

# STUDY ENGLISH

## 2<sup>nd</sup> Year Secondary School

Authors:

El Hacem Ould Sid'Ahmed  
Inspector.IGEST

Diallo Horouna  
English Department Coordinator , IPN

Sakho Aboubekrine  
English Teacher  
Tevragh- Zeina Higt School

REVIEWED IN 2019 BY

Cheikh Saleck ould Abdellahi  
English Teacher , IPN

Ousmane Ali Pahel Ba  
English Teacher , IPN

Mohamed Yeslem Ould Babah  
English Teacher , IPN

REVIEWED AND UPDATED IN 2021 BY

Bahena Ould Moustapha  
Inspector , IGENRSE

Mohamed Yeslem Ould Babah  
English Teacher , IPN

Mohamed Lemine Ould Khabaz  
English Teacher , IPN

Design and Direction  
Cheikhoumi Sidi Ahmed

Institut Pedagogique National

## 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 rewritten 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 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.

**THE GENERAL DIRECTOR  
CHEIKH OULD AHMEDOU**

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# UNIT ONE

## Lesson 1

# Hello, Moustafa. How are you?

1 I learn how to greet and take leave.

2 I look and read.



*Mustafa is going to the shop to buy some bread. He meets his friend, Moctar.*

**Moctar:** Hi, Moustafa. How are you?

**Moustafa:** Fine, thanks. And you?

**Moctar:** I'm alright. How is the family?

**Moustafa:** They are fine. How is your school?

**Moctar:** Good. Oh! It's half past nine. I must go now. I have a test.

**Moustafa:** Ok. see you!

**Moctar:** Goodbye.

3 I listen and repeat

Listen to the teacher, then repeat.

- Hi, Moustafa. How are you?
- I'm ok, thank you.
- They are fine.
- Goodbye!
- See you!

## 4 I can try it

Complete the following conversation using the appropriate words.

**Aly:** Hi, Bocar. \_\_\_\_\_ ?

**Bocar:** I'm alright, thank you. \_\_\_\_\_ ?

**Aly:** Fine, thanks. I have to leave now.

**Bocar:** Ok, \_\_\_\_\_.

**Aly:** \_\_\_\_\_ you later.

## 5 We can work together.

Together with a partner write and act out a dialogue in which you greet each other, take leave and respond to greetings and farewells.

## 6 I can do it myself.

Fill in the blanks with "is", "are" or "am"

- I \_\_\_\_\_ fine.
- How \_\_\_\_\_ your brother?
- He \_\_\_\_\_ very well.
- How \_\_\_\_\_ your parents?
- They \_\_\_\_\_ good.

## 7 I can remember.

### A. Formal and informal greeting

Formal greetings	Informal greetings
Hello.	Hi / How are things?
Good morning, sir.	Fine, thanks.
I am fine. Thank you.	Good, thanks.
I am good. Thank you.	

## B. To be in simple present tense

Affirmative form	Negative form	Interrogative form
I am	I am not	Am I?
You are	You are not	Are you?
He is	He is not	Is he?
She is	She is not	Is she?
It is	It is not	Is it?
We are	We are not	Are we?
You are	You are not	Are you?
They are	They are not	Are they?

## 8 I play with words.

Rearrange the words to make meaningful sentences.

Example: things / Hello / ? / are / how

Hello, how are things?

- you / . / are / How / Mohamed / ? / Hello
- Thanks / . / you / And / ? / Fine
- is / How / ? / family / your /
- See / ! / Bye / you / . / tomorrow

## 9 I Add to my Vocabulary

**Greet (v):** to welcome someone when you meet him / her or say hello to him / her.

**Take leave (v):** to say “Good bye” when you go away from someone.

**Buy (v):** to get something by paying money for it.

**Bread (n):** a type of food made with flour, water and yeast.

**Fine (adj):** in good health or happy and comfortable.

**Now (adv):** at the present time.

**Shop (n):** a building or a part of a building where things are bought or sold.

# UNIT ONE

## Lesson 2

Good bye! See you soon!

1 I learn how to greet and take leave.

2 I look and read.



*It's Sunday morning. Aicha is going to the butcher's. She meets her friend, Fatimata, on her way.*

**Aicha:** Good morning, Fatimata. How are you?

**Fatimata:** Not bad, thanks. And you?

**Aicha:** I'm pretty good, thank you. Hey, tell me, where are you going?

**Fatimata:** I'm going to the restaurant.

**Aicha:** Why are you going there?

**Fatimata:** I want to buy some chicken. What about you?

**Aicha:** I'm going to the butcher's. I need some meat and vegetables.

**Fatimata:** Ok, bye, then.

**Aicha:** Goodbye. See you soon.



### 3 I listen and repeat

Listen to the teacher, then repeat.

- Good morning. / Good afternoon. / Good evening.
- How are you?
- I'm pretty good. / I'm not bad. / Not too bad.
- Bye/ Good bye.
- See you soon. / See you later. / See you again. / See you next time.
- Take care.

### 4 I can try it

Complete the dialogue between Samba and Daouda.

**Samba:** \_\_\_\_\_ afternoon, \_\_\_\_\_ . \_\_\_\_\_ ?

**Daouda:** \_\_\_\_\_, thanks, \_\_\_\_\_ . \_\_\_\_\_ ?

**Samba:** I am \_\_\_\_\_, too. Ok, \_\_\_\_\_ me, \_\_\_\_\_ are \_\_\_\_\_ going?

**Daouda:** I \_\_\_\_\_ going \_\_\_\_\_ the market.

### 5 We can work together.

Go around the class and greet someone you haven't met this morning, talk to him/her for a while then take leave.

### 6 I can do it myself.

You receive the following WhatsApp message from a friend you miss a lot. Read it and get back to him / her.

Hello, Ali. How are you? And how is your family? I miss you all a lot and hope to see you very soon. Please, say hi to Sidi.

Bye!

## 7 I can remember.

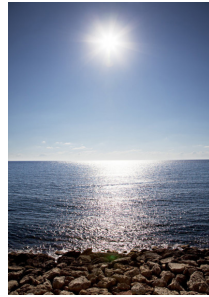
### A. Parts of the day: morning-afternoon-evening



7p.m.



7a.m.



12p.m.

### B. Personal pronouns

Subject pronouns	Object pronouns
I	me
You	you
He	him
She	her
It	it
We	us
You	you
They	them

## 8 I play with words.

Match the greetings with the responses:

Hello	Good evening
Good morning	Not bad.
How are you?	Good morning
Good afternoon	Hi!
Good evening	I'm fine. Thank you. And you?
Fine, thanks. And you?	Good afternoon

## 9 I Add to my Vocabulary.

**Butcher (n):** a person who sells meat.

**Way (n):** a route you take to reach somewhere.

**Tell (v):** to give information to somebody orally or in writing.

**Again (adv):** once more or another time.

**Soon (adv):** not long after the present time or time mentioned.

**Chicken (n):** 1. a bird that people often keep for its eggs or meat.

2. the meat of this bird.

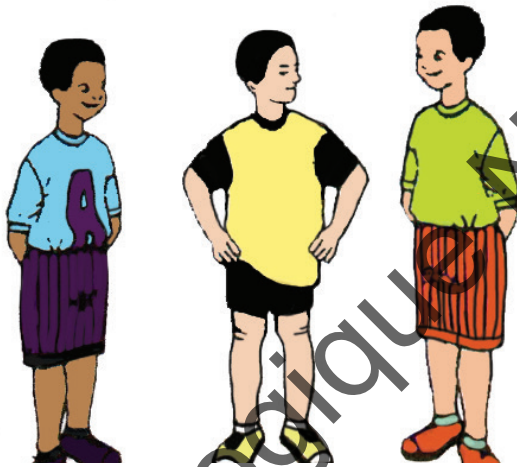
**Want (v):** to desire; to wish.

## UNIT TWO

### Glad to meet you, Bocar!

1 I learn how to introduce others.

2 I look and read.



*A/ Moctar and Bocar*

**Mohamed:** Bocar, let me introduce you to Moctar, my brother. He is a Bank clerk. Moctar, this is my classmate Bocar. He is from Selibaby.

**Moctar:** Glad to meet you, Bocar.

**Bocar:** Glad to meet you, too, Moctar.

*B/ Leila and Kadiata*

**Mariem:** Leila, I'd like you to meet my best friend Kadiata. She is Senegalese. She teaches English in a private school. She lives in Sebkh. Kadiata, this is my sister Leila. She is a nurse in Sadaqa Hospital.

**Kadiata:** Pleased to meet you, Leila.

**Mariem:** It's a pleasure to meet you, too, Kadiata.

### 3 I listen and repeat

Listen to the teacher, then repeat.

Let me introduce you to...	Glad to meet you.	It's a pleasure to meet you!
I'd like you to meet...	Glad to meet you, too.	Nice to meet you.
Do you know...?	Pleased to meet you.	Nice to meet you, too.
	Pleased to meet you, too.	It's a pleasure to meet you, too.

### 4 I can try it

Complete the following conversation.

**Omar:** Cheikh, \_\_\_\_\_ me \_\_\_\_\_ you to \_\_\_\_\_ friend Brahim.

Brahim, \_\_\_\_\_ is \_\_\_\_\_ classmate, Cheikh.

**Brahim:** \_\_\_\_\_ to \_\_\_\_\_, Cheikh. Nice to meet you.

**Cheikh:** \_\_\_\_\_ you \_\_\_\_\_, Brahim.

### 5 We can work together.

Find two new classmates you already know but who don't know each other and introduce them to one another.

### 6 I can do it myself.

A friend of yours pays you a visit. You introduce him to your brother or sister. Write the whole dialogue

### 7 I can remember.

#### A. Simple present tense of ordinary verbs

To listen in simple present tense		
Affirmative form	Negative form	Interrogative form
I listen You listen	I do not listen You do not listen	Do I listen? Do you listen?
He listens She listens It listens	He does not listen She does not listen It does not listen	Does he listen? Does she listen? Does it listen?
We listen You listen They listen	We do not listen You do not listen They do not listen	Do we listen? Do you listen? Do they listen?

**B. Simple adjectives:** glad / nice / happy / pleased.

**C. Nationalities:** He is Mauritanian. She is Japanese.

## 8 I play with words.

Use this chart to fill in the blanks with the correct nationality.

Name	Occupation	Country
Mohamed	doctor	Mauritania
Ronaldo	football player	Brazil
Tanaka	engineer	Japan
Jay	teacher	U.S.A
Michelle	journalist	France

Mohamed is a doctor. He is \_\_\_\_\_.

Ronaldo is a Football player. He is \_\_\_\_\_.

Tanaka is an engineer. He is \_\_\_\_\_.

Jay is a teacher. He is \_\_\_\_\_.

Michelle is a Journalist. She is \_\_\_\_\_.

## 9 I Add to my Vocabulary.

**Introduce (v):** to tell two or more people who have not met before each other's names so they can get to know each other.

**Know (v):** 1. to have knowledge or information in your mind.  
2. to have met or seen somebody before.

**Glad (adj):** pleased or happy.

**Bank clerk (n):** a person whose job is to do written work or look after records or accounts in a bank.

**Pleasure (n):** happiness or satisfaction.

## UNIT THREE

### I beg your pardon!

1 I learn how to ask for clarification and repetition.

2 I look and read.



*James Muller is willing to visit Chinguitty in the North of Mauritania. So, he is calling the receptionist at Halima Hotel in Nouakchott but she can't hear him well because of the bad connection.*

**Tourist:** Good morning, madam. Is this Halima hotel in Nouakchott?

**Receptionist:** Yes, sir. Can I help you?

**Tourist:** Yes, please. I'm James Muller from the United States.

**Receptionist:** I beg your pardon, Sir. I can't hear you well.

**Tourist:** I am James Muller from the United States.

**Receptionist:** OK, sir. How do you spell your last name, please?

**Tourist:** It's M-U-L-L-E-R

**Receptionist:** Thank you!

**Tourist:** OK. I would like to book a double room in your hotel, please.

**Receptionist:** With pleasure, sir! When will you come?

**Tourist:** I'll come with my wife on Wednesday by 5pm.

**Receptionist:** OK, that's set! Thank you, and have a nice trip!

### 3 I listen and repeat

Listen to the teacher, then repeat.

- I beg your pardon!
- Sorry, I can't hear you well.
- Could you speak louder, please?
- Could you speak up, please?
- How do you spell it, please?
- What does it mean?
- What's that again?
- Could you repeat, please?

### 4 I can try it.

Answer the following questions.

- Where is James calling from?
- Is Halima Hotel in Atar?
- Why is James calling Halima Hotel?
- When will he come to Mauritania?

### 5 We can work together.

Work with your neighbor. Ask each other questions (full name, age, residence, parents' names and jobs, word spelling). Use interrupting and asking for clarification expressions from the 'I listen and repeat' section to make sure you get the accurate information.

### 6 I can do it myself.

You live in Nouakchott and you meet a foreigner in the street. He / she asks you to locate a place in your city (mosque, market, bank, etc.). Write a short dialogue you might have with him/her. Your conversation should include expressions from the 'I listen and repeat' section.

Example: **Foreigner:** Can you tell me where BNM is?

**You:** I beg your pardon, sir?

## 7 I can remember.

Expressions for interrupting and asking for clarification:

I beg your pardon!

How do you spell it, please?

What does it mean?

## 8 I play with words.

Fill in the blanks with the missing words from the “I listet and repeat”

**Amadou:** \_\_\_\_\_ me. Are you Mr. Yamashita?

**Mr. Yamashita:** I \_\_\_\_\_ your \_\_\_\_\_?

**Amadou:** You are Mr. Yamashita, aren't you?

**Mr. Yamashita:** That's right.

**Amadou:** And what's your first name, please?

**Mr. Yamashita:** Koji.

**Amadou:** Could you \_\_\_\_\_, please?

**Mr. Yamashita:** Koji.

**Amadou:** I'm sorry, but I can't hear you. Can you \_\_\_\_\_ a little louder?

**Mr. Yamashita:** Sure. It's Koji.

**Amadou:** How \_\_\_\_\_ you \_\_\_\_\_ it, please

**Mr. Yamashita:** It's K – O – J – I.

**Amadou:** And you're here for two weeks, aren't you?

**Mr. Yamashita:** That's right.

**Amadou:** Thank you, sir. Enjoy your stay!

**Mr. Yamashita:** Thank you!



## 9 I Add to my Vocabulary.

**Hear (v):** to receive sounds by your ears.

**Beg (v):** to ask somebody for a favor.

**With pleasure:** a polite way of saying that you are happy to accept  
or agree to do something.

**Double room (n):** a room for two people, which has two beds.

**Book (v):** to arrange to have or do something at a particular time.

**Trip (n):** a journey during which you visit a place and return.

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## UNIT FOUR

### Lesson 1

## My Twin Brothers

**1 I learn how to describe, identify and locate people and things.**

**2 I look and read**



I have twin brothers, Ousmane and Abou. They're 14 years old and although they're twins, they aren't identical twins because they are different in many ways. They are not alike. Look at their picture; Ousmane is the one with curly hair and snub nose, and he's quite tall, but, Abou isn't very tall and he's got black hair and dark eyes. Also, they never wear the same clothes. Ousmane always wears suits while Abou is almost always seen in tee shirts and jeans.

I must say that I love my brothers very much. Although they have different personalities, they are both lovely. Ousmane is quite shy, but Abou loves going to parties and telling jokes. Both of them are always very kind to me, their little sister. I can tell them all my problems. Have you seen me in the picture? I'm the little girl in the pink dress.

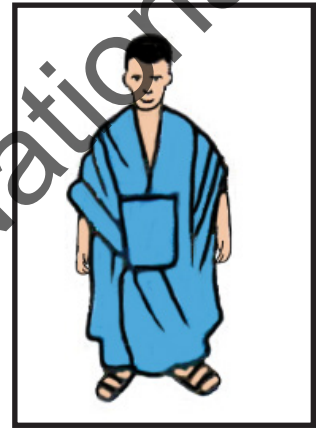
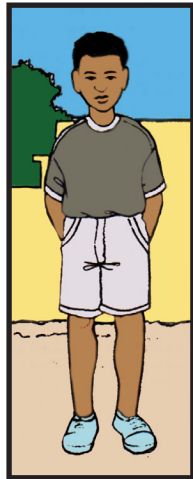
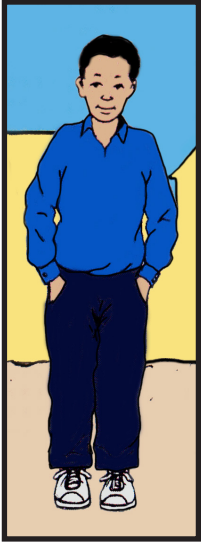
**3 I listen and repeat**

Listen to the teacher, then repeat.

- Ousmane is the one with curly hair and snub nose.
- Abou has got black hair and dark eyes.

- They are different in many ways.
- Ousmane is quite tall.
- Abou isn't very tall.
- Abou is almost always seen in tee shirts and jeans.
- They are both lovely brothers.
- I'm the little girl in the pink dress.

## 4 I can try it



- Who...?

- is tall
- isn't very tall
- is old

- Which one is with...?

- long hair
- short hair
- glasses

- Which one is in...?

- a T-shirt jeans, a shirt and a tie

## 5 We can work together.

Work in groups, taking turns. Choose someone in the classroom. Describe him/her; other students try to find out who it is.

She's the student  
with a green schoolbag.

Salma!

He is the boy in a  
white T-shirt and  
jeans.

It's Ahmed!

## 6 I can do it myself.

Compare two members of your family, or two friends. The reading text in the 'I look and read' section and the following pictures can help you do that.



red



blue



yellow



green



orange



purple



white



black



gray



pink



brown



indigo



## 7 I can remember.

in + clothing

with + body part / accessory

I'm the little girl in the pink dress.

Ousmane is the one with curly hair, snub nose and red tie.

## 8 I play with words.

A. Find the hidden words.

G	L	A	S	S	E	S
B	R	O	W	N		K
	B	P	I	N	K	I
C	O	A	T		G	R
O	O	S	H	I	R	T
O	T	D	I	P	E	R
L	S	U	I	T	Y	

B. Look at the groups of words below. How many words can you add to each group?

ACCESSORIES  
(FOOTWEAR)



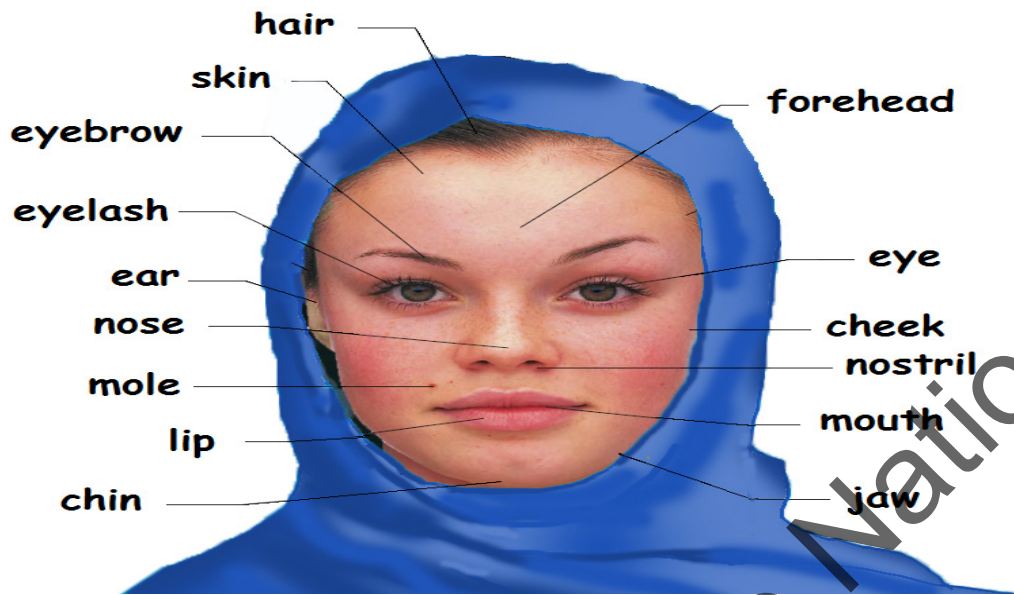
ACCESSORIES  
(JEWELLERY)



CLOTHES



9 I Add to my Vocabulary.



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# UNIT FOUR

## Lesson 2

### At the school theatre

**1 I learn how to describe, identify and locate people and things.**

**2 I look and read**

*Ahmed and Moussa are watching a play at the school theatre. They're talking about characters.*

**Ahmed:** Who are those students?

**Moussa:** Which ones?

**Ahmed:** Those on the stage?

**Moussa:** They are Binta, Diagana, Zeinebou and Abdel Kader.

**Ahmed:** I read the names from the announcement, but I don't know who is who.

**Moussa:** Ok; listen! The girl who plays the role of a journalist is Binta. Abdel Kader is an ordinary man and Diagana is a civil servant while Zeinebou is a social advisor.

**3 I listen and repeat**

Listen to the teacher, then repeat.

- What is your name? - It's Mohamed.
- Who knocks on the door? - It's me, Salem.
- Who are the winners? - They are Brahim and Aly.

## 4 I can try it

Complete this task with: “ this/ that/ these/ those”.

- a) \_\_\_\_\_ is a painter                      e) \_\_\_\_\_ are painters.  
b) \_\_\_\_\_ is a clock                      f) \_\_\_\_\_ are workers.  
c) \_\_\_\_\_ is a chair                      g) \_\_\_\_\_ are chairs.  
d) \_\_\_\_\_ is a window                      h) \_\_\_\_\_ are windows.

## 5 We can work together.

Use ‘this/ that/ these/ those/ whose/ who’.

- A student \_\_\_\_\_ knows you lent me \_\_\_\_\_ red pen.
- \_\_\_\_\_ gloves are for the worker \_\_\_\_\_ bike is there.
- The boy \_\_\_\_\_ accent is excellent is the one \_\_\_\_\_ won the prize.
- \_\_\_\_\_ football is for \_\_\_\_\_ kids.

## 6 I can do it myself.

Look at the picture and complete the questions with ‘that /these/ this / those’.

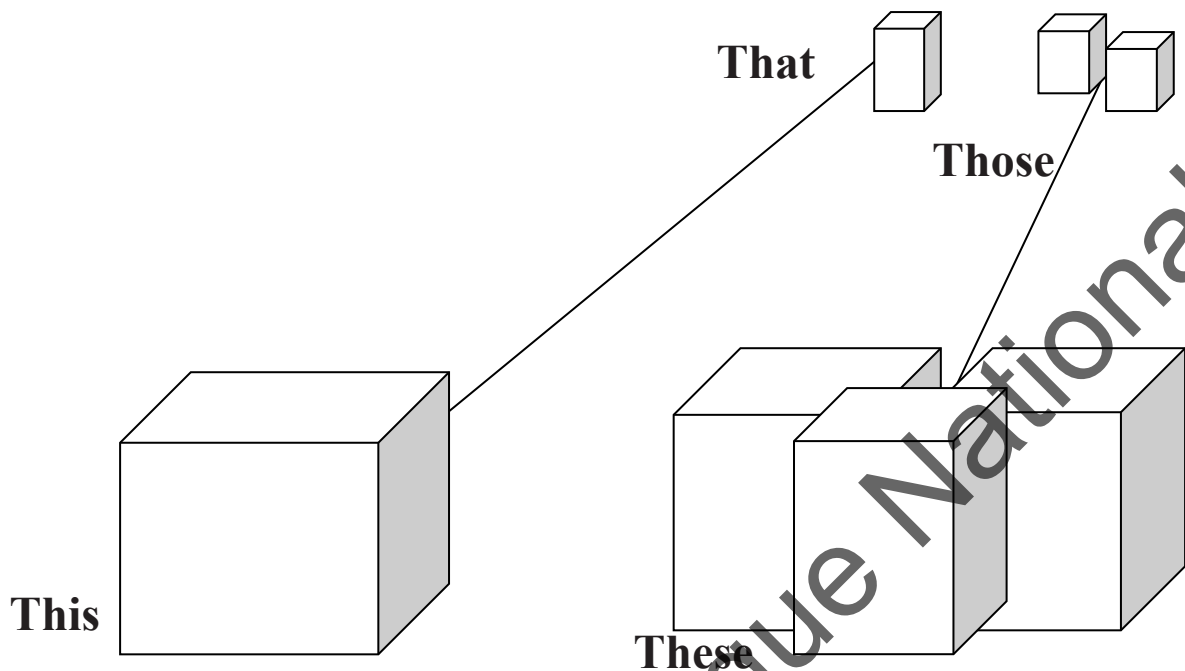


1. What's \_\_\_\_\_? It's milk.
2. What's \_\_\_\_\_? It's a cake.
3. What are \_\_\_\_\_? They're crisps.
4. What are \_\_\_\_\_? They're biscuits.
5. \_\_\_\_\_? They're sandwiches.
6. \_\_\_\_\_? It's cola.
7. \_\_\_\_\_? They're strawberries.
8. \_\_\_\_\_? It's water.



## 7 I can remember.

The use of: this/that/these/those



‘**This**’ is used to talk about someone or something that is close to you. Plural : ‘**these**’.

‘**That**’ is used to talk about someone or something that is a distance away from you. Plural, ‘**those**’.

## 8 I play with words.

Match the sentences parts in A with those in B.

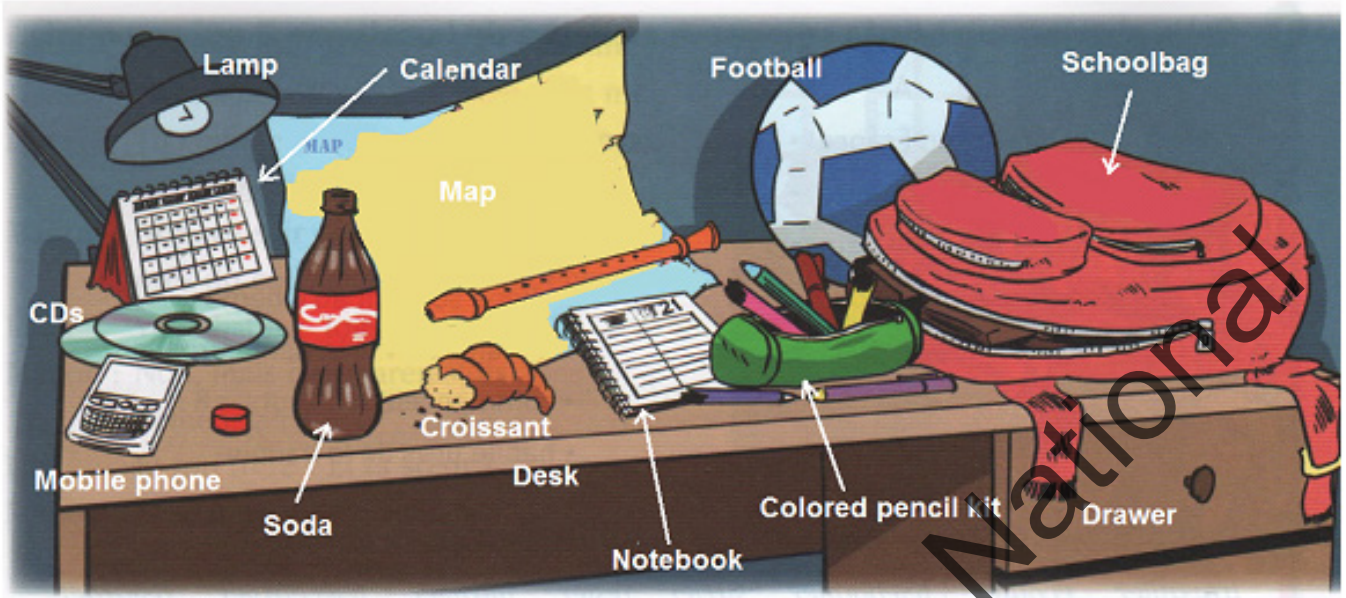
A

- The man whose house
- The girl who
- The driver whose
- Who plays well

B

- is talkative is Anna.
- usually wins the game.
- is near the school is a teacher.
- car was broken down is Malick.

9 I Add to my Vocabulary.



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## UNIT FOUR

### Lesson 3

Could you tell me where  
the museum is?

1 I learn how to describe, identify and locate people and things.

2 I look and read



*John is a tourist. He is visiting Nouakchott for the first time. He is looking at a map of the city. Ahmed, who lives in the city and knows it well, wants to offer help.*

**Ahmed:** Hello, can I help you?

**John:** Oh, yes, please. I want to go to the National Museum. Could you tell me how to get there, please?

**Ahmed:** Sure. It's not far from here. Look, this is Mauriposte. Walk down Elwihda Elwataniya Avenue. Take the first turn on the left. Walk two blocks. The museum will be on your left. You can't miss it.

**John:** Thank you very much.

**Ahmed:** You're welcome.

### 3 I listen and repeat

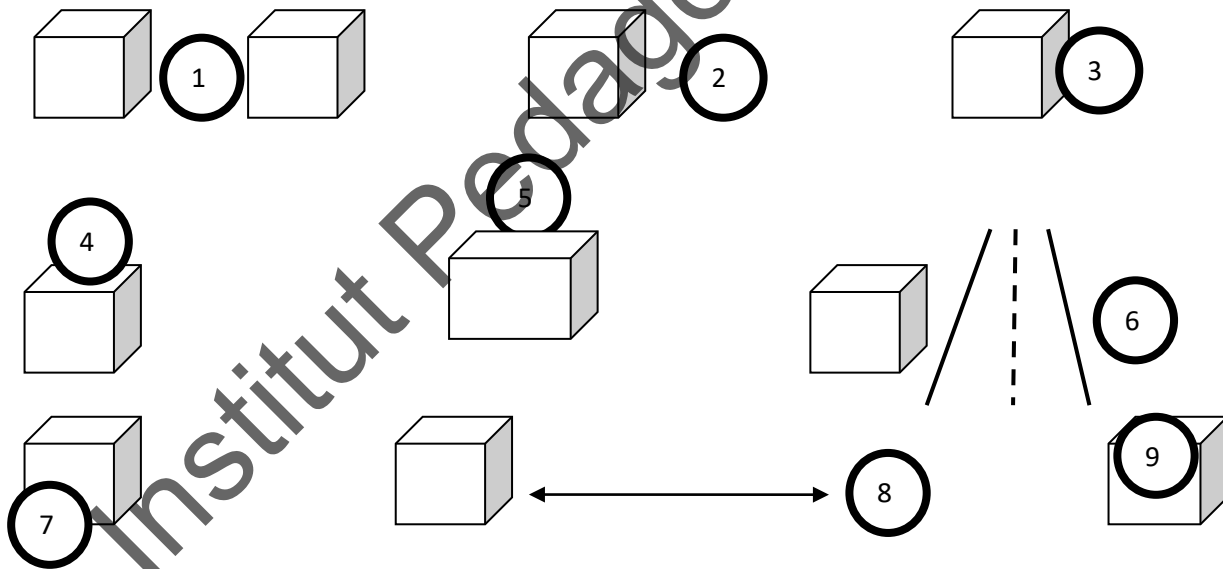
Listen to the teacher, then repeat.

- Hello, can I help you?
- I want to go to the National Museum.
- Could you tell me how to get there, please?
- Walk down Elwihda Elwataniya Avenue.
- Walk two blocks.
- Take the first turn on the left.

### 4 I can try it

Match the prepositions with the diagrams.

behind                      next to  
far from                  beside  
opposite                  between  
in front of                in  
on                            near

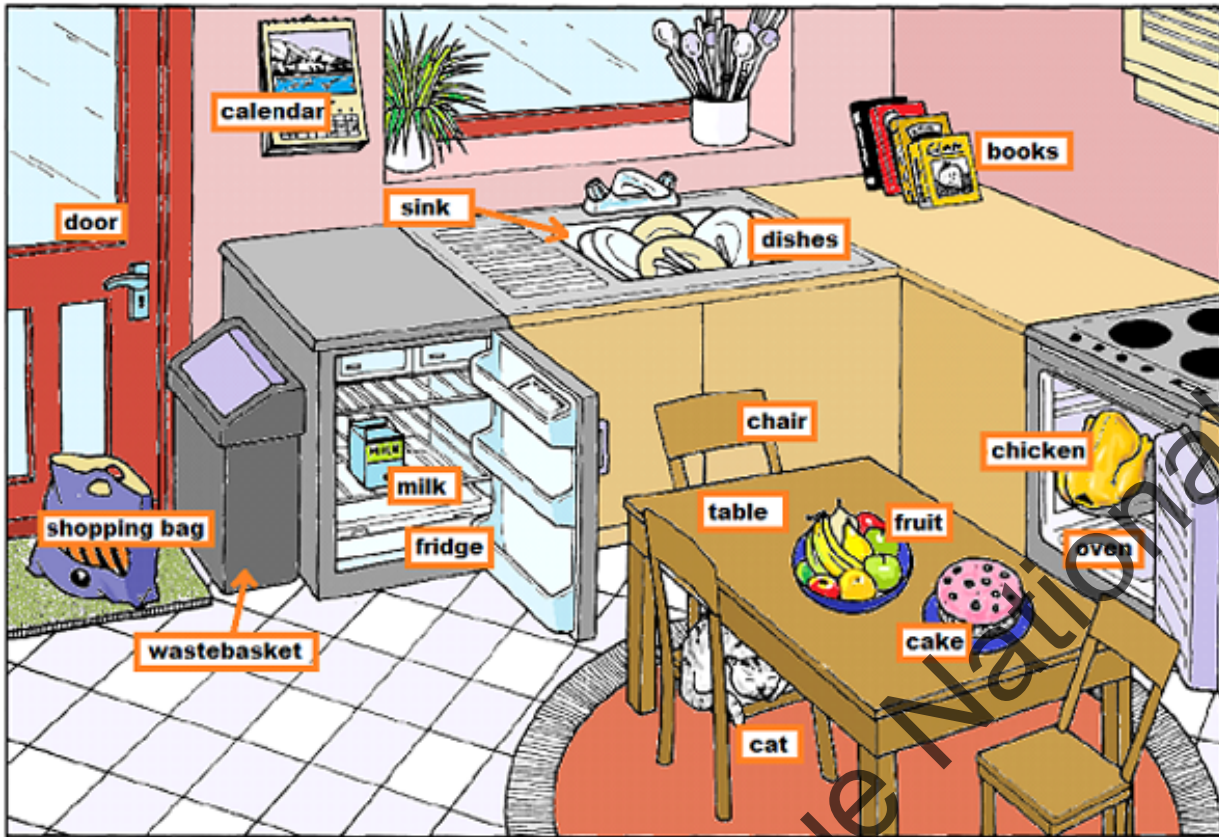


### 5 We can work together.

Work with a partner. Take turns asking and answering questions about the picture.

Examples : Ali, where is the cat?  
It is sleeping on the chair.

Salma, where are the dishes?  
They are in the sink.



## 6 I can do it myself.

Match the questions in the balloons with the answers.

a

Where is Big Market, please?

b

Could you, please, tell me where I can find a good restaurant?

c

Is Ora Bank on ElHadj Omar Tall Street ?

d

Good morning, sir.  
Is this Carrefour Madrid ?

1. Yes, it is.
2. Just go straight ahead, then turn left. It's on the corner.
3. No, it isn't? This is Carrefour Elmouqawamah.
4. Sure. Go in this direction, then turn right, and you're in the food neighborhood.

## 7 I can remember.

- Locating (Prepositions and adverbs of place)

near	opposite
on	in
next - to	at

## - Giving directions

walk down

take the first turning on the left

turn left

turn right

## 8 I play with words.

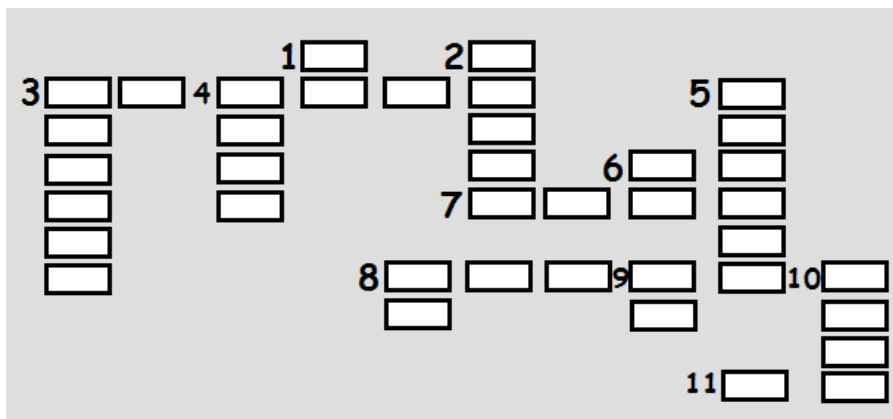
Complete the sentences with the appropriate prepositions.

### ACROSS

3. November comes \_\_\_\_\_ December.
6. We have classes \_\_\_\_\_ 7 a.m.
7. Who did you go to the movies \_\_\_\_\_?
8. What's \_\_\_\_\_ the curtain?
11. He was born \_\_\_\_\_ May 2<sup>nd</sup>.

### DOWN

1. I don't want to go \_\_\_\_\_ the club now.
2. The temperature is \_\_\_\_\_ zero today.
3. Come and sit \_\_\_\_\_ me.
4. Where do you come \_\_\_\_\_?
5. I'll be back \_\_\_\_\_ an hour.
6. He must be \_\_\_\_\_ his grandmother's.
8. They want to travel \_\_\_\_\_ plane.
9. The Nile is the longest river \_\_\_\_\_ the world.
10. Which way should we go, up or \_\_\_\_\_ the hill?



## 9 I Add to my Vocabulary.

**Map:** a type of plan that guides you through a town a city, etc.

**Near:** not far from.

**Walk down:** to walk a relatively short distance along a street or a beach, etc.

**Between:** in middle position. Example: A B C. B is between A and C.

**Avenue:** a big or large street.

**On:** in upper position.

**Next to:** beside.

**Turn left:** go into the direction at your left hand.

**Turn right:** go into the direction at your right hand.

**Museum:** a public institution that contains or exhibits historical or artistic objects.

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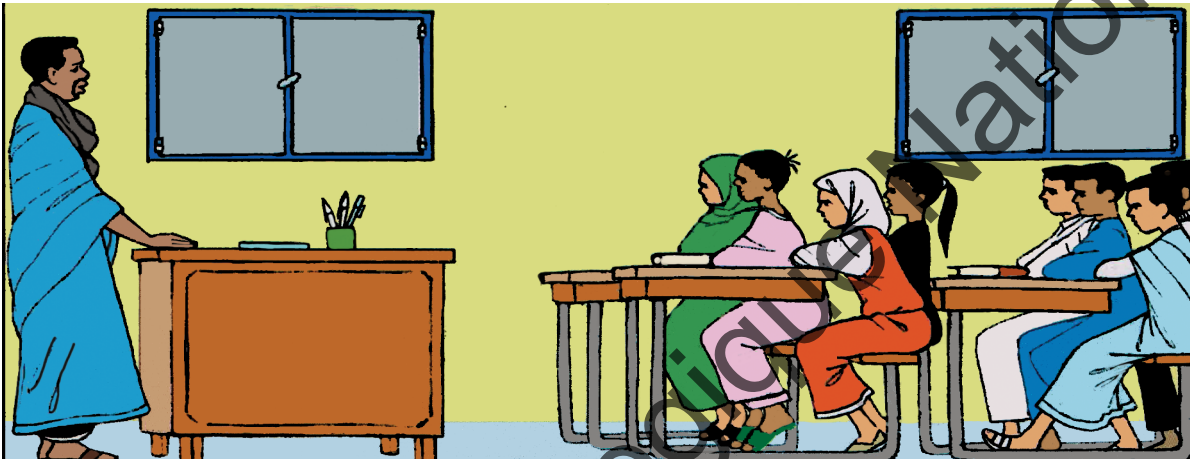
## UNIT FOUR

### Lesson 4

## Whose book is that?

1 I learn how to describe, identify and locate people and things.

2 I look and read



*It's ten o'clock, the end of the break and the students are now in the classroom. Salem is looking for his English book.*

**Teacher:** Hey, Salem! What are you doing there?

**Salem:** I am looking for my book. I left it on the table before I went out for the break.

**Teacher:** Look there! There's one on the floor. Whose book is that?

**Demba:** I think it's his.

**Salem:** Let me see. Oh, it's mine! Thank you!

3 I listen and repeat

Listen to the teacher, then repeat.

- Whose book is that?
- I think it's his?
- Let me see. Oh, it's mine!
- Whose mobile is this?
- It's hers.
- Whose duster is that?
- It's ours.



## 4 I can try it

Answer the following questions using possessive pronouns:

Example:

- Whose mask is this? (My mask). It's mine.

a. Whose mobile is that? (it's for Aminata). It's \_\_\_\_\_.

b. Whose glasses are these? (They belong to the teacher). They're \_\_\_\_\_.

c. Whose classroom is this? ( It belongs to us). It's \_\_\_\_\_.

d. Whose copybooks are those? (for them). They're \_\_\_\_\_.

## 5 We can work together.

With your neighbors, choose some classroom objects. Put them on the desk then ask each other who they belong to.

Make sure your answers include the possessive pronouns as in the model below:

Example:

A: Whose ruler is this?

B: It's yours but whose watch is this?

C: It's mine.

## 6 I can do it myself.

Replace the underlined words using a possessive pronoun:

Example: - This folder is for me. - It's mine.

1- This calculator is Diara's. - It's \_\_\_\_\_

2- That computer is the headmaster's. - It's \_\_\_\_\_

3- Those shoes are for me. - They're \_\_\_\_\_

4- That classroom is for them. - It's \_\_\_\_\_

5- This house is for us. - It's \_\_\_\_\_

## 7 I can remember.

- a. "Whose" is used to ask about possession.
- b. (mine-yours-his-hers-ours-theirs) are used to express possession.

Example: whose bag is this? It's hers.

- Possessive pronouns

Subject pronoun	Possessive adjectives	Possessive pronouns
I	My	Mine
You	Your	Yours
He	His	His
She	Her	Hers
It	Its	Its
We	Our	Ours
You	Your	Yours
They	Their	Theirs

## 8 I play with words.

Fill in the blanks with the appropriate words:

- 1- Whose Jacket \_\_\_\_\_ that? It's Idoumou's.
- 2- \_\_\_\_\_ socks \_\_\_\_\_ these? They're yours.
- 3- \_\_\_\_\_ computer \_\_\_\_\_ this? It's my brother's.
- 4- \_\_\_\_\_ gloves \_\_\_\_\_ those ? They're Aminetou's.

## 9 I Add to my Vocabulary.

**Whose:** used in question when you are asking who something belongs to. **Ex:** whose car is that?

**Look for:** try to locate, find or discover.

**Headmaster:** presiding officer of a school.

**Glove:** a piece of clothing that covers your hand and has separate parts for the thumb and each finger.

**To belong** (to somebody): to be owned by somebody.

**Folder:** cardboard or plastic cover that is used for holding papers.

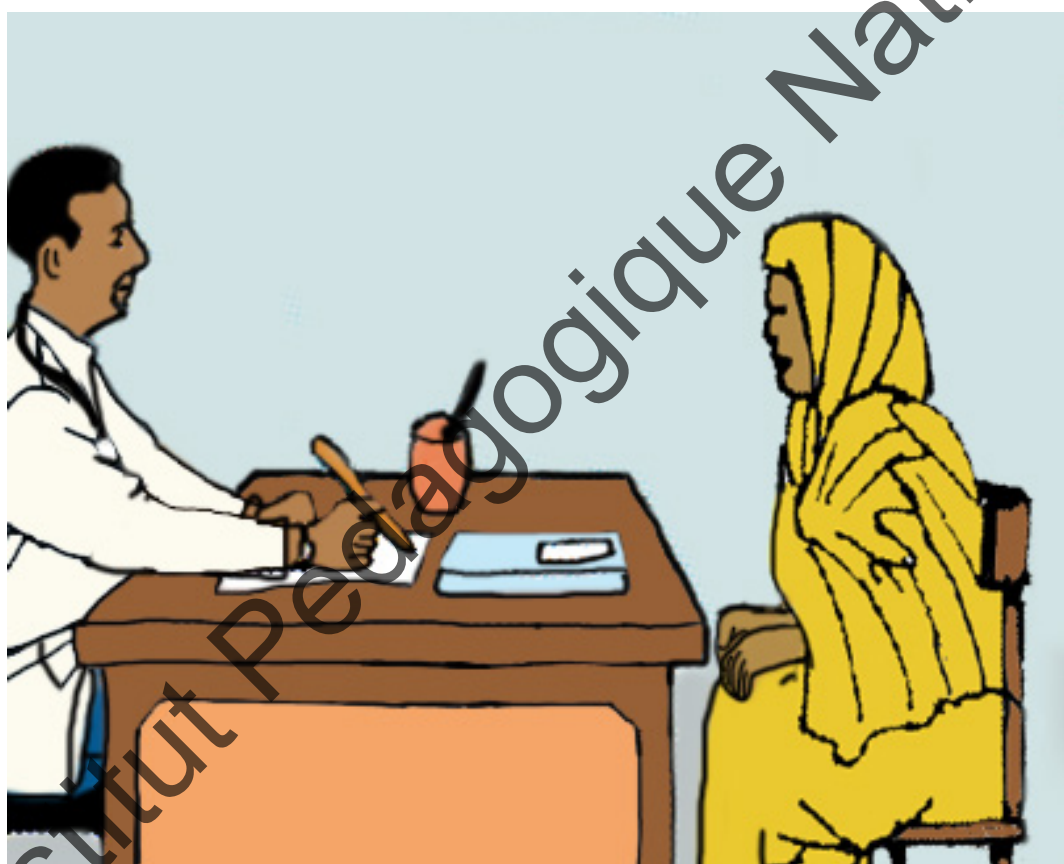
**Sock:** a piece of clothing that you wear on feet and legs.

**Mask:** a covering to disguise or conceal the face.

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1 I learn how to express obligation.

2 I look and read



*Khadija is sick. She is seeing a doctor.*

**Doctor:** What's the problem?

**Khadija:** Well, I have a bad cough and a sore throat.

**Doctor:** How long have you had these symptoms?

**Khadija:** About three days now. And I'm really tired, too.

**Doctor:** Let's see. Say Aaah.

**Khadija:** Aaah.

**Doctor:** Hmm. Your throat is swollen and you have a fever. You should take this medicine every four hours. You must also take a rest and stay in bed. So, you mustn't go to work. You also have to drink hot drinks: tea or coffee. Call me if you're still sick next week.

**Khadija:** OK, thank you very much, doctor.

### 3 I listen and repeat

Listen to the teacher, then repeat.

- I have a bad cough and a sore throat.
- I have a headache.
- Your throat is swollen and you have a fever.
- You should take this medicine every four hours.
- You must also take a rest.

### 4 I can try it

Match the problem with the picture



- a. I have a sore throat.
- b. I have a bad cough.
- c. I have a stomachache.
- d. I have sprained my ankle. It hurts when I walk.
- e. I have a fever and my whole body aches.

5

**We can work together.**

Match the problem with the advice. The first one has been done for you as an example.

Problem	Advice
I have a sore throat.	You must take these Flagyl tablets.
I have a bad cough.	You mustn't walk on it.
I have a fever	This cough seems serious. I think you must see a doctor.
I have a stomachache.	You should take an antibiotic and drink hot drinks.
I have sprained my ankle. It hurts when I walk.	You should take plenty of rest and stay in bed.

6

**I can do it myself.**

Who said what? Match the sentence with the speaker.

- |  |                          |
|--|--------------------------|
| a. I must do my homework.                      | 1. a road security guard |
| b. You should not talk in the classroom.       | 2. a student             |
| c. Dear, don't be late! You have a test today. | 3. a teacher             |
| d. You mustn't cross when the light is red.    | 4. a mother              |

7

**I can remember.**

**Obligation (Positive)**

- should take this medicine.
- should take an antibiotic.
- should go.
- has to obey his parents.
- has to go to the bathroom.
- must pray.
- must take a rest.

**Obligation (Negative)**

- should not talk in the classroom.
- mustn't smoke.
- mustn't cross.

## 8 I play with words.

Match the information in A with the expressions in B

A	B
Must pray in the mosque	It's rush hour.
Should wash hands	It's already past midnight.
Has to go to bed	Covid 19 is a real threat.
Mustn't cross the street	Afternoon prayer is not to be missed.

## 9 I Add to my Vocabulary.

**Sore throat:** when your throat is infected because of seasonal cold.

**Symptoms:** external signs of an illness or disease.

**Stomachache:** when your stomach is disturbing you.

**Antibiotic:** drug prescribed for bacterial infections.

**Bathroom:** where you have a bath; also restroom.

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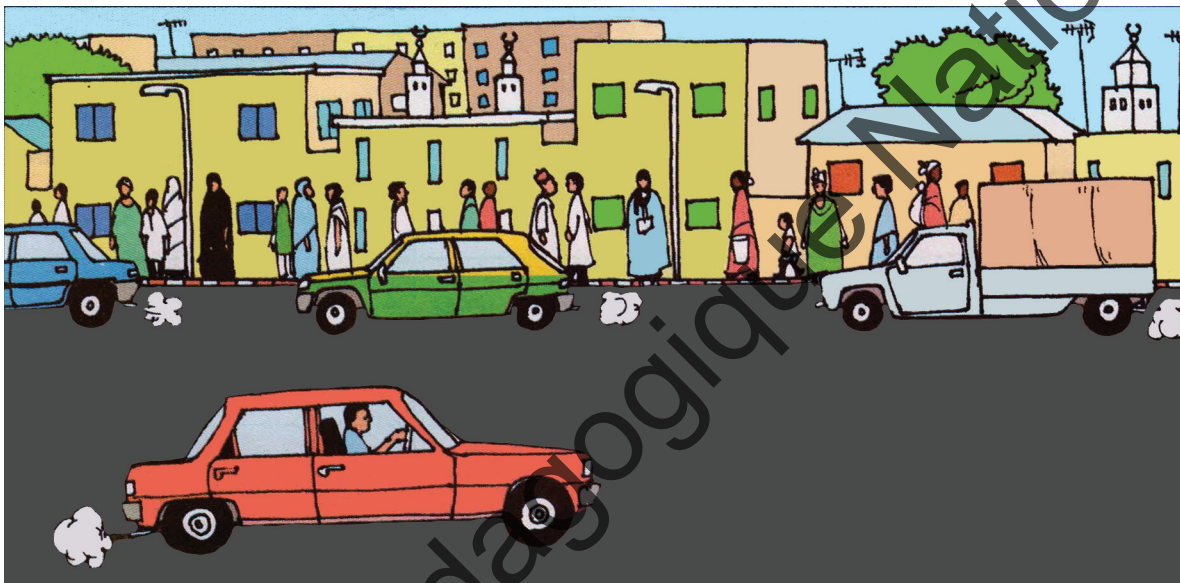
## UNIT SIX

### Lesson 1

## Life in Nouakchott

1 I learn how to make comparison.

2 I look and read



Life in the capital city, Nouakchott, is faster than life in other cities of Mauritania. I was born in Nouakchott, I live in Nouakchott, and it's true... life is very fast! Traffic in Nouakchott is worse than in other cities. There are too many cars. Nouakchott is noisier and dirtier. But it has more of everything: more money, opportunities, jobs, noise, pollution, entertainment... bigger and better stadiums and sports facilities... The architecture in Nouakchott is more beautiful and more interesting than in the other cities. And the weather ... well, the other cities are certainly hotter than Nouakchott except Nouadhibou which is, in fact, colder and wetter than Nouakchott.

Many Mauritians say that people in Nouakchott aren't very friendly; they don't have time for you. This isn't true. I know lots of very friendly people here in Nouakchott.



### 3 I listen and repeat

Listen to the teacher, then repeat.

- Life in Nouakchott is faster than life in other cities of Mauritania.
- Nouakchott is noisier and dirtier than the other cities.
- Traffic in Nouakchott is worse than traffic in other cities.
- Nouadhibou is colder and wetter than Nouakchott.
- The architecture in Nouakchott is more beautiful and more interesting than in the other cities.

### 4 I can try it

Choose the correct form of the adjectives (the comparative of superiority). The first one has been done for you as an example.

Exemple:

1. My house is moderner/ more modern than yours.
2. Towns are more busy/busier than villages.
3. Is living in the city boringer/more boring than living in a small town?
4. Ahmed's English is gooder /better than Sidi's.
5. I think Tokyo is more exciting/ excitinger than Seoul.
6. My computer is more expensive /expensiver than yours.
7. Kiffa is more hot / hotter than Nema today.
8. This market is busier / more busy than our own market.

### 5 We can work together.

Work in groups, try to find out why we have divided the columns in five groups. These terms can help you: (regular, irregular; short, long, double final consonant, change y into i)

**Adjective      Comparative of superiority**

- |             |                       |
|-------------|-----------------------|
| 1. nice     | nicer than            |
| close       | closer than           |
| 2. wet      | wetter than           |
| slim        | slimmer than          |
| 3. easy     | easier than           |
| heavy       | heavier than          |
| 4. precious | more precious than    |
| comfortable | more comfortable than |

5. good	better than
bad	worse than
little	less than
many	more than
far	farther / further than

## 6 I can do it myself.

Complete the sentences giving the comparative of superiority of the adjectives in parentheses.

- a- Ahmedou is (quick) Mahmoudy.
- b- Rama is (talkative) Hindou.
- c- Common schools are (wide) private ones.
- d- An I-Phone is (expensive) an I-Tel mobile phone.
- e- Wadane is (cold) Nouakchott in winter

## 7 I can remember.

**Comparative of superiority: used to compare two people, two animals or things.**

A. (short adjective + -er) + **than**

B. more + (long adjective) + **than**

C. Irregular comparatives:

Good / **Better than**

Bad / **Worse Than**

Far / **Farther, further than**

D. Spelling:

big            bigger than

cvc            cvcc

easy            easier than

## 8 I play with words.

Classify the following adjectives in the appropriate column.

annoyed    awful    challenging    funny    intelligent    short    nervous  
relaxed    strange    surprised    amazed    happy    angry    anxious  
calm    clever    difficult    terrible    unhappy    long    comfortable

Short adjectives	Long adjectives

## 9 I Add to my Vocabulary.

**Modern:** new or trendy.

**Boring:** not interesting; not funny.

**Busy:** having lots to do; not free.

**Exciting:** very interesting.

**Expensive:** costs a lot of money.

**Hot:** opposite of cold.

**Amazed:** surprised, awed.

**Annoyed:** upset.

## UNIT SIX

### Lesson 2

## Our new playhouse

1 I learn how to make comparison.

2 I look and read



My father bought me this! Look at the picture! Do you know what it is? Our last playhouse which had the form of a truck was much less big and less exciting than the One Piece. It was also less attractive.

My father says that putting it together was just as hard as building a real pirate ship! He thinks this product should be less complicated. I really like this playhouse but my sister isn't as enthusiastic as I am about it. She uses it less often than I do. Well, this is a boy's business – adventure! I am going to be the king of the pirates, just like Luffy.

### 3 I listen and repeat

Listen to the teacher and then repeat.

- Our last playhouse was **less big than** the One Piece.
- Building this playhouse should be **less complicated**.
- My mother is **less interested** in the play house than my father is.
- My sister isn't **as enthusiastic as** I am about the playhouse.
- My sister isn't **as happy as** I am with the playhouse.

### 4 I can try it

Complete the table.

Adjective	Comparative of inferiority	Comparative of equality
old		
easy		
boring		
beautiful		
good		

### 5 We can work together.

Work in groups; try to find out the rules for the comparatives of inferiority and equality.

Adjective	Comparative of inferiority	Comparative of equality
nice	less nice than	as nice as
close	less close than	as close as
wet	less wet than	as wet as
slim	less slim than	as slim as
easy	less easy than	as easy as
heavy	less heavy than	as heavy as
precious	less precious than	as precious as
comfortable	less comfortable than	as comfortable as

good	less good than	as good as
bad	less bad than	as bad as
little	less than	as little as
few	less than	as few as
far	less far than	as far as

## 6 I can do it myself.

Complete the sentences with the comparative of inferiority or equality form of the following adjectives: noisy, fascinating, lazy, crowded, busy, easy.

- If we go to that shop later, it will be \_\_\_\_\_.
- You will never pass your exam. You should be \_\_\_\_\_.
- Sending e-mails is \_\_\_\_\_ sending text messages.
- We can't revise here. Let's go to the library, it's \_\_\_\_\_ there.
- Adventure stories are \_\_\_\_\_ detective stories.

## 7 I can remember.

### Comparative of inferiority

**less** + short adjective / long adjective + **than**

Use it to compare two people, places, two animals or things that are unequal in some way.

### Comparative of equality

**as** + short adjective / long adjective + **as**

Use it to compare two people, places, two animals or things that are the same or equal in some way.

## 8 I play with words.

Match an adjective from A to the adjective from B which has a similar meaning.

**A**

annoyed	awful	challenging	funny	intelligent
miserable	nervous	relaxed	strange	surprised

**B**

amazed	amusing	angry	anxious	calm
clever	difficult	terrible	unhappy	unusual

## 9 I Add to my Vocabulary.

**Playhouse:** a big toy house.

**Attractive:** interesting.

**Pirate ship:** a ship belonging to sea bandits.

**Hard:** tough, strong, difficult.

**Complicated:** too difficult.

**Enthusiastic:** excited.

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# UNIT SEVEN

## Lesson 1

# At the grocery store

1 I learn how to order and express quantity.

2 I look and read



*A middle-aged mother is at the grocery store to buy some food items.*

**Salesperson:** Can I help you, madam?

**Mother:** Yes, please. I would like to buy some food items.

**Salesperson:** What exactly are you looking for?

**Mother:** I would like some apples, please.

**Salesperson:** How many do you want?

**Mother:** Just six, please.

**Salesperson:** Anything else?

**Mother:** Do you have any milk?

**Salesperson:** Yes, we do. How much do you need?

**Mother:** I need two cartons of milk.

**Salesperson:** Anything else?

**Mother:** That's all. How much is all that?



**Salesperson:** That's MRU 260.

**Mother:** Here you are! Thank you!

**Salesperson:** You are welcome.

### 3 I listen and repeat

Listen to the teacher then repeat.

- I would like some apples.
- How many do you want?
- I want six apples, please.
- How much do they cost? / How much are they?
- How much does it cost? / How much is it?

### 4 I can try it

Who says what? Match the statements and questions in A to the corresponding people in B.

A	B
a. How much do they cost?	1. Salesperson
b. How many do you want?	2. Mother
c. How much do you want?	
d. I want some food items.	
e. That's MRU 260.	
f. How much is all that?	

### 5 We can work together.

Pair work: You (student A) organized a party. Your best friend (student B) did not attend your party. She/he was out of town. She/he calls you on WhatsApp to ask questions related to your party, such as the number of people who attended, the amount of money you spent and the food items you bought. Write your conversation. It should include: "how many, how much, yes/no questions".

Student B	Student A

## 6 I can do it myself.

You are on vacation in the Gambia. You meet a Gambian middle school student. He/she is impressed by your English. He/she asks you about your nationality, the number of hours a week you study English, the amount of time you spend in class. Write down the dialogue.

## 7 I can remember.

A **count noun** can be either singular or plural. Use an article if it is singular.

Examples: - There is an orange on the dinner table.  
- There are oranges on the dinner table.

A **non-count noun** is always singular. Don't use an article with non-count nouns.

Example: There is some milk in the refrigerator.

### Expressions of quantity

	Count	Non-count
To ask about a specific amount	How <b>many</b> apples did she buy?	How <b>much</b> milk did she buy?
To talk or ask about an indefinite amount	She bought <b>some</b> eggs. Did she buy <b>some/any</b> bananas?	She bought <b>some</b> rice. Did she buy <b>some/any</b> meat?

## 8 I play with words.

A. Rearrange the words to make meaningful sentences.

Example: family- how-many- in- your- girls-are-there - ?

How many girls are there in your family?

1. refrigerator – how – is – the – much – milk – there – in – your - ?
2. class – how – many – are – there – in – your – students - ?
3. bag – many – how – the – there – are – in – things - ?

B. Match each of the following words with the items in the picture.

shelves

customers

check-out

cashier

trolley

queue

assistant

till

manager

basket



## 9 I Add to my Vocabulary.

**Grocery store:** a store that sells food and other products.

**Food items:** food products.

**Shelf:** a support that consists of a horizontal surface for holding objects.

**Customer:** Client - someone who pays for goods or services.

**Check-out:** record, add up, and receive payment for items purchased.

**Cashier:** a person responsible for receiving payments for goods and services (as in a shop or restaurant).

**Trolley:** a wheeled instrument used in stores and supermarkets to collect goods to be taken to the cashier.

**Queue:** a line of people or vehicles waiting for something.

**Assistant:** someone who helps.

**Till:** a strongbox for holding cash.

**Manager:** someone who controls resources and expenditures.

**Basket:** a container that is usually woven and has handles.

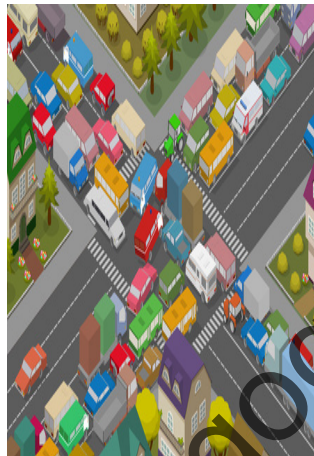
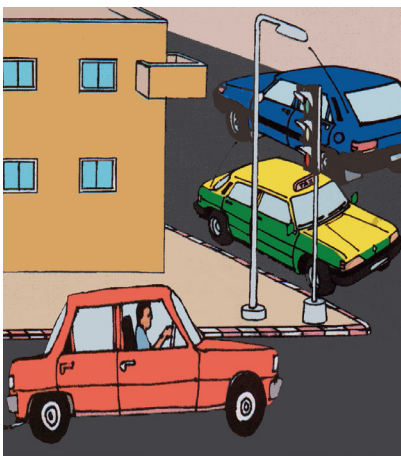
# UNIT SEVEN

## Lesson 2

# COVID 19: an invisible enemy

### 1 I learn how to order and express quantity

### 2 I look and read



Like many countries around the world, Mauritania is at war against an invisible enemy: Covid-19. This terrible disease has forced countries and nations to change their ways of living. Like other people around the world, Mauritians are experiencing social distancing.

Nouakchott is like a ghost city at night. Because of the curfew, there is little traffic. A few security cars are running on the main roads. Many businesses like restaurants, beauty shops, gyms, etc. are closed. Only supermarkets and grocery stores are open. Food items are available everywhere in the markets but most people have little money to buy them.

### 3 I listen and repeat

Listen to the teacher then repeat.

- There are a **few cars** on the main roads.
- There is a **little money** in my pocket.
- There are **lots of vegetables** in the market.

- There are **many people at** the fish market.
- There isn't **much milk** in the carton.

#### 4 I can try it

Complete the sentences with “little” or “few”

- Hamza doesn't have a job. He has \_\_\_\_\_ money in his pocket.
- Because of social distancing, there are \_\_\_\_\_ people in the offices.
- Early this morning, the traffic was light. There were \_\_\_\_\_ vehicles on the road.
- I am late. I have \_\_\_\_\_ time for my breakfast.

#### 5 We can work together.

Your sister is at the market to do some shopping. She forgot her shopping list. She calls you to know what is available at home and what is not... In pairs, write down the dialogue. Use these expressions of quantity: “a little, a few, a lot of, many, and much”.

#### 6 I can do it myself.

You want to protect yourself and your community from coronavirus. Educate your neighborhood. Act out barrier gestures in front of your classmates. Brainstorm hygiene items and the quantities you may need.

#### 7 I can remember.

	Count	Non-count
To talk about a small quantity	He only has <b>a few</b> friends.	He only has <b>a little</b> money.
To talk about a large quantity	He has <b>a lot of</b> friends. Hamza doesn't eat <b>many</b> vegetables.	He has <b>a lot of</b> money. Aly does not eat <b>much</b> meat.

**NB.** Difference between “little” and “a little”

Both “little” and “a little” are used with uncountable nouns.

Both express a small quantity but “little” denotes scarcity.

## 8 I play with words.

Match words in A with sentences in B

A	B
1. Richman	a. He only spends a little time in class. He does not do much homework.
2. Businessman	b. He owns 6 cars and 10 houses.
3. Lazy student	c. He works 40 hours a week. He is constantly on the phone
	d. He does not have much time for his family.

## 9 I Add to my vocabulary.

**Covid-19:** CORONAVIRUS DISEASE 2019.

**Enemy:** someone who is actively opposed to you.

**Traffic:** movement of cars on a road.

**Curfew:** regulation requiring people to stay indoors between specific hours.

**Invisible:** can't be seen.

**Social distancing:** keeping a distance.

**Ghost:** the visible disembodied soul of a dead person.

**Experienced:** Having particular skills or knowledge because you have done something often or for a long time.

# UNIT EIGHT

## Lesson 1

## At the restaurant

1 I learn how to make requests.

2 I look and read



*It's Sunday. Ryan is eating out.*

**Waiter:** Can I help you, sir?

**Ryan:** Yes, please. I would like to have some lunch.

**Waiter:** Would you like a starter?

**Ryan:** Yes, I'd like a salad, please.

**Waiter:** And what would you like for the main course?

**Ryan:** I'd like a vegetarian sandwich.

**Waiter:** Would you like anything to drink?

**Ryan:** Yes, I'd like a cup of coffee, please.

*Ryan is ready to leave.*

**Waiter:** How was your lunch, sir?

**Ryan:** It was fantastic!

**Waiter:** Can I bring you anything else?

**Ryan:** No, thanks. Just the bill.

**Waiter:** Here you are, sir.

### 3 I listen and repeat

Listen to the teacher, then repeat.

- Can I help you? - Yes, please./ Sure.
- I would like to have some lunch, please.
- I'd like to have some dinner, please.
- Would you like a starter?
- Yes, I'd like a salad, please.
- What would you like for the main course?

### 4 I can try it

It is the end of social distancing. You go to the local restaurant to order dinner. Produce a dialogue between you and the waiter. Use polite expressions to order and words of the local food menu (starter, main course and drink).

### 5 We can work together.

In pairs; and in front of your classmates, act out the dialogues you produced in the 'I can try it' section. One is the waiter and the other is a customer.

### 6 I can do it myself.

During the summer vacation, you are on a trip to your hometown. After a couple of hours of a long drive, the car stops at a restaurant for a lunch break. You order lunch. Produce a dialogue between you and the waiter.

### 7 I can remember.

#### **Ordering politely**

I would like a sack of rice

I'd like a sack of rice.

I would like a bottle of cooking oil.

I'd like a bottle of cooking oil.

**NB.** Difference between "few" and "a few"

Both few and a few are used for countable nouns. They both express a small number but few denotes scarcity.



## 8 I play with words.

Match a phrase in A with a word in B.

A	B
a sack of	milk
a tin of	water
a bottle of	rice
a gallon of	coffee

## 9 I Add to my Vocabulary.

**Starter:** light food we take before the main course.

**Main course:** major food of the menu.

**Vegetarian sandwich:** a sandwich without meat or fish.

**Vegetarian:** someone who does not eat meat, fish or eggs.

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# UNIT EIGHT

## Lesson 2

## At the market

1 I learn how to make requests.

2 I look and read



*Aly is a retailer. He is at the market to buy items from the wholesaler.*

**Wholesaler:** Can I help you?

**Aly:** Yes, please. I would like to buy some merchandise.

**Wholesaler:** Are you looking for anything in particular?

**Aly:** Yes, I am looking for food items to resell.

**Wholesaler:** This section on your left has food items.

**Aly:** I'd like to have ten (10) cartons of milk, five (5) sacks of rice and ten (10) bottles of cooking oil.

**Wholesaler:** Which size? Small or big?

**Aly:** Small size, please. How much are they?

**Wholesaler:** MRU 20,000 with 10% discount.

### 3 I listen and repeat

Listen to the teacher. then repeat.

- I would like to purchase some merchandise.
- Are you looking for anything in particular?
- I am looking for some food items to resell.
- This is the food items section.

### 4 I can try it

Without looking at your notes, complete the dialogue.

**Wholesaler:** \_\_\_\_\_ I help \_\_\_\_\_?

**Aly:** Yes, please. I \_\_\_\_\_ to purchase \_\_\_\_\_ food items.

**Wholesaler:** Are you looking for \_\_\_\_\_ in particular?

**Aly:** Yes, I am looking for food items to resell.

**Wholesaler:** This section on your left has food items

**Aly:** \_\_\_\_\_ to have ten (10) \_\_\_\_\_ of milk, five (5) \_\_\_\_\_ of rice and ten (10) \_\_\_\_\_ of cooking oil.

**Wholesaler:** Which \_\_\_\_\_? Small or big?

**Aly:** Small \_\_\_\_\_, please. \_\_\_\_\_ are they?

**Wholesaler:** MRU 20,000 with 10% discount.

### 5 We can work together.

Without looking at your notes, act out the dialogue with your partner. One is the wholesaler, the other one is the retailer.

### 6 I can do it myself.

Produce a dialogue between a refill telephone card seller and you as a buyer. Use the ordering main expressions you have seen in the previous dialogue.

## 7 I can remember.

**Shopping for items:** Useful expressions for buying and selling.

<b>Buyer</b>	To avoid wasting time and wandering around, you can directly ask the sales assistant using this expression.	<b>Customer (question)</b>	<b>Sales assistant (answer)</b>
		Excuse me, I am looking for....	This section on your left is all about .....
<b>Sales assistant</b>	You want to help a customer to order.	<b>Sales assistant:</b>	<b>Customer</b>
		Are you looking for anything in particular?	1. Yes, I am looking for packaging units: 10 cartons of.. five sacks of ... two bottles of 2. I am just looking, thanks.

## 8 I play with words.

Rearrange the words to make meaningful sentences.

1. help – I– you– can –? : \_\_\_\_\_

2. looking – in– you – particular– are – for– anything-?  
\_\_\_\_\_.

3. Buy – rice – like – some – would – to – I: \_\_\_\_\_.

## 9 I Add to my Vocabulary.

**Wholesale:** the selling of goods in large quantities.

**Wholesaler:** a person or a company that sells goods in large quantities.

**Retail:** the sale of goods to the public in relatively small quantities.

**Retailer:** a person or a business that sells goods to the public.

**Discount:** a reduction that a buyer gets on the price of a product.

**Merchandise:** things that are for sale in stores.

# UNIT EIGHT

## Lesson 3

### A lazy student

1 I learn how to make requests

2 I look and read



*Aly did not bring his English book. He asks Sidi, his classmate, to lend him his.*

**Aly:** Hi, Sidi. Can I borrow your book? I want to copy the dialogue in my notebook.

**Sidi:** I am using my book. You can ask the teacher.

**Aly:** (To the teacher) May I borrow your book for a while, please, sir?

**Teacher:** Sure, but where is yours?

**Aly:** I forgot it at home.

**Teacher:** Next time do not forget your book at home.

**Aly:** Ok, sir, I won't.

### 3 I listen and repeat

Listen to the teacher then repeat.

- Could you please lend me your book?      Sorry, I can't. I'm using it.
- May I borrow your pen?      Sure. Here you are.
- Do you mind if I use your car?      No, I don't mind at all.
- Would you come to my birthday?      Certainly! I'd love to.

### 4 I can try it

Complete the sentences with: 'May, could you, do you mind?'

1. \_\_\_\_\_ if I borrow your pen?
2. \_\_\_\_\_ please, lend me your car?
3. \_\_\_\_\_ I borrow your bike?

### 5 We can work together.

In pairs, write down a dialogue between you and a friend who missed last lesson, and who is now asking for help to do his/her homework. Use expressions for making requests.

### 6 I can do it myself.

Fill in the blanks with the appropriate words or groups of words.

1. You are in an English class and you would like to borrow your classmate's pen. You say:  
\_\_\_\_\_ you lend me your pen, please?  
a. can                      b. do you mind                      c. would you mind
2. You are a parent with 2 children. They want to go out but you want them to do their homework first. You say:  
I'd \_\_\_\_\_ you to do your homework first.  
a. like                      b. need                      c. want
3. Your classmate asks to open the window saying:  
Do you mind if I \_\_\_\_\_ the window?  
a. open                      b. opening                      c. would open

## 7 I can remember.

Making a request	Accepting	Declining
Could/can you, please, lend me your pen? May I use your ruler, please?	Sure. Here you are.	Sorry, I am using it.

## 8 I play with words.

Complete the chart with the appropriate expressions to make, accept or decline a request.

Place/objects	Items or objects to use	Making a request	Accepting	Declining
School	Example: pen			
Household	Example: spoon			
Football stadium	Example: ball			
belongings	Example: car			

## 9 I Add to my Vocabulary.

### To borrow and to lend

To borrow is to take. To lend is to give.

If you are taking, you borrow something from someone.

Examples: Can I borrow your book, please?

*Taker*      *Giver*

Could I borrow some money from you, please?

*Taker*                      *Giver*

N.B. You can use to lend to ask for something.

Could you lend me some money?

*Giver*      *Taker*

If you are giving, you lend something to someone.