND THE DIALOGUE :

Exercise 1 :

Read the dialogue silently and answer these questions.

1. What was Helen waiting for?
2. Is she sure there will be a letter for her this morning?
3. Has Mr. Chase got any letter this morning?
4. When will Helen know if Miss Brinks has offered her the job?
5. Does Mr. Chase want Helen to tell her mother straight away?
6. When will Helen tell Michael, and why?
7. When will Michael know the results of his interview?
8. Why did Mrs. Chase think that the house caught fire?
9. How long must Helen wait before she can phone Jill?
10. Why does Helen want to phone Jill soon?

Exercise 3:

Answer with true or false

1. Ms. Brinks has turned Helen down. (.....)
2. Helen was waiting for an e-mail. (.....)
3. Helen was very happy when she opened the letter. (.....)
4. Mrs. Chase told Helen not to phone Jill straight away. (.....)
5. Mike has already woken up. (.....)

IV. I CAN INTERACT

You and your friend have passed your exams. Discuss in groups about it and take notes. You can use some of the following expressions:

- Congratulations on passing your exam
- Congratulations for passing your exam
- Great!
- Lucky you!
- Marvelous!
- Wonderful!
- Well done!

V. I CAN WRITE :

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

VI. I KNOW HOW TO USE :

Forming the past participle of regular verbs:

Spelling	Base	Simple Past	Past Participle
For most verbs: Add "ed" to the base	look open finish	looked opened finished	looked opened finished
For verbs ending in a consonant + "y", change the "y" to "i" and add "ed".	carry copy accompany	carried copied accompanied	carried copied accompanied
For verbs ending in "e", add "d"	phone move translate	phoned moved translated	phoned moved translated
For verbs ending in "c", add "k" + "ed"	panic traffic	panicked trafficked	panicked trafficked

VII. I DO MY HOMEWORK :

Complete these sentences using the simple past. Use one of these verbs.

Clean – die – smoke - start - enjoy – finish – happen – stay – watch.

1. Yesterday evening Itelevision.
2. I.....my teeth three times yesterday.
3. Bernard..... 20 cigarettes yesterday evening.
4. The concert last night.....at 7.30 andat 10 o'clock.
5. The accident..... last Sunday afternoon.

6. We.....our holiday last year. We.....at a very good hotel.
7. William Shakespearein 1616.

HAPPY BIRTHDAY TO YOU!

I learn how to congratulate and to wish

1. I READ THE DIALOGUE :

Omar: It's Fatou's birthday soon.

Ahmed: Oh, when is it?

Omar: It's on January the tenth.

Ismail: That's on Monday!

Omar: Yes, that's right.

Ahmed: What shall we give her?

Ismail: Let's give her some chocolate.

Omar: No, not chocolate. Let's give her some flowers.

Ismail: Yes, that's a good idea.

On January 10th.

Fatou: Good morning, everyone! Awful day, isn't it?

Omar: Yes, terrible! But it's your birthday, Fatou. Happy birthday to you!

Fatou: Oh, thanks. Oh! What beautiful flowers! Are they from you, Omar?

Omar: They're from all of us.

Fatou: Well, thank you very much to all of you. They're lovely!

New Words:

Birthday - that's right - flowers - awful - lovely

II. I KNOW MY VOCABULARY :

Exercise 1:

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

A	B
1. birthday	a- beautiful
2. that's right	b- roses
3. flowers	c- terrible
4. awful	d- that's true
5. lovely	e- anniversary

Exercise 2:

Build sentences using:

birthday - that's right - flowers - awful - lovely.

III. I UNDERSTAND THE DIALOGUE :

Exercise 1:

Read the dialogue carefully and answer the questions:

1. What's the dialogue about?
2. Whose birthday is it?
3. When did the birthday happen?
4. What did they give her as a birthday present?
5. Did Fatou like the present?

Exercise 2:

Put True / False after each statement from the dialogue

1. Fatou's birthday is on Monday. (.....)
2. Fatou's getting married. (.....)
3. They gave her some flowers. (.....)
4. The flowers were from Omar. (.....)
5. She preferred chocolate. (.....)

IV. I CAN INTERACT

You want to organize a birthday party for your classmate.

In groups discuss what you should do and how you should organize it and take notes.

V. I CAN WRITE :

Using the notes you have taken from your group work above, write a short paragraph.

VI. I KNOW HOW AND WHEN TO USE :

Great! Lucky you! Marvelous!

Wonderful! Incredible! Well-done!

Good job! Best wishes! Happy birthday!

VII. I DO MY HOMEWORK :

Write four sentences on your own and then express a congratulation or a wish for each of them.

Example:

Sidi: The poor old man has bought a new house.

Demba: Incredible! Where did he get money?

Sentences

Answers

- | | |
|---------|--------|
| 1. |! |
| 2. |! |
| 3. |! |
| 4. |! |

A FANTASTIC TRIP

I learn how to talk about past actions

I. READ THE DIALOGUE:

Michael's at home again after his trip to the United States. He's telling Helen about his holiday.

Helen: Well, did you have a good holiday?

Michael: Yes, it was really fantastic.

Helen: Come on, tell me Where you went and what you saw.

Michael: I'll never forget the view of New York from the plane. I saw the Statue of Liberty and all the skyscrapers. It was like a concrete forest.

Helen: What were the people like?

Michael: Smashing! They were always friendly, and they didn't mind explaining things to me. I met a lot of great people.

Helen: Did you see Broadway?

Michael: Yes, at night. The lights were incredible. You couldn't escape from the advertisements such as Coca Cola, Canadian Club Whisky, neon signs everywhere!

Helen: Did you go shopping in Fifth Avenue?

Michael: Yes, I went to the shops with Auntie, and I bought you a present.

Helen: Waaw! What did you bring me?

Michael: I'll show you in a minute.

Helen: What was the traffic like?

Michael: Frightening! I used the underpasses to cross the roads; I loved watching cars from Uncle's office, twenty-five floors high. They were like a lot of miniature toys.

Helen: Well, now, how about my present?

Michael: Oh, yes, here you are! Something that all New Yorkers have got.

Helen: Oh! It's an empty bottle. Thank you!

Michael: Yes, an empty bottle full of dirty New York air!

New Words:

Fantastic - advertisement - skyscrapers - frightening - smashing
- underpass - friendly - floors - incredible - miniature.

II. KNOW MY VOCABULARY :

Exercise 1:

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

A. New Words	B. Meanings
1. Fantastic	a. tower
2. skyscrapers	b. welcoming
3. smashing	c. unbelievable
4. friendly	d. excellent
5. incredible	e. announcement
6. advertisement	f. floor
7. frightening	g. terrific
8. underpasses	h. small

9. storey	i. scary
10. miniature	j. subway

Exercise 2

Build sentences using:

Fantastic – skyscraper – friendly – incredible – underpass

III. I UNDERSTAND THE DIALOGUE :

Exercise 1: Read the dialogue again and answer the following questions

1. What was Michael's trip like?
2. Did he see the Statue of Liberty?
3. What was New York like?
4. Were the people of New York nice?
5. What did Michael see when he went to Broadway?
6. What did he do in Fifth Avenue?
7. Did he buy anything for Helen?
8. How did he cross the roads?
9. What did he enjoy doing?
10. What was the air in New York like?

Exercise 2:

Answer by True or False

1. Michael did a bad holiday; (.....)
2. Michael brought Helen a present. (.....)
3. The people of New York were very nice. (.....)
4. Michael didn't go shopping in Fifth Avenue. (.....)
5. The cars were like enormous toys. (.....)
6. Michael bought a watch for Helen. (.....)

IV. I CAN INTERACT

You've traveled somewhere during one of your holidays. Discuss this in groups and take notes.

V. I CAN WRITE :

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

VI. I KNOW HOW TO USE :

Root verb	Simple Past
Begin	Began
Blow	Blew
Choose	Chose
Go	Went

VII. I DO MY HOMEWORK :

Write sentences about the past (yesterday/last week etc...)

1. He always goes to work by car. Yesterday
2. They always get up early. This morning
3. Bill often loses his keys. He.....last Saturday.
4. I write a letter to Jane every week. Last week.....
5. She meets her friends every evening. She ...yesterday evening.
6. They buy a new car every year. Last year.....

LALLA AND JASMINE

I learn how to express duration with the present perfect**I. READ THE DIALOGUE :**

Lalla is a supervisor at Chinguitty high school. Jasmine is the new English teacher at the same school. They met and held this conversation.

Lalla: Hi, Jasmine. I hope you're feeling relaxed in Chinguitty.

Jasmine: Hi. Yes, so far. I have only lived here for a couple of days.

Lalla: Oh, really! Where were you working before?

Jasmine: In Kaedi, my hometown.

Lalla: Well, welcome to Chinguitty.

Jasmine: Thanks. How long have you lived in this town?

Lalla: I've lived here since I was born!

Jasmine: Wow! Have you ever felt bored or wanted to live elsewhere?

Lalla: Not at all. What about you? Since when have you been in Kaedi?

Jasmine: Since 1985, the year my parents have brought me to this world! I've always been bored with everything there. How long have you been a supervisor?

Lalla: For fifteen years now.

Jasmin: That's a long time.

Lalla: Not that long. Oh, I'm hungry! Would you come and have lunch with me?

Jasmin: No. Thanks. I've just eaten some Meshwii and dates.
Bye.

Lalla: You're welcome. Bye-bye.

New Words:

Supervisor – a couple of – to serve – elsewhere – to be bored – not that long.

II. I KNOW MY VOCABULARY :

Exercise:

Put all the new words and expressions in correct and meaningful sentences.

III. I UNDERSTAND THE DIALOGUE :

Read the dialogue silently and answer these questions.

1. Who's speaking to who in this dialogue?
2. Has Lalla liked to live elsewhere?
3. What has Jasmine felt about living in Kaedi?
4. How long has Lalla worked as a supervisor in Chinguetti high school?
5. Is that a long period of time for Jasmine?

IV. I CAN INTERACT

What is an ideal job for you?

Give reasons for your choice. In groups, discuss about it. Take notes.

V. I CAN WRITE :

Using the notes you have taken from your group work, write a paragraph about the ideal job.

VI. I KNOW HOW TO USE :

The present perfect

Form:

a. Positive:

- I've lived in Ksar.
- He has lived in Ksar.
- They have lived in Ksar.

b. Negative:

- You haven't done your homework yet.
- She hasn't done her homework yet.
- We haven't done our homework yet.

c. Interrogative:

- Have they arrived yet?
- Has she prepared lunch?
- Have we understood the lesson?

Use:

The present perfect is used to express an action that began in the past and still continues in the present.

Examples:

- She's lived in the same town for twenty years.
- We have known each other since childhood.

VII. DO MY HOMEWORK :

Make up 10 meaningful sentences using the present perfect in its whole forms.

Use also (since, for, just, already, not yet) in your sentences.

ALY'S TRIP TO SELIBABY

I learn how to use the simple past and the past perfect

I. READ THE TEXT:

Aly was delighted because he received the money his father had promised to send him. How would he spend that money? He had already planned everything. He would go to Selibaby to see his friend Camara and stay there for sometime. Camara had told him a lot about that town and the nice villages around it.

The day Aly received the money was a very busy one. He went to the market to buy all he needed for his trip, then he went to the passenger station to book a place for himself before he dropped by his grand parents to say good-bye.

The next day Aly, left for Selibaby and Camara who had informed his family and friends of Aly's imminent arrival gave his friend a warm welcome.

Aly stayed in Selibaby for a fortnight and "how right was Camara!" he witnessed. Selibaby and its suburbs were gorgeous. The food was good. Aly told his friend's mother that he had never tasted such a delicious food.

New Words:

Delighted – passenger station – to book – dropped by – fortnight – witnessed.

II. I KNOW MY VOCABULARY :

Exercise:

Choose from the box to fill in the blanks:

Fortnight – delighted – imminent – witnessed.
--

1. A storm is
2. Her singing the audience.
3. Two weeks are a
4. I having seen the accused committing his crime.

III. I UNDERSTAND THE TEXT :

Exercise:

Read the text silently and answer these questions.

1. Why was Aly delighted?
2. Did he receive the money his father had promised to send him?
3. Had Aly decided how to spend his money?
4. Who would Aly see in Selibaby?
5. Did Aly like the food in Selibaby?

IV. I CAN INTERACT

In groups, discuss “the importance of spending holidays in the countryside”. Does it help students relax and refresh their bodies and minds? Take notes.

V. I CAN WRITE :

Use the notes you have taken from your group work, write about this experience.

VI. I KNOW HOW TO USE :

The past perfect and the simple past.

1. *The past perfect*

Form: **had + Past Participle** (regular/irregular verb)

The form of the past perfect is the same for all persons.

Examples:

a. Positive:

- I had read the Holy Quran before I went to school.

b. Negative:

- He hadn't given me the documents before he died.

c. Interrogative:

- Had they already landed on the moon?

Use:

The past perfect is used to express that an action in the past happened before another action in the past.

Examples:

When the teacher arrived he found that his students had left.

2. *The simple past*

Form:

The form of the pas simple is the same for all persons.

Examples:

- a. Positive
 - He arrived three weeks ago.
- b. Negative
 - You didn't answer my question.
- c. Interrogative
 - Did you like the food?

Use:

The simple past is used to express a finished action in the past.

Example:

My sister got her A levels last year.
The principal left five minutes ago.

VII. I DO MY HOMEWORK :

What's the importance of fulfilling a promise? Discuss in a short paragraph.

VIII. Make meaningful sentences with (before, after, when) using past perfect.

MAN PROPOSES AND GOD DISPOSES

I learn how to express predictions and future plans

I. READ THE TEXT:

Ahmed is going to join his friends who are camping on the seashore; but his mother told him not to go before he finds out about the weather, so he turned his TV on and sat before it. After a while the weatherman appears on the screen:

“This is the latest update on the next twenty-four hours’ forecast.

A dust storm is going to blow in Nouakchott, It’s raining in Nouadhibou, and it’s going to be cold and wet in the West all day tomorrow. It’ll be sunny and warm in the East and the Center. There’ll be light showers in the South accompanied by refreshing breezes of wind.

The temperatures are going to be low almost everywhere, except in the East, and that’s all for tonight – bye-bye!” What a bad luck for me and for my friends! Mum! I’m not going to camp this weekend. “Ahmed shouted. “Now, I’m convinced that – Man proposes and God disposes”, he added.

New Words and expressions:

Camp – weather forecast – weatherman – screen – update – dust storm – wet – sunny – showers – except – find out.

II. I KNOW MY VOCABULARY :

Exercise 1:

Build sentences using: update – showers – except – find out – wet.

Exercise 2:

Try to read the mood of your classmates who live in such a bad weather.

III. I UNDERSTAND THE TEXT :

Read the text silently and answer these questions.

1. Why are Ahmed and his mother interested in the weather forecast?
2. Is the weather convenient for Ahmed to go camping?
3. What will the weather be like in Nouakchott?
4. How is the weather in the South?
5. Why are Ahmed and his friends unlucky?

IV. I CAN INTERACT

Try to find other choices for Ahmed; other places that have better climate and to which he can go camping.

In groups, discuss about it. Take notes.

V. I CAN WRITE :

Use the notes taken from your group work, write a paragraph about the other choices you have found for Ahmed.

VI. I KNOW HOW TO USE :

The future with will / shall and going to

Form:

- a. Positive:
 - I'll revise my lessons.
 - He'll recite a poem.
 - She'll graduate this year.
 - I'm going to play football.
- b. Negative:
 - They are not going to pay their debts.
 - You will not travel this summer.
- c. Interrogative:
 - Is he going to be a doctor?
 - Will they come to the party?

Use:

The most common use of “**will**” is as an auxiliary verb to show future time. It expresses a future fact or prediction:

Examples:

- The teacher will be off for ten days.
- This boy will die if he jumps into water.

We use “**going to**” to express a future plan, decision, or intention made before the moment of speaking. It can also express a prediction, especially when it is based on a present fact.

Examples:

- When I graduate, I'm going to join the army.
- We're going to celebrate your birthday.
- It's going to rain. (Thunder's roaring and the wind's blowing)

VII. I DO MY HOMEWORK :

Write a neat paragraph in which you uncover your plans for the new year's day.

BEAUTIFUL DAY, ISN'T IT?

I learn how to check and confirm

I. READ THE TEXT:

The day started out very bad. Mary overslept and was late for work. Everything that happened at the office contributed to her nervous frenzy. By the time she reached the bus stop for her homeward trip, her stomach was one big knot.

As usual, the bus was late – and jammed. She had to stand in the aisle. As the lurching vehicle pulled her in all directions, her gloom deepened.

Then she heard someone saying, "Beautiful day, isn't it?" Because of the crowd, she could not see the man, but she heard him as he continued to comment on the spring scenery, calling attention to each approaching landmark. This church. That park. This cemetery. That firehouse. Soon all the passengers were gazing out the windows. The man's enthusiasm was so contagious that she found herself smiling for the first time that day.

They reached her stop. Maneuvering toward the door, she got a look at their "guide": an old gentleman with a beard, wearing dark glasses and carrying a thin, white cane.

New Words:

Oversleep – frenzy - homeward - lurch - gloom - gazing
- contagious.

II. I KNOW MY VOCABULARY :

Exercise 1:

Match the words in column A to their explanations in column B. (*group work*)

A	B
1. oversleep 2. frenzy 3. homeward 4. lurch 5. gloom 6. gaze 7. contagious	a. uncontrolled and excited behaviour. b. sleep longer than intended and get up late. c. moving in an irregular way. d. that can be spread quickly among other people. e. towards home. f. feelings of great unhappiness. g. look at someone or something for a long time.

Exercise 2:

Build sentences using: oversleep, frenzy, homeward, lurch, gloom, gaze, contagious.

III. I UNDERSTAND THE DIALOGUE :

Exercise 1:

Read the text silently and answer the following questions:

1. Did Mary have a good day?
2. Why was Mary late for work?
3. Say why Mary had to stand in the aisle?
4. When did Mary first smile?

5. Who said that the day was beautiful?

Exercise 2:

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

- a. Everything that happened at Mary's office made her happy. ()
- b. The bus was full of people. ()
- c. The passengers on the bus were quiet. ()
- d. The voice speaking on the bus was a young man's voice. ()
- e. The passengers on the bus did not care about the person speaking. ()

IV. I CAN INTERACT

Nouakchott drivers and motorists experience daily heavy traffic. Give the reasons and suggest solutions. In groups, discuss about it and take notes.

V. I CAN WRITE :

Use your group work's notes to write about the daily traffic jam on Nouakchott's roads. Give the reasons and suggest solutions.

VI. I KNOW HOW TO USE :

It is a beautiful day, isn't it?
Mary was late for work, wasn't she?
The passengers were gazing out the windows, weren't they?
Mary overslept, didn't she?
She could not see the man, could she?

VII. I DO MY HOMEWORK :

Fill in the blanks with the correct tag questions.

1. It is a beautiful weather... ..,?
2. They aren't doctors.....,?
3. She isn't here... ..?
4. They are students... ..?
5. It wasn't expensive... ..?
6. He was late... ..,?
7. His marks weren't good.....,?
8. He has a car...
9. There were many famous people there... ..?
10. She hasn't got a computer... ..,?
11. They haven't the required documents,?
12. You can reach the top shelf of the bookcase,?
13. You have a house in this town,?
14. She cannot drive,?
15. He could do all the exercises,?
16. They couldn't understand you,?
17. You must obey your parents.....
18. They mustn't show this to anybody.....

STUDENT'S ASSESSMENT

Vitamins

For hundreds of years, scientists have known that deficiencies in nutrition can cause serious problems in the human body. For example, in the past, sailors rarely ate fruits on their ships. As a result, they got a disease called scurvy because they lacked vitamin C.

In 1906, James White, a British scientist, discovered vitamins. He demonstrated that these "life" substances were essential to the growth and development of a human being. Today, scientists know that vitamins regulate the way the body changes food into energy and living tissues. Each vitamin has a specific role in the body and the lack of just one vitamin badly affects the others. Besides, the continued lack of one vitamin in the body can use a vitamin deficiency disease. For example a high lack of vitamin A may reduce one's sight.

I. COMPREHENSION:

A. Answer the following questions.

1. What have scientists known for a long time?
2. Did sailors often eat fruits on their ships?
3. Why did sailors get scurvy?
4. Do vitamins play a certain role in the body?
5. Who discovered vitamins?

B. Vocabulary:

Match the list of the words in A to their meanings in B.

- | A | B |
|-----------------|--------------|
| 1. deficiency | a. important |
| 2. essential | b. sickness |
| 3. demonstrated | c. lack |
| 4. disease | d. proved |

II. GRAMMAR:

C. Use the verb in the appropriate tense. Choose between the simple past, the present perfect or the past perfect.

1. The doctor (advise) me to eat a lot of fruits recently.
2. Salem (go) to the hospital a week ago.
3. When the doctor arrived in the operation room, the patient already (die).

D. Supply the appropriate question tag.

1. Vitamins are important,

2. The patient was waiting for the doctor,

E. Write the appropriate response for these sentences.

Choose between: good luck to you – happy birthday to you – congratulations.

I'm going to have an interview for a job. _____

I have bought a new bicycle. _____

Today in my birthday. _____

III. WRITING:

Write a short paragraph talking about the importance of vitamins in the body.

UNIT TWO LESSONS

BOYS AND GIRLS

I learn how to check and confirm**1. I READ THE TEXT:**

Boys tend to play outside, in large groups that are hierarchically structured. Their groups have a leader who tells others what to do and how to do it, and resists doing what other boys propose. It is by giving orders that high status is negotiated. Another way boys achieve status is to take centre stage by telling stories and jokes, and by challenging the stories and jokes of others. Boys' games have winners and losers and elaborate systems of rules that are frequently the subjects of arguments. Finally, boys are frequently heard to boast about their skills, likes and possessions, and argue about who is best at what.

Girls, on the other hand, play in small groups or pairs. The centre of a girl's social life is her best friend. Within the group, intimacy is key: differentiation is measured by relative closeness. In their most frequent games, such as jump rope and hopscotch, everyone gets a turn. Many of their activities such as playing with dolls do not have winners or losers. Although some girls are certainly more skilled than others, girls are expected not to boast about it, or show that they think they are better than the others. Girls don't give orders: they express their preferences as suggestions, and suggestions are likely to be accepted.

New Words:

Hierarchically - resist - status – elaborate - argument

- boast - intimacy.

II. KNOW MY VOCABULARY :

Exercise 1:

Match the words in column A to their explanations in column B (group work)

A	B
1. hierarchically	a- close friendship or relationship.
2. resist	b- carefully detailed.
3. status	c- disagreement.
4. elaborate	d- arrange according to importance.
5. argument	e- speak too proudly about one's achievement.
6. boast	f- refuse to accept.
7. intimacy	g- position in a group.

Exercise 2:

Build sentences using: hierarchically, resist status, elaborate, argument, boast, intimacy

III. UNDERSTAND THE TEXT :

Exercise 1:

Read the text silently and answer the following questions:

1. Where are boys likely to play?
2. Who gives orders in boys' groups?
3. What do boys frequently argue about?
4. Who is the key figure within girls' groups?
5. Why does everybody get a turn in girls' games?

Exercise 2:

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

1. Boys groups are well organized. ()
2. Boys try to be the centre of attention. ()
3. Boys always agree with each other. ()
4. Girls' activities are competitive. ()
5. Girls expect their friends to obey them. ()

IV. I CAN INTERACT

Should girls and boys enjoy equal status?
In groups, discuss about it and take notes.

V. I CAN WRITE :

Use the notes you have taken from your group work and write a short paragraph where you say whether girls and boys should enjoy equal status.

VI. I KNOW HOW TO USE :

The leader tells others what to do, doesn't he?
Boys tend to play outside, don't they?
Every girl gets a turn, doesn't she?
Girls don't give orders, do they?
Girls play in small groups or pairs, don't they?

Mary overslept, didn't she?
He didn't do his homework, did he?

VII. I DO MY HOMEWORK :

Fill in the blanks with the correct tag questions.

1. You go to this school,?
2. We shall go out tonight,?
3. They don't like dogs,?
4. You helped them,?
5. You will call me,?
6. She didn't get up early,?
7. I shall not hurt you,?
8. She does not know how to swim,?
9. She won't go to the party,?
10. They speak good English,?
11. He arrived at ten,?
12. They didn't win the race,?

IN NEMA, THERE'S A BIG CHOICE

I learn how to express possibility, probability and how to make predictions.**I. READ THE TEXT:**

Nema is a good place to spend one's holidays, because there, we can avoid boredom, routine and steadiness. This year, I decided to discover that remote town. En route to my destination the driver talked to me: "You won't regret your long journey to Nema! You'll differently enjoy yourself. You would probably spend your first week in town. There, you'll visit the old market and if you're lucky enough you could come across the weekly open air – market before you go to wander around Ideilba, the old neighborhood of the town.

May be you're not a mountaineer but you can't miss the opportunity to climb N'Gady mount. You could go to Ashemmim village and spend your second week between nice people in a pretty place. You would certainly travel to see Dhleem which is a well-known well and a village too.

At the end of your journey you would definitely spare a couple of days to experience the Bedouin's life. You will certainly drink fresh milk, eat roasted meat and ride camels. Dear friend, in Nema there's a big choice.

New Words:

Avoid – routine – Steadiness – remote – mountaineer – definitely – spare – to experience – Bedouins – camps.

II. I KNOW MY VOCABULARY :

Exercise:

Choose from the box to fill in the blanks:

Spare – routine – Bedouins – mountaineers.
--

1. usually fall and die.
2. Try usually to some money for tomorrow.
3. Inhabitants of big cities complain about the They do the same things everyday.

III. I UNDERSTAND THE TEXT :

Read the text silently and answer these questions.

1. Why is Nema a good place to spend one's holidays in?
2. Is the old market an important place to visit?
3. Can anyone visiting Nema miss the opportunity to climb N'Gady mount?

4. For how long could you stay in Ashemmim?
5. Where would you end up your journey in Nema?

IV. I CAN INTERACT

In groups, suggest good places for holidaying in Mauritania. Give reasons for your choices. Take notes.

V. I CAN WRITE :

Use the notes you have taken from your group work. Write a paragraph about your suggestions.

VI. I KNOW HOW TO USE :

Can – Could – Will – Would are modal verbs.

Use :

- ♦ I can fix my car (ability).
- ♦ Can I borrow your camera? (Permission).
- ♦ You can't have a 10 year old boy, you're only 17 (probability).
- ♦ It can be anywhere (possibility).
- ♦ We could go to Kiffa for our holiday (possibility).
- ♦ Could you do me a favor? (Request).
- ♦ I'll have the stake, please (decision).
- ♦ I'll see you tomorrow (intension).

- ♦ Would you open the door for me, I'd like a cup of coffee (preference).

VII. I DO MY HOMEWORK :

Write sentences of your own in which you use (can – could – will – would) to express:

Preference:

Decision:

Possibility:

Intention:

Request:

Ability:

Permission:

MAURITANIANS AND SUPERSTITIONS

I learn how to express possibility, probability and how to make predictions.

1. READ THE TEXT:

Most Mauritanians believe, to some extent, in superstition, and this belief differs, however, from region to region.

In the North, for example, you'd better not strike anyone with a rosary, because that may cause him/her to be sterile and barren!

In the center, you're not advised to tread on dirt and soil for demons might be there, and therefore they may go off with you!

In the North West, never call out somebody's name while he's leaving his house lest you might lay him under a curse.

In the East, making your way through a cemetery or an abattoir is definitely dangerous, because demons may carry you away with them or take possession of you!

New Words:

Superstition – belief – sterile – for – demons –go off with – lest – undergo – horrible – carry ... away.

II. I KNOW MY VOCABULARY :

Exercise:

Put these words in meaningful sentences:

Rosary – sterile – lest – undergo – sufferings – cemetery.

III. I UNDERSTAND THE TEXT :

Read the text silently and answer these questions.

1. Do Mauritians believe in superstition?
2. What may happen to a person when he is struck with a rosary?
3. Is it good to call out somebody's name while he's leaving his house?
4. Dare people in the East make their way through cemeteries and abattoirs?

IV. I CAN INTERACT

Fill in the blanks with the appropriate model (may, might)

1. your wound heals!
2. I use your pencil?
3. You help me.

4. This report contain useful information.
5. This insect be poisonous.
6. I have a cup of tea?

V. I CAN WRITE :

Write a short paragraph in which you speak about magic, witchcraft, and sorcery that exist all in Africa.

VI. I KNOW HOW TO USE :

May and might are modal verbs.

Use:

- This drug may cure your cough. (possibility / probability)
- This illness might be serious. (possibility / probability)
- May I come in? (permission)
- Might I make a suggestion? (permission)
- May you be happy! (wishes / hopes)
- You might do me a favour. (request).

VII. I DO MY HOMEWORK :

Write sentences of your own in which you use (**may / might**) to express:

Wishes / hopes:

Probability:

Possibility:
Permission:
Request:

MAHMUD'S EXTRA LECTURE

I learn how to express possibility, probability and how to make predictions.**I. READ THE TEXT:**

At the end of his scheduled lesson, Mahmud the English teacher, passes, as usual, to his free extra lecture: “O dear sons and daughters, I see a large group of girls and boys going up a white ladder stepping firmly and proudly, and I see another smaller group whose members are trying in vain to climb the ladder and falling on each other as they reach the third step. Do you know who the first group is?! “No” said several voices. “You must know that group, because it’s the hardworking group. And what about the second group? You ought to know it, too.

Dear students, you should continue your progress on that beautiful way of success”! The teacher gazed at the small group and proceeded “miserable weak students, you ought to start at once and you should surpass all the difficulties and obstacles that face you.

You look tired, you must be exhausted. Take a break and have some rest. But remember, you shouldn't begin again before you correct yourselves, for mistakes mustn't be overdone. Think over that and who knows, you could probably be the best?"

New Words:

Go up – ladder – firmly – in vain – gazed – surpass – exhausted – overdone.

II. I KNOW MY VOCABULARY :

Exercise 1:

Find in the text, the opposite of the following words:

Lazy – forget – end – ignore - stop.

Exercise 2:

Put your new words in correct and meaningful sentences.

III. I UNDERSTAND THE TEXT :

Read the text silently and answer these questions.

1. What kind of lessons is Mahmoud giving his students?
2. What's the aim of the teacher's extra lesson?
3. Does Mahmoud give weak students a hope at the end?

4. What lesson could the students get from the last paragraph?

IV. I CAN INTERACT

In groups, discuss the importance of learning from one's mistakes. Take notes.

V. I CAN WRITE :

Use the notes taken from your group work write a paragraph about "learning from one's mistakes".

VI. I KNOW HOW TO USE :

Must, Should, and Ought to are modal verbs.

Use:

- We **must** pray five times a day. (obligation)
- The player **must** be exhausted. He can't even stand up (probability)
- I think you **should** spend less. (Obligation).
- Do you think I **should** see a doctor? (asking for opinion/advice)
- You **shouldn't** sit so close to the television: It's harmful for your eyes (advice)
- He is in great form; he **ought to** win. (probability)
- You **ought to** start at once. (duty or obligation)

- Coffee **ought to** be drunk while it is hot. (suggestion)
- You **mustn't** steal other people's things. (negative obligation)

VII. DO MY HOMEWORK :

For some people, criticism is very hard, whereas for others it's the candle that lights the way for clear and quick learning. Write a paragraph in which you state your point of view.

AT THE SCHOOL LIBRARY

I learn how to report a negative sentence

I. READ THE DIALOGUE :

It's Monday afternoon. Dave and Sonia, two high school students, are at the school library. They are sitting at a table talking about their future plans.

Sonia: Tell me, Dave, what do you want to be when you get older?

Dave: I would like to be an architect. I would love to build my own house.

Sonia: Oh, I see. In that case, you will have to go to the university and study for 7 to 8 years. Isn't that too much long?

Dave: I know it is, but I don't mind. I love studying. And you, do you have an idea about what you want to be?

Sonia: I enjoy traveling a lot. So, to be a reporter or a pilot would be perfect.

Dave: Well, that's quite interesting, but you will have to study hard too. By the way, are you good enough at languages?

Sonia: To be honest, I'm not that good but don't worry, I will manage. How about your sister, Vanessa, what does she want to be?

Dave: She says she wants to be a plumber. I have noticed that she loves repairing things in our house.

Sonia: "A plumber"! You must be joking! That's a boy's job, isn't it?

- Dave:** Well, that's what she wants. And your elder brother what has he decided to do in the future?
- Sonia:** I really don't know. This week, he says he wants to be an astronaut. Last week, he told me he wanted to be a fireman and the week before that he wanted to be a farming engineer. He changes his mind all the time.
- Librarian:** Don't shout, children! Remember, you are in a library!
- Sonia:** (In a lower voice): I don't want to be a librarian, that's for sure!

New Words and expressions:

Architect – own – I don't mind – Don't worry – reporter – pilot – to be good at – plumber – you must be joking – astronaut – fireman – librarian.

II. I KNOW MY VOCABULARY :

Exercise :

Match the nouns in column A to their explanations in column B.

Column A	Column B
1. An architect	a- puts out fire.
2. A reporter	b- travels in shuttle space.
3. A pilot	c- helps find books to read.
4. A plumber	d- repaired broken pipes in a house.
5. A fireman	e- builds designs and builds modern houses.
6. An astronaut	f- flies airplanes.
7. A librarian	g- writes or tells news in the radio TV.

III. I UNDERSTAND THE DIALOGUE :

Exercise 1:

Read again the above dialogue then answer these questions.

1. Are Sonia and Dave in the school yard?
2. What does Dave want to be?
3. Does Sonia like to be a librarian?
4. What does she want to do?
5. What does Sonia's brother want to do?
6. What does Vanessa love doing?

IV. I CAN INTERACT

In pairs, student1 and student2 take turns and ask each other questions about what they want to do in the future. Questions can be extended to brothers, sisters, and friends.

Example:

S1: What do you want to be?

S2: I want to be or (I would like) to be a doctor.

S1: Why?

S2: Because I love helping sick people.

V. I CAN WRITE :

Write a short paragraph about 2 or 3 people and say what they want to be and why?

VI. I KNOW HOW:

To report negative sentences:

- a- When the reporting verb is used at the simple present tense (say/says), then there is no tense change from the direct to the indirect speech. "I" in direct speech changes into I, he or she in the indirect speech. "We" in the direct speech changes into we or they in the indirect speech.

Example: **Direct:** "I don't want to be a librarian", Sonia says.

Question in the Simple Present: What does Sonia say?

Indirect: She says that she doesn't want to be a librarian.

- b- When the reporting verb is used at the simple past tense (said / declared etc ...), then there is tense change from the direct to the indirect speech.
1. The simple present negative changes into the simple past negative
Don't / doesn't change into ► **didn't**.
 2. The present continuous negative changes into the past continuous negative.
Am not
Is not changes into ► **was not or were not**.
Are not
 3. The simple future negative changes into the conditional present negative.
Will not changes into ► **would not**.
 4. The simple past negative changes into the past perfect negative.
Didn't + infinitive changes into ◊ **hadn't + past participle**.
 5. The present perfect negative changes into the past perfect negative.
Have not / has not + past participle changes into ◊ **had not + past participle**.

VII. I DO MY HOMEWORK:

Report the following sentences. Pay attention to the reporting verb.

1. "I don't have many brothers", Aïcha says.
2. "Sidi hasn't bought a new mobile," I told Mohamed.
3. "I am not from the East"," Lamine told us.
4. "We didn't spend the holidays in Nouakchott," Ely and Kader said.
5. "The President will not give a speech," The say.
6. "I am not going to the library," Moussa told me.
7. "We have not done the homework," the two lazy students say.

8. “Brahim doesn’t work hard at school,” the teacher told my parents.

AT THE FAST-FOOD RESTAURANT

I learn how to report commands

I. READ THE DIALOGUE :

Yesterday, Aunt Betty invited Sonia and her twin brothers, Mark and Nick to a restaurant. They went to Piccadilly Circus in London and looked for a restaurant to have lunch.

Aunt Betty: Come on kids; choose a nice and comfortable restaurant. What about if we go to that Italian restaurant across the street?

Mark: No, Auntie, let's go and have a hamburger. It's more fun.

Aunt Betty: This place is noisy. Couldn't you choose another place quieter and less crowded? It's dreadful here!

Nick: It's not very crowded. Don't worry, we won't have to queue for a long time.

Mark: Come and sit down, Auntie! Do you want some ketchup or mustard? It will make the meat tastier.

Aunt Betty: Give me just a bit of mustard, please, but where are the knives and forks.

Sonia: You don't need any, Auntie. You eat with your fingers here. Go ahead Auntie, eat your hamburger!

Aunt Betty: (Gives her impression) Well, kids, it's better than I thought. In fact the hamburger is quite tasty, and the

chips are good. Ok, kids let's go home and have some sleep!

New Words:

Comfortable - twin brothers – fun – noisy – crowded – to queue – tasty – chips - dreadful.

II. I KNOW MY VOCABULARY :

Exercise:

Fill in the blanks with:

Comfortable – fun – tastier – to queue –dreadful – crowded.

1. On the weekends, the main streets of Nouakchott are not very
2. The airplane is a fast and means of transportation.
3. At the end of the month, all the banks are overcrowded, therefore one must for a long time to get some money.
4. Last weekend, my best friends and I went to the beach to have
5. Hello! Speak up I can't hear you well because it's too much here.
6. I don't like kick-boxing because it's a bloody and sport.

III. I UNDERSTAND THE DIALOGUE :

Exercise:

Read the dialogue again then write true or false in front of each sentence.

- a- The people in this dialogue are having lunch at home.
- b- There are four people in this dialogue.
- c- They had rice and chicken as lunch.
- d- They have decided to have lunch at the Italian restaurant.
- e- They have to queue for a long time.
- f- In the restaurant, customers eat with knives and fork
- g- Aunt Betty finds the restaurant noisy and dreadful.
- h- Aunt Betty didn't like the hamburger.

IV. I CAN INTERACT

You and your friend have decided to go and eat in a fast food restaurant. One suggests a restaurant and the other says why he agrees or disagrees (talk about the food, the restaurant look, people working in the restaurant etc ...)

V. I CAN WRITE :

You have already eaten at a restaurant. In a short paragraph say what it looked like as compared to eating at home.

VI. I KNOW HOW TO REPORT:

a- Positive commands:

The tense imperative in the direct speech changes into complete infinitive. In the indirect speech whether the reporting verb is at the simple present or simple past (say (s) / said, ask (s) / asked).

Examples:

Direct: "Choose a nice and comfortable restaurant!" Aunt Betty says.

Indirect: Aunt Betty says **to** choose a nice and comfortable restaurant.

Or,

Direct: “Sit down!” Sonia asked Aunt Betty.

Indirect: Sonia asked Aunt Betty **to** sit down.

b- Negative commands:

Direct: “Don’t eat with fingers!” Aunt Betty told the kids.

Indirect: Aunt Betty told the kids **not to** eat with fingers.

VII. I DO MY HOMEWORK:

Report the following sentences. Look carefully at the reporting verb.

1. “Don’t play in the streets!” The policeman ordered the boys.
2. “Pray on time!” My dad tells me.
3. “Open the window!” the teacher told one of the students.
4. “Don’t forget to do the homework!” the teacher reminds us.
5. “Take a taxi!” I ask him.
6. “Don’t say a word!” He told me.
7. “Get some chalk from the headmaster’s office!” The teacher asks Hawa.
8. “Be careful and don’t fight at school!” My mother told me.

STUDENT'S ASSESSMENT

Read the text carefully

Throughout his history, man has changed his physical environment in order to improve his lifestyle. With technology, he has changed forests into farms, and changed rivers into lakes by building dams for hydroelectric power.

But the changes man makes in the environment do not always have positive results. Many environmental problems are caused by man's excessive use of technology. Man's changes in the environment result in more pollution of the air and water. For example, each day, thousands of tons of gasses come out of car exhausts, and smoke from factories pollutes the air of the area around them. As a result, the air in cities is becoming more and more unhealthy.

The pollution of water also causes problems. In the sea, pollution is increasing; the death of large numbers of fish and birds results from this pollution; the same problem exists in rivers. Pollution from industry causes many rivers to be lifeless.

Many experts believe that man must limit the growth of technology so that he can survive on earth. If man can do this, then maybe the environment will remain healthy.

I. COMPREHENSION:

- A. Answer the following questions.
1. Why has man changed his natural environment?
 2. What are some bad effects of man's use of technology?
 3. How does pollution affect water?
 4. Choose the most appropriate title for the text?
 - a. pollution and environment
 - b. technology and environment

- c. problems of the environment
- d. role of the technology.

B. Vocabulary:

What words in the text have the same meaning as the following words or explanations?

Continue to be:.....

For the purpose of: :.....

Make dirty of impure: :.....

II. GRAMMAR:

C. Supply the correct question tag

1. Man permanently changes his physical environment,?
2. Cars and factories often pollute the air...?
3. Mauritania, Senegal and Mali built a hydroelectric dam,?

D. Fill in the blank space with: can – may – must..

1. Man respect his environment in order to continue to survive on earth.
2. Man use technology to improve his living conditions in a moderate way.
3. The environment disappear if man doesn't limit the growth of technology.

III. WRITING:

In a short paragraph, talk about the impact of technology on the physical environment.

UNIT THREE LESSONS

LOOKING FOR A JOB

I learn how to report YES/NO questions

I. READ THE DIALOGUE.

Abdou is a young Mauritanian who has graduated in tourism and hostelry field from the University of Nouakchott. He has submitted a handwritten application to a tourist company in which he is interested in getting a job as a tourist guide. Now he is having an interview with the manager of the company.

Manager: You are welcome in our company. First of all I have a few questions for you and I want from you clear and honest answers.

Abdou: Thank you and I'm ready. I will do the best I can to answer your questions.

Manager: Good! Are you Mauritanian?

Abdou: Yes, I am. I was born in Madrid, Spain while my parents were immigrants. But I grew up in Nouakchott. I did most of my schooling here.

Manager: Did you go to any foreign university?

Abdou: No, I didn't. I graduated from the University of Nouakchott 2 years ago.

Manager: Do you have any experience in the tourist area?

Abdou: Yes, I do. I've once worked as a tourist guide in Atar. I also worked in a fancy hotel in Dakar, Senegal in 2001.

Manager: Where do you live?

Abdou: I live with my parents in Arafat neighborhood.

Manager: Are you married?

Abdou: No, not yet. To get married you need a lot of money. So, I can't afford getting married now. As soon as I make enough money, I will get married, for sure.

Manager: Will you be ready to work out of Nouakchott?

Abdou: Sure, I will.

Manager: Do you speak a few languages?

Abdou: Yes, I do. I speak English, French very well and I can communicate in Spanish and Arabic.

Manager: Well, that's good. One more question, please. Do you drive?

Abdou: I'm presently taking some driving lessons. And I hope to get my driver's license in 2 months.

Manager: Well, thank you, young man for coming and we will call you at the end of this month. Good luck.

Abdou: Thank you.

New Words:

Honest – to look for _ neighborhood – foreign – to graduate – driver's license – fancy – I can't afford – as soon as.

II. I KNOW MY VOCABULARY :

Choose the most appropriate answer:

a- This young man is looking for a job means:

1. he is giving a job.
2. he is searching for a job.
3. he is doing his job.

b- A driver's license is :

1. a work permit.
2. A permit that proves that someone can and is allowed to drive.
3. A fine that the driver must pay.

c- To make money means :

1. to earn money.
2. to lose money.
3. to manufacture money.

d- A fancy hotel means :

1. an old hotel.
2. a big hotel.
3. a luxurious hotel.

III. I UNDERSTAND THE DIALOGUE :

Exercise 1 :

Read the dialogue again and then answer the following questions.

1. Is this interview taking place in a bank?
2. What job has Abdou applied for?
3. Did Abdou grow up in Madrid?
4. Where did Abdou graduate from?
5. Has Abdou got any experience in tourism?
6. Why isn't Abdou married?
7. Has Abdou got the job from the tourist company?

IV. I CAN INTERACT

In pairs, S1 and S2 play roles.

S1 is the manager of a bank.

S2 has graduated in business management and accounting.

S2 has come to the bank for an interview. You can refer to the above dialogue to get some inspiration.

V. I CAN WRITE :

After the above interaction, write a short dialogue between S1, the bank manager and S2, the job applicant.

VI. I KNOW HOW:

To report **YES/NO** question: When the reporting verb is used at the present tense (ask (s), want (s) to know), the tense in the direct speech remains the same in the indirect speech.

Examples:

Direct: “Do you speak a few languages?” the manager asks me.

Indirect: The manager asks me if I speak a few languages.

To report YES/NO questions: When the reporting verb is used at the simple past (asked, wanted to know) in this case, the tense in the direct speech changes into another tense in the indirect speech. See the tenses correspondence in the chart below the example.

Examples:

Direct: “Are you Mauritanian?” the manager asked me.

Indirect: The manager asked me if I was Mauritanian.

Tenses correspondence from direct to indirect speech:

<i>direct</i>	<i>To</i>	<i>indirect</i>
Simple present	changes into	Simple past
Present continuous	changes into	Past continuous
Simple past	changes into	Past perfect
Present perfect	changes into	Past perfect
Simple future	changes into	Conditional present

VII. I DO MY HOMEWORK:

Report the following YES/NO questions. The tense of the reporting verb is determinant in changing or not the tense used inside the quotations.

1. “Are you going to the library?” they ask me.
2. “Does Aziz work in an oil company?” My friend wanted to know.
3. “Will the teacher give a test after the holidays?” I asked my friend.
4. “Has the big plane landed?” Salma asked me.
5. “Did you watch the football game?” I ask Dahi and Demba.
6. “Is Cheikhna sleeping under the tent?” Coulibaly asked me.
7. “Do you have many friends at school?” we ask Isselmou.
8. “Have you drunk tea at work?” He asked us.

NASREDDIN AND THE THREE WISE MEN

I learn how to report interrogative sentences beginning with WH-questions words.

I. READ THE TEXT.

One day some wise men, who were going about the country trying to find answers to some of the great questions of their time, came to Nasreddin's district and asked to see the wisest man in the place. Nasreddin was brought forward and a big crowd gathered to listen.

The first wise man began by asking, "Where is the exact centre of the world?"

"It is under my right heel," answered Nasreddin.

"How can you prove that?" asked the first wise man.

"If you don't believe me, answered Nasreddin, measure and see.

The first wise man had nothing to answer to that, so the second wise man asked his question.

"How many stars are there in the sky?" he said.

"As many as there are hairs on my donkey", answered Nasreddin.

"What proof have you got of that?" asked the second wise man.

"If you don't believe me, "answered Nasreddin, "count the hairs on a donkey.

"That's foolish talk," said the other. "How can one count the hairs on the donkey?"

"Well," answered Nasreddin, "how can one count the stars in the sky?" If one is foolish talk, so is the other." The second wise man was silent.

The third wise man was becoming annoyed with Nasreddin and his answers, so he said. “You seem to know a lot about your donkey, so can you tell me how many hairs there are in its tail?”

“Yes” answered Nasreddin. “There are exactly as many hairs in its tail as there are in your beard.”

“How can you prove that?” said the other.

“I can prove it very easily”, answered Nasreddin. “You can pull one hair out of my donkey’s tail for everyone I pull out of your bear. If the hairs on my donkey’s tail do not come to an end at exactly the same time as the hairs in your beard, I will admit that I was wrong.”

Of course, the third wise man was not willing to do this, so the crowd declared Nasreddin the winner of the day’s arguments.

New Words:

wise – to gather – heel – measure – what proof foolish talk –
tail – pull out – to be willing arguments– winner.

II. I KNOW MY VOCABULARY :

Exercises:

A. Find a synonym for each of the words below from these six options.

	Gather	Heel	Measure	Proof	Foolish talk	tail
Nonsense						
Evidence						
Come together						
Part at the back of the foot						

B. Choose a, b or c in each question below. Only one choice is correct.

1. Some wise men were traveling around the country trying to find
 - a- answers to Nasreddin's questions.
 - b- answers to important issues of their age.
 - c- answers to issues on donkey's lives.

2. Some wise men thought that Nasreddin was trying
 - a- to answer their questions seriously.
 - b- to answer their questions stupidly.
 - c- to answer their questions by cheating them.

3. According to Nasreddin, donkey's tails and bears
 - a- have the same amount of hairs.
 - b- have similar amount of hairs.
 - c- have the same amount of stars.

III. UNDERSTAND THE DIALOGUE :

Exercises:

1. *Answer the following questions using your own words but taking into account the information found in the text.*
 - a- Who was Nasreddin?
 - b- How many people were present at the discussion?

2. *Are the following statements TRUE or FALSE?*
 - a- The wise men double – checked that the centre of the world was exactly under Nasreddin's right heel.
 - b- The stars in the sky are calculated using donkey's measure.
 - c- Nasreddin and the wise men had a donkey.

IV. I CAN INTERACT

Try to tell your friend a short funny story that your parents or grandparents told you before. Words or expressions like (one day, one night, once upon a time ...) are good to use in telling stories.

V. I CAN WRITE :

Try to write a short paragraph in which you tell a short story.

VI. I KNOW HOW TO REPORT:

I know how to report interrogative sentences beginning with a WH questions words (what – where – how etc ...)

- With no tense change if the reporting verb is used at the simple present tense (ask (s) want (s) to know.

Direct: “Where is the centre of the Universe?” the first man asked Nasreddin.

Indirect: The first wise man asked Nasreddin where the centre of the world was.

- ♦ With tense change if the reporting verb is used at the simple past tense (asked, wanted to know).

VII. I DO MY HOMEWORK:

Report the following sentences. Look at the reporting verb first to see whether you should change tense or not.

1. “Where are you going?” Leila asks me.
2. “When do you sleep?” Brahim asked Ousmane.
3. “Why have you decided to stay?” I ask them.
4. “What did you eat for dinner?” Bilal asked us.
5. “What will you do during the weekend?” They ask Mariem.
6. “Who is the teacher talking to?” we asked Aly.
7. “When will the teacher give a test?” He wanted to know.
8. “How much did you buy the mobile?” I ask Binta.
9. “How will you get to the airport?” I asked them.
10. “How long has Omar lived in Senegal?” She wants to know.

FUNNY PROFESSOR

I learn how to use relative pronouns**I. READ THE TEXT :**

Mr. Jones woke early one morning, before the sun had risen. It was a beautiful morning, so he went to the window and looked out. He was surprised to see a neatly dressed, middle-aged professor, who worked in the university just up the road from Mr Jones's house, coming from the direction of the town. He had grey hair and thick glasses, and was carrying an umbrella, a morning newspaper and a bag. Mr. Jones thought that he must have arrived by the night train and decided to walk to the university instead of taking a taxi.

Mr. Jones had a big tree in his garden, and the children had tied a long rope to one of its branches, so that they could swing on it.

Mr. Jones was surprised to see the professor stop when he saw the rope, and look carefully up and down the road. When he saw that there was nobody in sight, he stepped into the garden (there was no fence), put his umbrella, newspaper, bag and hat neatly on the grass and took hold of the rope. He pulled it hard to see whether it was strong enough to take his weight, then ran as fast as he could and swung into the air on the end of the rope, his grey hair blowing all around his face. Backwards and forwards he swung, occasionally taking a few more running steps on the grass when the rope began to swing too slowly for him.

At last the professor stopped, straightened his tie, combed his hair carefully, put on his hat, picked up his umbrella, newspaper and bag, and continued on his way to the university, looking as quiet and correct and respectable as one would expect a professor to be.

New Words:

Neatly – swing - in sight – step - comb

II. KNOW MY VOCABULARY :

Exercise 1:

Match the words in column A with their explanations in column B
(*group work*)

A	B
1. neatly	a. foot movement.
2. swing	b. tidy one's hair.
3. in sight	c. in an ordered, arranged or tidy way.
4. step	d. move sideways.
5. comb	e. can be seen.

Exercise 2:

Build sentences using:

neatly, swing, in sight, step, comb.

III. UNDERSTAND THE TEXT :

Exercise 1:

Read the text silently and answers the following questions:

1. What did Mr Jones see when he looked out of the window?
2. Why was Mr Jones surprised?
3. Was the man Mr Jones saw young?
4. What was the man's job?
5. What did the man do when he walked in Mr Jones' garden?

Exercise 2:

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

1. When Mr Jones woke up, it was still dark. ()
2. The man was in a taxi. ()
3. Children often play in Mr Jones' garden. ()
4. There were many people near Mr Jones' garden. ()
5. The man climbed the fence of the garden. ()

IV. I CAN INTERACT

You have seen someone behaving in a strange, unexpected and suspicious way.

In group discuss about it take notes.

V. I CAN WRITE :

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

VI. I KNOW HOW TO USE :

He saw a professor. The professor worked at the university.

He saw a professor who worked at the university.

or

He saw a professor that worked in the university.

Their groups have a leader. The leader tells others what to do.

Their groups have a leader who tells others what to do.

or

Their groups have a leader that tells others what to do.

You read some books. Such books are not worth reading.

You read some books which are not worth reading.

or

You read some books that are not worth reading.

VII. I DO MY HOMEWORK :

Fill in the blanks with the correct relative pronouns. (who – which – that)

1. I met a man. The man was very funny.
I met a man.....
I met a man
2. I want this watch. This watch is waterproof.
I want this watch
3. The man was following us. The man disappeared.
The man
4. We ate a cake. The cake was delicious.
We ate a cake
5. She lives in a flat. The flat is very small.
She lives in a flat
6. They live in a village. The village is far from Nouakchott.
They live in a village
7. There is a man outside. The man wants to see you.
There is a man outside
8. That is my cousin. My cousin was in England.
That is my cousin

RED PLANET RENAISSANCE

I learn how to use relative pronouns**I. READ THE TEXT :**

Just five years ago, astronauts viewed Mars as an essentially dead world. Recent discoveries made by the Mars Global Surveyor spacecraft and gleaned from Martian meteorites have changed that opinion.

The new picture of a “youthful Mars” not only confirms that geological activity occurred abundantly in the first two thirds of Mars's history, but also that it has continued until comparatively recently, and probably persists up to the present day. These findings will have a dramatic effect on the human exploration of Mars, and the quest to learn whether life ever existed there.

In the next few decades the subsurface layers of Mars will be examined in a search for Martian microbes, either past or present. The test of whether life evolved on Mars is a major scientific problem because an answer either way would have profound consequences. If life did evolve on Mars, what was it like and what was its basis at the molecular level? If life never appeared on Mars, why didn't it, and does this mean that humanity is alone in the universe?

New Words:

Spacecraft – meteorite – glean – confirm – abundantly –
dramatic – quest – evolve.

II. **I KNOW MY VOCABULARY :**

Exercise 1:

Match the words in column A to their explanations in column B.
(*group work*)

A	B
1. spacecraft 2. meteorite 3. glean 4. confirm 5. abundantly 6. dramatic 7. quest 8. evolve	a. a long search for something difficult to find. b. develop gradually. c. plentifully. d. a piece of rock from space that has landed on Earth. e. collect information. f. vehicle used for travel in space. g. make certain. h. sudden and noticeable

Exercise 2:

Build sentences using: spacecraft glean, confirm, abundantly, dramatic, quest, evolve.

III. **I UNDERSTAND THE TEXT:**

Exercise 1:

Read the text silently and answer the following questions:

1. How did astronomers consider Mars five years ago?
2. What was the most recent finding about Mars?
3. Mention some of the researches that scientists are carrying out?
4. What will the new discoveries lead to?
5. Are scientists sure whether life exists on Mars?

Exercise 1:

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

1. New discoveries have changed scientists' opinion about Mars. ()
2. The discoveries were gathered from big blocks of glass. ()
3. The new findings will influence the human exploration of Mars. ()
4. Scientists are sure life exists on Mars. ()
5. There are no other people in the universe.()

IV. I CAN INTERACT

All scientific discoveries are of great importance for human beings.

In groups, discuss about it.

Take notes.

V. I CAN WRITE :

Use your group work notes to write a short paragraph about the importance of scientific discoveries for human beings.

VI. I KNOW HOW TO USE :

You met *a funny man*. I know *him*.

I know the funny man whom you met.

or

I know the funny man that you met.

VII. I DO MY HOMEWORK :

Fill in the blank with the correct relative pronoun. (Whom or that)

The policeman caught a man / The man was a thief.

The man.....

The man

I saw a burglar climbing the wall. They also saw the burglar.

They also saw the burglar

They also saw the burglar

You invited some boys. The boys you invited are my classmates.

The boys

The boys

You saw a man. The man was looking for something to steal.

The man

The man

THE HUNTER

I learn how to use relative pronouns

I. READ THE TEXT :

A certain hunter had found a piece of forest where there were plenty of animals to hunt. The only trouble was that the place was very difficult to get to.

He returned from his first visit to the place in late autumn, and could not get back until the snows melted in the following spring. Then he went to the pilot of a small plane, who earned his living by carrying hunters over parts of the country where there were no roads and no railways, and asked him to take him back to his favorite piece of forest.

The pilot did not know the place, so the hunter showed it to him on the map. "But there is nowhere to land there, man!" said the pilot. "I have flown over that part of the country on my way to other places, and I know that we can't land anywhere between this river and these mountains."

"I thought you were a wonderful pilot," said the hunter. "Some of my friends said you could land a plane on a postage stamp."

"That's right," answered the pilot. "I can land a plane where nobody else can. But I tell you there is nowhere to land in the place you are talking about."

"And what if I tell you that another pilot did land me there last spring?" said the hunter.

"Is that true?" asked the pilot.

"Yes, it is. I swear it."

Well, this pilot could not let himself be beaten by another, so he agreed to take the hunter.

When they reached the place, the hunter pointed out a small spot without trees in the middle of the forest, with a steep rise at one end. The pilot thought that there was not enough room to land there, but the hunter said that the other pilot had done so the year before, so down went the plane. When it came to the rise, it turned right over onto its back. As the hunter climbed out, he smiled happily and said, “Yes, that is exactly how the other pilot managed it last time.”

New Words:

Hunter - plenty of – trouble – melted – earn - spot.

II. **KNOW MY VOCABULARY** :

Exercise 1:

Match the words in column A to their explanations in column B. (*group work*)

A	B
1. hunter 2. plenty of 3. trouble 4. melted 5. earn 6. spot	a. receive money as a payment for work that you do. b. place. c. turned into water. d. someone who tries to catch or kill animals. e. problem or difficulty. f. a large number of.

Exercise 2:

Build sentences using: hunter, plenty of, trouble, melted, earn, spot.

III. I UNDERSTAND THE TEXT :

Exercise 1:

Read the text silently and answer the following questions:

1. Why couldn't he get back from his hunting place until spring?
2. What was the problem the pilot was faced with?
3. Where was the hunting place located exactly?
4. Why did the pilot finally accept to fly the hunter to his hunting place?

Exercise 2:

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

1. The pilot's job was to take hunters to places difficult to reach. ()
2. The pilot knew how to get to the hunting place. ()
3. The hunter's friends travelled with him. ()
4. The hunter was happy. ()
5. The pilot crashed the plane. ()

IV. I CAN INTERACT

In groups, discuss why people hunt and take notes.

V. I CAN WRITE :

Use the notes you have taken from your work group to write about the reasons that make people hunt.

VI. I KNOW HOW TO USE :

He received the letter. He had been expecting the letter.

He received the letter which he had been expecting.

or

He received the letter that he had been expecting.

VII. I DO MY HOMEWORK :

Fill in the blanks with the correct relative pronouns. (which or that)

They sent us the books/ We ordered such books.

They sent us the books

They sent us the books

My father bought a car/ The car is expensive.

The car

The car

You need something/ I have it.

You need something

.....

You need something

.....

We watch a film/ The film was very interesting.

The film

The film

IMPORTANCE OF THE PHYSICAL ACTIVITY TO PEOPLE

I learn how to make an argument

I. READ THE TEXT:

People need to be active in order to be healthy. Our modern lifestyle and all the conveniences we've become used to have made us sedentary - and that's dangerous for our health. Sitting around in front of the TV or the computer, driving a car for even a short trip to the store and using elevators instead of stairs all contribute to our inactivity. Physical inactivity is as dangerous to our health as smoking!

Add up your activities during the day in periods of at least 10 minutes each. Start slowly... and build up. If you're already doing some light activities move up to more moderate ones. A little is good, but more is better if you want to achieve health benefits.

Scientists say accumulate 60 minutes of physical activity every day to stay healthy or improve your health. Time needed depends on effort - as you progress to moderate activities, you can cut down to thirty minutes, four days a week.

Physical activity doesn't have to be very hard to improve your health. This goal can be reached by building physical activities into your daily routine. Just add up in periods of at least ten minutes each throughout the day. After three months of regular physical activity, you will notice a difference - people often say getting started is the hardest part.

New Words:

Sedentary – lifestyle – convenience – achieve – accumulate – improve – routine – throughout.

II. KNOW MY VOCABULARY :

Exercise 1:

Match the words in column A to their explanations in column B (*group work*)

A	B
1. sedentary	a. involving little exercise or physical activity.
2. Lifestyle	b. gather over a long period of time.
3. conveniences	c. in every part, or during the whole period of time.
4. achieve	d. someone's way of life.
5. accumulate	e. cause something to get better.
6. improve	f. habitual or fixed way of doing things.
7. routine	g. which operate quickly and needs little effort.
8. Throughout	h. reach an aim.

Exercise 2:

Build up sentences using: sedentary, lifestyle, conveniences, accumulate, improve, routine, throughout.

III. UNDERSTAND THE TEXT :

Exercise 1:

Read the text silently and answers the following questions:

1. How can we get healthy?
2. What has made us sedentary?

3. Mention some of the things that contribute to our physical inactivity?
4. What should one do to stay healthy?
5. Should we do difficult physical activities to stay healthy? Justify your answer.

Exercise 2:

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

1. Modern lifestyle helps become healthy. ()
2. Nowadays people are as sedentary as they used to be. ()
3. Smoking is less dangerous than physical inactivity. ()
4. Time needed for physical activities depends on money. ()
5. You need an hour of physical exercise to stay fit. ()
6. Physical activities shouldn't be hard to improve health. ()
7. Starting physical activity is difficult for most people. ()

I CAN INTERACT

In groups, discuss about the relationship between our modern lifestyle and physical inactivity.
Take notes.

IV. I CAN WRITE :

Use your group work's notes to write a short paragraph about the relationship between our modern lifestyle and physical inactivity.

V. I KNOW HOW TO:

Make an argument: I agree / disagree / think / in my opinion / point of view

Look at the statements below. Think about them and state whether you agree or not. Say why or why not.

1. People need to be active to be healthy.
2. Sitting around in front of the TV or the computer is healthy.
3. Smoking is as bad as physical inactivity.
4. You must practice hard to be fit.
5. Eating too much is unhealthy.

VI. I DO MY HOMEWORK :

S1 - To stay fit you have to be sensible about what you eat and take some exercise daily.

S2 - Our great parents used to take a great deal of fat food and sweet drinks and they were healthier than we are.

Do you agree or disagree with S2? Say why or why not?

AN INVITATION TO THE RIVER

I learn how to express cause and effect.

I. READ THE DIALOGUE :

Sidi is planning to go the river to have fun. He invites his friend, Moussa to go with him.

Sidi: Hey, Moussa! What are you doing today?

Moussa: I am going to class right now because I have a test. What about you?

Sidi: I'm going to class, too. After class, if it doesn't rain, I will go to the river. How about if we go together?

Moussa: I've got a lot work to do, thus I won't be able to make it.

Sidi: It will be for some other time since you're busy. See you then and have fun.

Moussa: Thank you.

New Words:

What about - how about – to make it – to have fun.

II. KNOW MY VOCABULARY :

Exercise 1:

Match the words in column A to their explanations in column B (group work)

A	B
1.right now	a. to enjoy one self
2.to make it	b. to do it
3.to have fun	c. immediately

Exercise 2:

Build sentences using: right now, make it, have fun, test, invite.

III. I UNDERSTAND THE DIALOGUE :

Exercise 1:

Read the dialogue carefully and then, answer the questions:

1. Is Moussa going to the river?
2. Where will Sidi go after class?
3. Why can't Moussa go to the river?
4. Does Sidi have a test?
5. Who invites who?

Exercise 2:

Answer by: True or False

1. Sidi met Moussa in his way to school.
2. Moussa is going to the river.
3. Sidi wants to go to the concert.
4. Moussa doesn't have a test.
5. Sidi is going to class.

IV. I CAN INTERACT

You invite a friend of yours to a picnic, but, he declines the invitation and tells you why he can't accept it. Role-play the dialogue.

V. I CAN WRITE :

Use the notes you have taken from your group work, to write a short paragraph.

VI. I KNOW HOW TO USE :

Because – so – thus – therefore etc.,... to express cause and effect.

Example:

I am going to class right now **because** I have a test.

I've got a lot of work to do, **thus** I won't be able to come.

VII. I DO MY HOMEWORK :

Connect these pairs of clauses with **because – so – therefore – thus**.

1. I'm walking fast / I don't want to be late.
2. You didn't study hard / You got bad marks.
3. The driver was absent minded / he hit a tree.
4. He put on his turban / It is dusty.
5. I can't fast / I'm sick.

STUDENT'S ASSESSMENT

Read the text carefully

We know in the old days before Europeans came to Africa, African traditional doctors were good at doing operations on patients. They even used to stop pain by placing herbs mixed with palm oil on the wound. Some traditional doctors make people live longer by using heat. Many men who lived up to eighty or a hundred years said it was because they used to sleep beside a fire all night.

Some diseases which Europeans trained doctors could not cure have been completely cured by traditional doctors. And in most West African countries lots of people like to go to traditional doctors because their medicines are much cheaper than the ones they purchase in a drugstore. Let's stop calling them stupid names. Many of them have died and their secrets have gone with them. But because of them, many modern hospitals are beginning to study the use of herbs and specific plants.

1. COMPREHENSION:

1. Answer the following questions.
2. Give a title to the text.
3. In what area were traditional doctors good at?
4. What did they do to stop pain?
5. How could many men live up to a hundred years?
6. Why do many West African people like to consult doctors?

A. Vocabulary:

1. Find in the text the synonyms of:
2. Next to – To buy – Pharmacy – Surgery.

2. **GRAMMAR:**

B. WH – Questions: Ask questions for the underlined words

1. Aly goes to see a traditional doctor in the morning.
2. Aly goes to see a traditional doctor in the morning.
3. Traditional doctors use herbs.
4. Hawa works in a hospital.

C. Report the following sentences:

1. “Do you go to the dentist every year?” Omar asks El Ghalia.
2. “Did Salem buy some aspirin?” Lemrabott asked me.
3. “What are you reading?” My friend asks me.
4. “Where has the doctor operated on the patient?” Bilal wanted to know.

D. Complete the sentences with: who – because – or which.:

1. Taleb has gone to the hospital _____ he doesn't feel well.
2. That man _____ is wearing a white blouse is a very good doctor.
3. The clinic _____ is next to our house belongs to a rich businessman.

3.

4. **WRITING:**

In a short paragraph answer this: “Is traditional medicine efficient? Why do people like to consult traditional doctors?”