

ISLAMIC REPUBLIC OF MAURITANIA

Honor - Fraternity - Justice



Ministry of National Education  
And Educational System Reform  
National Pedagogic Institute

# STUDY ENGLISH

4th Year Secondary School

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# المحطة التدريبية الوطنية

## 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, educational, social and professional purposes. Thus, the secondary school curricula were re-written in August-September 2020, based on the holistic approach, which puts the learner at the heart of its

interests and focuses on everything the learner needs to know to be able to communicate effectively. In

other words, this approach seeks to engage all aspects of the learner, including mind, body, and spirit.

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

Dear teachers, we hope that you enjoy using this book with your motivated learners; and help inspire and re-shape their way of thinking and acting.

**The general director of the IPN**

**Cheikh Ould Ahmedou**



# المحطة التدريبية الوطنية



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## UNIT ONE

### Lesson1

## Are they alike?

1. I learn how to express similarities and differences.

2. I look and read.



**Dialogue:** Samba has a picture of his friends Sidi and Mohamed who are twin brothers.

**Aly:** Hey! What's that?

**Samba:** It's a picture.

**Aly:** Yeah, I know, but whose picture is it?

**Samba:** It's Mohamed's. He is standing with his twin brother Sidi.

**Aly:** Unbelievable! Who's Mohamed? I don't know who is who.

**Samba:** It's normal; they look alike. They are real twins.

**Aly:** I Can't believe it! Everything is similar even their eyes, noses and haircut.

**Samba:** Definitely.

3. I listen and repeat

Listen to the teacher and repeat

- Kaedi is like Boghe.
- The yteacher's car is similar to my dad's one.
- The scientists are similar to the chemists.
- Aly's smart phone is the same as yours.

#### 4. I can try it.

:Compare Sidi and Mohamed. Use the chart below

	Mohamed	Sidi
Shoes size	42	42
Waist	14	14
Belt	35	35
Neck	16	16
Color of eyes	black	black
Hair	curly	curly

#### 5. We can work together.

In pairs, compare Kiffa to Nouadhibou and other cities. Here are some common features: crowded - big - nice - business activities - hot ....

#### 6. I can do it myself.

Find in the class two students who have some similarities and compare them.

#### 7. I can remember.

To be like, to be similar, to be alike, to look like, to be + as +adj + as, to be the same, to have the same...as are all used to express similarities.

#### 8. I play with words.

Find out which meals are similar and make sentences using the mentioned local meals:

Mauritanian couscous - rice and meat -Moroccan couscous - rice and fish -mafe -sauce -gombo -yassa -roasted chicken -steak and fries.

#### 9. I Add to my Vocabulary.

Picture

similar

Twin

feature

Who is who

unbelievable

Alike

like

the same

## UNIT ONE

# *They Are Different!*

1. I learn how to express similarities and differences.

2. I look and read.



### Text:

Rama and Aicha are sisters. Unlike her sister Rama who is very short and fat, Aicha is tall and very slim. They are sisters but they see things differently. Aicha who goes to school believes that girls must practice sport (gym) and be slim, whereas Rama thinks that girls should eat a lot and always be fat. Aicha believes that life today is different from what it used to be.

### 3. I listen and repeat

Listen to the teacher and repeat

- Different from.
- Not the same.
- Unlike.
- Not like.
- Not similar.

#### 4. I can try it.

Compare the following sports:

Basketball – karate – swimming – soccer – kick boxing

You can use adjectives such as: violent, demanding, popular, bloody, exciting, etc.....

#### 5. We can work together.

Compare Nouadhibou and Atar.

#### 6. I can do it myself.

Write a short paragraph about similarities between Nouakchott and your own hometown.

#### 7. I can remember.

*Different from – unlike – not the same as – not like – not similar to are used to express differences.*

#### 8. I play with words.

Work with two classmates to make a group of three: two of you name two things or people, and the third one gives similarities and differences between them.

#### 9. I Add to my Vocabulary.

Slim	different from
Fat	unlike
Different	not similar to
Popular	similarities
Exciting	differences
Whereas	

## UNIT TWO

*Could you show me the way to the stadium, please?*

1. I learn how to ask for and give directions.

2. I look and read.



### Dialogue:

*Fatma is very fat. A doctor told her to go on a diet and do exercises to keep fit. Today, she is going to a stadium for the first time.*

**Fatma:** Excuse-me madam!

**Passer-by:** Yes, madam. Can I help you?

**Fatma:** Yes, I'd like you to show me the way to the stadium, please?

**Passer-by:** Okay, go straight to the next traffic light, then turn right and walk two blocks, the stadium is on your left, You can't miss it.

**Fatma:** Thank you, madam.

**Passer-by:** I'm glad to help, madam.

3. I listen and repeat

Listen to the teacher and repeat

- I'd like you to show me the way to the stadium
- Go straight
- Turn right.
- The stadium is on your left.
- I'm glad to help.

#### 4. I can try it.

Complete the sentences below using: east/west of – next to – behind – in – between – on – opposite.

The Saudi Mosque is \_\_\_\_\_ BMCI.

- Sebkhah is \_\_\_\_\_ Nouakchott.

- The National Assembly is \_\_\_\_\_ Azalai Hotel and the Mauritanian Radio.

-The French Embassy is \_\_\_\_\_ to the Libyan one.

-The Olympic stadium is \_\_\_\_\_ The National TV.

-The American embassy is..... Nouadhibou road.

#### 5. We can work together.

Work with a partner. Talk to each other about the location of your houses, the neighbouring buildings...etc

#### 6. I can do it myself.

Draw the map of your neighborhood, and say where one can get to public places (market, school, health center...)

#### 7. I can remember.

In, on, at, above, under, next to, to the + direction, in the + direction, at the bottom of, on the top of... are used for directions and locations.

- Positive instructions: simple form of the verb.

Example: go

- Negative instructions: Don't + simple form of the verb +!

Example: Don't sit on the table!

#### 8. I play with words.

Tell your class how to get to your house from school.

#### 9. I Add to my Vocabulary.

I'd like you to

street

Help

walk

Go straight

you can't miss it

Right

building

Left

Location



## UNIT THREE

### Where is the National Assembly building?

1. I learn how to talk about location.

2. I look and read.



**Dialogue :** *Mahmoudy was told by his friends that there is a nice public park called “the freedom park” near the National Assembly building in Nouakchott. He would like to know where it is, so, he is asking a friend.*

**Mahmoudy:** Excuse-me Hadi, could you tell me where the National Assembly is?

**Hadi:** With pleasure. Do you know the wilaya building of Nouakchott West very well?

**Mahmoudy :** Of course. I know the capital Market, the IPN, and some public places there.

**Hadi:** Well. If you are near the Market on BMD crossroad, go ahead up to the north with the Nasser Avenue.

**Mahmoudy:** You mean to move towards the offices of the public Radio of Mauritania!

**Hadi:** Exactly. Before reaching the Radio, the big building on your right is the National assembly building facing the presidential palace. Between the presidential palace and the National Assembly building there is a beautiful park called “the freedom place.”

**Mahmoudy:** Thank you a lot.

3. I listen and repeat

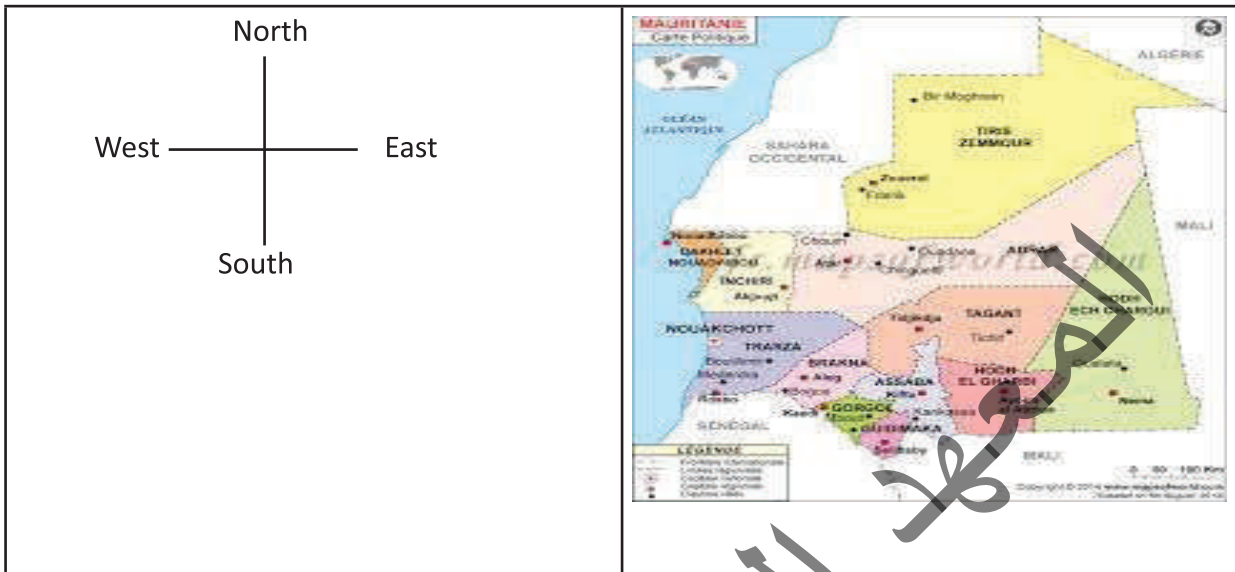
Listen to the teacher and repeat

- Could you help me know where the Mauritanian National Radio is?
- With pleasure. Now you are in front of the central building of CNAM, turn right to the south. Take this main road going straight toward Ibn Abass Mosque, cross three paved roads on your right there you'll see the Radio building on your left, right before the National Assembly building.
- Can you tell me where the nearest super market is?
- Go back two blocks and turn left, you'll see a big building on the main road, that's the nearest supermarket.

## 4. I can try it.

Fill in the blanks with the appropriate prepositions of location. The support below can help you.

In - to the east - on - to the south - to the west - next to - to the north



- The supreme court is \_\_\_\_\_ Ibn Abass Mosque.
- The IPN building is \_\_\_\_\_ to l'ISCAE building.
- Mauritania is \_\_\_\_\_ of Algeria.
- Mali is \_\_\_\_\_ of Mauritania.
- Aleg is \_\_\_\_\_ the Road of Hope.

## 5. We can work together.

Work with your classmates: Using map, ask each other to locate countries and cities like:

Rosso - Fez - Malaisia - kieve - Bamaco - Beijing - Gaza Strip - Qatar - Brazilia - Shami - Casa Blanca - Las Palmas

Example: - Do you know where Kiffa city is on the map?

- It is in the Wilaya of Assaba to the west to Hodh El Charghi.

## 6. I can do it myself.

Choose three well known buildings or public places in your area and say how one can easily get there from where you live.

## 7. I can remember.

a- Some prepositions of location: at, in, on, above, next to, under, between and behind.

b- To ask about direction we can use direct or indirect questions:

- Direct question:

Example: Where is the director's office, please?

- Indirect question:

Example: Can you tell where the director's office is, please?

## 8. I play with words.

In groups, ask each other to locate particular places in your town.

## 9. I Add to my Vocabulary.

National Assembly: the parliament.

Wilaya: where the region's governor's office is.

BMD: a crossroad near the capital market in Nouakchott.

IPN: the National Pedagogic Institute.

Presidential palace: the house of the president of the country.

## UNIT FOUR

### *Global Warming*

1. I learn how to describe actions.

2. I look and read.



“Global warming” is defined as a gradual increase in the earth’s temperature generally due to the greenhouse effect caused by increased levels of carbon dioxide ... and other pollutants. And it is leading to unexpected climate change. This change happens faster than man could expect.

There are some natural factors that badly influence the earth’s climate. These factors include external influences such as explosive volcanic eruptions which frequently happen in some places, natural variations in the output of the sun ...

With temperature records being relatively smashed month after month, year after year, it’s likely that human activities made global warming easily seen in numerous phenomena such as extreme heat events. Higher temperatures also boost evaporation, which dries out the soil in summer — intensifying drought over many areas. Results of this terrible development become more dangerous than ever before, and can be obviously observed in some aspects like:

- First, heavy rains and floods in some countries.
- Second, a decrease in water quantity in rivers and lakes.
- Third drought over many areas in the world.
- Fourth, increase of heavy wind and cyclones.
- And then what is known as “increased extreme weather patterns.”

### 3. I listen and repeat

Listen to the teacher and repeat

- The earth weather is changing quickly.
- Most natural phenomena happen suddenly.
- Human activities affect badly the environment.
- It rained heavily last year.

### 4. I can try it.

Complete each sentence with the right adverb of manner form, from the adjectives in parentheses:

Example:

- She drives (careful)

She drives carefully.

a. The kids receive the gifts (happy)

\_\_\_\_\_

b. Our team played (brave)

\_\_\_\_\_

c. Ahmedou won the prize (easy)

\_\_\_\_\_

d. The train is moving (slow)

\_\_\_\_\_

e. His speeches were understood (wrong)

\_\_\_\_\_

### 5. We can work together.

Work in groups of four. Take turns:

- Student 1: gives an adjective;
- Student 2: gives the adverb of manner form of that adjective;
- Student 3: uses the adverb in a meaningful sentence; And
- Student 4: writes the sentence in his/her notebook to share it later with the class.

### 6. I can do it myself.

Choose a personality to talk about. Describe the way he/she speaks and does things, using appropriate adverbs of manner.

### 7. I can remember.

- To form an adverb of manner, you need to know regular and irregular adjectives.
- To form an adverb of manner from a regular adjective, just add "ly" to that adjective.

Example:

Slow	slowly
Serious	seriously
Kind	kindly
Relative	relatively

Examples of irregular adverbs:

Good	well
Hard	hard
Fast	fast

## 8. I play with words.

Add an appropriate adverb from box B to a sentence from box A.

sentences	adverbs
1. Good students study _____ to pass their exams.	a. peacefully
2. The baby is sleeping _____	b. carefully
3. They finished the dispute. It was ended _____	c. hard
4. I didn't sleep _____ last night. I had a nightmare.	d. deeply
5. Read the exercise _____ before doing it.	e. well

## 9. I Add to my Vocabulary.

Greenhouse effect: an atmospheric heating phenomenon.

Warm: to heat.

Carbon dioxide: a colorless, odorless, incombustible gas, CO<sub>2</sub>

Pollutant : any substance, as certain chemicals or waste products, that renders the air, soil, water, or other natural resource harmful or unsuitable for a specific purpose.

Volcanic: produced by volcanoes.

Eruptions: the ejection of molten rock, steam, etc., as from a volcano or geyser.

Smashed: to break to pieces with violence and often with a crashing sound.

Boost: to increase; raise.

.Floods: a great flowing or overflowing of water, especially over land not usually submerged

Lakes: a body of fresh or salt water of considerable size, surrounded by land.

Drought: a period of dry weather, especially a long one that is injurious to crops.

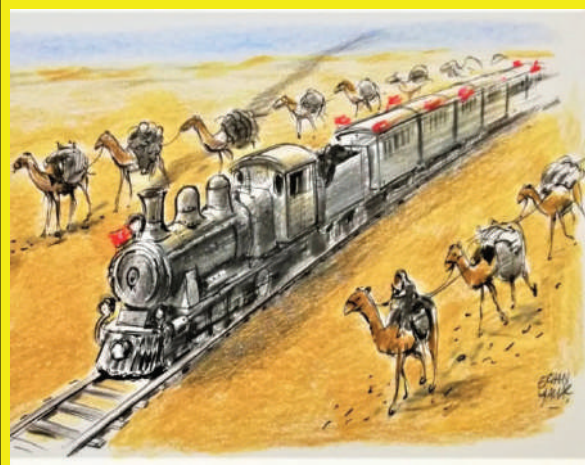


## UNIT FIVE

# Man and Means of Transportation

1. I learn how to talk about past habits.

2. I look and read.



Since the early ages of his life, man has known various means of transportation. The first means of transportation was the human foot. People used to walk long distances to reach places. The first improvement made to this kind of transportation was adapting to different surfaces. Ages later, man developed new ways; he used to train some animals like camels, horses, cows, donkeys, elephants... to be used as means of transportation. But, since the wheel came into existence, people experienced more advanced techniques. They used to take carts driven by trained animals, thus, making long distance journeys easier and faster.

The means of transportation used today are a result of bitter human experiences. Surely, the advent of wheels has been a great revolution. One of its fruits consisted in the use of carts and carriages. Whereas the invention of cars and buses as means of roadways came into existence much later. In the 17th and 18th centuries, man could invent the means of transportation used today on roadways like the cycle, motor cars, trucks etc. The first car with internal combustion was produced in 1906; this technique today is the basis of many trains and cars.

Nowadays, people are very lucky because they have well advanced and more comfortable means of transportation, on roadways, sea, and space.

3. I listen and repeat

Listen to the teacher and repeat.

- Primitive man used to walk large distances to reach places.
- Ancient societies used to train some animals.
- People in medieval centuries used to travel by carts driven by animals.

#### 4. I can try it.

Give four examples of activities you used to do in summer holidays.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

#### 5. We can work together.

Work with three of your classmates. Each one of you should give at least three example activities he/she used to do when he/she was younger.

#### 6. I can do it myself.

Write a short paragraph talking about your childhood.

#### 7. I can remember.

To talk about a past habit use: I used to + verb

Examples: - Man used to walk large distances to reach places.

- I used to get up early in the morning.
- My parents used to live in a village.
- My grandmother used to tell me stories.

#### 8. I play with words.

Select an appropriate adverb from box B to complete a sentence in box A as in the example:

Box A	Box B
<u>Example:</u> 1. Dad used to drive _____.	a. well
2. He used to behave _____ at school.	b. fast
3. They used to run _____.	c. nicely
4. You used to draw _____.	d. carefully
5. Dimi used to sing _____.	e. beautifully



## 9. I Add to my Vocabulary.

Various: many.

Means: instrument or tool.

Bitter: difficult.

Improvement: a change or addition by which a thing is made better.

Wheel: a circular frame or disk arranged to revolve on an axis, as on or in vehicles.

Cart: a heavy two-wheeled vehicle.

Carriages: a movable part, as of a machine, designed for carrying something.

Invented: created or built for the first time.

Well advanced: developed.

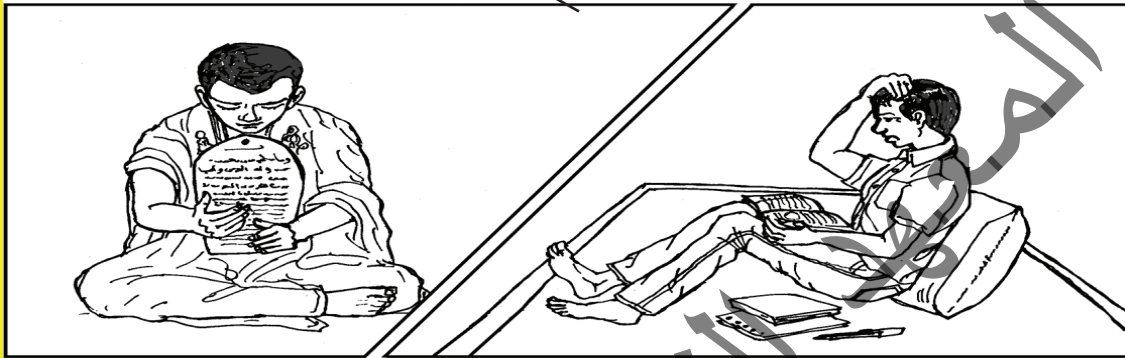
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## UNIT SIX

### The Two Boys

1. I learn how to make comparison.

2. I look and read.



Abdallahi and Hacen are neighbours and classmates. They live in Arafatt. Abdallahi is 18 years old, and Hacen is 19. The two boys go to high school, but they are totally different. Abdallahi who started learning the Holy Koran since his early childhood is a very polite student. He learns faster than his friend and therefore he gets better grades.

As for Hacen, he is a lazy student. In the classroom, he talks much more than he listens. He writes more slowly than his friend Abdallahi. Both friends like football, but Hacen loves it more. He runs more quickly and plays better than Abdallahi.

3. I listen and repeat

Listen to the teacher and repeat

- Abdallahi learns faster than Hacen.
- He talks much more than he listens.
- He writes better than he speaks.
- He drives less carefully than his friend.

#### 4. I can try it.

Rewrite the sentences below, comparing the actions as in the following example:

She sings / well / she dances.

She sings better than she dances.

1. He speaks / quickly / I do.

2. He spends / much / he earns.

3. I read / slowly / he does.

4. She works / hard / her sister.

#### 5. We can work together.

With your neighbour, choose two classmates and compare them, describing how well they do or perform these activities:

**do their homework**

**work seriously**

**understand**

You can use: *more, less, better...*

#### 6. I can do it myself.

Write a few sentences in which you talk about your talents and things you are good at comparing yourself to other family members and/or friends.

#### 7. I can remember.

This structure is used to compare:

1. How someone performs two actions:

- I listen more than I talk.

**Or**

2. How two people perform the same action:

- I participate in the classroom activities more than he does.

#### 8. I play with words.

Work in groups of three. Take turns:

- Student 1: gives a verb;

- Student 2: gives an adverb;

- Student 3: makes a meaningful sentence comparing himself/herself to another classmate using student 1's verb and student 2's adverb.

Example: S1: run.

S2: fast.

S3: I run faster than Aly.

## 9. I Add to my Vocabulary.

Neighbour (also neighbor): who lives next to you.

Polite: respectful.

High school: secondary school.

Childhood: infancy.

Start: begin.

As for: concerning.

Therefore: for that reason, consequently.

Lazy: inactive.

Spend: consume.

Earn: receive as salary.

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## UNIT SEVEN

### The Boy Whose...

1. I learn how to describe/identify people and things.

2. I look and read.



**Dialogue:** Mohamed and Yacoub are watching a football game. Yacoub does not know any of the players, but Mohamed does.

**Yacoub:** Who is the number ten there?

**Mohamed:** He is our neighbour's son, he is a good player.

**Yacoub:** Yes, but that defender there is my favourite player.

**Mohamed:** Which one?

**Yacoub:** The tall one with long hair.

**Mohamed:** But we have two players whose hair is long.

**Yacoub:** You're right! I mean the one who is dribbling right now.

3. I listen and repeat

Listen to the teacher and repeat

- The boy whose shirt is green is nice.
- The girl who is there is my sister.
- Oh, that man is really kind.

4. I can try it.

Use who and whose to make meaningful sentences:

1. The boy/ is standing is my brother.
2. The girl/ Melahfa is red is my sister.
3. The boy/ is driving is my neighbor.
4. The girl/ shirt is yellow is my friend.

## 5. We can work together.

In pairs, describe and identify some of your classmates.

The boy whose \_\_\_\_\_ is \_\_\_\_\_.

The girl whose \_\_\_\_\_ is \_\_\_\_\_.

## 6. I can do it myself.

Describe and identify some of your classmates.

## 7. I can remember.

- An adjective can be used to describe a person, an animal or a thing.

Example: The tall boy with glasses is a new student in our school.

- Relative pronouns can be used to identify and describe people, animals or things.

Example: The boy who is standing near the door is my best friend.

## 8. I play with words.

Put the words in their right order to make meaningful sentences. Make sure you capitalize what needs to be capitalized:

1. the / in / boubou / uncle / is / man / . / the / white / my
2. brother / blue / shirt / my / . / younger / is / boy / the / whose / is
3. girl / the / standing / little / who / next to / mother / my / my / is / is / sister
4. cousin / boy / the / with / hair / long / my / is

## 9. I Add to my Vocabulary.

Who	tall
Whose	short
Neighbour	who is
Defender	that one
Which one?	the one who
Favourite	red
Hair	blue

## UNIT EIGHT

### *That's Nonsense!*

1. I learn how to agree/disagree.

2. I look and read.



**Dialogue:** Ahmed who is studying at the University of Nouakchott would like to convince his uncle Moussa to send his daughters to school, but his uncle believes exactly the opposite.

**Ahmed:** Times have changed, and girls should study and work.

**Moussa:** I agree with you that times have unfortunately changed, but girls should not go to school because they shouldn't work.

**Ahmed:** Why shouldn't they work? There is no difference between a man and a woman.

**Moussa:** Nonsense is this what are you learning at school?

**Ahmed:** I know there are some differences but when it comes to working, they are the same.

**Moussa:** My son, you are mistaken.

**Ahmed:** Not at all, uncle, but you should understand that today is different from what it used to be.

3. I listen and repeat

Listen to the teacher and repeat

- Very much so
- Definitely
- Absolutely
- You are right
- You're mistaken
- I don't think so
- Nonsense
- That's stupid
- Sorry, I can't go along with you on that.



#### 4. I can try it.

Fill in the blanks with an expression that indicates that you agree or disagree:

A. Nouadhibou is a big city.

B. I don't \_\_\_\_\_. It's not that big.

A. It's a very nice city.

B. You're right.

#### 5. We can work together.

With a partner, discuss what is positive and what's negative about life in the city as compared to life in the countryside.

#### 6. I can do it myself.

Write a dialogue between an old man and a young boy; the man thinks that soccer is not good, whereas the boy likes the game.

#### 7. I can remember.

- When you agree or disagree, you often tend to use polite forms (formal).

Example: "I'm afraid, I can't agree with you."

- Informal expressions such as "nonsense", "you're wrong"... can be used when the conversation is between friends.

Example: "That's nonsense".

#### 8. I play with words.

Work with a partner. One of you comes up with a suggestion for an excursion trip during the weekend, and the other one accepts or rejects it, giving your reasons. Use agreeing/disagreeing expressions.

#### 9. I Add to my Vocabulary.

work	very much so
time	when it comes to
difference	because
study	today
agree	unfortunately
know	nonsense
should	absolutely
the same	



## UNIT NINE

### *A Holiday in a Village*

1. I learn how to express admiration.

2. I look and read.



**Dialogue :** Haiba who came from Noukchott had never seen a quiet village near the river before. He was sent to spend a holiday with his grandparents in such a nice place! There, he could make new friends. Diallo is one of his new friends in the village. They had the following conversation:

- Haiba:** Hi, Diallo come on to ride the bicycle.
- Diallo:** Wow! Do you have a bike?
- Haiba:** Yes, I have brought it from home. Do you know how to ride a bike?
- Diallo:** No. I have never ridden a bike. Would you like to teach me how to do so?
- Haiba:** Sure. I'll do. Be ready.
- Diallo:** Fantastic! What a nice act! That's very kind of you. After the bike riding .
- Diallo:** Thanks Haiba, that's enough, let's swim. Have you ever swum in the river?
- Haiba:** No, I've never. Are you good at swimming?
- Diallo:** Yes, I am. Swimming is an easy sport. You can try it now. I can help you.
- Haiba:** Maybe later. It's time to go home.

3. I listen and repeat

.Listen to the teacher and repeat

- What a nice act!
- Haiba likes to know how to swim.
- Wow! That's the cheapest bike I have ever bought.
- I've never used such a mysterious mobile phone.
-

#### 4. I can try it.

Form sentences expressing admiration, you can use expressions used in the "listen and repeat" section.

Example: This is a calm village

Such a calm village!

1. It is the easiest test we have ever done. What \_\_\_\_\_!
2. The plane is a quick mean of transportation. \_\_\_\_\_!
3. English is a widely spoken language. \_\_\_\_\_!
4. Messi is a famous player. \_\_\_\_\_!

#### 5. We can work together.

Work with your neighbor. Say how much you admire each other's personality, clothes ...

Example: You're such a reliable friend!

#### 6. I can do it myself.

Talk about five things which have got your appreciation and say how much you admire them.

#### 7. I can remember.

We can express our admiration by saying, for example:

- What an attractive place!
- What an easy task!
- What a lovely baby!

Or

- I like this city!
- I like such a discussion!
- I like to be a member in this team!

#### 8. I play with words.

Work with your neighbor. Tell each other about the sports and games you like and how much you like them.

#### 9. I Add to my Vocabulary.

Have you ever gone there?: did you have the opportunity to go there?

Never: no.

To know how to do: to be able to do.

Fantastic: extraordinarily good.

## UNIT TEN

### *That's Really kind of You!*

#### 1. I learn how to express gratitude.

#### 2. I look and read.



Ousmane has just come back from Kaedi, where he was staying with his friend Ismael. Soon after his arrival, he sent a letter to express his gratitude.

Dear Ismael,

I have just left you, but I really miss that welcoming smile and that hospitality. To tell you the truth, I am really grateful to you, to your mum and to all your family members for their warm welcome. I am also indebted to your grandmother who would always care for me. Please, extend my regards to all your neighbours and friends. Once again, thanks for everything.

Sincerely yours,

Ousmane

#### 3. I listen and repeat

Listen to the teacher and repeat

- Thanks for \_\_\_\_\_ !
- Thank you for \_\_\_\_\_ !
- I'm grateful to you for \_\_\_\_\_ !
- That's really kind of you!

#### 4. I can try it.

Fill in the blanks with the missing words:

1. \_\_\_\_\_ the boubou!
2. \_\_\_\_\_ for the ticket you gave me!
3. \_\_\_\_\_ for looking after my house while I was away!

## 5. We can work together.

Talk to your friend, ask him/her to lend you some objects and then express gratitude. Take turns.

## 6. I can do it myself.

Your friend invites you to spend the weekend with him. Now, you are back home. Write a short letter to this friend to tell him how grateful you are to him and to his family.

## 7. I can remember.

- Thanks for + noun or verb + ing.
- Thank you for + noun or verb + ing.

## 8. I play with words.

Ask your friend an object, when he/she gives it to you, express your gratitude.

## 9. I Add to my Vocabulary.

go	welcome
come back	stay
letter	arrival
gratitude	warm
hospitality	indebted
regards	

## UNIT ELEVEN

### *A Horrible Earthquake*

1. I learn how to express sympathy.

2. I look and read.



Text:

In less than five minutes, thousands of tall buildings became ruin, millions of people became homeless, as a result of a destructive earthquake that occurred in this area. The government expressed its sorrow and its sympathy. State authorities declared a level-4 emergency leading to a call for international assistance. The governor declared a three-month state of emergency in the affected provinces.

According to a local officer, "most households there were unable to meet their basic needs, with a rough impact on populations with vulnerabilities compounded by age, gender, and/or disability. In a country where only limited number of hospitals, primary healthcare facilities of specialized centres were fully functional after the earthquake, this earthquake will result in a further collapse of basic services, and significantly delay any scope for recovery."

A United Nations' representative in the region said that this population [was] already highly vulnerable. They have a huge number of people who have already been displaced ... Almost the majority of them are women and children, particularly vulnerable to the harsh weather and this earthquake." Many people around the world were shocked and felt very sad when watching reports about the terrible results of this catastrophe.

3. I listen and repeat

Listen to the teacher and repeat.

- They are **very** sorry.
- **I am very sad** to hear that.
- Many people **were shocked**.
- Emergency workers showed **their support to** the casualties.

#### 4. I can try it.

Select an appropriate expression from box B to complete a sentence in box A.

Box A	Box B
1. I'm very _____ to hear about the earthquake!	a. sorry
2. That was really _____ !	b. bad news
3. _____ Jack, how did this happen?	c. Oh, dear!
4. We all were _____ when we heard about the accident.	d. So sad

#### 5. We can work together.

Together with a partner, write a dialogue between a patient and someone sympathizing with him, then act the dialogue out in front of the class.

#### 6. I can do it myself.

Write a dialogue in which two football players are discussing and sympathizing with one another after the defeat of their team.

#### 7. I can remember.

To express sympathy, one can use expressions such as:

- I'm sorry for your loss.
- My deepest sympathies to you and your family.
- Thinking of you at this difficult time.
- My condolences.....

#### 8. I play with words.

Your friend is sharing with you some bad news. Use three different expressions to sympathize with him/her:

Your friend	You
My aunt passed away.	
My team lost a very important match.	
I have a terrible headache.	



## 9. I Add to my Vocabulary.

Horrible: shockingly dreadful.

Ruin: the remains of a building, city, etc., that has been destroyed.

Homeless: without a home or without permanent housing.

Earthquake: a series of vibrations induced in the earth.

Approximately: about.

Sympathy: the act or state of feeling sorrow or compassion for another.

Sorrow: the expression of grief, sadness, disappointment.

Emergency: a state, especially of need for help or relief, created by some unexpected event. Basic

Needs: the necessary needs.

Gender: either the male or female division of a species.

Facilities: something designed, built, installed, etc., to serve a specific function.

Collapse: to break down, to fail.

Scope for recovery: opportunity for being better

Vulnerable: easy to be damaged or hurt.

Catastrophe: a sudden and widespread disaster.

Harsh: rough.

## UNIT TWELVE

### *Sport Activities*

1. I learn how to express frequency.

2. I look and read.



#### Text:

No matter your age, it is important to frequently make sport, to take part in sport and fitness activities on a regular basis. Of course, it becomes more important to stay active in our older years in order to stay fit and healthy. People usually select some sports activities, according to their age, gender, health...

Young people always tend to exercise vigorous intensity exercise like: football, boxing, tennis, jogging/running, swimming fast....And rarely exercise moderate aerobic sports such as: cycling, volleyball...Whereas, most older practice frequently light activities like: cleaning and dusting around the home, walking at a slow pace, and moving around your home (getting up to make a cup of tea, for example). But, a lot of elders over the age of 65 often spend several hours a day sitting or lying down. This lack of activity is causing serious health problems for many older people. A lack of activity can cause reduced mobility, leading to aches and pains when doing simple things such as walking to the shops. On the other hand, people who remain active have a lower risk of heart disease, type 2 diabetes...So, old people rarely use vigorous intensive sports. They prefer activities like: cycling, walking...



### 3. I listen and repeat

Listen to the teacher and repeat.

- People **usually** practice different sports exercises.
- Dad **always** reads his books on the afternoon.
- We **often** watch TV at night.
- My classmates **sometimes** play football on the weekend.
- Lazy students **rarely** pass the exams with good grades.
- How **often** do you go to the school library?

### 4. I can try it.

Select an appropriate adverb of frequency from box B to complete a sentence in box A.

Box A	Box B
1. All the workers there are Muslims. They _____ go to the mosque.	a. never
2. A good student doesn't like to postpone his tasks. He _____ forgets to do them.	b. often
3. Dad _____ eats salty food especially at night.	c. rarely
4. Grandma _____ goes to the market on foot.	d. seldom
5. I _____ drink tea at work, but yesterday I didn't have time, that's why I have this terrible headache.	e. usually

### 5. We can work together.

Ask five of your classmates (girls and boys) how often they do these activities:

- Read a new book.
- Clean the board.
- Do an exercise on the board.
- Make tea at home.
- Watch football matches on TV.

### 6. I can do it myself.

Fill in the blanks with an appropriate adverb of frequency:

- Good muslims \_\_\_\_\_ pray on time.
- People in the countryside are \_\_\_\_\_ more hospitable than those in big cities.
- It \_\_\_\_\_ rains in April in Kaedi.
- I \_\_\_\_\_ go to bed late when I am with friends.

## 7. I can remember.

Adverbs of frequency come:

1. before ordinary verbs:

Example: Muslims always pray on time.

We love our teacher! He never comes late.

2. After the verb 'to be':

Example: They are always ready to help.

My mom is often busy.

3. between the auxiliary and the main verb:

Example: I have never been to China.

She is always smiling.

These people are too identical. You can rarely tell who is who.

## 8. I play with words.

Complete the following sentences with adverbs of frequency:

a. People \_\_\_\_\_ use the Internet for different purposes.

b. Muslims \_\_\_\_\_ fast Ramadan.

c. It \_\_\_\_\_ rains in Nouakchott in March.

d. It \_\_\_\_\_ becomes cool in summer, here.

## 9. I Add to my Vocabulary.

To take part: to participate.

Fitness: good health.

Tend: favor.

Vigorous: intense.

Intensity: strength.

Moderate aerobic: not requiring much effort.

Light activity: easy sports.

Serious health problems: dangerous.

Reduced mobility: less flexibility.

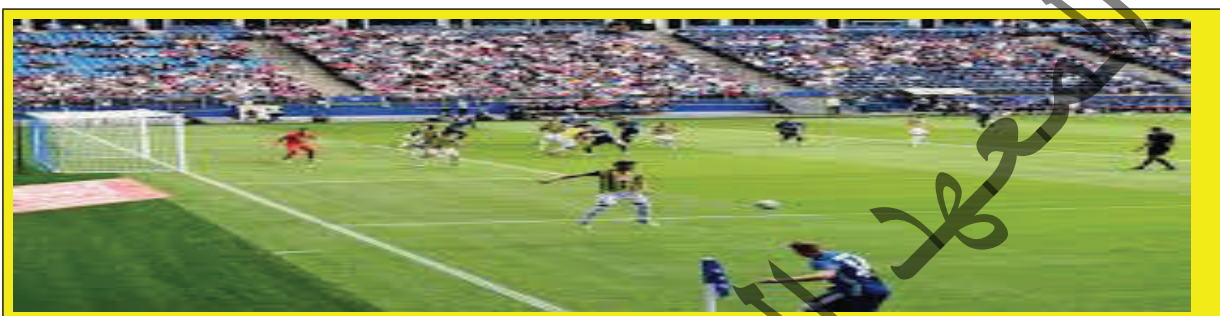
Elder: old.

## UNIT THIRTEEN

### *The Football Game*

1. I learn how to talk about plans and intentions.

2. I look and read.



Dialogue:

**Bilal:** Camara, What are you doing this evening ?

**Camara:** I'm visiting a few friends at 6p.m.

**Bilal:** What are you going to do together?

**Camara:** There is an important football game on TV and we are going to watch it.

**Bilal:** What's the menu ?

**Camara:** Barcelona FC is playing Chelsea FC. What do you think?

**Bilal:** It sounds very interesting because both clubs are famous and excellent.

**Camara:** You are right, my friend.

**Bilal:** What time does the game begin?

**Camara:** It begins at 6 :45p.m. Can you come with me?

**Bilal:** It's a pity, I can't. I have homework to do. But I want you to do me a favour. After the game, come by my house and tell me about it.

**Camara:** You can count on me.

**Bilal:** Have fun, Camara and say hello to all the friends.

3. I listen and repeat

- What are you doing this evening?
- I'm visiting a few friends at 6p.m.
- What are you going to do together?
- We are going to watch a game.

- Barcelona is playing Chelsea at 6:45p.m.
- What time does the game begin?
- The game begins at 6:45p.m.
- I want you to do me a favour.
- Can I count on you?
- You can count on me.
- Say hello to all the friends.

#### 4. I can try it.

Answer the following questions:

- What is Camara doing this evening? \_\_\_\_\_
- Are Camara and his friends going to watch a film? \_\_\_\_\_
- Which club is Barcelona playing? \_\_\_\_\_
- Is Bilal going to watch the football game? \_\_\_\_\_
- When does the football game begin? \_\_\_\_\_
- What is Camara going to do after the game? \_\_\_\_\_

#### 5. We can work together.

Work with a partner. Ask each other questions on your plans and intentions for the weekend, summer holidays etc. Use questions like: What are you doing? or what are you going to do?

Example: S1: What are you doing this afternoon? S2: I am playing basketball with my friends.

S1: What are you going to do this summer holidays? S2: I am going to travel to Mali and Burkina Faso.

#### 6. I can do it myself.

- Look at the chart and answer the questions below saying what the people in it are doing or going to do at a given time.

People	Activities	Time
Aly	Organize a party	Next weekend
Mariem	Meet her friend	After 6p.m
Sidi and Saidou	Travel to the countryside	Tomorrow morning
You	Call my friend	After the dinner

- What is Mariem going to do after 6p.m.? \_\_\_\_\_
- What is Aly doing next weekend? \_\_\_\_\_
- What are Sidi and Saidou going to do tomorrow morning? \_\_\_\_\_
- What are you doing after dinner? \_\_\_\_\_

## 7. I can remember.

- Use the present continuous + adverb of time (tonight, in a couple of days, next, week/year/month/ Friday, at 6 o'clock...) to express intentions or talk about plans.
- Use the present simple for scheduled or planned activities such as planes/buses departure/arrival etc.
- Use "be going to" to talk about plans and intentions.

## 8. I play with words.

Fill in the blanks with the infinitive or present continuous form of the verbs in the box to express a plan or an intention.

watch	sleep	invite	take	have
-------	-------	--------	------	------

- Mohamed is going \_\_\_\_\_ a shower before lunch.
- Halima \_\_\_\_\_ a few friends tonight.
- The children \_\_\_\_\_ a cartoon at 7p.m.
- I am going \_\_\_\_\_ at midnight.
- I \_\_\_\_\_ an interview next Monday.

## 9. I Add to my Vocabulary.

watch	club
going to	famous
game	exciting
visiting	begin
cartoon	favour
lunch	have fun
invite	

## UNIT FOURTEEN

### Lesson

### What is It For?

1. I learn how to express the purpose of actions/things.

2. I look and read.



**Dialogue :** Halima is a girl who came recently from the village. She sees a brand new Hoover in her friend's house, she doesn't know what it is nor what it is for.

**Halima:** Ami, what's this?

**Amy:** It's a Hoover.

**Halima:** A Hoover? What is it for?

**Amy:** Yes, a Hoover and it is used to remove dust.

**Halima:** It must be very expensive, why don't you take a sweeper?

**Amy:** Well, a sweeper can sweep the floor, but to remove dust from the carpet you need a Hoover.

**Halima:** Oh, I see.

3. I listen and repeat

- What is this for? It is used for brushing teeth.
- You need to have a visa to enter France.
- In order to succeed, you need to work hard.
- You need to train yourself well so that you can win the game.
- You have to keep fit to be healthy.

4. I can try it.

Fill in the blank with: "used for", "to", "so that" or "in order to"

- a. A pen is \_\_\_\_\_ writing.
- b. You have to sleep early \_\_\_\_\_ wake up early.
- c. She is saving money \_\_\_\_\_ she can buy a lot of books.

## 5. We can work together.

Talk to your friend about some of your plans, and why you need to achieve them.

Example: I am traveling to Nouakchott in order to buy some books.

## 6. I can do it myself.

Choose five objects that your family uses at home, and write five sentences saying what they are and what they are used for.

## 7. I can remember.

'Used for' is always followed by a gerund (verb + ing) or a noun.

'So that' is followed by pronoun + verb.

'In order to' is followed by a verb.

## 8. I play with words.

With a partner, play a game: one of you shows or gives the name of an object, and the other one says what it is used for.

## 9. I Add to my Vocabulary.

Brand sweeper

Hoover remove

What it is for?

Carpet

Used to

Early

In order to

Dust