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Ministry of National Education
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National Pedagogic Institute



STUDY ENGLISH

3rd Year Secondary School

Authors:

EI Hacem Ould Sid' Ahmed
Inspector.IGEST

Diallo Horouna
English Department Coordinator , IPN

Sakho Aboubekrine
English Teacher
Tevragh- Zeina Higt School

Revised and updated by

Bahena Moustapha M'Hamed, English Inspector, IGEN

Oumama Mohamed M'Boirick
English teacher, IPN

Fatimetou Sidi Abdalla
English teacher, IPN

Designed and Directed

Cheikhoumi Sidi Ahmed

proofread by

Abdellahi Cheikh Khilil
English teacher, IPN

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Foreword

Given the importance of English in today's world, the 1999 reform of the Mauritanian educational system introduced English in junior high school. The Mauritanian Government, through the Ministry of National Education and Educational System Reform, has made this decision to meet the growing needs of the learners to master the English language for their personal, social, emotional, physical, educational, and professional purposes. Thus, the secondary school curricula were re-written in August–September, 2020 based on the holistic approach, which puts the learner at the heart of its interests and focuses on everything the learner needs to know to be able to communicate effectively. In other words, this approach seeks to engage all aspects of the learner, including mind, body, and spirit.

We hope that this textbook meets an interest in the learner and contributes to the acquisition process so that you, the students, get to level up your motivation in learning English.

Dear teachers, we hope that you enjoy using this book with your motivated learners, and help inspire and re-shape their way of thinking and acting, through the different activities and class projects proposed by the book and others that you might come up with as you design and give your lessons.

The general director of the IPN

Cheikh Ould Ahmedou

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UNIT ONE

I am lost!

1

I learn how to make an offer, accept and/or decline a service or help

2

I look and read



Dialogue: Sidi meets Ahmed in the deserts near Shami city.

Sidi: Hello, are you looking for someone?

Ahmed: No, I am not, I am lost.

Sidi: Really? I am sorry. Where are you going?

Ahmed: I was waiting for some fellows to accompany me to Gleyb N'dour, but they did not show up.

Sidi: Don't worry, I am going there. Would you like to come with me?

Ahmed: Sure! Thank you! That's very kind of you!

Sidi: Would you like some water?

Ahmed: Yes, please, I am very thirsty.

Sidi: Here you are!

Ahmed: Thank you!

3

I listen and repeat

| Offer | Response | |
|----------------------------|---------------------|--------------------------------------|
| | Accept | Decline |
| Would you like some water? | Yes, please! | No, thanks. |
| Do you want some biscuits? | Sure, thank you! | No, thanks. I have just had a snack. |
| Do you want a cup of tea? | Yes, please. | No, thanks. I don't drink tea. |
| Shall I give you a ride? | That would be nice. | No, thanks. I prefer to walk. |
| May I help you? | Yes, please. | No, thanks. I can handle it. |

4

I can try it

Match the offer in column **A** with the answer in column **B**:

| A | B |
|--|--|
| 1. May I help you carry the luggage? | a. No, thanks. I already paid it. |
| 2. Can I open the window? | b. No, thank you. She said that she would come back. |
| 3. Would you like me to push your car? | c. Yes, please! It's hot inside. |
| 4. Let me pay the bill | d. Yes, please! It's very heavy! |
| 5. Shall I call her? | e. Yes, please, it is stuck in the sand. |

5

We can work together

Imagine you have some difficulties in understanding a lesson or doing something. Work with your neighbor and write a dialogue in which one of you offers to help and the other one accepts or declines. Then switch roles.

6 I can do it myself

Offer help to the following people:

a. Your mother bought a new phone, but she does not know how to download applications on it.

b. Your sister can't lift a box.

c. Your grandmother can't wear her shoes.

d. Your little brother doesn't know how to wear his clothes.

e. Your neighbour can't fix the water tube that has been broken.

7 I can remember

Offering: Would you like + noun?

Do you want + infinitive

Shall / can I offer you + noun?

Accepting an offer: yes, please! / of course / with pleasure etc

Declining an offer: No, thanks / sorry, I don't etc

8 I play with words

Fill in the blanks with the missing words. Choose from the box.

drink - carry - telephone - light - lend

- 1) Do you want me to _____ you a pen?
- 2) Would you like me to turn the _____ on?
- 3) Let me _____ the bag for you.
- 4) Would you like to _____ a cup of coffee?

Deserts: an area often covered with sand and rocks where there is little rain and not many plants.

Lost: unable to know one's way.

Fellows: people.

Accompany: go somewhere with someone.

Kind: nice.

Thirsty: feeling a need to drink.

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UNIT TWO

Graduation Ceremony

1 I learn how to invite, accept or decline an invitation.

2 I look and read



Dialogue: *Ahmed's sister has just graduated and he is inviting his friends to attend the graduation ceremony.*

Ali: Hello, Ahmed! I would like to invite you to my sister's graduation ceremony on Sunday evening at El Khater hotel.

Ahmed: It's kind of you, but I am busy this weekend. I am really sorry that I can't come.

Ali: It's ok. Never mind! What about you, Cheikh? Would you join us?

Cheikh: Yes, with pleasure!

Ali: Thank you very much!

3

I listen and repeat

| Inviting | Responding |
|--|---|
| I would like you to have dinner with me tonight. | Thank you very much. I will be glad to come. |
| I would like to invite you to our school closing ceremony next Sunday at 10:00 a.m. | I would love to come, but I have an important meeting at the same time. |
| How about spending a day at the beach with us? | Thanks! I'll be there. |
| Can you come to a religious lecture that will be given in the mosque this evening after El-asr prayer? | In cha Allah. Thanks for informing me. |
| What about coming to my brother's wedding next Friday? | Thank you for informing me. I will try my best to come. |

4

I can try it

circle the inappropriate answer:

- 1- We are preparing an outdoors trip, would you like to participate?
- Sure, at what time?
 - Sorry, I have an exam next week and I need to prepare for it.
 - Why?
- 2- I would like to invite you to my brother's wedding ceremony tomorrow.
- Thanks! Of course I will come.
 - yesterday, I was at the beach.
 - Sorry, but I can't. My grandfather is sick.
- 3- Would you visit me at home?
- Thanks! I will do it as soon as possible.
 - These flowers are so nice!
 - With my pleasure!
- 4- Can I offer you a ticket to attend El Mourabitoun match next week?
- I can't play.
 - I am not interested
 - No, thanks. Enjoy your time!

5

We can work together

Together with your neighbor:

A. complete the following chart:

| Inviting | Accepting | Declining |
|---|-----------|-----------|
| 1. Would you like to come to my little brother's naming party? | | |
| 2. I would like to invite you to my father's book ceremony | | |
| 3. Would you come to my honoring party for completing the Qur'an? | | |
| 4. What about playing football in the neighborhood this evening? | | |

B. Make the right invitation for each of the following pictures:

A cup of tea



1) _____

People on a trip



2) _____

Football players



3) _____

wedding ceremony



4) _____

Graduation ceremony



5) _____

6

I can do it myself

You invite three of your friends over for lunch. Two of them accept the invitation, but the third one declines and gives a reason.

Create a dialogue between you and your three friends.

7 I can remember

| Inviting | Examples | Responding | |
|-----------------------------|---|--|---|
| | | Accepting | Declining |
| I would like you to... | I would like you to have dinner with me tonight. | Thank you very much. I will be glad to come. | I'd love to, but I'm busy tonight. |
| I would like to... | I would like to invite you to our school closure party next Sunday at 10:00 a.m. | Thanks! I'll be there. | I would love to come, but I have an important meeting at the same time. |
| How about + verb +ing ...? | How about spending a day at the beach with us? | I'd love to! I'll be there. | Sorry, but I'm very busy these .days |
| Can you + verb ...? | Can you come to the religious lecture that will be held in the mosque this afternoon after El-asr prayer? | In cha Allah. Thanks for informing me. | I wish I could, but my father is sending me somewhere. |
| What about + verb +ing ...? | What about coming to my brother's wedding next Friday? | Thank you for informing me I will try my best to come. | Sorry, but I'm traveling tomorrow. |

8 I play with words

Ahmed invites Omar to watch the match with him. Rearrange the words in each line.

Omar: you/what/this/doing/evening/are/?

Ahmed: I/going/champions'/am/watch/to/the/,/me/you/join/would/league/to/like?

Omar: course/./of/didn't/I/it//know/about

9 I Add to my Vocabulary.

Invite: make a polite, formal or friendly request to someone to go somewhere, or do something.

Graduation: the receiving of an academic degree or diploma

Ceremony: a formal religious or public occasion, typically one celebrating a particular event.

Pleasure: happiness; joy.

Spending: using time doing something or being somewhere.

Informing: giving information; telling.

UNIT THREE

Lesson One

The new English teacher

1 I learn how to describe people physically

2 I look and read



Dialogue: *Lalla and Mariem are classmates. they are talking about their new English teacher.*

Mariem: Have you seen the new English teacher?

Lalla: No I haven't. Do we have a new English teacher?

Mariem: Yes, we do, our former teacher has left. He is now abroad for further studies.

Lalla: Really? What does the new teacher look like?

Mariem: Well, he is tall and thin, and has large and dark eyes. He also has a shaved beard and a big moustache.

Lalla: Totally unlike our former teacher! Does he wear a darra'a?

Mariem: No, he doesn't. He wears a formal suit, he looks neat!

Lalla: How old is he?

Mariem: I don't know, but he seems to be in his forties.

3 I listen and repeat

- The teacher is tall and thin.
- You've got large and dark eyes.
- My brother is hairy.
- My father is bald.
- Your uncle has a beard.
- The teacher has a moustache.
- My father is in his sixties.
- My mother is in her fifties.

4 I can try it

Answer with **Yes** or **No**:

| Question | Answer |
|---|--------|
| 1- Is our new teacher young? | |
| 2- Is our former teacher tall and thin? | |
| 3- Is our new teacher neat? | |
| 4- Is our new teacher short? | |
| 5- Is our new teacher fat? | |
| 6- Is our new teacher bald? | |

5 We can work together

Work with a partner. Ask each other and answer the following questions:

Example: What does your friend look like? → My friend is taller than me.

1. Is your sister short? _____
2. What does your mother look like? _____
3. Is your father bald? _____

6

I can do it myself

A. Write a short paragraph (5 lines minimum) in which you describe members of your family.

B. Write a short paragraph (5 lines minimum) describing the prophet Mouhamed (peace be upon him). You can ask your father, mother, religious instruction teacher, search on google...

7

I can remember

| Structure | Example |
|---|---|
| What (do / does) + subject + look like? | What does your father look like? What do they look like? |
| subject + look + adjective. | He looks tall. |
| subject + to be + adjective. | He is thin. |
| In + clothes | My uncle is the one in the blue boubou. |
| with + part of body | My neighbor is the man with the big nose. |
| light/fair/dark skin | She has light skin. |

8

I play with words

Use the following terms to describe people you know (parents, neighbours, friends etc.)

| | |
|---|--|
| Hair: brown /blond/ red/ grey/ white. | |
| Body: slim/ well-built/ muscular/overweight. | |
| Face: handsome/ beautiful/ good looking. | |
| Skin color: white / black/ brown/ pale. | |
| Eyes color: black / brown/ green / blue. | |

9

I Add to my Vocabulary.

Former: previous

Beard: facial hair growing on the chin.

Moustache: a strip of hair left to grow above the upper lip.

Shave: cut off; trim

Formal suit: official \neq informal

Suit: outfit

UNIT THREE

Lesson Two

The star of the year

1 I learn how to describe people's character and attitude

2 I look and read



Dialogue: *Our school is organizing its closing ceremony and choosing the Student of the year.*

The director: Dear students, I don't need to tell you how I admire you all, and how well you did thanks to your respectful teachers. I would like to thank you all and wish you a bright future.

Emcee: Ladies and gentlemen, now we are going to let you know who the student of the year is.

Our hero has been a hard working, cooperative and very polite person along the years she/he among us. She/he is sociable, humble and reliable. I believe now you know the person we are talking about. It's M o h a m e d!!! We are so proud of him! A warm applause for him!

3 I listen and repeat

| | |
|--------------------------|-------------------------------------|
| How do you describe him? | He is very humble and hard working. |
| How is she? | She is open-minded. |
| How do you see him? | He is easy-going. |
| What is he like? | He is nervous. |

4 I can try it

Answer the following questions using these terms:

Sociable _ humble _ open minded _ easy-going _ nervous :

- How do you describe yourself? _____
- How do you describe your best friend? _____
- What do you think of your neighbour? _____
- How is your French teacher? _____

5 We can work together

With a partner, complete the chart. Choose the adjectives that go under each heading:

Honest - ambitious - reliable - unsociable - dishonest - impatient - lazy - sincere
friendly - hard working - insincere - self-confident - unsure - unreliable - patient -
unambitious.

| Good character | Bad character |
|----------------|---------------|
| | |

6 I can do it myself

Write a short paragraph in which you describe your own personality.

7 I can remember

To ask about someone's character, we can say:

- What do you think of...?
- What is/are like?
- How do you find?

8 I play with words

Give opposites for the words in the chart:

| Word | Opposite |
|-------------|----------|
| Lucky | |
| Reliable | |
| Creative | |
| Responsible | |
| Brave | |

9 I Add to my Vocabulary.

Closing ≠ opening.

Choose: select.

Admire: regard with respect or great approval.

Respectful: showing respect.

Emcee: master of ceremony.

Proud: pleased.

Applause: clap.

UNIT FOUR Lesson One

Protect yourself against Covid-19!

1 I learn how to describe sequence of actions

2 I look and read



wear a mask



use hand sanitizer



Wash Hands



keep a distance



Disinfect personal belongings



Respect Quarantine

Dialogue: *Ahmed is visiting his neighbor Aly. They are talking about Corona Virus. Ahmed is explaining to his friend how to protect himself and his family against Covid 19.*

Ahmed: Do you know how to protect yourself and others from this virus?

Aly: I'm sorry, I don't know! Can you tell me how to do so?

Ahmed: With pleasure, dear friend!

Aly: Ok, I'm listening.

Ahmed: First, keep a distance from people, at least one meter. Second, when you are in public places, wear a mask. Then, regularly wash your hands with soap, and use hand sanitizer.

Finally, go to the hospital and get vaccinated.

Aly: Is that all?

Ahmed: Yes, dear friend, and don't forget that "Prevention is better than cure!"

Aly: Thank you so much, for sharing this information with me.

3 I listen and repeat

- Do you know how to protect yourself against Covid 19?
- I don't know how to.
- Can you tell me how to do so?
- First, keep a distance from other people.
- Second, wear a mask.
- Then, regularly wash your hands with soap and water.
- Use hand sanitizer.
- Finally, get vaccinated.

4 I can try it

To protect yourself and others against Covid 19, here is what you can do:

First, _____ a distance from other people. Second, wear a _____. Then, regularly _____ your hands with _____ and use hand _____. Finally, get _____.

5 We can work together

In pairs or in groups, visit other classes in your school and give them tips on how to protect themselves, their families and community members against Covid-19.

6 I can do it myself

Explain to your classmates the process of performing ablutions.

7 I can remember

- Ordinal numbers: first, second, third, fourth, etc...
- Sequencers: then, after that, finally, in the end, lastly.
- Use imperative and/or present simple.

8

I play with words

In order to help your friend who wants to travel somewhere by plane, put the following tasks in the right order:

board the plane

register your baggage

go to the airport

go to the airline company

enjoy your flight

book a ticket

9

I Add to my Vocabulary.

First : before all; number one.

Wash: clean.

Virus: infective agent that can cause a disease.

Regularly: frequently.

Covid-19: Corona Virus Disease.

Finally: in the end.

Soap: substance used with water to wash our bodies and clothes.

Distance: space.

Sanitizer: what makes something clean and hygienic.

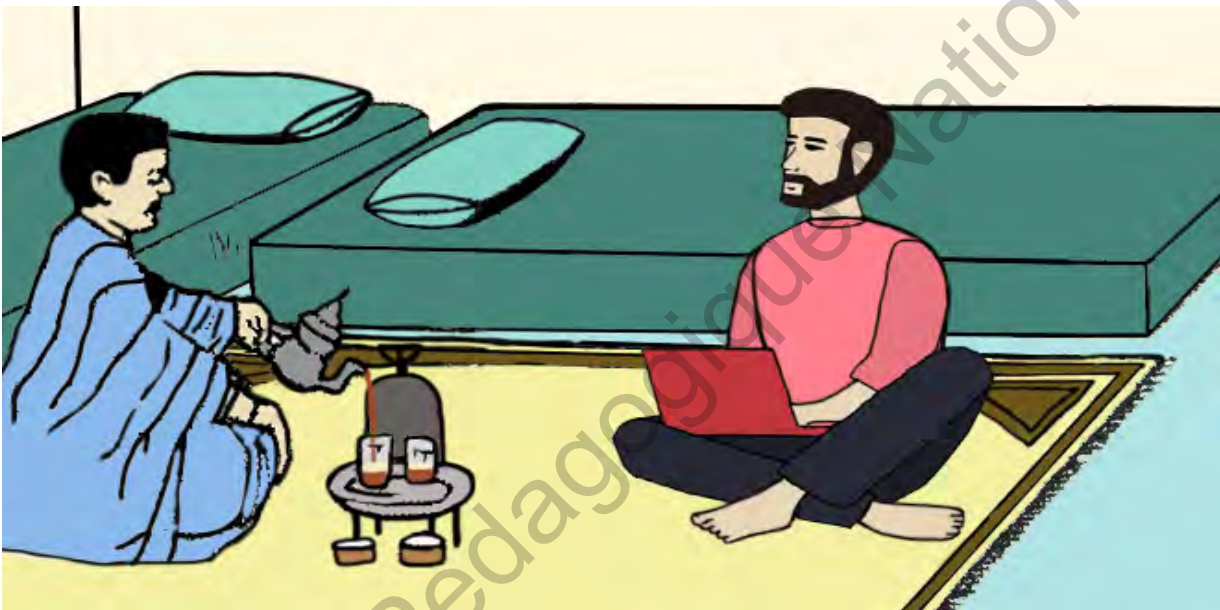
UNIT FOUR

A friend's visit

Lesson Two

1 I learn how to describe sequence of actions

2 I look and read



Dialogue: Omar and John are friends. John wants to know about Islam.

John: Good evening, Omar.

Omar: Hi, John! What's up?

John: Not much. I stayed at home all day. By the way, can you tell me a little bit about Islam?

Omar: Sure. What do you want to know about it?

John: everything.

Omar: Then let's talk about the five pillars of Islam.

John: Five pillars? That sounds interesting! What are they?

Omar: First, testifying that there is a unique God, Allah and that Prophet
Muhammed is the Messenger of Allah. Second, regularly performing the prayers

five times a day. Third, giving the “Zakat.” Fourth, fasting during Ramadan. And fifth, going to Mecca for pilgrimage if one can afford it.

John: Great! I have taken notes. That’s enough for now. I’ll come back later for more details.

Omar: No problem. See you then.

John: Bye!

3 I listen and repeat

- First, testifying that there is a unique God, Allah and that Prophet Muhamed is the Messenger of Allah.
- Second, regularly performing the prayers five times a day.
- Third, giving the “Zakat.”
- Fourth, fasting during Ramadan.
- And fifth, going to Mecca for pilgrimage if one can afford it.

4 I can try it

Rewrite the following pillars of Islam putting them in their right order:

- fasting during Ramadan.
- going to Mecca for pilgrimage if you can afford it.
- giving the “Zakat.”
- regularly performing the prayers five times a day.
- testifying that there is a unique God, Allah and that Prophet Muhamed is the Messenger of Allah.

5 We can work together

Together with a partner, choose something you can do/make, and describe the different steps of the process of doing/making it . It could be : a math exercise, Mauritanian tea, coffee, cooking...

6 I can do it myself

Write a short paragraph to share with your classmates, in which you describe the process of making 'zrig'.

7 I can remember

- First (of all) - second - third - fourth - fifth...
- Then - next - after that - finally...

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

8 I play with words

Share the work you did in the '**We can work together**' section with your classmates.

9 I Add to my Vocabulary.

Testify: bear witness

Messenger: message bearer

Pilgrimage: going to Mecca

Suggest: propose

Tax: tariff

God: the creator of the universe; Allah

Afford: be capable of doing something.

Topic: subject; theme.

Fast: not to eat nor to drink, and keep away from one's wife or husband for the whole day.

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UNIT FIVE

I was buying a sheep

1 I learn how to talk about past actions

2 I look and read



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

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

Aissata: I was buying a sheep.

Mariem: What for?

Aissata: To slaughter it for my sister.

Mariem: Djeinaba? What was she doing here?

Aissata: She was visiting our mother who was sick.

Mariem: I am sorry to hear that, but you never told me!

Aissata: Sorry about that, but I was very busy taking care of her all the time.

Mariem: I understand, I will come to visit this evening, in cha Allah.

Aissata: Ok, see you there, then.

3 I listen and repeat

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

4 I can try it

Rewrite the sentences below putting the verbs into the past continuous:

1. He/swims/at 10:30 am. _____
2. They/wear/uniforms. _____
3. She/prepares/her lesson. _____
4. It/rains. _____

5 We can work together

Work in pairs and ask each other questions about what you were doing at given times.

Example:

S1: What were you doing yesterday at 8 pm?

S2: I was revising my lessons.

S2: What were you doing last night at 9:30 pm?

S1: I was having dinner with my family.

6 I can do it myself

Write a short paragraph in which you tell your classmates about activities you were doing within an interval of time (e.g. from 7 a.m. to 10 a.m.).

7 I can remember

Use: we use the past continuous to describe an action that was in progress in the past.

Form: Simple past of 'be' (was/were) + verb + ing.

Example: **Teacher**: Aly, why are you late?

Aly: I am sorry, teacher! I **was sleeping**.

8 I play with words

Put the words of each of the following sentences in their right order, putting the verb into the past continuous:

a. coffee / Aicha / prepare. _____

b. stay / my friend / home/ at. _____

c. she / call / her friend. _____

d. our cousins/ go / to the bank. _____

e. read / a newspaper / they. _____

9 I Add to my Vocabulary.

Busy ≠ free

Livestock market: animal market.

Sick: ill

Slaughter: kill

Sheep: a domesticated ruminant kept for its wool or meat.

UNIT SIX

Hit and ran

1 I learn how to express simultaneity

2 I look and read



Dialogue : *Ahmed was going for a walk when a car hit him. Fortunately for him, the accident was not that serious.*

(Ahmed is talking to his father)

Father : What's the matter with your leg?

Ahmed : I was hit by a car.

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

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

Father: Were there any policemen?

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

Father: Let's go to the police station.

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

3 I listen and repeat

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

4 I can try it

Rewrite the sentences below putting the verbs into the right tenses and using **'while'**, **'when'** or **as**. Sentence 'a' has been done for you as an example:

- a. I (read) a newspaper / the light (go out).→ **as** I was reading a newspaper, the light went out.
- b. I (find) a 1000 UM note / I (walk) in the street. _____
- c. he (break) his leg / he (play) football. _____
- d. my pen (run) out / I (write) my lesson. _____
- e. I (hurt) myself / I (try) to jump over the wall. _____

5 We can work together

Work in pairs and ask each other about simultaneous past events or actions and the circumstances in which they took place.

Example:

S1: I heard your mobile phone was stolen.

S2: Yes, it was stolen while I was queuing to buy books.

6 I can do it myself

Write a short paragraph (5–8 lines) in which you talk about simultaneous past events/actions and the circumstances in which they occurred.

7 I can remember

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

While/as + past continuous + simple past.

Simple past + while/as + past continuous.

Example:

- While they were watching TV, thieves broke into the house.
- The telephone rang while I was having a bath.
- As I was reading the paper, I heard a loud noise.

When + simple past + past continuous

When + past continuous + simple past

Example:

- When the telephone rang, I was having a bath.
- The telephone rang when I was having a bath.

8

I play with words

Put the different words in order to make a meaningful sentence:

1. I / rang / a / shower / was / telephone / taking / the / while.

2. friend / when / school / he / he / running / was / met / his / to

9

I Add to my Vocabulary.

Leg: each of the limbs on which a person or animal walks and stands.

Pavement: sidewalk.

Registration number: vehicle number.

Matter: problem.

Drove away: went away driving.

Idea: information.

Hit: stroke.

Carelessly ≠ carefully.

Police station: local police office.

UNIT SEVEN

Let's stop the sand progression!

1 I learn how to talk about future events and activities.

2 I look and read



Dialogue: *Tomorrow is a day off. Moussa is phoning his friend Sidi.*

Moussa: Hello, Sidi! It's Moussa. Tomorrow, two of my new friends will come to visit, would you like to join us? We will drink tea, listen to music and enjoy ourselves.

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

Moussa: You are right. At long term, the sand will cover and destroy all houses, trees and vegetation if we do not find solutions like green belts. I think I will suggest this to my father.

Sidi: Great idea! Then, I will come to help.

Moussa: Thanks! See you, then.

Sidi: See you! Bye!

3

I listen and repeat

- Will you come?
- We will drink tea.
- We will plant trees.
- The sand will cover and destroy all houses, trees and vegetation.
- I will come to help you.

4

I can try it

A. Answer the following comprehension questions:

a. Who is phoning Sidi?

b. Why is he phoning Sidi?

c. Who will come to visit Moussa?

d. Why won't Sidi come?

e. What will Moussa suggest to his father?

B. Go back to the dialogue in the **'I look and read'** section, underline all the verbs with 'will', decide when they happen (past, present or future?) and give the form/rule of their tense.

5

We can work together

Work with a partner. Ask each other questions about what you will do for the rest of the day after class (read Quran, watch a film, visit a relative...)

6

I can do it myself

- a. Write a short paragraph (5 – 8 lines) in which you say where you intend to go and what you will do next holidays.

- b. Write a short message/letter to a friend, in which you tell them about the importance of tree planting and what will happen when nothing is done to stop the sand progression.

7

I can remember

Simple future: **will** + **verb**.

(I, we) **shall** + **verb**.

Note: '**will**' can be used with all pronouns.

'**Shall**' can be used only with 'I' and 'we'.

8

I play with words

Design an awareness raising poster (drawing, chart, isolated sentences...) to share with your classmates and students from other classes from your school to sensitize them on the importance of tree planting.



9

I Add to my Vocabulary.

Vegetation: plants, greenery.

Green belt: a series of trees surrounding an area as a fence.

In order to: to; for the purpose of.

Join: be with.

Enjoy: entertain; amuse; have fun.

Progression: developing or moving forward.

UNIT EIGHT

It's a promise!

1 I learn how to express real conditions

2 I look and read



Dialogue : *a father and his son are talking about school final exam, and the father makes a promise.*

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

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

Son: Where are you going to take me to?

Father: Wherever you like to spend your vacation.

Son: I have to work hard, then.

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

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

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

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

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

3

I listen and repeat

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

4

I can try it

A. Answer the following questions:

a. What will the father do if his son succeeds?

b. Will the son work hard?

c. Will the son fail if he works hard?

d. How will the father feel if his son succeeds?

B. Complete the following chart. The first line is done for you as an example:

| Example | Verb 1 | Tense | Verb 2 | Tense |
|--|--------|-------------------|--------|------------------|
| a. If you pass your final examination, I will take you on a nice holiday. | pass | Simple present | take | Simple future |
| b. If you succeed, you will spend your holidays wherever you want. | | | | |
| c. If you work hard, you will make it. | | | | |
| d. I will be very happy if you succeed. | | | | |
| e. I will travel if I succeed. | | | | |

5

We can work together

Work in pairs. Ask each other questions related to real condition situations and give answers.

Example:

S1: What will you do if you pass the exam?

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

6

I can do it myself

A. Put the verb in parentheses into the right tense:

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

B. Match the following:

| | | |
|---|--|--------------------------------------|
| 1 | If you don't set your alarm | a. I will buy a new car. |
| 2 | if you sleep in a mosquito net | b. If you respect social distancing. |
| 3 | you can prevent COVID19 | c. you will have to plant trees. |
| 4 | If you want to stop the sand progression | d. If I go to Noaudhibou. |
| 5 | If I have a lot of money | e. You can avoid malaria. |
| 6 | I will visit Banc d'Arguin | f. you will be late tomorrow. |

Your answer

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
| | | | | | |

7 I can remember

First conditional

Form: **If clause**: 'if' + simple present.

Main clause / result clause: will/can + verb.

Example: If you work hard, you will succeed.

Note: **If** you work hard, you will succeed = You will succeed **if** you work hard.

8 I play with words

Choose a or b to fill in the blank space.

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

9 I Add to my Vocabulary.

Pass: succeed.

Final: last.

Promise: word.

Hard: seriously.

Forget ≠ remember

UNIT NINE

A Weekend visit

1 I learn how to compare

2 I look and read



Dialogue: *Bocar and Ali are friends. Ali had promised to visit Bocar, the latter is reminding him of his promise.*

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

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

Bocar: Who is he?

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

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

Ali: He likes Rap best.

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

Ali: Great! I will tell him; I'm sure he will be very pleased.

Bocar: I will be waiting for you.

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

3 I listen and repeat

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

4 I can try it

A. Comprehension questions:

1. What did Ali promise to Bocar?

2. Is Ali coming alone?

3. What are they going to listen to?

4. Why can't Bocar have many Rap CDs?

B. Complete the following chart with adjectives from the dialogue:

| Short adjectives | Long adjectives |
|------------------|-----------------|
| | |

C. Complete the chart below with adjectives you already know (five short adjectives and five long ones):

| Short adjectives | Long adjectives |
|------------------|-----------------|
| 1. _____ | 1. _____ |
| 2. _____ | 2. _____ |
| 3. _____ | 3. _____ |
| 4. _____ | 4. _____ |
| 5. _____ | 5. _____ |

5

We can work together

Together with a partner, compare the following, giving the adjective and its structure/form in each sentence. The first pair of sentences is done for you as an example:

1. a. Ahmed is taller than Ali.

Adjective: tall.

Form: comparative of superiority.

b. Ahmed is the tallest student in the classroom.

Adjective: tall.

Form: superlative of superiority.

2. a. Some people think that Rap music is better than Jazz.

b. Some people think that Rap music is the best of all types of music.

3. a. Rap CDs are more expensive than Jazz CDs.

b. Rap CDs are the most expensive of all music CDs.

6

I can do it myself

A. Make five sentences about your family members, friends, classmates or other people you may know, showing the qualities they might have more than the others. See the 'I can remember' section for more help.

Example:

My sister is the shortest in the family..

1. _____

2. _____

3. _____

4. _____

5. _____

B. Make five sentences about sports, music or cinema stars showing their best qualities.
You can refer to the ‘**I can remember**’ section for more help.

Example:

Tijani is the best football player in our team.

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

7 I can remember

| Form | Superlative of superiority | Superlative of inferiority |
|-----------------------------------|--|--|
| Short adjectives e.g. tall | The + short adj + est e.g. The tallest. | The least + short adj e.g. The least tall. |
| Long adjectives e.g. difficult | The most + long adj. e.g. the most difficult. | The least + long adj. e.g. the least difficult. |

NB. Superlative of superiority of some short adjectives:

| | |
|------|--------------|
| easy | the easiest. |
| big | the biggest. |
| nice | the nicest. |

Irregular superlatives of superiority:

| | |
|------|----------------------------|
| good | the best |
| bad | the worst |
| far | the farthest, the furthest |

NB. Superlative of superiority of some short adjectives:
Old: the eldest when comparing within the same family.

A. Put the words in the right order to make meaningful sentences:

1. of / Rap / kinds / all / music / is / popular / most / the / of

2. exciting / football / the / is / game / most

_____ 3

. singer / was / Dimi / Mauritania / in / best / the

4. languages / important / English / the / is / world / the / in / most / of / one

5. Aicha / intelligent / the / classroom / is / most / student / our / in

B. Answer the following questions about your country, Mauritania:

1. What is the largest city in Mauritania?

2. What's the most beautiful town to visit in Mauritania?

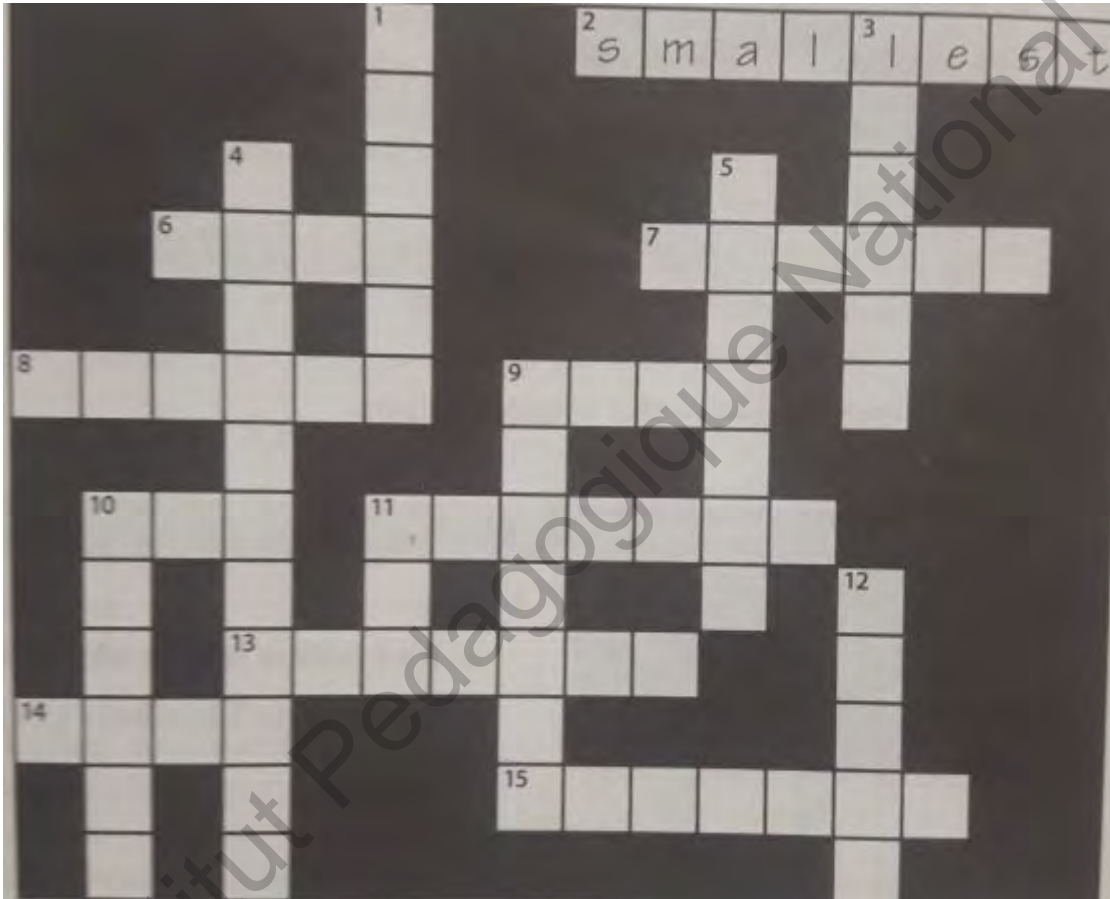
3. What's the name of the second largest city in Mauritania?

C. Write a paragraph of eight (8) meaningful sentences about people you know, things or animals, using the superlative of superiority and / or inferiority. You can choose from the adjectives in the box below.

high - famous - interesting - bad - good - stupid - beautiful - dangerous

.near - clever - tall - powerful - lazy - difficult - small - expensive

C. Write the opposites to complete the crossword puzzle.



A c r o s s

2 biggest 6 bad 7 shorter 8 worse 9 worst 10 near 11 lowest

13 driest 14 hot 15 shortest

D o w n

1 hotter 3 smaller 4 least crowded (2 words) 5 coldest 9 smallest

10 not famous 11 cold 12 best

9 I Add to my Vocabulary.

Favorite: what one likes most.

Expensive \neq cheap.

Kind: type; sort.

Pleased: happy.

Miss: be unable to take advantage of; fail to benefit.

Opportunity: chance.

Institut Pédagogique National