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and Educational System Reform  
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Honor - Fraternity - Justice

# STUDY ENGLISH

## 1<sup>st</sup> Year Secondary School

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# المعلا التربوي الوطني

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# المعلا التريبوي الوطني

## 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 of the IPN**

**Cheikh Ould Ahmedou**

# المعلا التثريوي الوطني

**UNIT ONE**  
**Lesson 1**

# Hello, how are you?

**1 I learn how to describe ongoing actions.**

**2 I look and read**



**Dialogue:** *Mariem is going to start classes, this is her first class.*

**Mariem:** Hello, students, how are you ?

**Students:** Good morning. Are you a teacher?

**Mariem:** Yes, I am your English teacher. My name is Mariem. What is your name?

**Aly:** My name is Aly.

**Mariem:** And you, what's your name, please?

**Demba:** My name is Demba

**(60 minutes later)**

**Mariem:** Oh , the bell is ringing. See you tomorrow.

**Students:** Goodbye, have a nice day.

**3 I Listen and Repeat**

Hello, Binta , how are you?

I'm okay, thank you.

We are fine.

Bye...Bye-bye.

See you tomorrow

#### 4 I can try it

Complete the following conversation using the appropriate words. Choose from the box:

I - am - hi - how- Bye - are - fine – what – you – and –how - goodbye - thanks.

Harouna: Hi, Ahmed \_\_\_\_\_ ?

Ahmed : \_\_\_\_\_ , thanks \_\_\_\_\_ ?

Harouna: Fine \_\_\_\_\_

Isselmou: \_\_\_\_\_ Harouna!

Harouna: Hi!

Ahmed : Sorry, friends, I'm late. Goodbye!

Harouna: \_\_\_\_\_ !

#### 5 We can work together

Greet and take leave two or more of your classmates.

#### 6 I can do it myself

Fill in the blanks with the missing words to complete the conversation.

Mohamed: \_\_\_\_\_ , Demba. How \_\_\_\_\_ you?

Demba: I am \_\_\_\_\_. Thank you. \_\_\_\_\_ you?

Mohamed: \_\_\_\_\_. Thanks.

#### 7 I can remember

- **Greetings:** hi/hello/how are you?

I am fine/fine/ thank you/thanks...

-**To be** in simple present tense.

I am = I 'm/ he, she, it **is**/ we, you , they **are**.

- **Adjectives:** Good-Fine-Okay.

#### 8 I play with words

Rearrange the words to make sentences

a - are-how-you-Brahim ?

b- Thanks -you -and -I-fine-am?

c- Hi - good morning-Jack.

d- going- I -bye-bye- am -home.



9

I add to my vocabulary

Good
Morning
Hi
Hello
How are you?
Fine
Goodbye
Bye-bye
See you tomorrow
Bell
Ring

**UNIT ONE**  
**Lesson 2**

# Goodbye, classmates!

**1 I learn how to greet and take leave.**

**2 I look and read**



Dialogue : *It's the 1<sup>st</sup> day of school, Students are meeting in the schoolyard after the holidays.*

**Amy** : Hi, Zeineb! How are you?

**Zeineb**: Hi, Amy! I am fine, thanks, and you?

**Amy**: Not bad, Thank you, oh, I can see Aicha there. Let me say hello to her.

**Zeineb**: Ok, See you later.

**Amy**: Goodbye.

**3 I Listen and Repeat**

- Good morning-Good afternoon-Good evening.
- How are you? Where are you from? Where do you live ?
- I'm fine-I'm okay- Bye -goodbye.

Goodbye, see you later.

#### 4 I can try it

Complete the sentences.

a- My name \_\_\_\_\_ Mohamed.

b- How \_\_\_\_\_ you, Jason?

c- I \_\_\_\_\_ fine. And \_\_\_\_\_?

d- \_\_\_\_\_ afternoon, Aicha. \_\_\_\_\_ are \_\_\_\_\_?

e- I \_\_\_\_\_ thanks, \_\_\_\_\_ you?

f- I \_\_\_\_\_ good.

#### 5 We can work together

Work with your classmates. Greet each other and take leave.

#### 6 I can do it myself

Greet three of your classmates, respond to their greetings and take leave from them.

#### 7 I can remember

- Good + "morning-afternoon-evening".
- Subject pronouns: I – you – he – she – It.
- "Wh" words: how - what - where.

#### 8 I play with words

Rearrange the words below to make meaningful sentences.

A- Ahmed / morning/ good.

B- fine/am/I.

C- Arafat/live/in /I.

D- are/ How?/you.

F- afternoon/good

#### 9 I add to my vocabulary

Good

Morning

Afternoon

Evening.

I - you - He

**UNIT TWO**  
**Lesson 1**

# My name is Mohamed

**1 I learn how to give my personal information and ask other people about theirs**

**2 I look and read**



1. Hello. I am a student in this class. My name is Mohamed I am twelve years old
2. Hi. My name is Khadija. I live in Atar.
3. Hello. My name is Ramata. I am from Kaedi. I am eleven
4. Hi. I am Khalil. I live in Bir Mougrein.

**3 I Listen and Repeat**

Listen to the teacher and repeat in groups.

- |                         |                            |                           |
|-------------------------|----------------------------|---------------------------|
| - What is your name?    | - Where are you from?      | - Where do you live?      |
| - My name is Mawloud.   | - I am from Keur Macene.   | - I live in Nouakchott.   |
| - My name is Coumba.    | - I am from Kiffa.         | - I live in Boutilimit.   |
| - My name is Mrs.Coll.  | - I'm from U.S. of America | - I live in Pennsylvania. |
| - My name is Visintini. | - I am from Italy.         | - I live in Pavia.        |
| - My name is Mahatir.   | - I am from Malaysia.      | - I live in Kuala Lumpur. |

## 4 I can try it

Complete the following sentences, as in the example below. Choose from the box:

In-from-am-my-is-I-in

### Example:

Saleck: My name is Saleck. I am from Boulanwar. I live in Nouadhibou.

Roberto: My name is Roberto. I'm from Las Palmas.

1. Malick: \_\_\_\_\_ name \_\_\_\_\_ Malick. I \_\_\_\_\_ Aleg, but \_\_\_\_\_ live \_\_\_\_\_ Nouakchott I \_\_\_\_\_ Fifteen.

2. Savia: My \_\_\_\_\_ is Savia. I \_\_\_\_\_ from Trarza and I \_\_\_\_\_ in Boutilimit.

3. Demba: \_\_\_\_\_ name \_\_\_\_\_ Demba. I'm \_\_\_\_\_ Boghe, but I \_\_\_\_\_ in Aioun.

4. Djeinaba: \_\_\_\_\_ name \_\_\_\_\_ Djeinaba. \_\_\_\_\_ am sixteen I am \_\_\_\_\_ Bababé, but I live \_\_\_\_\_ Kiffa.

## 5 We can work together

Work with two classmates, talk to them about yourself and ask them to do the same.

## 6 I can do it myself

Write the following names and places in sentences that tell who the people are and where they come from or live, following the examples below:

My name is Jim. I'm from Texas.

My name is Pam. I live in Kiffa.

1. Jane, Scotland.
2. Ignacio, Madrid
3. El Alia, Mederdra
4. Amadou, Boghé
5. Sokhna, Selibaby
6. Bintou, M'bout.
7. Hector, Chicago
8. Ivanove, Moscow
9. Diallo, Nouakchott
10. Mariem, Tidjikja.

## 7 I can remember

### The alphabet

a. Capital letters:

A B C D E F G H I J K L M N O P Q R S T U V W X  
Y Z

b. Small letters:

a b c d e f g h i j k l m n o p q r s t u v w x y z

## - Let's count

0. Zero	11. Eleven	21. Twenty-one
1. One	12. Twelve	22. Twenty-two
2. Two	13. Thirteen	23. Twenty-three
3. Three	14. Fourteen	24. Twenty-four
4. Four	15. Fifteen	25. Twenty-five
5. Five	16. Sixteen	30. Thirty
6. Six	17. Seventeen	31. Thirty-one
7. Seven	18. Eighteen	40. Forty
8. Eight	19. Nineteen	50. Fifty
9. Nine	20. Twenty	
10. Ten		

## Grammar points:

- Present tense of "to be" for the first person singular : "am."
- Present tense of "to have": for the first person singular "have"
- Contractions used in common speech:

I am = I'm      You are = you're      He is = he's      She is = she's

We are = we're

I have = I've      You have = you've      He has = he's      She has = she's

We have = we've      They have = they've

Name is = name's

- Use capital letters for proper names and the beginning of a sentence.

Personal pronoun: I

Possessive adjective: my

Return question to another person: (And you?)

## 8 Play with words

- a. Rearrange the words in these sentences, and use capital letters in the correct places.

1. mohamed- my- name- is.
2. nouadhibou- from- am- I.
3. from- atar- I- am.
4. live- I- in- selibaby.
5. name- is- my- fatimatou.

b. Listen to the teacher spelling the names of eight people. Write the names on a piece of paper.

Example: "C-o-u-m-b-a D-i-e-n-g"

You write: Coumba Dieng

1. \_\_\_\_\_ 5. \_\_\_\_\_
2. \_\_\_\_\_ 6. \_\_\_\_\_
3. \_\_\_\_\_ 7. \_\_\_\_\_
4. \_\_\_\_\_ 8. \_\_\_\_\_

### 9 I add to my vocabulary

My name is	to live
I am from	to do
Hi, hello	To have
To be	where
old	years

**UNIT TWO**  
**Lesson 2**

# Nice to meet you, Sidi.

**1 I learn how to introduce myself and respond to introductions**

**2 I look and read**



Find a partner and read the two dialogues below:

Dialogue 1	Dialogue 2
<b>Ahmeda:</b> Hello. My name is Ahmeda	<b>Djeinaba:</b> Good morning. My name is Djeinaba.
<b>Sidi:</b> Nice to meet you, Ahmeda. I am Sidi.	<b>Fatma:</b> Glad to meet you, Djeinaba. My name is Fatma.
<b>Ahmeda:</b> Where are you from?	<b>Djeinaba:</b> Glad to meet you, too. Where do you live?
<b>Sidi:</b> I am from Aioun. And you?	<b>Fatma:</b> I live in Nouadhibou. How old are you, Djeinaba?
<b>Ahmeda:</b> I am from Atar. Where are you going?	<b>Djeinaba:</b> I'm sixteen. And you?
<b>Sidi:</b> I'm going home. It's the Eve of Al-id I need to sleep early. Good night, Ahmeda!	<b>Fatma:</b> I am fourteen.
<b>Ahmeda:</b> Good night, Sidi. See you tomorrow!	<b>Djeinaba:</b> We are almost the same age!

**3 I Listen and Repeat**

Listen to the teacher then repeat.

Hi. Hello. Good morning. Good afternoon. Good evening. Good night.

What is your name?                      Where do you live?                      Where are you from?

My name is \_\_\_\_\_. I live in \_\_\_\_\_. I am from \_\_\_\_\_

Nice to meet you. Nice to meet you, too.



## 4 I can try it

Read the questions aloud to the class, then give the answers about yourself.

- Q: My name is Samba. What's your name? A:.....
- Q: I live in Kiffa. Where do you live? A:.....
- Q: I am twelve. How old are you? A:.....
- Q: I live in Kankossa. And you? A:.....
- Q: I am from Mauritania. Where are you from? A:.....
- Q: I am from the United States. And you? A:.....
- Q: I am thirteen. How old are you? A:.....

## 5 We can work together

Introduce yourself to your classmates. Ask them their names, where they are from, where they live and how old they are. You may use the following as models for your introduction.

- My name is... What is your name?
- I live in... Where do you live?
- I'm from... Where are you from?
- I am.....years old. How old are you?

## 6 I can do it myself

Answer the following questions by using the names and places in sentences that tell who the people are and where they come from or live, following the examples below. If there is no answer, create one on your own that makes sense.

Q: What is your name?	(Jim)	A: My name is Jim.
Q: Where do you live?	(Kiffa)	A: I live in Kiffa.
1. What is your name?	(Bintou)	
2. Where do you live?	(Sebkha)	
3. Where are you from?	(Rosso)	
4. How old are you?	(fifteen)	A : I'm fifteen years old.
5. Where do you live?	(Tidjikja)	
6. What is your name?	(Mina)	
7. Where do you live?	(Boghé)	
8. How old are you?	(fourteen)	
9. What is your name?	?	
10. Where are you from?	?	
11. How old are you?	?	
12. Where do you live?	?	

## 7 I can remember

### Grammar points:

Question words: "What" and "Where" at the beginning of sentences.

Possessive adjective: your

### Questions

A: What is your name?

A: What is this?

A: How are you?

A: How old are you?

### Answers

B: My name is Diana.

B: This is a ruler.

B: I am fine?

B: I am 15 years old.

## 8 I play with words

a. Rearrange the words in these questions. Use capital letters in the correct places.

1. what/name/is/your/?

2. from/you/where/are/?

3. afternoon/mohameddou/good.

4. you /meet/ nice/ to.

5. do/you /live/ where/?

6. old/ you/ are/ how?

b. Read the following dialogues with a classmate.

Aziz: I need to call Ali. Do you have his phone number?

Sidi: Yes, his number is two, six, eight, five, six, nine, eight, six (26-85-69-86)

Aziz: two, six, eight, five, six, nine, eight, six?

Sidi: Yes.

Aziz: How do you spell his last name?

Sidi: A-b-d-e-r-r-a-h-m-a-n-e. abderrahmane.

Aziz: Thanks!

Susan: Do you have Aissata's number?

Rama: Yes, it's 47 13 80 59.

Susan: Four seven, one, three, eight, zero, five, nine.

Rama: Yes, that's her number.

Susan: How do you spell her last name?

Rama: D-I-A-L-L-O, Diallo.

Susan: Thank you.

Rama: You're welcome.

C. Use the dialogues above as examples. Ask two classmates to spell their names and give their phone numbers.

You: How do you spell your name?

Classmate:

You: What is your phone number?

Classmate: 46-79-13-48 (say each number individually)

You: (Repeat the number you have written down)?

Classmate: Yes or no. (If no, repeat the number again).

You: Thank you.

Classmate: You're welcome.

D. The teacher will read some names and phone numbers. Try to write them on a piece of paper based on what you hear.

Example: M- o -h -a -m - e -d F- a- d- e - l - Phone number: 22-46-16-65

1. Name: - Phone number:

2. Name: - Phone number:

3. Name: - Phone number:

4. Name: - Phone number:

5. Name: Phone number:

## 9 I add to my vocabulary

to ask	to make sense
below	to meet
classmate	model
Hi	nice
count	question
to create	individually
example	to rearrange
to finish	sentence
Good afternoon.	teacher
Good evening.	Thank you.
Good morning.	too
Good night.	what
Hello	where
almost	years
introduction	You're welcome.

1 I learn how to identify things.

2 I look and read



**Dialogue:** Tomorrow is Eid El Vitr. Mahmoud is going to the market. His father has just given him some money to buy new clothes.

**Mahmoud:** Good morning ,sir.

**Shopkeeper:**Good morning,can I help you?

**Mahmoud:** yeah! Can I have that boubou,please?

**Shopkeeper:** which one?

**Mahmoud:** The blue one.

**Shopkeeper:** Here it is.

**Mahmoud:** How much is it ?

**Shopkeeper:** It's MRU 800

**Mahmoud:** And how much are those shoes?

**Shopkeeper:** They're MRU 300. That will be MRU 1100 for all.

**Mahmoud:** Here you are , thank you!

**Shopkeeper:** you're welcome.

### 3 I Listen and Repeat

What is this? This is a watch.

What is this?

This is a watch.

It's a watch.

Can I have that boubou, please?

Which one?

The blue one.

How much are those shoes?

They're MRU 300.

### 4 I Can Try It

Answer the following questions making sentences as in the example :

What is this? (a pencil)

This is a pencil.

It's a pencil.

1) What is this? (a chair)

\_\_\_\_\_

\_\_\_\_\_

2) What are these? (glasses)

\_\_\_\_\_

\_\_\_\_\_

3) What are those? (gloves)

\_\_\_\_\_

\_\_\_\_\_

4) What is that? (a dress)

\_\_\_\_\_

\_\_\_\_\_

### 5 We can work together

a. Point to or hold classroom objects. Then, ask your neighbor to tell you what they are, using: this - that- these- those.

b. Your friend is in your room. He can't identify some objects. - help him:

- Desk
- Suitcase
- Flowers

### 6 I can do it myself

Write a few sentences of your own, showing some classroom objects using: this - that - these-those.

### 7 I can remember

**This** and **That** are used for singular.

**These** and **Those** are used for plural.

**This/These:** for close things.

**That/those:** for far things.

## 8 I play with words

Fill in the blanks with the appropriate word: is/are.

- This \_\_\_\_\_ a fan.
- These \_\_\_\_\_ not pens.
- That \_\_\_\_\_ a lighter.
- \_\_\_\_\_ those students?
- \_\_\_\_\_ that a duster?
- This \_\_\_\_\_ not a book

## 9 I add to my vocabulary

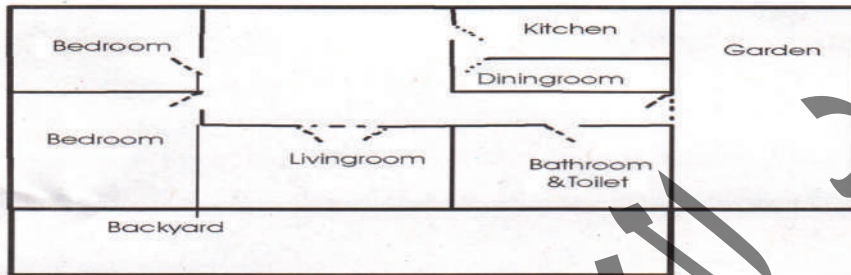
new	favourite
clothes	to buy
which one?	dress

# This is our house

1 I learn how to identify rooms and objects in a house

2 I look and read

Look at the picture below and identify the rooms that you can see.



Our house consists of three bedrooms, a dining room, a kitchen, a bathroom, a toilet and a backyard.

### Here is a house

- This is a garden.
- This is the main door (entrance).
- This is the living room.
- This is a television set.
- This is a cupboard.
- This is a carpet.
- This is a satellite dish.
- This is a mattress.

### Here is a kitchen

- This is a gas stove.
- This is a vacuum cleaner.
- This is a bottle.
- That is a mug.
- That is a pan.
- That is a refrigerator.
- This is a sink.

### Here is a bathroom

- That is a washing machine.
- That is a washbasin
- That is a towel
- That is a soap



### 3 I Listen and Repeat

What is this?



What is that?



What are these?



What are those?



This is \_\_\_\_\_

That is \_\_\_\_\_

These are \_\_\_\_\_

Those are \_\_\_\_\_

### 4 I can try it

Try to tell what is in your house. Ask a friend if they have something in their house.

Use these sentence starters.

My house consists of \_\_\_\_\_. Does your house have a \_\_\_\_\_?

### 5 We can work together

Talk to a classmate about the rooms that you have in your house, what they are used for, and what one can find in them. Use the following to help you get started with your sentences:

My house has a living-room and there are large mattresses.

My house has \_\_\_\_\_.

In the \_\_\_\_\_, there is a \_\_\_\_\_.

### 6 I can do it myself

Write an inventory of your own house objects. Stand up and read it out loud. Name the objects in your house and the rooms where they are found.

### 7 I can remember

Remember these grammar points:

When you want to know if someone or another person has a particular object, you can ask questions such as:

- Do you have (a/an) \_\_\_\_\_?

- Does he/she have (a/an) \_\_\_\_\_?

### 8 I play with words

Match the objects on the left with their definitions on the right.

objects

Definitions

1. garden

a. object that cleans dirt off the floor

2. main door

b. place for washing dishes



3. television set

4. mattress

5. stove

6. washing machine

7. living room

8. cupboard

9. vacuum cleaner

10. bottle

11. sink

12. refrigerator

c. surface where food is cooked.

d. the way to get into the house.

e. place where plants and vegetables grow.

f. object that keeps food cold.

g. object that holds milk, juice, or water.

h. object that shows programs from around the world.

i. object on which people sleep.

j. place where clothing is washed.

k. room where the family watches television.

l. place where food, dishes, and glasses are stored.

## 9 I add to my vocabulary

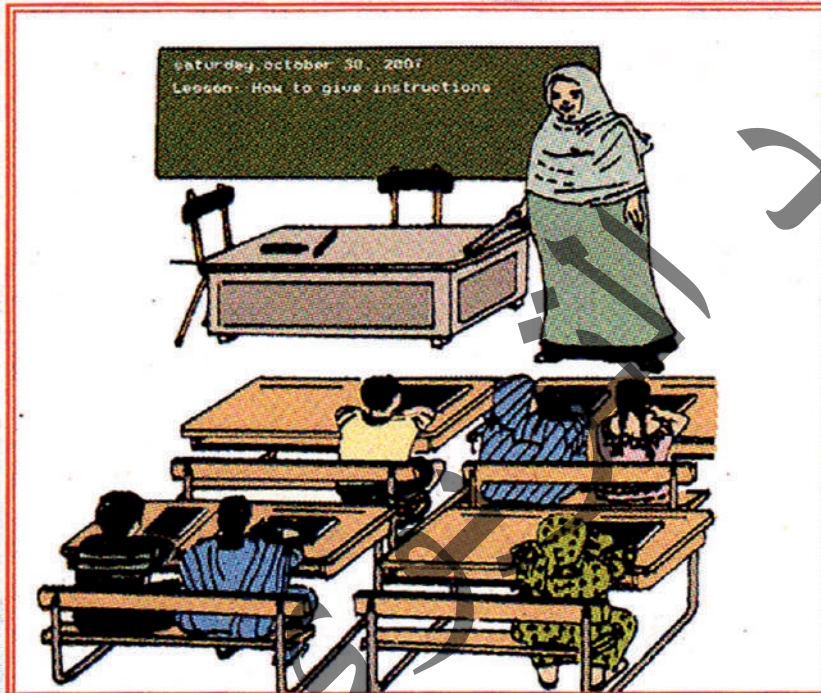
backyard	mug
bathroom	neighbor
bedroom	pan
carpet	refrigerator
cupboard	satellite dish
dining room	stove
entrance	television set
garden	toilet
kitchen	vacuum cleaner
main door	washing machine
mattress	yard

**UNIT FOUR**  
**Lesson 1**

# Everybody listen to me !

**1** I learn how to give and respond to classroom and other instructions.

**2** I look and read



**Dialogue:** A teacher is reviewing classroom instructions with her students.

**Teacher:** Good morning, class!

**Students:** Good morning teacher!

**Teacher:** Now look at me! We are going to review our classroom rules. So, please, listen very carefully! First, be on time! If the board is dirty, clean it! Don't sit on the tables! Look around you, the classroom is clean! So, don't spit on the walls! Don't throw pieces of paper on the floor! And finally behave yourselves! Is it clear?

**Students:** Yes, teacher.

**Teacher:** Good! You are good boys and good girls.

Now open your copybooks and write the date! Don't write with a red pen or a pencil! Use only a blue pen or a black one! Is that clear?

**Students:** Yes, teacher.

**Teacher:** Ok! Thank you!

## 3

## I Listen and Repeat

Listen to the teacher then repeat.

## Positive commands:

- Look at me!
- Listen to me!
- Be on time!
- Clean the board!
- Write the date!
- Look around you!
- Write with a blue pen!
- Behave yourselves!
- Use a blue pen or a black one!

## Negative commands:

- Don't sit on the tables!
- Don't throw pieces of paper on the floor!
- Don't spit on the wall!
- Don't write with a red pen or a pencil!

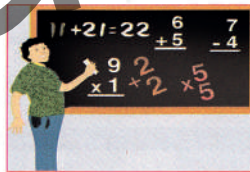
## 4

## I can try it

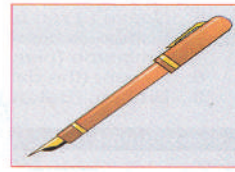
Look at each picture and find the correct positive or negative instruction given by the teacher.



Ex: (to me)  
listen to me!



1. \_\_\_ (the board)!



2. \_\_\_ (a red pen)!



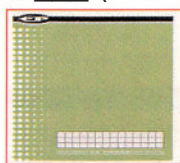
3. \_\_\_ (on the table)!



4. \_\_\_ (the wall)!



5. \_\_\_ (a blue pen)!



6. \_\_\_ (your copybook)!

## 5 We can work together

Together with your neighbor, re-write the following in the form of instructions. Note that some are positive and others are negative.

1. Ali, (in class on time)
2. Fatma, (on the table)
3. Sidi, (to me)
4. Alpha (on the wall)
5. Ndèye (a red pen)
6. Samba (a blue pen)
7. Aminetou (pieces of paper on the floor)
8. Hacén, (the date)
9. Brahim, (behave yourself).

## 6 I can do it myself

Write five positive commands and five negative ones.

## 7 I can remember

Positive instruction: Simple form of the verb. e.g: - listen to me!

Negative instruction: Don't + simple form of the verb. e.g: - Don't sit on the table!

## 8 I play with words

Rearrange the words to come up with clear instructions.

1. kick /football/the/!
2. disturb/don't/the/class.
3. on / pray / time!
4. !/parents/ your/ obey
5. careful/be/when crossing/the street!
6. lazy/be!/don't
7. your/ forget/ homework/ don't/!

## 9 I add to my vocabulary

listen	stand up!
carefully	sit down!
Knock on the door!	classroom rules
Clean	come in!
Disturb	go out!
spit	write your name!
floor	obey your parents!
throw	respect the elders!
behave	don't smoke in the classroom!
date	Dirty

## What time is it?

1 I learn how to ask for and tell the time.

2 I look and read

What time is it?

It is three o'clock in the morning

It is four o'clock in the morning

It is seven-thirty in the evening.

It is ten o'clock at night.

It is six-twenty in the morning.

It is twenty (minutes) past six.

It is seven-thirty in the evening

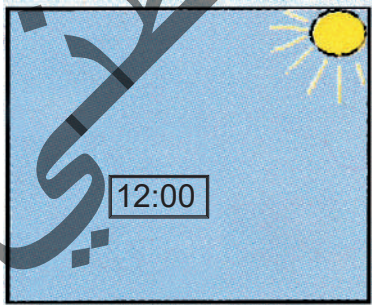
It is half past seven

It is eight thirty-five in the morning

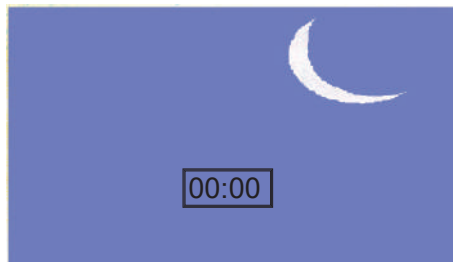
It is twenty-five (minutes) to nine.

It is nine forty-five.

It is a quarter to ten.



It is noon.



It is midnight.

Note: Use **in the morning**, **in the afternoon**, **in the evening**, and **at night** to indicate the time of day.

To say that you do something from one time to another, use **from** and **to**.

**Example:** I go to school from eight in the morning to one in the afternoon.

Issa works from 7:00 A.M. to 8:00 P.M.

### 3 I Listen and Repeat

Listen to the teacher then repeat.

What time is it?

It is four o'clock.

Do you have the time?

Yes. It is six-twenty.

What time does the market close?

It closes at seven-fifteen in the evening.

What time does the butcher open?

He opens at eight-thirty in the morning.

When do you take a nap?

I take a nap after lunch.

What time does this class begin?

This class begins at 10:00 A.M.

What time does this class end?

It ends at 12:00 P.M.

### 4 I Can Try It

**a. Answer the following questions about yourself.**

1. At what time do you wake up?

I wake up at \_\_\_\_\_ A.M.

2. What time do you come to school?

I come to school at \_\_\_\_\_ A.M.

3. When do you eat lunch?

I eat lunch at \_\_\_\_\_ P.M.

4. When do you study?

I study at \_\_\_\_\_ P.M.

5. At what time do you go to sleep?

I go to sleep by \_\_\_\_\_.

**b. Write the following times in long hand:**

Example: 8:20 P.M. It is eight-twenty P.M.

1. 7:00 A.M. \_\_\_\_\_

2. 4:15 P.M. \_\_\_\_\_

3. 9:30 AM \_\_\_\_\_

4. 2:40 P.M. \_\_\_\_\_

5. 11:55 A.M. \_\_\_\_\_

c. From what time to what time are there restaurants open?

**Hudson Beach Café**




**Mon-Fri 12pm-9pm  
Sat & Sun 10am-**

**Snack Trak**




**Chicken specials  
chawarma, falafel, and kefta sandwiches**  
Open seven days a week, 10am-2am  
Prince Avenue, Nouakchott

**The Golden Phoenix--Chinese Specialties**



**Pot stickers, egg rolls,  
Chow mein, fried rice &  
more...**

**Open 11am-11pm, Closed Mondays**  
732 Coyote Road, Nixa, Missouri 417-323-6798



**5 We can work together**

a. Complete the following chart with your own answers. Then, ask three classmates for what time they do the activities below. Fill in the table with their answers.

**Example:** You ask: What time do you get up in the morning?  
When do you... Your classmate answers: I get up at 6:15 am.

	me	classmate 1 Name:	classmate 2 Name:	classmate 3 Name:
get up in the morning				
have breakfast				
go to school				
have lunch				
drink tea				
go home				
spend time with friends				
have dinner				
go to bed				

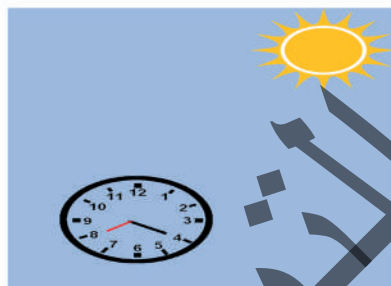
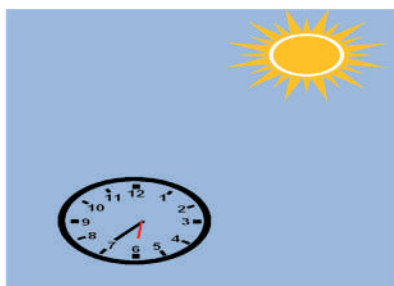
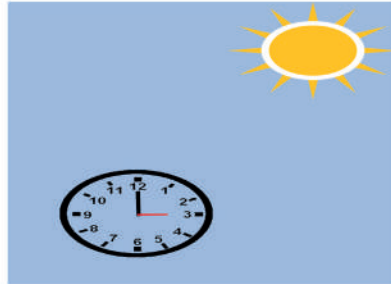
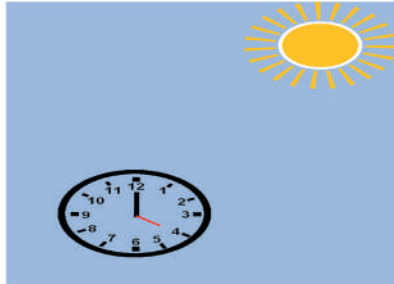
b. Among the people you asked:

1. Who gets up the first?
2. Who goes to school th first?
3. Who drinks tea the first?
4. Who goes home the last?
5. Who goes to sleep the last?

## 6 I can do it myself

Please write the time and part of the day for the clocks below:

**Example:** What time is it? It is half past seven in the morning.



## 7 I can remember

To say the time and the part of the day, use the following expressions:

I wake up at seven-thirty in the morning. (7:30 A.M.)

School ends at noon. (12:00 P.M.)

I have lunch between one and one-thirty in the afternoon. (1:00 P.M. - 1:30 P.M.)

I visit my friends at five in the evening. (5:00 P.M.)

I go to bed at eleven-fifteen at night. (11:15 P.M.)

My brother usually goes to sleep by midnight (12:00 A.M.)

**Different ways to ask for the time:**

What time is it?

Do you have the time, please?

What's the time?



Have you got the time, by any chance?  
 Sorry, could you tell me the time, please?  
 Do you know what the time is?

## 8 I play with words

a. Put the words in the right order to make correct and meaningful sentences, write the time using numbers next to each sentence.

1. mother/a/quarter/past/market/ the/ a.m./ goes/ at/ to/ nine
2. to/ goes/ eight/ a.m./Ahmed/ at/ school
3. around/ drink/ I/ four-fifteen/ tea
4. the/ visits/ in/ at/ evening/ friends/kadia/ her/ six-thirty
5. leaves/ school/Aziz/ at/ five-twenty

b. Answer the following questions, telling what time you do the activities below:

1. What time do you get up in the morning? \_\_\_\_\_
2. At what time do you go to school? \_\_\_\_\_
3. What time do you have lunch? \_\_\_\_\_
4. What time do you study? \_\_\_\_\_
5. At what time do you go to bed? \_\_\_\_\_

## 9 I add to my vocabulary

around	night
to begin	O'clock
butcher	old
clock	to open
to close	past
different	precise
to drink	quarter
end	to sleep
exactly	to study
face	sun
lunch	tea
market	to tell time
moon	time
nap	

# What day is today?

## 1 I learn the seven days of the week

## 2 I look and read

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

## 3 I Listen and Repeat

There are seven days in a week. They are: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday.

## 4 I can try it

Read the days of the week and check your pronunciation.

## 5 We can work together

In pairs, look at your class time-table, ask each other questions about what subject you have on a given day. Ask your teacher when you get stuck.

Example:

On Monday, we have English from 08:00 A.M. to 10:00 A.M.

## 6 I can do it myself

Check if you can memorize all the seven days of the week, then write them down on a sheet of paper and check your spelling.

## 7 I can remember

Monday is the **first** day of the week.

Tuesday is the **second** day of the week.

Wednesday is the **third** day of the week.

Thursday is the **fourth** day of the week.

Friday is the **fifth** day of the week.

Saturday is the **sixth** day of the week.

Sunday is the **seventh** day of the week.

## 8 I play with words

Fill in the blanks with the missing words:

a \_\_\_\_\_ is the fifth day of the week.

b-Monday is the \_\_\_\_\_ day of the week.

c- \_\_\_\_\_ is the seventh day of the week.

d-Thursday is the \_\_\_\_\_ day of the week.

e-Tuesday is the \_\_\_\_\_ day of the week.

f-Saturday is the \_\_\_\_\_ day of the week.

g- \_\_\_\_\_ is the third day of the week.

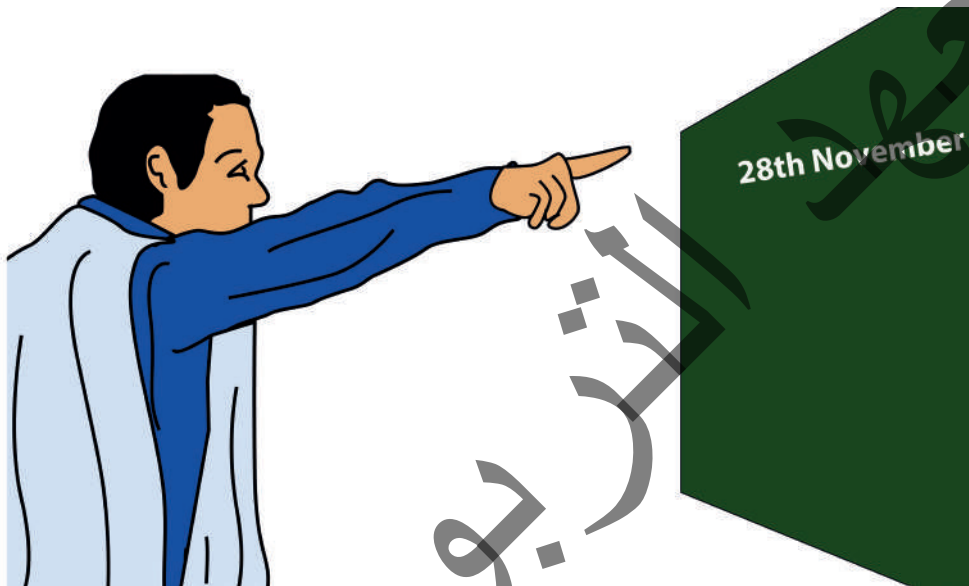
## 9 I add to my vocabulary

- Day	- Fourth
- Week	- Fifth
- Before	- Sixth
- After	- Seventh
- First	- today
- Second	- stuck
- Third	

## What is the date, today?

### 1 I learn the twelve months of the year

### 2 I look and read



### 3 I Listen and Repeat

There are twelve months in a year. They are: January, February, March, April, May, June, July, August, September, October, November, and December.

### 4 I Can Try It

Read the twelve months of the year and check your pronunciation.

### 5 We can work together

With your neighbor, check if you can memorize all the twelve months of the year. Then write them down on a sheet of paper and check your spelling.

### 6 I can do it myself

Without looking at your copybooks, make a list of the twelve months of the year, and underline the month in which you were born.

**7****I can remember**

January is the first month of the year.

February is the second month of the year.

March is the third month of the year.

April is the fourth month of the year.

May is the fifth month of the year.

June is the sixth month of the year

July is the seventh month of the year.

August is the eighth month of the year.

September is the ninth month of the year.

October is the tenth month of the year.

November is the eleventh month of the year.

December is the twelfth month of the year.

**8****I play with words**

Fill in the blanks with the missing words:

a- \_\_\_\_\_ is the eighth \_\_\_\_\_ of the year.

b- \_\_\_\_\_ is the twelfth month of the year.

c-June is the \_\_\_\_\_ month of the year.

d-April is the \_\_\_\_\_ month of the year.

e- \_\_\_\_\_ is the first month of the year.

f- \_\_\_\_\_ is the second month of the year.

g-March is the \_\_\_\_\_ month of the year.

h-May is the fifth \_\_\_\_\_ of the year.

i-July is the seventh month of the \_\_\_\_\_

j- \_\_\_\_\_ is the ninth month of the year.

k-October is the \_\_\_\_\_ of the year.

l-November is the \_\_\_\_\_ month of the year.

**9****I add to my vocabulary**

- Independence
- Day
- Month
- Year

## My new friend

1 I learn how to talk about others

2 I look and read



*Dialogue: Mohamed and his friend, Abdoul, are talking about Abdoul's new friend, Ahmed.*

**Mohamed:** Good evening, Abdoul.

**Abdoul:** Good evening, Mohamed.

**Mohamed:** Do you have a minute? I want to ask you about your new friend...er... what's his name again?

**Abdoul:** Oh, you mean Ahmed?

**Mohamed:** Yes.

**Abdoul:** What do you want to know about him?

**Mohamed:** Anything! Just tell more about him!

**Abdoul:** Ok. He is a first year student. He is from Tidjikja, but now he lives in Ksar with his aunt. His parents come to Nouakchott only in summer, when it's really hot in Tidjikja.

His father is a teacher, and his mother is a nurse. He has two brothers and one sister.

**Mohamed:** He seems to be a good student! Can you introduce me to him one day?

**Abdoul:** Certainly! I will.

**Mohamed:** Thank you!

### 3 I Listen and Repeat

Listen to the teacher, then repeat.

- What is his name?
- Where is he from?
- Does he live in Teyaret?
- What does his father do?
- Is his mother a teacher, too?
- Are his parents from Atar?

His name is Ahmed.

He is from Tidjikja.

No, he doesn't. He lives in Ksar.

He is a teacher.

No, she isn't. She's a nurse.

No, they aren't. They are from Tidjikja.

### 4 I Can Try It

Fill in the blanks with the correct words to complete the paragraph below about Aly and his family.

\_\_\_\_\_ name \_\_\_\_\_ Aly. He is \_\_\_\_\_ Kankossa, but he \_\_\_\_\_ in Nouakchott \_\_\_\_\_ mother, Halima lives \_\_\_\_\_ Nigeria, but his father, Zaed \_\_\_\_\_ in Nouadhibou, where \_\_\_\_\_ works.

### 5 We can work together

Work with a classmate and ask each other questions about:

Name

Country

Residence

Nationality

### 6 I can do it myself

Talk about the following people using the information given about each one of them.

**Examples:**

a. Betty / Scotland / Edinburgh.

Her name is Betty. She is from Scotland. She lives in Edimburgh.

b. Jane / England / Miami

Her name is Jane. She's from England, but she lives in Miami.

1. Mattias, Germany, Berlin \_\_\_\_\_

2. François, France, Nice \_\_\_\_\_

3. Sergio, Brazil, New York \_\_\_\_\_

4. Jay, United States, Nouakchott \_\_\_\_\_

5. Aminetou, Ivory Coast, Oualata \_\_\_\_\_

6. Toti, Italy, Accra \_\_\_\_\_

7. Jamal, Egypt, Tehran \_\_\_\_\_

8. Ghallat, Mauritania, Paris \_\_\_\_\_

9. Ndiaye, Senegal, Madrid \_\_\_\_\_

## 7 I can remember

- Personal pronouns: he, she
- Contractions are used in everyday speech:

he is → he's

Is he from M'bout?

No, he isn't. He's from Chinguetti.

she is → she's

Where's she from?

She's from Boghe.

Where is → where's

- Possessive adjectives: his, her

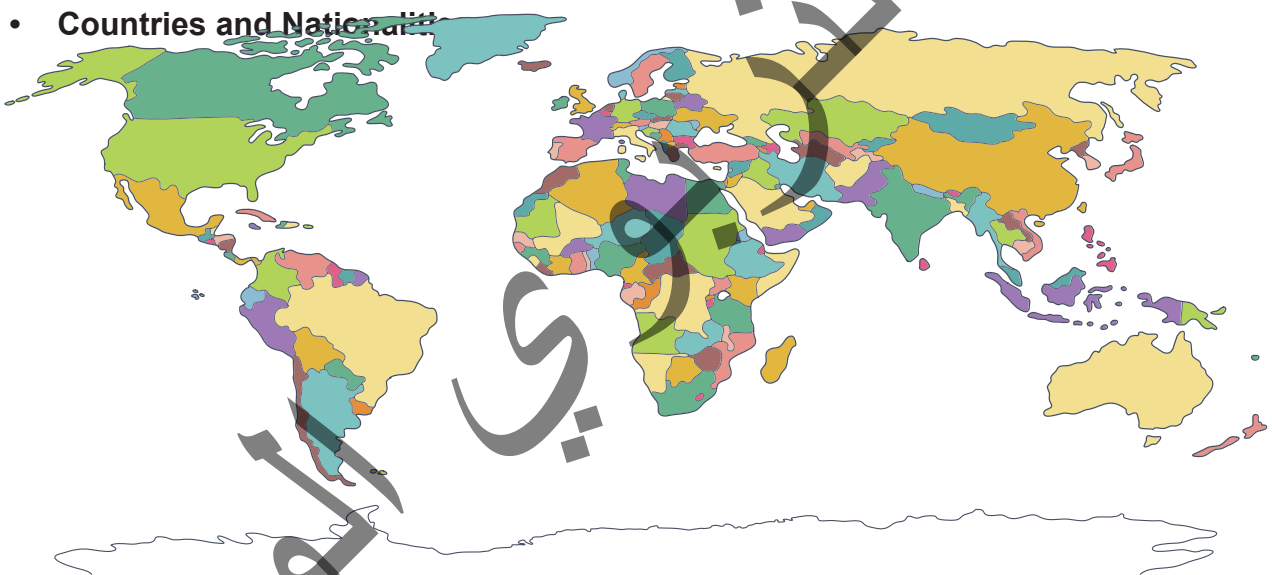
her name is → her name's Is her name Aïcha?

No, it isn't. Her name's Kathy.

his name is → his name's Is his name Yeslem?

No, it isn't. His name's Amadou.

- Countries and Nationalities





- Someone from Canada is Canadian.
- Someone from England is English.
- Someone from France is French.
- Someone from Mali is Malian.
- Someone from Mauritania is Mauritanian.
- Someone from Tunisia is Tunisian.
- Someone from the United States is American.

## 8 I play with words

a. Complete the chart with the missing nationalities.

	Name	Grew up in / Raised in	Country	Nationality	Current Residence
01.	Bill	Columbus, Ohio	United States	American	Nouadhibou, Mauritania
02.	Med.Lemine	Chinguetti	Mauritania		Nouakchott
03.	Tarek	Tunis	Tunisia		Bamako,Mali
04.	Keiko	Kobe	Japan		Dakar, Sénégal
05.	Pierre	Montpellier	France		Paris
06.	Ronaldo	Rio de Janei- ro	Brazil		Sao Paulo
07.	Massimo	Venice	Italy		Berlin
08.	Silke	Munich	Germany		Pennsylvanie
09.	Yuen-Li	Beijing	China		USA
10.	Sergio	Kiev	Ukraine		Barcelona
11.	Nuria	Valencia	Spain		Lisbon
12	Sherif	Cairo	Egypt		Portugal

b. Choose five people from the chart above and write about:

- Where they grew up?
- Where they are from?
- Their nationalities

### Example:

Bill grew up in Columbus, Ohio in the United States. He is American. He lives in Nouadhibou, Mauritania.

OR

Bill is from Columbus, Ohio in the United States. He is American. He lives in Nouadhibou, Mauritania.

c. Compare your answers with a classmate.

d. Put the words below in their right order to make meaningful sentences. Capitalize what should be capitalized.

1. is/Leila/ name/ her
2. from/ 's/ morocco/ he
3. his /Abou/ name/ is
4. her /what /is /name/?
5. where/ from /is /she/?
6. senegal/is /she /from

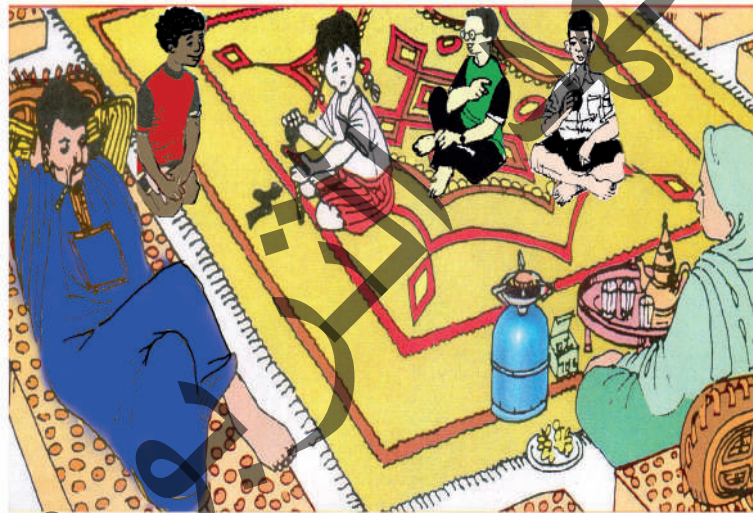
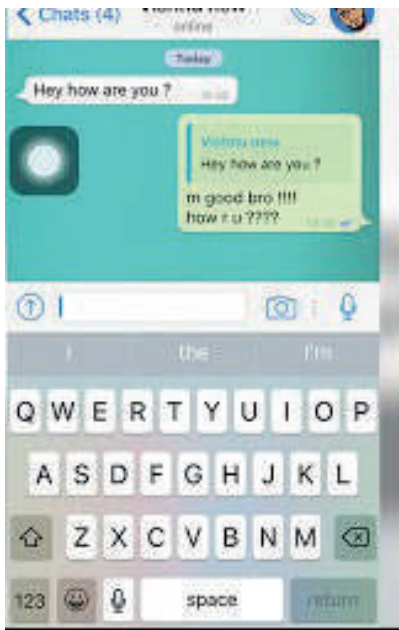
## 9 I add to my vocabulary

Brazil, Brazilian	Japan, Japanese
to capitalize	the key words
a chart	Mauritania, Mauritanian
China, Chinese	nationality
a contraction	picture
a country	to point, pointing
Egypt, Egyptian	pronunciation
France, French	raised in
family	residence
Germany, German	school
sister	share
Good evening	Spain, Spanish
Grew up	Ukraine, Ukrainian
Her	United States, American
Here	Yours
His	To visit
Italy, Italian	Summer
Brother	Spring
Winter	Autumn/ fall

## A whatsapp message

1 I learn how to talk about others

2 I look and read



Omar introduces himself and his family to his penfriend Aly in a whatsapp message.

Dear Aly,

My name is Omar. I'm from Selibaby. I'm fifteen years old. I live in the city center. I go to high school. It's very far from my house. This is a picture of my family members. This man is my father, Sow. He is a policeman. And this woman is my mother, Aichata, she is a teacher. These boys are my brothers, Amadou and Demba. Amadou's favourite subject is Math but Demba likes Football. The small girl next to them is my sister, Fatou. She is an elementary school student.

Your friend

3 I Listen and Repeat

- I am fifteen years old.
- I live in the city center.
- I go to high school.
- He likes football.

#### 4 I can try it

Tell your neighbor about a family member. Use the following:

His/her name is.....

He is from.....

He lives in.....

He goes to.....

#### 5 We can work together

Work with your classmates, ask them to talk about one of their family members. Use the following models:

- What is your father's name?
- What does he do?
- How many brothers and sisters do you have?
- What do they like?

#### 6 I can do it myself

Write 5 sentences talking about family members or friends.

#### 7 I can remember

##### a) Simple present: to live

1- Affirmative form:

I/we/you/they **live**.

He/she/it **lives**

2- Negative form.

I /we/you/they **don't live**.

He/she/it **doesn't live**

##### b) to have (in simple present)

1- Affirmative:

I/we/you/they **have**.

He/she/it **has**

2- Negative form:

I /we/you/they **don't have**.

He/she/it **doesn't have**.

#### 8 I play with words

Use the following information to talk about Kader. See the model given about Zeinebou. .

- Kankossa.
- Designs her own dresses.
- speaks Arabic, Pullar, French, and a little English.
- Thirteen
- 2nd year of secondary school.



Zeinebou

**Example:** Zeinebou is from Kankossa. She is thirteen years old. She designs her own dresses. She speaks Arabic, Pulaar, French, and a little English. She is in the second year of secondary school.

- Aioun.
- Speaks Hassaniya , French, and a little English.
- likes Egyptian music.
- Walks to school.
- thirteen
- 2nd year of secondary school.



Kader

### 9 I add to my vocabulary

Penfriend
High school
The city center
Far

## Ahmed's Party

1 I learn how to identify people

2 I look and read



### Dialogue:

Ahmed is having a party at his house. He invites some friends but his classmate Yacoub doesn't know any of these people. He is asking Ahmed about them.

**Yacoub:** Ahmed, who is that boy in a blue boubou?

**Ahmed :** He is my brother, Baba.

**Yacoub:** What about the girl with glasses?

**Ahmed :** She's my sister, khadija.

**Yacoub:** And who are those boys in red pants?

**Ahmed:** They are my classmates, Abdou and Adama.

### 3 Listen and Repeat

Listen to the teacher, then repeat.

Who is that boy in a blue boubou?

The girl with glasses is my sister, Khadija.

Who are those boys in red pants?

The boy with curly hair is my friend, Mokhtar.

#### 4 I can try it

Fill in the blanks with the missing words.

- a) \_\_\_\_\_ is \_\_\_\_\_ boy \_\_\_\_\_ straight hair?  
b) The man \_\_\_\_\_ a black turban \_\_\_\_\_ my teacher.  
c) \_\_\_\_\_ is \_\_\_\_\_ girl \_\_\_\_\_ a yellow dress?

#### 5 We can work together

Work with your neighbor. Each one of you should select 3 people in the classroom, talk about them using (clothing, parts of the body, accessories), and see if the partner can identify them.

**Example:** My father is the man with a large beard.

The woman in a black veil is my mother.

#### 6 I can do it myself

Write five sentences talking about five of your classmates using (clothing, parts of the body, accessories).

#### 7 I can remember

**In + clothing.**

- The boy **in a grey jacket** is my nephew.

**With + Body parts/Accessories.**

- The man **with a mask** is a doctor.

#### 8 I play with words

Fill in the blanks with the appropriate word: in/with.

- a) The man \_\_\_\_\_ a black suit is the headmaster.  
b) Who is that boy \_\_\_\_\_ a red shirt?  
c) The boy \_\_\_\_\_ a cap is Samba.  
d) The girl \_\_\_\_\_ gloves is a nurse.  
e) Who are those boys \_\_\_\_\_ blue jeans?

9

## I add to my vocabulary

party	to invite
who	in
with	cap
veil	turban
pants	jeans
gloves	

المصطلحات  
التربوي الوطني

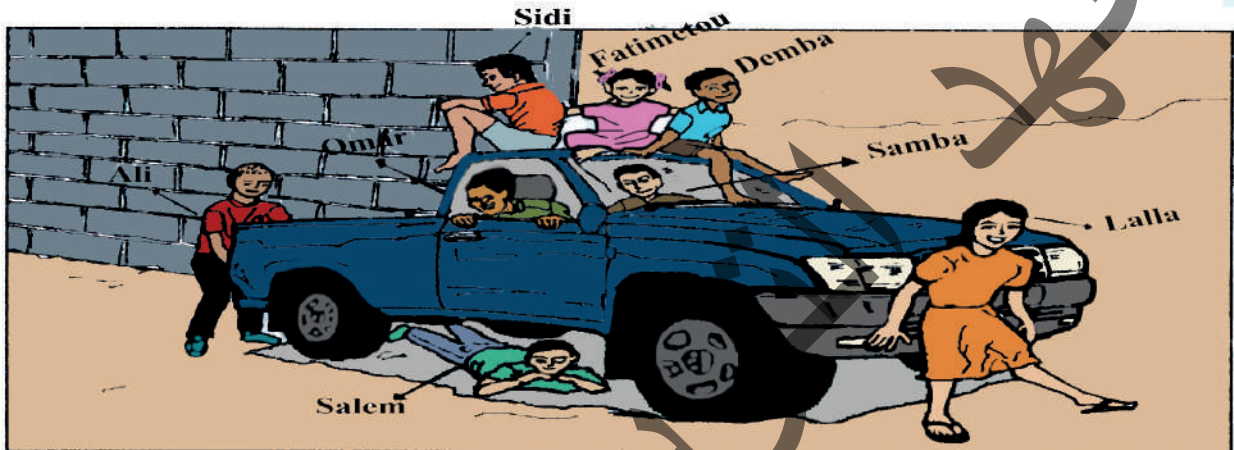


**UNIT EIGHT**  
**Lesson 1**

# Where are these people?

**1** I learn how to locate people and things.

**2** I look and read



Sidi, Fatimetou and Demba are **on** the car.

Salem is **under** the car.

Samba and Omar are **in** the car.

Ali is **behind** the car.

Lalla is **in front** of the car.

Fatimetou is **between** Demba and Sidi.

**3** I Listen and Repeat

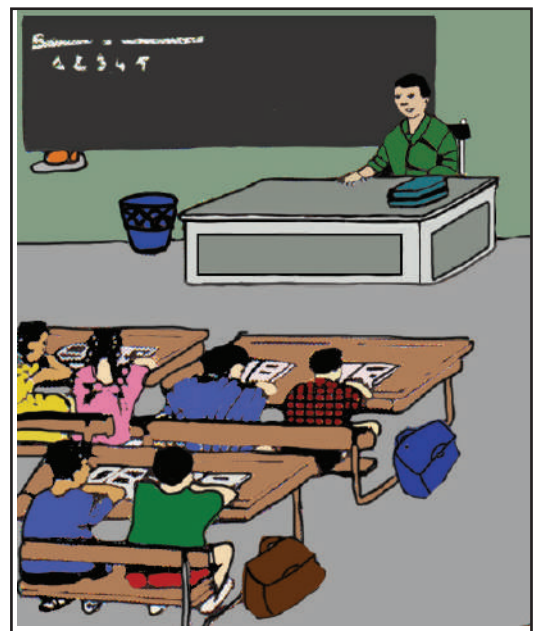
Listen to the teacher and repeat what he/she says.

**A:** Where is the teacher?

**B:** He is **in front of** the students.

**A:** Where are Sidi and Khady?

**B:** They are **behind** Zeinebou.



**A:** Where is the teacher's bag?

**B:** it's **on** the desk.



#### 4 I can try it

Fill in the blanks with the appropriate preposition of location:

**In** - **on** - **under** - **in front of** - **next to**

- 1 - Abidine is sitting \_\_\_\_\_ his brother, Sidi.
- 2 - My shoes are \_\_\_\_\_ the table.
- 3 - The blackboard is \_\_\_\_\_ the students.
- 4 - Where is your copybook? It's \_\_\_\_\_ my bag.
- 5 - Abou and Samba are sitting \_\_\_\_\_ the bench.

#### 5 We can work together

Work with your neighbor. Ask each other to locate people or things in your classroom.

**Example:**

- The chalk is in the drawer.
- Khady is sitting next to Aissata.

#### 6 I can do it myself

Write seven sentences, saying where things are in your house.

**Example:**

- The TV screen is on the wall.
- The refrigerator is in the kitchen.

## 7 I can remember

Prepositions of location include: **in, on, at, between, in front of, above, below, across...**

## 8 I play with words

Complete the following sentences with the missing prepositions. Choose from the box:

**In - on - at - between - in front of - below - across - behind**

- When we are eating dinner together, the food bowl is \_\_\_\_\_ us.
- I watched a good program \_\_\_\_\_ television.
- The car would not go in the sand. We had to go \_\_\_\_\_ the car and push it.
- The teacher stands \_\_\_\_\_ the students.
- The copybooks are \_\_\_\_\_ the bag.
- We are \_\_\_\_\_ school.
- Jemil kicked the ball \_\_\_\_\_ the field to the other side.
- The headmaster's car is \_\_\_\_\_ the tree.
- I want to go home \_\_\_\_\_ an hour.

## 9 I add to my vocabulary

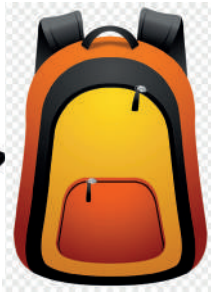
above	a duster
across	on
behind	below
in front of	between
under	a bag
in	next to
push	missing
to kick	

## What does it look like?

### 1 I learn how to describe things.

### 2 I look and read

Can you describe these pictures?



What is the color of the teacher's Desk?

- It is brown, the color of the wood.

What it is made out of?

- It is made out of wood.

What does the blackboard look like?

- It has a large rectangular shaped body.

What size is it?

- It is about two meters long and one meter large.

How much does a student table weigh?

- It is not heavy.

### 3 I Listen and Repeat

Listen to the teacher and repeat.

The dirty shoes are his.

The new shirt is mine.

The triangular ruler is yours.

The noisy class is theirs.

The heavy school bag is hers.

#### 4 I can try it

Complete each sentence with an appropriate adjective from the box.

Easy - clean - big - square - short - black and white

English is an \_\_\_\_\_ language.

My shirt is \_\_\_\_\_.

The director's desk is \_\_\_\_\_.

This image is \_\_\_\_\_.

Linda's hair is \_\_\_\_\_.

#### 5 We can work together

Together with a classmate and describe some of your belongings.

Use ( size, color, shape) in your descriptions.

**Examples:**

My book is small.

Khalil's shoes are heavy.

Mariam's watch is expensive.

#### 6 I can do it myself

Choose the appropriate adjective to fill in the blank:

old - rectangular - yellow - new - square - cheap - big.

- My mobile phone is \_\_\_\_\_.
- Sidi's schoolbag is \_\_\_\_\_.
- Hacen's shirt is \_\_\_\_\_.
- Oum Alkhair's veil is \_\_\_\_\_.
- The Mayor's house is \_\_\_\_\_.
- A TV set can be square or \_\_\_\_\_.

#### 7 I can remember

**Adjectives:** large, small, hot, cold, black, red, square, rectangular, oval, good, bad, white, green, pink, yellow..., never take "S"

**Possessive Pronouns:** mine, yours, his, her, its, ours, theirs.

**Questions:** about size, color, shapes:

- What's it like?

- What is the color of...?

- What color is...?

It's \_\_\_\_\_.

What are they like?

They are \_\_\_\_\_.

## 8 I play with words

Write sentences describing these objects. Use the words provided. Be sure to have a noun and at least two adjectives in each sentence. See the example.

**Hair:** long, short, curly, straight, brown, black, blonde, red

My hair is short and brown.

### nouns

shoes

sandals

melahfa

trousers

School

town

### adjectives

old, new, brown, black

dirty, clean, foreign, Mauritanian

pretty, small, blue, green

short, long, torn, narrow

large, small, crowded, empty

calm, lovely, clean, large

## 9 I add to my vocabulary

easy	rectangular
clean	yellow
big	new
square	cheap
short	lovely
black	calm
white	crowded
old	

# What do these people look like?

## UNIT TEN Lesson 1

### 1 I learn how to describe people.

### 2 I look and read

Kathy is an English rose.  
Sidi is wearing a turban.  
My sister, Khady is ten years old.  
Halima is a woman of colour.  
Idrissa is a wiry boy.  
Lalla is an old woman.  
Khaled is short.



### 3 I Listen and Repeat

A.

Questions	Answers "yes"	Answers "no"
Do you know Hafsa?	Yes, I know her.	No, I don't know her.
What does she look like?	She is a little fat.	She is short with a snub nose.
Is she lean?	Yes, she is not that fat.	She is overweight.
What color is her hair?	It is black.	It is blond.
Is her hair curly?	Yes, it is.	No, it's wavy.
What color are her eyes?	Her eyes are brown.	Her eyes are blue.
What does she usually wear?	She usually wears a blue veil.	She usually wears a white veil.
Is she an old lady?	No, she is a young adult.	Yes, she is middle-aged.
How old is she?	She is 22 years old.	She is fifty five years old.

**B.**

Khady is a small baby.

Yacoub is a toddler.

Haby is lean.

Uncle Moussa is old.

That girl has got long fair hair.

Aichetou is a teenager.

Dahy and Hamoud are kids.

Elina has a broad nose.

**C.** Listen to the teacher. Repeat what the teacher says. Notice the differences among the descriptions of people's bodies, what they are wearing, or what they are doing.



body	wearing	doing
Mohamed is tall. Aichetou is a small girl.	Aichetou is wearing a pink shirt. Ali is wearing a blue shirt.	Haroun is playing football. Aichetou is carrying a bag. Ali is reading a book.

**4 I can try it**

a. Describe these people.

**Example:** man / short - This man is short.

1. Taher tall/a beard \_\_\_\_\_ 2. Najia short/fat \_\_\_\_\_



3. Yahfdou well built/thin \_\_\_\_\_ 4. Amy young/kind \_\_\_\_\_ 5. Seidou tall/strong \_\_\_\_\_

b. Look around your classroom. Find five people to describe using the person's body, clothing and what he/she is doing.

**Example:**

Bob is very tall. He has blue eyes and red hair. He is wearing a red t-shirt and blue pants. He is reading a book.

**5 We can work together**

a. Ask your classmate to describe another classmate or a family members.

**Ex:**

**Question:** What does your father look like?

**Answer :** He's tall and thin.

b. Together with a classmate, choose five people to describe in the classroom, talking about their height, the color of their hair and eyes, their clothes and what they are doing.

**6 I can do it myself**

a. Write sentences describing these people. Use the words provided.

1. John (short /strong)
2. Mariem (fat / intelligent)
3. Babacar (curly hair / a large head)
4. Lemrabott (old / beard)
5. Leila (tall / kind)
6. Ali (young / dynamic)
7. Sidi (glasses / a turban).

b. Look around your classroom. Choose somebody to describe. Write the description of that person, but do not tell anyone who they are. Read the description and see if your classmates can recognize that person.

**7 I can remember**

Adjectives never take 's'.

He/she has got ...

He/she wears ...

He/she is ...

Has he/she got ...?

Is he/she ...?

What does he/she look like?

## 8 I play with words

Make sentences to describe these people:

people	short	tall	fat	old	thin	long	hair	curly hair
Salma		X			X	X		
Samba		X			X	X	X	
Mariem		X			X			X
Zeina	X		X					

e.g.: Salma is tall, thin and has long hair.

## 9 I add to my vocabulary

**English rose:** if they have fair hair and fair skin.

**Wiry:** quite thin, but muscular.

**Lean:** with very little fat.

**A broad nose:** opposite of a narrow nose.

**A snub nose:** a nose which goes up at the end.

**Wavy:** between straight and curly.

**A toddler:** is around 1-3 years old.

**A teenager:** is between (13 -19).

baby	long hair
kids	short hair
short	thin
young	a moustache
adult	a beard
old	blue/brown eyes
tall	dark/ light complexion
fat	straight curly hair

Does he/she look like ...?

## Who can you see?

**1 I learn how to discuss ability/inability.**

**2 I look and read**



**a- Ability**

Fatma can read.

Demba can play football.

**b- Inability**

Yahya can't see.

**3 I Listen and Repeat**

Listen to the teacher then repeat.

Can she see?

Can he hear and speak?

Can she jump?

Can you read?

Can you speak English?

Can he run?

No, she can't. She is blind.

No, he cannot. He is deaf and dumb.

No, she cannot. She is crippled.

Of course I can.

Of course I can. I am American.

Of course he can. He is an athlete.

## 4 I Can Try It

A- Read the following sentences and use can, can't or cannot.

1. Aly is illiterate. He \_\_\_\_\_ read
2. Ibrahima is crippled. He \_\_\_\_\_ run.
3. Djeinaba has a driving license. She \_\_\_\_\_ drive.
4. Zeinabou is a university student. She \_\_\_\_\_ write.
5. I love water. I \_\_\_\_\_ swim.

B- Ask someone if he or she can do the following:

Drive          run          ride a donkey          play football          swim

EXAMPLE: Can you drive?          Yes, I can / No, I can't

1. Run \_\_\_\_\_?
2. Ride a donkey \_\_\_\_\_?
3. Play football \_\_\_\_\_?
4. Swim \_\_\_\_\_?

## 5 We can work together

Talk to your neighbor about what other students are currently doing in your classroom.

Say whether you can or cannot do these things. These are some possibilities:

chew gum / talk / smile / drink / write Arabic / speak English / sing.

## 6 I can do it myself

Write ten things you can do and ten other things you cannot do. Here are some examples:

I can ride a bike.

I can cook dinner.

I cannot drive a truck.

I cannot speak Soninke.

## 7 I can remember

- To form a question, invert the subject and "can":

Can you drive?

Can he drive?

etc

- Short answer

Yes, I can / No, I can't

Yes, he can / No, he can't

- Example:

Can she drive?

Yes, she can / No, she can't.

## 8 I play with words

Write "Yes, I" or "No, I" in the provided space. The first one is done for you as an example.

A person	can	can't
eat a banana	yes, I	
eat a car		
fly an airplane		
fly with my arms		
speak French		
speak Pulaar		
speak Hassaniya		
speak English		
write Arabic		
write Japanese		

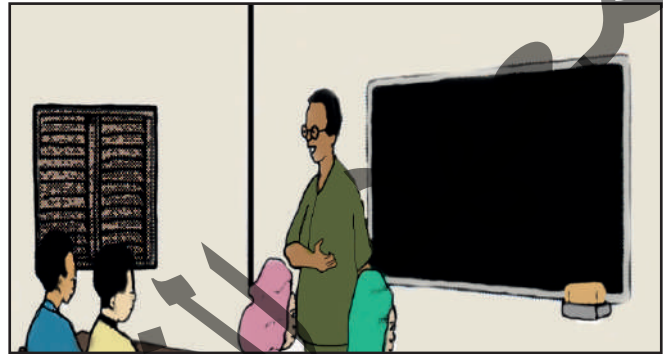
## 9 I add to my vocabulary

can	Jump
can't	crippled
blind	of course
deaf	run
dumb	athlete
illiterate	ride
chew the gum	truck

# What do you do every day?

**1 I learn how to talk about routines and habitual actions.**

**2 I look and read**



On a typical day, I wake up at six o'clock in the morning and pray. After that, I brush my teeth and eat my breakfast. At ten minutes to eight, I go to school and stay there until two o'clock. Then I go back home, have a bath, eat my lunch and take a little nap. At five o'clock, I go to the football field to play with my friends. In the evening, I study my lessons, eat dinner with my family and watch television. Then I go to bed.

**3 I Listen and Repeat**

Listen to the teacher then repeat.

- I wake up at six o'clock.
- I pray.
- a) I brush my teeth.
- I eat my breakfast.
- I drink tea.
- I go to school.
- I go back home.
- I take a nap.
- I eat lunch.
- I play football.
- I listen to music.
- b) I don't smoke cigarettes.

- She wakes up at seven o'clock.
- He prays.
- She brushes her teeth.
- We eat our breakfast.
- He drinks tea.
- She goes to school.
- He goes back home.
- She takes a nap.
- He eats lunch.
- He plays football.
- She listens to music.

She doesn't drink coffee.

We don't go to school on Sundays.

c) Do you smoke? Yes, I do/No, I don't.

Does he drink tea? Yes, he does/ No, he doesn't.

#### 4 I can try it

Put the verb in parentheses in their right forms. Follow the example that has been done for you.

Kristen (play not) football.

Kristen does not play football.

Aicha (drink not) tea.

Sidibe (have) a big house.

Saidou (speak) English very well.

We (have) English on Tuesday.

My mother (carry) water to the house.

My father (drive) a truck.

#### 5 We can work together

Talk in pairs about your daily schedules. Tell about the things that you do during these times. Some possible sentence starters are here for you. See the example:

At night, I \_\_\_\_\_.

At night, I brush my teeth.

In the morning, I \_\_\_\_\_.

During Ramadan, I \_\_\_\_\_.

At school, I \_\_\_\_\_.

At home, I \_\_\_\_\_.

In the summer, I \_\_\_\_\_.

In the winter, I \_\_\_\_\_.

## 6 I can do it myself

Write a small paragraph about your daily schedule. The following words may help you to create your paragraph. As your example, see the “I look and read” section.

**Times of the day:** morning, noon, afternoon, evening, night

**Times during the year:** weekend, holiday, winter, summer, fall, spring, month, week

**Things to do:** walk, play, eat, study, sleep, laugh

**Sequencers:** after that, then...

## 7 I can remember

**A.** The present tense is used to talk about habitual actions.

I, You, We + present tense

e.g.: I speak, you speak, we speak

### Affirmative

I/ You Me/ You/ They speak.

He/ She / It speaks.

### Negative

He/she/it + present tense + “S” sound.

e.g.: He speaks, she speaks, it speaks.

I/ You/We/ You/ They **don't** speak.

He/ She, It **doesn't** speak.

**B.** Frequency adverbs (always, usually, sometimes, often, rarely, never...)

### Example:

I always drink milk in the morning.

He sometimes plays football.

We never drink wine.

I rarely go to the countryside.

## 8 I play with words

Read the following list of actions. Put them in the correct order.

She studies at the university

She studies a lot.

She graduates from the university.

A baby girl is born.

She learns how to read.

She goes to school.

She passes her “bac.”

She becomes a teacher.

She learns how to walk.

She goes to the university.



9

## I add to my vocabulary

breakfast	month
to brush teeth	a nap
to carry	pray
daily	a schedule
dinner	to smoke
to fall	spring
a football field	summer
graduate	to wake up
habitual	water
lunch	

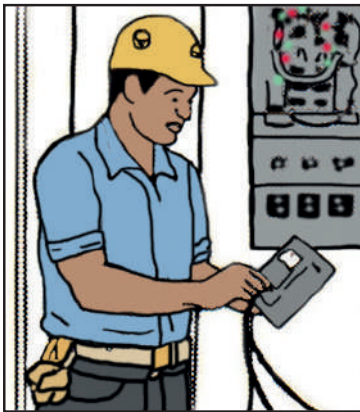
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**UNIT THIRTEEN**  
**Lesson 1**

# What are they doing?

**1 I learn how to describe ongoing actions.**

**2 I look and read**



He is working.



She is cooking



He is playing football.



We are studying English.



She is watching television

**3 I Listen and Repeat**

Listen to the teacher then repeat.

What are you doing?

I am making tea.

What is he doing?

He is reading a magazine.

What are they doing?

They are swimming.

What is Amadou doing?

He is having a bath.

What is mother doing?

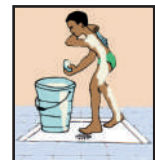
She is cooking dinner.

What are the children doing?

They are playing.

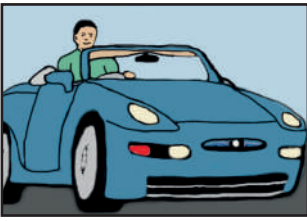
What is your brother doing?

He is sleeping.



4

I can try it



a. Put the verbs in parentheses in their right forms: 3

4

1. He (drive) a car.
2. Binta (brush) her teeth.
3. Demba (pray).
4. The teacher (write) a note.

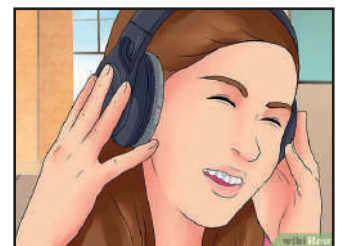
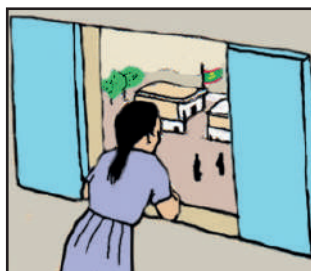
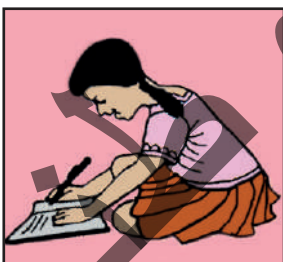
b. Read the sentences below. Each one is lacking a verb. Fill in the blank with a verb that makes sense in the sentence.

- |                            |                               |
|----------------------------|-------------------------------|
| 1. I am _____ a book.      | 4. She is not _____ a book.   |
| 2. He is _____ a goat.     | 5. We are not _____ a goat.   |
| 3. They are _____ English. | 6. You are not _____ English. |

5

We can work together

With a partner, discuss and match each of the verbs with the pictures below:



- a. talk,
- b. listen
- c. smile
- d. learn
- e. write
- f. look at something (someone)
- g. walk

## 6 I can do it myself

6. I can do it myself

Look around you and write five sentences in which you describe what people (teacher, students...) are doing.

## 7 I can remember

- The present continuous (progressive) is used to describe an ongoing action.
- The present continuous is made up of: the simple present of be + verb + ing.

Example: The teacher is explaining the lesson.

### Spelling notes:

Take - taking.

Cut - cutting.

Begin - beginning.

## 8 I play with words

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

praying - kicking - learning - doing - writing - laughing - swimming - watching

1. Saidou is \_\_\_\_\_ the ball.
2. We are \_\_\_\_\_ English.
3. They are \_\_\_\_\_ tea.
4. I am \_\_\_\_\_ television.
5. We are \_\_\_\_\_ at the mosque.
6. She is \_\_\_\_\_ at the joke.
7. We are \_\_\_\_\_ a test.
8. He is \_\_\_\_\_ a book.
9. They are \_\_\_\_\_ a letter.
10. We are \_\_\_\_\_ in the river.

9

**I add to my vocabulary**

to brush	to play
to pray	to write
car	to read
continuous	to talk
to cook	someone
to drink	something
to drive	to watch
to use	letter
garden	to swim
to smile	to take

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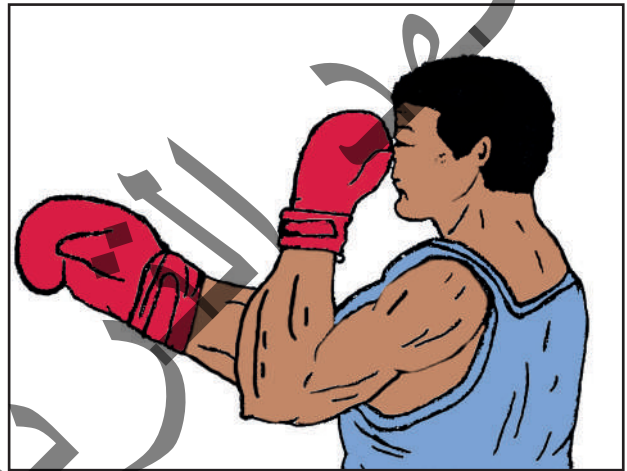
## UNIT FOURTEEN

### Lesson 1

# What is your favorite game?

1 I learn how to express likes and dislikes

2 I look and read



**Dialogue:** Sidi and Ousmane are classmates. Sidi is asking Ousmane about his hobbies; what he likes and what he hates.

**Sidi:** Hey, Ousmane. Do you play football?

**Ousmane:** Yes, I do. I love playing football in the afternoon. What about you?

**Sidi:** I like football but my favorite sport is boxing.

**Ousmane:** Who is your favourite boxer?

**Sidi:** It's Mike Tyson.

3 I Listen and Repeat

- Football is my favourite sport.
- Apples are my favourite fruit.
- Bessam is my favourite football player.

## 4

**I Can Try It**

Fill in the blanks to show that you or other people like or dislike/don't like/hate something.

I \_\_\_\_\_ Mauritanian mineral water.

He \_\_\_\_\_ tea. It gives him health problems.

I \_\_\_\_\_ wrestling. It is very dangerous.

I \_\_\_\_\_ going to school.

I \_\_\_\_\_ drinking milk.

She \_\_\_\_\_ making tea.

He \_\_\_\_\_ studying English.

They \_\_\_\_\_ visiting Dakar.

We \_\_\_\_\_ our English teacher.

## 5

**We can work together**

Talk to your neighbor about things you like and things you dislike. You can include things like:

school subjects

drinks

movies

food

singers

cities in Mauritania

television programs

games

**Example:**

Sports

I like football. I don't like swimming.

## 6

**I can do it myself**

Talk about three things you like and three things you dislike.

**Example:**

I like carrots, beans, and tomatoes. I don't like mangoes, apples, or bananas.

## 7

**I can remember**

- I like + verb + ing / + infinitive

- I like + noun / pronoun

- Do you like + to + verb / verb + ing?

- I dislike / I hate + verb + ing / + infinitive.

- Use commas to set off a series of words, as in the example above in the 'I can do it myself' section.

« *Hate* » is a very strong word and is used when you really don't like something/someone.

## 8 I play with words

es below. Capitalize the letters that need so.

Letters writing like I: I like writing letters.

1. Countries/ I /about/ learning/ like/ other
2. don't/ I /weather/ like /hot
3. she/ cooking /lunch/ likes
4. washing/ doesn't /dishes /he/ like
5. they /studying /together /like
6. like /bread /breakfast /eating /I /for
7. making /tea /like /we /school /after
8. tired /we/ when /like /sleeping /are /we
9. people /new /meeting /like /they

## 9 I add to my vocabulary

dangerous	subjects
to dislike	tomatoes
favorite	to like
food	sport
a game	health



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الوطني