

Islamic Republic of Mauritania



Ministry of Education
and Educational System Reform
National Pedagogic Institute

STUDY ENGLISH

7th Year Secondary School

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IPN

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 rewritten in August-September, 2020 based on the holistic approach, which puts the learner at the heart of its interest.

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 IPN General Director
Dr. Cheikh Mouad Sidi Abdalla**

IPN

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IPN

I learn how to get/ to have someone do something.

I. I read the text

Text:

In the 1960s governments in some advanced countries have made a lot of efforts to get scientists to invent a useful system as a way to share information through computers. So, the researchers have stepped to the so called- latterly- digital revolution, and introduced to the world a new and cheap communication system (internet variants). Many people have difficulty to distinguish between Internet and World Wide Web (WWW or simply the Web) which are the most famous figures nowadays.

Internet is an electronic communications network that connects computer networks and organizational computer facilities around the world that allows people to share information, allows documents to be connected to other documents by hypertext links, enabling the user to search for information by moving from one document to another. It depends on particular languages or codes called internet protocols.

Whereas, the World Wide Web (WWW or simply the Web) is an information system that enables content sharing over the Internet through user-friendly ways. The world had gifted scientists invented the World Wide Web, by Sir Tim Berners in late 1989. This invention proposed a “universal linked information system” using several concepts and technologies, the most fundamental of which was the connections that existed between information. They developed the first web server, the first web browser, and a document formatting protocol, called Hypertext Markup Language (HTML). After publishing the markup language in 1991, and releasing the browser source code for public use in 1993, many other web browsers were soon developed, with Marc Andreessen's Mosaic (later Netscape Navigator), being particularly easy to use and install, and often credited with sparking the Internet boom of the 1990s. It was a graphical browser which ran on several popular office and home computers, bringing multimedia content to non-technical users by including images and text on the same page.

Websites for use by the general public began to emerge in 1993-94. But, by the end of the first decade of the 21st century, a great advancement in this dimension sparked a new era in Web design. The use of social media, becoming common-place in the 2010s, allowed users to compose multimedia content without programming skills, making the Web ubiquitous in every-day life.

II. I learn my vocabulary

- Digit: any of the Arabic figures from 0 to 9.
- Advanced: ahead or far or further along in progress.

- Efforts: the amount of exertion expended for a specified purpose.
- Variants: tending to change or alter, or offer diversity.
- Web: network.
- Facilities: material, equipment.
- Gifted: having great special talent or ability.
- Invention: discovery.
- Web server: a remote computer or a computer program that delivers web pages to a user's computer, or a client, upon request from a web browser.
- Web browser: A software program that facilitates entry to and usage of the Internet.
- Document formatting protocol: a set of rules governing the format of messages that are exchanged between computers.
- To spark: start.
- Graphic: giving a clear and effective picture; vivid.
- Multimedia content: the subjects or topics covered in a web page.
- Design: the shape or outlook of the web page.
- Decade: ten years.
- Common-place: ordinary.
- Ubiquitous: existing or being everywhere, especially at the same time

III. I explore the text

Answer the following questions

- 1- When did the invention of Internet start?
2. Who invented the www? And when?
- 3- Who provided funding for that purpose?
- 4- What are the differences between internet and www?
- 5- How did the network ease the flow of information?
- 6- At what time does the wide use of multimedia content by the public begin?

IV. I learn how to use:

How do you make someone do something?

- You can appeal to the best in them to motivate them to do something.
- You can threaten them with consequences or punishment if they don't do something.
- You can manipulate them with flattery.
- You can offer them something they want on the condition that they'll do what you want them to do.

The causative structure is used when you talk about causing someone else to do something or having something done by someone else. It shows that you are not doing the action yourself, but you make it happen:

Have + somebody + verb

I had the gardener dig up those horrible weeds.

Get + somebody + infinitive

I got the gardener to dig up those horrible weeds.

Have/get something done.

- Alright, I'll **get it cut** this afternoon.
- You don't need to **have a wheel fixed** by a mechanic.
- I need to **get the whole house painted** not just in here.
- Oh yeah, it could hurt someone. And I've just **had it cut!**
- I've just **had it cut**.
- You don't need to **have the window blocked**.
- Are you **getting** those photos printed soon?
- He **got** his car stolen yesterday.
- Please, I want my car washed before I come back.
- Did you **get** your TV set fixed last night?

V. I can try it:

Choose the correct opinion to complete the sentences:

1- I don't have my car. I'm _____ at the mechanic shop.

- a. having to repair it
- b. having it repaired
- c. having it repair
- d. repairing

2- We need to _____. They are really dirty.

- a. have the windows clean
- b. have the windows to clean
- c. get to clean the windows
- d. get the windows cleaned

3- I'm _____ by a local coat maker.

- a. having my coat made
- b. getting to make my coat
- c. having my coat make
- d. making my coat

4- I _____ at the ceremony last night.

- a. had stolen my car
- b. got my car to steal
- c. got my car stolen
- d. stole my car

VI. I can interact:

A. Complete the sentences showing/expressing getting/having something done, then share and discuss with a partner. (The first sentence is done for you as an example.)

- a. Yesterday, (I / cut / my hair) ----- I had my hair cut .
- b. Every Friday, (Dad / wash / his car. -----
- c. Tomorrow, (she / repair / her watch). -----
- d. Each Saturday, (we / invite / some friends) to our home. -----
- e. (They / redecorate / the school) last summer. -----

B. Work with a partner. Ask each other the questions below, and discuss each other's answer:

When did you last:

- a. have your hair cut?
- Did you do it yourself?
- Who did you get to do it for you?
- b. Have your clothes washed and ironed?

VII. I can do it

At home, try with friends to mention five things you've got done.

UNIT ONE

Writing

Lesson 2

I learn how to comment on ideas

I. I read the dialogue.

Some 7th year literature students were commenting on a statement about writing "Writing is neither a gift **nor** an art. It is in between."

Saleh: I think, there are different genres of writing **and** each has particular characteristics. For example writing poetry is different from writing prose.

But writing **for** pleasure is also, different from writing as an art!

Mariem: That's true. Writing poetry in our country is not of that difficult task **so**, many people are gifted in forming some level of poetry verses. **But**, writing prose is an art based **on** tough rules!

Dibi: I don't believe writing prose is very difficult. I have a post saying that we need to know what we are going to write; an article, a short story, a novel or a play. Then to follow required steps in each genre (the shape and content).

Teacher: You want to be a good **or** a famous writer **so**, read and read. The works of the most famous writers in the past and the modern writings are relevant to keep you update. The art of writing and speaking English is the basis of the culture according to SHERWIN CODY "If there is a subject of really universal interest and utility, it is the art of writing **and** speaking one's own language effectively. It is the basis of culture, as we all know; **but** it is infinitely more than that: it is the basis of business. No salesman can sell anything unless he can explain the merits of his goods in effective English (among our people), **or** can write an advertisement equally effective, or present his ideas, **and** the facts, in a letter. Indeed, the way we talk, **and** write letters, largely determines our success in life". The Art Of Writing & Speaking The English by Sherwin : Cody The Old Greek Press Chicago New York, Boston Copyright, 1903.

II. I learn my vocabulary.

- Literature: the entire body of writings of a specific language.
- Commenting: giving a remark, observation, or criticism.
- Writing: a literary composition or production.
- Art: the class of objects that meet or are subject to aesthetic criteria.
- Particular: exceptional or especial.
- Poetry: the art of rhythmical composition, written or spoken, for exciting pleasure by

- beautiful, imaginative, or elevated thoughts.
- Prose: the ordinary form of spoken or written language, without metrical structure, as distinguished from poetry or verse.
 - Genre: a class or category of artistic endeavor having a particular form, content, technique.
 - Article: piece of writing in a newspaper.
 - Short story: a story: A brief fictional narrative, usually written in prose.
 - Novel: a long fictional story.
 - Basis: foundation.
 - Interest: concern.
 - Utility: advantage.
 - Merits: rights.
 - Post: an online message.

III. I explore the dialogue.

Answer the following questions:

- 1- What are these students doing?
- 2- How many poets do you know?
- 3- How many writers do you know?
- 4- Which type of literature do you prefer and why?
- 5- Have you ever visited any website to read more about literature?

IV. I learn how to use:

1- Commenting on ideas

These phrases can be used to comment on ideas:

- What a great post! Thank you for sharing!
- I love this. It's an attractive...!
- Boom!
- You are outstanding
- Yes, I agree.
- Following This.
- I appreciate your posts.
- Yes!
- This post really resonates with me.
- I appreciate your insights on this topic.
- Your perspective adds valuable depth to the conversation.
- This is such an important discussion to have.
- I've never thought about it that way before. ...
- Your post inspired me to [action or reflection].

2- Coordinating conjunctions

A coordinating conjunction is a conjunction that connects words, phrases, and clauses that are coordinate, or equal to each other. Here are the seven most common coordinating conjunctions: **for, and, nor, but, or, yet, and so**, they are commonly known as: (FANBOYS).

Examples:

- Do you think that writing **and** speaking English is a challenge?
- Sometimes children shower **or** bathe at night instead of in the morning.
- Mahjoub found the comments on his writing challenging **yet** helpful.
- I got to the ceremony before you **but** after Vadili.
- They liked the football match, **but** they didn't care for its score.
- I wanted something to drink, **so** I looked in the fridge.
- Reading fiction is beneficial, **for** it can make us more empathetic.
- The library brought a lot of folding chairs, **yet** there were not enough for the guests.
- The fast food we ate was not very tasty **nor** filling enough to tide us over till dinner.

V. I can try it.

Fill in the blanks with an appropriate coordinating conjunctions. (Choose from the box):

for - or - but - so - and

- 1- Would you rather have cheese or Mayonnaise on your sandwich?
- 2- My two favorite sports are football and walking.
- 3- They wanted to go to the beach, but Mom refused.
- 4- I am allergic to cats, so we have three of them.
- 5- I am a vegetarian, and I don't eat any meat.

VI. I can interact

Which of the following comments are negative and which are positive? Check 'Positive' or 'Negative'.

Sentence	Positive	Negative
1. It was boring		
2. It was brilliant		
3. It was really exciting.		
4. It was cool		
5. They can't stand her.		
6. She's so annoying.		

VII. I can do it.

With one or two of your friends, talk about debatable issue and write down examples of the comments you make to be shared with the class.

UNIT TWO

Learning English

Lesson

I learn how to discuss ideas.

I. I read the dialogue.

Most English teachers believe that teaching English as a foreign language, requires from them to be more conscious to develop different language skills in the student: listening, speaking, reading and writing. The activities and strategies used to develop these skills must be determined by the level and ability of the students being taught. Aiming to apply the strategies that facilitate the development of each language skill in the classroom, Alioun who is teaching a 7th year English class opens a discussion with his students saying "Learning to write and speak in a fluent and eloquent manner in English language doesn't come easily. In order to succeed, you'll need to put a lot of continuous efforts in the process of learning a new language, won't you?".

Brahim: I don't think that a 7 year student will have extra time to study English.

Ramata: I don't agree with you. We can attend evening classes in a near English centre, at least twice a week.

Sidina: I do believe that students always have time for learning. For example, start a vocabulary book of useful words; either in a notebook or on your computer, start making a list of useful words and phrases. Every time you hear or see a word you're not familiar with, note it down. Don't only focus on the word itself, but search for synonyms and phrases in which it's used.

Teacher: That's right. You can immerse yourself in English language news; try to sample a broad range of English language newspapers, including broadsheets as well as magazines and tabloids. As well as helping you keep up-to-date with current affairs, this range of news sources will also expand your vocabulary. Another advantage is that you will become more comfortable with how words are spelt and the contexts in which they are used.

II. I learn my vocabulary.

- Conscious: aware.
- Skills: abilities.
- Facilitate: ease.
- Eloquent: expressive.
- Manner: way.
- Not familiar: not usual.
- Immerse: get exposed to...
- Sample: to take various examples.

- Broadsheets: a newspaper printed on large paper,
- Magazines: a publication that is issued periodically.
- Tabloids: a small newspaper.
- News sources: news origins.
- Expand: enlarge.

III. I explore the dialogue.

Answer the following questions

1. What are the most important skills in learning a language?
2. Whose responsibility is it to develop these skills in the students?
3. How would the students get enough language skills to speak and write?
4. Is it easy to learn a foreign language at home?
5. What is the use of a foreign language?

IV. I learn how to use:

1- a. Phrases for asking for opinion

The following are some phrases you can use to ask for an opinion:

Could you tell me...?	What do you think about/of...?
What's your opinion about...?	Do you think/feel...?
How do you feel about...?	May I ask you...?

b. Giving Opinion

While giving your opinion, it is important to represent yourself with clarity and in a respectful way. Below are some sample phrases you can use:

- In my opinion/view
- If you ask me, ...
- As far as I can see/ I'm concerned, ...
- It seems to me that...
- I have the feeling I think/ feel/ believe that...

2- Gerunds and Gerund Phrases and Infinitives and infinitive Phrases formation:

Gerund	Infinitive
<u>VERB + ing</u>	<u>to + VERB</u>
Aiming	to aim
Being	to be
Developing	to develop
Learning	to learn

Listening	to listen
Putting	to put
Reading	to read
Writing	to write

A gerund phrase includes the gerund and its related information.

Example: Getting good results in the exam requires a lot of work.

An infinitive phrase includes the infinitive and its related information.

Example: To get good results in the exam, you should work hard.

V. I can try it.

With two of your classmates, ask and answer the following questions about familiar topics:

What's your opinion about ?

What's your point of view about ?

What do you think of ?

What's your attitude towards ?

What's your say about ?

How do you feel about ?

Do you think / believe that ?

VI. I can interact:

Fill in the correct form.

1. He can't imagine _____ at home. (work)
2. We have decided not _____ any old books. (buy)
3. The children seem _____ the new school. (like)
4. The students hope _____ the exam. (pass)
6. She is lazy. She doesn't feel like _____ any work. (do)

VII. I can do it.

Discuss with a friend what you think is the easiest and most efficient way to learn English.

UNIT THREE

Protecting the environment Lesson

I learn how to describe sequences of actions

I. I read the text.

The environment faces many challenges today, such as pollution, deforestation, and climate change. Although these problems seem large, small actions taken by individuals can lead to big improvements. Everyone can play an important role in protecting the planet, with small actions and big impact.

First, we should start by reducing the amount of waste that we humans produce, avoid buying items with too much packaging, use reusable bags, bottles, and containers. Waste is reduced when people make conscious choices. Next, after using plastics, glass, or paper, make sure it is recycled. Items like old clothes and furniture can be donated instead of thrown away (for example old clothes help to make a tent by sewing these old clothes). Reusing materials helps conserve natural resources. Then, turn off lights and appliances when they are not in use. Energy can be saved by switching to energy-efficient bulbs. The less energy we use, the less pollution is produced by power plants. After that, we have to protect water sources. Water must be conserved by turning off taps while brushing your teeth. Leaks should be fixed immediately. Clean water is a limited resource, and wasting it can lead to a shortage. Later, consider planting trees in your community. Trees absorb carbon dioxide and produce oxygen. By planting trees, air quality is improved and habitats for wildlife are created. Finally, join local groups that focus on protecting the environment. Petitions should be signed to encourage governments to pass laws that reduce pollution. The earth must be protected for future generations. If small actions are taken by many people, big changes will happen. Protecting the environments starts with you!.

II. I learn my vocabulary.

- Pollution: the action of making an environment unsuitable or unsafe for use.
- Deforestation: is the leaning of trees, transforming a wooded area into cleared land.
- Recycled: refers to items or materials that are being used again.
- Donated: given to help people.
- Appliances: devices, machines, or pieces of equipment, especially an electrical one that are used in the house.
- Energy-efficient bulbs: energy saving lamps.
- Leaks: accidental holes that allow water to enter or escape.
- Shortage: is a lack of something, especially a severe lack.
- Absorb: take in.
- Wildlife: animals and plants that grow independently of people, usually in natural conditions.
- Petitions: requests.

III. I explore the text.

Comprehension questions:

1. What is the first step to reducing environment damage?
2. What should you do with plastic, glass, or paper after using them?
3. List two actions you can take to save energy at home?
4. Why is it important to fix leaks immediately?
5. What is the final step suggested to protect the environment?

IV. I learn how to use:

Grammar focus: Sequences, Imperatives, and Passive Voice.

Sequencing words are used to show the order of events or steps in a process. They are vital for clear communication and help the reader or listener understand the flow of ideas. The sequencers used in the text: **First, next, then, after that, later, finally.**

Imperatives are sentences that give commands, instructions, advice, or requests. They are used to tell someone what to do or not to do. Imperatives in the text:

- Turn off lights and appliances when not in use.
- Use reusable bags and bottles.
- Join local groups that protect the environment.

Passive Voice is a grammatical structure used to emphasize the action or the object of a sentence, rather than the person or thing performing the action.

The passive voice in English is formed using **to be in the same tense as the active verb + past participle of the main verb.**

Examples of passive voice sentences used in the text:

- Waste **is reduced** when people make conscious choices.
- Plastic **is recycled** after use.
- Leaking taps **must be fixed** immediately.

V. I can try it.

1. Put the steps in the correct order using the sequencing words (e.g., first, next, then, after that, finally).

How to make a cup of tea:

- a. Add tea leaves or a tea bag to the cup.

- b. Pour boiling water into the cup.
- c. Stir the tea and enjoy your drink.
- d. Heat water in a kettle.
- e. Let the tea steep for a few minutes.

2. Complete the sentences using imperatives, passive voice, and sequencing words where appropriate.

- a. First, the ingredients _____ (mix) in a large bowl.
- b. _____ (cut) the vegetables into small pieces.
- c. After that, the mixture _____ (pour) into a baking tray.
- d. _____ (bake) the dish in the oven for 20 minutes.
- e. Finally, the food _____ (serve) with a fresh salad.

VI. I can interact:

With your deskmate, choose a topic such as 'how to recycle plastic', 'how to bake a cake', 'how to set up a tent', etc. Then write a set of instructions using imperatives, passive voice, and sequencers.

Remember! You and your partner will have to present your work to the class.

Example: How to bake a cake

First, the oven is preheated to 180°C.

Then, mix the ingredients in a bowl.

After that, the batter is poured into a baking tin.

Finally, bake the cake for 30 minutes.

VII. I can do it.

Write the instructions for the following activities, combining imperatives, passive voice, and sequencing:

1. How to wash clothes.
2. How to plant a tree.
3. How to set up a new Smartphone.

Example:

- First, the seeds are planted in the soil.
- Water the seeds every day.
- After that, the plant should be protected from strong sunlight.

UNIT FOUR

A secretary

Lesson

I learn how to report speeches

I. I read the dialogue.

Dialogue: Abdou wanted to type a report. He went to see a secretary. They had the following conversation:

- Abdou:** Good morning. Jeinaba. Do you have a little time for me? I need to type this report.
- Jeinaba:** When do you want it ready?
- Abdou:** You know, we have a meeting in two hours time.
- Jeinaba:** Does it contain colored pictures or complicated shapes?
- Abdou:** Yes, it does, but only a few. I think you have a color printing machine.
- Jeinaba:** That's right, but treating images and geometric shape may take some time.
- Abdou:** Did you use updated software before?
- Jeinaba:** I have attended a professional training on Photoshop and Indesign...
- Abdou:** Ok, then, I think you can finish it in an hour from now. It's not that long nor is it that complicated.
- Jeinaba:** Ok. I'll do my best.
- Abdou:** All right. Let me know when you finish. Thanks.

II. I learn my vocabulary.

- Free time: spare time.
- In a hurry: under pressure.
- Geometric shapes: Triangular, rectangular, etc.
- Photoshop: a software used for editing, enhancing and creating images and graphics.
- Indesign: a software used to prepare books for printing through specialized machines.

III. I explore the dialogue.

Comprehension questions:

- 1- Where is Abdou?
- 2- What is he doing?
- 3- What does he need the report for?
- 4- Does his Report contain any pictures or shapes?
- 5- Which software has the secretary been trained on?

IV. I learn how to use:

Reported speech:

Example: "I am tired", Tom says. (direct)
Tom says that he **is** tired. (indirect)

BUT:

"I am tired", Tom said. (direct)
Tom said that he **was** tired. (indirect)

Here's a table that may be useful when the introductory verb is put into the simple past:

Direct speech	To	Indirect speech
1. simple present		simple past
2. present continuous		past continuous
3. simple future		conditional
4. future continuous		conditional continuous
5. present perfect		past perfect
6. present perfect continuous		past perfect continuous
7. simple past		past perfect <u>or</u> simple past
8. interrogative		affirmative
9. imperative		complete infinitive

Examples of introductory verbs:

With statements: (say, add, declare, explain, affirm,)

With questions: (ask, want to know, wonder, inquire)

- WH questions:

"Tom, what time is it?" Ted said.
Ted asked Tom what time it was.

- Yes / No questions:

"Are you coming, Mary?" Ted said.
Ted asked Mary **if** she was coming.

With commands: (order, tell, ask)

- Positive commands:

"Sit down, Ali!" the teacher said.
The teacher told Ali to sit down.

- Negative commands:

"Don't smoke in the classroom, Samba!" the teacher said.
The teacher told Samba not to smoke in the classroom.

N.B.: would, could, should, might, ought to do not change in reported speech.

Examplee: She said, 'I could type quickly'. She said that she could type quickly.

V. I can try it.

Report the following:

1. He says, "I go to the countryside each summer."
2. They said, "We don't like tea with sugar."
3. She said, "I won't attend his party."
4. Fatou said, "I helped my mother yesterday."
5. Hamze said, "We are going to see you."
6. I said, 'I will invite my friends next weekend.'
7. She claimed "My boss didn't tell me."

VI. I can interact:

Work with a partner. Each one of you should write three personal statements. Then, exchange your work, and report each other's statements to the class.

VII. I can do

Write a short paragraph in which you narrate a story/a tale you had caught in your family or hometown.

UNIT FIVE

Mining equipments

Lesson

I learn how to check and confirm

I. I read the dialogue.

Dialogue: Mahmoud has recently visited his uncle Salem who lives in Zouerate. In the weekend they left the house to see aunt Maimouna in F'Derick city and had the following discussion.

Mahmoud: I think this big building is a company, isn't it?

Salem: Yes, it is. That's the General Administration of SNIM Company. Do you see those equipments?

Mahmoud: Yes, I do. This is the railroad. And those big trucks are used to carry sand and bricks, aren't they?

Salem: No. They are used to bring mining ore extracted by Rock Drills to the Draglines which put the iron ore into train wagons. Don't you know the heavy equipments used in mining?

Mahmoud: No, I don't. I suppose they use; bulldozers and Hydraulic Mining Shovels to remove unwanted materials. Don't they?

Salem: Yes, they do. You should know more since you want to be a mining engineer. They also use, Rotary Drill Rigs, Motor Grader, Wheel Loaders, etc.

Mahmoud: I can say this is my best trip truly. Can't I?

II. I learn my vocabulary.

- Large Mining Trucks. To move materials around a mine site, workers need heavy-duty trucks.
- Hydraulic Mining Shovels : any fairly large contrivance or machine with a broad blade or scoop for taking up or removing loose matter
- Large Dozers : bulldozers.
- Electric Rope Shovels: are built specifically for removing large amounts of overburden and ore.
- Rotary Drill Rigs and Rock Drills: equipments used for drilling to extract mining ore.
- Motor Graders : Machines used for grading application (Niveleuse in french).
- Large Wheel Loaders : A wheel loader uses an arm to lift and lower its bucket (Chargeur in french).
- Draglines: a heavy-duty excavator used in civil engineering and surface mining (Pelle in french).

III. I explore the dialogue.

Comprehension questions:

1- Choose another title for this dialogue.

2- Where is Mahmoud and why is he there?

3- Where did his uncle take him to on the weekend?

4- What did Mahmoud want to study after his Bac?

IV. I learn how to use:

Question tag:

Short question added to the end of a statement to confirm information or seek agreement. They are also used to make the conversation more interactive or polite.

Form:

Main sentence + auxiliary/model verb + subject pronoun.

N.B.: When the statement is positive, the tag question is negative.

e.g. You are an engineer, aren't you?

When the statement is negative, the tag question is positive.

e.g. You aren't going there, are you?

Example:

With 'be' as a verb	She is a nurse, isn't she?
	The aren't ready, are they?
	I am not a teacher, am I? But! I am a teacher, aren't I?
With auxiliaries	Cheima hasn't finished yet, has she?
With modal verbs	We can leave now, can't we?
Without auxiliaries: use 'do / does / did'	Kady left early, didn't she?

N.B. The statement and the question tag are separated with a comma.

V. I can try it.

Add tag questions to the following statements:

1. He can't speak English fluently. _____ .

2. We have decided to participate_____ .

3. The children have won the match _____ .

4. The students will attend the lecture _____ .

6. I don't like black coffee _____ .

VI. I can interact:

Work individually to come up with sentences and their corresponding tag questions that you will share with your deskmate.

VII. I can do

Write a short conversation in which the characters use question tags.

UNIT SIX

Dreams for tomorrow Lesson 1

I learn how to express hopes/ wishes

I. I read the dialogue.

Dialogue:

Thiam: Hey, Baba! What are you thinking about...?

Baba: Oh, I was just daydreaming. I really **hope** I can visit your hometown, Kaedi next year.

Thiam: That's sounds amazing! I **wish** you could come with me now. I have always wanted to see you in my place.

Baba: Me, too! I hope we can plan a trip together someday. It's really a nice city with its ethnic diversity.

Thiam: That would be great!

Baba: By the way, I **wish** I could speak the different local languages spoken in your hometown.

Thiam: I wish so. That would make travelling easier for you, but never mind, we are together. I'll help, in sha Allah.

Baba: I hope you have time to teach me more things about the traditions and rituals before I go.

Thiam: Thank you. Then one of my most important dreams can come true.

II. I learn my vocabulary.

Daydreaming: reverie, imagination.

Amazing: great, awesome.

Plan: organize, arrange.

Rituals: series of actions done in a fixed traditional way.

III. I explore the dialogue.

Comprehension questions:

1. What does Baba hope to do next year?
2. What does Thiam want from Baba?
3. What does Baba wish to do before travelling to Kaedi?

IV. I learn how to use:

“**Hope**” and “**wish**” both express desires, but they are used differently depending on reality, possibility and tense.

HOPE: when something is possible or likely. It refers to the future or something we believe

can really happen.

Structure:

hope + present tense (for future events.)

e.g. I hope you pass the exam. (real possibility in the future.)

She hopes it doesn't rain tomorrow.

hope + past tense (for past events.)

I hope you had a great time.

WISH: used for unreal , imaginary, or impossible situations.

Structure:

wish + simple past (present unreal situations)

e.g. I wish I knew French. (but I don't)

wish + past perfect (past regrets)

e.g. she wishes she had studied more. (but she didn't)

wish + would (annoying habits or future changes we don't control.)

e.g. I wish it would stop raining.

NB.: I wish I **were** taller. (but I'm not.)

V. I can try it.

Complete these sentences using 'hope and wish'

1. I ----- I can visit Mecca next pilgrimage.
2. She ----- she could speak French fluently.
3. We ----- to see the Northern lights someday.
4. I ----- I had more time for hobbies.

VI. I can interact:

A. Write three sentences expressing your own hopes and wishes.

Examples: I hope to get a good grade on my English test.

I wish I could visit Paris.

I hope to learn how to memorize the holly Quran faster.

B. Share and discuss your answer with a partner.

VII. I can do it.

Write a short paragraph about your hopes and wishes.

UNIT SIX

My ideal friend

Lesson 2

I learn how to express desire/ wants

I. I read the text.

Text:

No one can deny the importance of having a good trusted friend. This person is called ideal friend. An ideal friend is someone I've always dreamed of having. I want my friend to be honest and trustworthy, because I need someone I can rely on in any situation. What I really want is a friend who supports me and stands by me during tough times.

I would like my friend to share similar interests with me. I'd love to have a friend who enjoys playing sports reading books. I also hope to find someone who loves travelling because I've always wanted to explore new places with a good friend.

Another quality I hope for in an ideal friend is kindness. I want a friend who listens to me when I'm upset and offers me advice when I need it. It would be amazing to have a friend who encourages me to chase my dreams and motivates me to do my best.

In short, my ideal friend would be loyal, caring and fun to be with. Having someone like that in my life is something I've always wished for.

II. I learn my vocabulary.

- Ideal:** the best or most perfect example of something.
- Honest:** always telling the truth, not lying.
- Trustworthy:** someone you can trust completely, reliable.
- Supportive:** encouraging, giving help.
- Motivates:** makes someone want to do something or work hard.
- Loyal:** faithful.

III. I explore the dialogue.

Comprehension questions:

- What are the two main qualities the writer wants in an ideal friend?
- Why does the writer want a friend who shares similar interests?
- How does the writer want their ideal friend to behave during tough time?

IV. I learn how to use:

WOULD LIKE is a polite way to express a desire or want.

Structure:

subject + would like + noun + infinitive verb.

e.g. I would like a cup of coffee (desire for a drink)

She would like to visit Paris.

FEEL LIKE is also used for desire.

Structure:

I feel like + noun or I feel like + gerund (verb+ ing)

I feel like a glass of water (for specific thing)

I feel like going for a walk

WANT (desire for a thing)

Structure:

want + noun

I want a new phone

want + to + verb (Desire to do something)

I want to eat pizza

They want to travel abroad

IV. I can try it

Write a short letter to your ideal friend using expressions of desires and wants you've learned.

Guide lines:

- Start by introducing yourself.
- Mention some qualities you want in a friend.
- Talk about activities you would enjoy doing together.
- End by expressing how you would feel if you and this friend were at the same school

VI. I can interact:

With your deskmates, discuss the following questions:

1. Who is your best friend?
2. Do you consider him/her an ideal friend? Why? or why not?
3. What activities would you enjoy doing with your ideal friend?
4. What qualities, do you think, make an ideal friend?

VII. I can do it.

Complete the sentences using 'would like,' 'want,' or 'hope.'

1. I _____ (to go) on vacation this summer.
2. My friend _____ (to learn) how to play baseball.
3. I _____ (to find) a job that I love.
4. I _____ (to have) a lot of money one day.
5. I _____ (to travel) around the world with my bests.

UNIT SEVEN

University students' choices Lesson 1

I learn how to express alternatives with positive and negative sentences.

I. I read the text.

Text:

Students who newly get their Baccalaureate and want to go to universities, have various choices. They can either fulfill the requirements of the ministry to get free enrolment or go to private universities. It depends on either the financial conditions of the student or his eligibility to benefit from free scholarships given by international organizations and some foreign universities and institutes. Students are allowed to visit web sites that offer scholarships like: UN, UNESCO, OSCE, EU, ASEAN and other international organizations. The students can write the name of the organization and use any browser (Google for example) to research choosing between available results. You may also visit websites of some institutes such as Politecnico di Milano or other institutes through; www.emjmd-plus.ec.europa.eu

As a university student, you can benefit from online courses which can supplement your education, expand your skill set or provide new knowledge. You can evaluate the many online classes available before choosing one, like completing classes on writing, project management or graphic design. Some courses are free, while others can charge a little money. You can also choose when and how you study. Providers can certify you once you complete the classes and assessments. For example, they can give you a certificate or diploma upon completion. These courses can take a few weeks or months and give you the qualifications to enhance your professional life.

For the students who neither live at a university residence nor have available circumstances to continue going to university, they can skip university education and undertake a programme that suits their circumstances, requirements and preferences. There are many alternatives that can be worth spending effort, money and time on. Surely there are always various options available for people who prefer to skip university education.

II. I learn my vocabulary.

- Enrolment: registration, admission, signing up to become a student in a school or at a university.
- Various: diverse.
- Requirements: demands or conditions.
- Free scholarship: opportunity to study without any payment.
- Online courses: a distance learning.
- Management: administration.
- Graphic design: visual communication that combines images, words and ideas
- Certificate: diploma / physical document proving completion or achievement.
- Qualifications: status or skill gained after completing education or training.
- Enhance: improve.

- Skip university: choose not to go to university.
- Alternative: substitute.

III. I explore the text.

Answer the following questions

- 1-It is up to a student to choose his favorite specialization?
- 2-Do the first year university students have any assistance to study?
- 3-Where can they find assistance?
- 4-Where do they find free scholarships?
- 5-Do students who prefer to skip university education have any alternative?

IV. I learn how to use:

1-Features of alternatives

An alternative is one of two or more possibilities that cannot operate together at the same moment. In some cases, one can be replaced by another at a different time, but in other cases, no change is ever possible.

Adding **either** to **or** has at least two uses:

- suggesting that no more than two possibilities exist (though some writers mention more with further uses of **or**).

- emphasizing the fact that alternatives are being given. One reason for doing this is that **or** by itself can indicate the opposite of an alternative – that two expressions are different names or descriptions of the same thing.

Nouns that most obviously convey the idea of “alternative” are **alternative** and **possibility**. A common use is with BE:

- (a) This idea is an alternative (or a possibility).
- (b) Those suggestions are alternatives/possibilities.
- (c) This might happen. It is an alternative.

-**Whether** and **If** are also used to express alternatives

2- Idiomatic preposition of location:

In bed (sleeping)	on the bed (sitting)	
At home	at work	
At/ in school	at/ in the mosque	at/ in the office
At the hospital (visiting, working)	in hospital (a patient)	

V. I can try it.

Combine every pair of the following sentences using 'either ... or.'

Example:

1. a. I will have a coke.

I will have either a coke or a fanta.

b. I will have a fanta.

2. a. The boss will be here today.

_____ b. the boss will be here tomorrow.

3. a. In this game you win.

_____ b. In this game you lose.

4. a. Give the money you have stolen.

_____ b. I'll call the police.

VI. I can interact:

In a class meeting, a teacher and students, talk about different alternatives available for students from different scientific backgrounds.

VII. I can do it.

Write a short paragraph talking about what you would do after getting the bac.

UNIT SEVEN

I prefer study alone

Lesson 2

I learn how to express preferences

I. I read the dialogue.

Dialogue: Two classmates, Ousman and khady, are discussing their learning and study preferences.

Khady: Have you started studying for the history exam?

Ousman: A little. I prefer studying in the morning when I'm fresh. What about you?

Khady: I'm the opposite! I like studying in the evening when it's quiet.

Ousman: Do you study alone or in a group?

Khady: I enjoy group study. Talking about the material helps me. What about you?

Ousman: I prefer study alone. Groups distract me.

Khady: That makes sense. I like using flashcards. Do you use any tools?

Ousman: Not really. I prefer writing summaries and watching videos for tricky topics.

Khady: Interesting! Do you listen to music while studying?

Ousman: Not all the times.

Khady: I prefer total silence. That's why I study at the library.

Ousman: I'd rather study at home. It's more comfortable.

Khady: It's funny how different our preferences are. Good luck studying!

Ousman: You, too!

II. I learn my vocabulary.

- **Prefer:** like better.
- **Fresh:** rested, energetic.
- **Enjoy:** take pleasure in...
- **Make sense:** be logical, be reasonable.
- **Tricky:** complicated, challenging.

III. I explore the dialogue.

Comprehension questions:

1. When does Ousman prefer to study, and why?
2. What time of the day does khady like to study?
3. Does Ousman enjoy studying alone or in a group? Why ?
4. Why does Khady prefer group studying?

IV. I learn how to use:

Basic preferences:

prefer + noun/ gerund (verb+ing):

- I prefer coffee.
- I prefer studying alone.

like+ noun/ gerund:

- I like group discussions.
- I like reading at night.

enjoy+ gerund:

- I enjoy listening to music while studying.
- I enjoy using flashcards.

'd rather+ base verb:

- I'd rather study in the morning.
- I'd rather take notes than read the textbook.

Asking about preferences:

Do you prefer+ noun/ gerund+ or+ noun/ gerund+?

- Do you prefer studying alone or in a group?
- Do you prefer flashcards or practice test?

Would you rather+ base verb+ or+ verb+?

- Would you rather study in the morning or in the evening?
- Would you rather listen to music or study in silence?

Comparing preferences:

prefer + noun/ gerund+ to +noun/ gerund:

- I prefer reading books to watching videos.
- I prefer studying at home to studying at the library.

'd rather+ base verb+ than +base verb:

- I'd rather write notes than use flashcards.
- I'd rather work alone than in a group.

Explaining preferences:

Add reasons to explain your choices:

prefer.....because.....

- I prefer studying in silence because it helps me concentrate.

'd rather.....because

- I'd rather study at home because it's more comfortable.

like.....because....

- I like using videos because they make difficult topics easier to understand.

V. I can try it.

Complete the sentences below with your own preferences:

1. I prefer _____ to _____ because _____
2. I like _____ because _____
3. I enjoy _____ when _____
4. I'd rather _____ than _____ because _____
5. Do you prefer _____ or _____ ?

VI. I can interact:

With a partner, brainstorm your ideas on how to prepare well for an exam.

Discuss your preferences using phrases like I prefer... to ...and I'd rather... than...

VII. I can do it.

Match the phrases in column A with their logical continuations in column B:

1. I prefer studying alone...	a. because it helps me focus better.
2. I like group discussions...	b. than stay up until late at night.
3. I'd rather study when I wake up early...	c. because they make learning fun.
4. I enjoy watching videos...	d. than reviewing my notes alone.
5. I prefer listening to music...	e. when I am working.

UNIT SEVEN

Violent Sports

Lesson 3

I learn how to express agreement and disagreement

I. I read the text.

Text:

I think people all over the world **are familiar** with some kind of sports. This has become incredibly common. **Everybody is going out** for a jog, a swim or a friendly match. Even some people **are taking** it to the next level by competing at marathons or even triathlons. It can't be argued that the fact that more people **are doing exercise** of some kind **is good news**. Because keeping ourselves in movement and healthy will prove greatly advantageous for our quality of life in a couple of years. Many people believe that it has been proven in many studies that doing some kind of **sport will prolong our life expectancy**.

Some sports games **are funny** and useful, like: football, tennis, volley ball, swimming, etc. A lot of people supporting these games argue that they **are less dangerous** in comparison with the violent ones. Do you agree with this idea?

I do believe that violent sports should be prohibited such as: **Rugby, boxing, wrestling, etc.** **Boxing** for example is the most **grueling** sport in the world. You can get some damaging injuries early on and still have to fight other rounds! **American football** is by far the **most violent sport** on the planet.

In my opinion, I think that **wrestling** is a very violent and dangerous **game** or sport. **It is harmful**, and injuries (physical injuries) like bruises, blood, breaking a bone, and even **brain damage are common**. I don't think **wrestling** is a great game or sport to play. A lot of people say that **wrestling** is fake. **Gymnastics** is a sport involving the performance of exercises requiring strength, flexibility, balance and control. It is not violent but it may cause serious danger.

To agree or disagree with these statements differs from one person to another according to the cultural, physical, and social background of people.

II. I learn my vocabulary.

- Marathon: any long-distance race
- Triathlon: an athletic contest comprising three consecutive events, usually swimming, cycling, and distance running.
- Prohibited: banned.
- Another round: another stage of the game.
- Grueling: brutal.
- Fake: prepare or make (something specious, deceptive, or fraudulent).

III. I explore the text.

Answer the following questions:

- 1- How many sports are mentioned in the text?
- 2- What is the importance of sport?
- 3- Which sports can be seen as non-violent?
- 4- Which sports are most violent and why?

IV. I learn how to use:

a. Agreeing with an opinion

Agree with someone's opinion. It's important to acknowledge their perspective respectfully. Here are some phrases that can be useful:

- I (quite) agree
- I agree completely
- I couldn't agree (with you) more.
- I entirely/ completely agree with you on that.
- That's true/ right
- That's just it.

b. Agreeing partially

It allows you to agree with some aspects of an opinion or statement. Here, are some phrases and expressions you can use:

- Yes, perhaps, but...
- Yes, possibly, although
- Yes, but on the other hand...
- I agree up to a certain point, but...
- Yes, in a way.

c. Asking for more clarification

- Could you explain to me...?
- Could someone please tell me...?
- Just tell me the reason why...?
- I don't really understand.
- I just don't see why/ what/ how...
- Are you saying that...?

d. Disagreeing

I see your point, but I don't quite agree.
That's interesting, but I think differently.
I'm not sure about that.
You might be right, but...
I completely disagree.
That's not how I see it.
Actually, I think the opposite.

V. I can try it.

Decide if you would agree or disagree with the statements below:

- a. Online learning is better than traditional classrooms.
- b. Students should wear school uniforms.
- c. Mobile phones should not be allowed in class.
- d. Cheating is a bad habit.

VI. I can interact:

Share your opinions with a partner, giving reasons.

VII. I can do it.

Choose a debatable issue and discuss it with a partner. Then, write a paragraph about your different opinions and reasons, to share with the class.

UNIT EIGHT

Technology gadgets

Lesson 1

I learn how to express ability, inability, deduction, and request

I. I read the text.

Text:

In today's world, technology plays a huge role in our everyday lives. Technology and gadgets have made our lives much easier, allowing us to accomplish tasks we couldn't do as easily as in the past. For example smart phones are incredibly versatile and can help us in many ways. They can help us check emails, set reminders or even control home appliances.

But beside its advantages, it also has disadvantages among which are, for example, wasting time on these devices, and also watching harmful or inappropriate sites. We must avoid nonsense and benefit from what can be important and worthwhile.

When it comes to computers, laptops can be used for both work and entertainment. It must be great to have a laptop if someone prefers to work from home.

Smart watches are another popular gadget, allowing users to track their health and activities.

Despite their usefulness, gadgets can sometimes cause problems. Phones and laptops can become slow or break, leading to frustration. People might find themselves distracted by notifications or spending too much time on social media. It's important to find a balance and use technology in a way that benefits our lives.

II. I learn my vocabulary.

- **Gadgets:** tools, such as, smart phones, laptops, ect.
- **Versatile:** able to adapt or be used for many different functions or activities.
- **Entertainment:** pleasure.
- **Frustration:** annoyance, disappointment.
- **Distracted:** preoccupied.

III. I explore the dialogue.

Comprehension questions:

1. List the gadgets stated in the text.
2. What can a smart phone do?
3. What can a laptop be used for?

IV. I learn how to use:

Ability:

Can (present ability) used to talk about something someone is able to do in the present.

Could (past ability) used to talk about abilities in the past.

Be able to (general ability or future ability).

Deduction:

Must - strong deduction.

Might / may / could - possibility.

Can't - strong negative deduction.

Request:

Can used to ask for something or request help in a casual way.

Could polite use to make polite request.

Would for making more formal and respectful requests.

See the chart below for more details and examples:

Function		Model verb	example
Ability (present)		Can	- I can swim.
Ability (past)		Could	- When I was young, I could run faster.
Ability (general)		Be able to	- You will be able to learn soon.
Deduction	strong	Must	- She must be at home by now.
	possible	Might/ may/ could	- He might be working late.
	impossible	Can't	- He can't be at the meeting.
Request	informal	Can	- Can you help me, please?
	polite	Could	- Could you lend me the pen, please?
	formal	Would	- Would you mind if I open the window.

V. I can try it.

Fill in the blanks with 'can', 'could' or 'be able to.'

1. When I was younger, I _____ run five miles.
2. She _____ speak three languages fluently.
3. I _____ help you with your home work later if you want.
4. I _____ play the piano, but I don't practice anymore.

Choose the correct modal verb (must, might, could, can't) for each sentence.

1. He _____ be at home; I saw his car in the driveway.
2. She _____ be at work now because I haven't seen her online today.
3. They _____ be at the meeting; it's already over.

VI. I can interact:

With a classmate, brainstorm and discuss some of the functions a smart phone can do.

VII. I can do it.

Rewrite the following requests using can, could, or would to make them more polite.

Example: Give me a pen, please. "Could you give me a pen please?

1. Help me with my project. _____
2. Open the window, please. _____
3. Tell me where the library is. _____
4. Pass me the salt. _____

UNIT EIGHT

Job interview

Lesson 2

I learn how to express obligation.

I. I read the dialogue.

Dialogue:

Interviewer:

Good morning, Ms Roberts. Thank you for coming in today.

Candidate:

Good morning, thank you for having me.

Interviewer:

before we begin, I'd like to remind you that all candidates are required to bring a printed copy of their CV. Did you bring one with you?

Candidate:

Yes, of course. I knew I had to prepare all the necessary documents beforehand. Here it is.

Interviewer:

Excellent. Now, let's talk about the role. You'll be working as a team leader; you must be able to handle group dynamics effectively. Can you give an example of a time when you led a team?

Candidate:

Certainly. In my previous role, I was responsible for managing a team of five. I had to ensure that everyone understood their responsibilities and met deadlines. For instance, I organized weekly check-ins to track progress and resolve any issues.

Interviewer:

That's great to hear. For this position, you'll be expected to collaborate with different people. Do you feel comfortable doing that?

Candidate:

Absolutely. I believe communication is key, so I always make an effort to maintain open channels with colleagues. I understand that I'll be required to attend regular interdepartmental meetings.

Interviewer:

Correct. Additionally, you'll need to be available for occasional weekend work during peak times. Are you ok with that?

Candidate:

Yes, I'm flexible. I understand that there are times when we must prioritize work over personal plans, especially during important projects.

Interviewer:

Excellent. Another requirement is meeting deadlines consistently. In this role, there is no room for delays. Can you share how you manage your time?

Candidate:

Of course, I always set clear priorities and break tasks into smaller steps. I also make it a point to inform my manager if I need additional resources or time to complete a task.

Interviewer:

Another note, our company strongly encourages sustainability. You'll need to follow our eco-friendly policies such as minimizing paper use and recycling.

Candidate:

That's fantastic. I believe we all ought to contribute to environmental sustainability.

Interviewer:

wonderful, that's all for today. Do you have any questions for me?

Candidate:

Yes, I do. Will I need to undergo any specific training before starting the role?

Interviewer:

Good question. Yes, all new employees are required to complete a

Candidate:	one-week on boarding program. You'll also be expected to review the company handbook before your first day.
Interviewer:	Thank you, that sounds very comprehensive.
Candidate:	Great! We'll be in touch soon. Thank you for your time, Ms Roberts.
Candidate:	Thank you! I look forward to hearing from you.

II. I learn my vocabulary.

- **Required:** expected, have to.
- **CV:** curriculum vitae
- **Beforehand:** in advance
- **Handle:** manage, manipulate
- **Deadline:** the latest time or date by which something must be completed
- **Flexible:** the ability to adapt to new situations or to change plans easily
- **Interdepartmental:** involving or occurring between different departments within an organization
- **Peak time:** most active period when demand for a service, activity, or resource is at its highest, such as holidays and sales events.
- **Prioritize:** to arrange or deal with things in order of importance.
- **On boarding:** the process of introducing a new employee to a company and its policies
- **Sustainability:** continuity.
- **Undergo:** to experience, or go through something

III. I explore the dialogue.

Comprehension questions:

1. Why did the interviewer ask Ms Roberts if she brought her CV?
2. What does the company expect from the employees in terms of sustainability?
3. What training is required for new employees before starting the job?
4. How did Ms Roberts show flexibility during the interview?
5. Do you think Ms Roberts Is a good candidate for the role? Why or why not?

IV. I learn how to use:

- **Must:** used for strong, personal, or internal obligation often subjective.
- Subject + must + base verb.
e.g. You must study hard.
- **Have to:** indicates strong, external obligation (rules, laws, or other people's expectations)
- Subject + have to + base verb. You have to wear a seatbelt while driving.

- **Need to:** emphasizes necessity, often practical or logical.
- Subject + need to + base verb. You need to bring your passport for the flight.
- **Ought to:** expresses moral or weaker obligation. It suggests what the right thing to do is.
- Subject+ ought to + base verb. You ought to apologize if you made a mistake
- **Shall:** used in formal or legal contexts to indicate mandatory action. (Rare in modern English.)
- Subject+ shall+ base verb. Employees shall follow company policies.

V. I can try it.

Fill in the blanks with the correct verb (**must, have to, ought to, don't have to, needn't to**)

1. You _____ study hard if you want to pass the exam.
2. Employees _____ wear a uniform at this company, it's optional.
3. It is imperative that all passengers _____ fasten their seatbelts during takeoff.
4. Students _____ bring their own books; the school provides them.

VI. I can interact:

With your deskmate, brainstorm and discuss school and classroom rules.

VII. I can do it.

Share and explain the school and classroom rules you and your deskmate had brainstormed, with the class.

UNIT EIGHT

A leap into the unknown

Lesson 3

I learn how to certainty and uncertainty

I. I read the text.

Text: The story

Amina stood at the airport gate, her heart pounding. She was about to board a plane to a country she had never visited, leaving behind everything familiar. She clutched her ticket lightly, trying to convince herself, "this is the right decision. I am sure of it." But deep down, uncertainty lingered.

Her family had mixed reactions. Her mother had said " I have no doubt that you will succeed. You've always been strong." Her father on the other hand, hesitated, "Are you sure about this? It might not be as easy as you think." Amina had smiled and replied confidently. " I know it will be a challenge, but I'm certain that this is what I want."

Now standing alone in the terminal, doubt crept-in. " what if I fit in? what if I struggle with the language? Maybe I should have stayed." She sighed, reminding herself, "It's possible that things will be difficult at first, but I'll adapt."

She heard the final boarding call. There was no turning back now. Taking a deep breath, she whispered, "I must trust myself. I am confident that this journey will change my life." And with that, she stepped forward, embracing both the certainty of what lay ahead.

II. I learn my vocabulary.

Pounding: beating, an instance of rapid strong pulsation (of the heart)

Lingered: take a long time to leave

Confidently: certain of your decision or abilities

Crept in: to gradually start to be noticeable

Whispered: to speak very quietly; using the breath but not the voice, so that only the person close to you can hear you.

III. I explore the text.

Comprehension questions:

1. Why was Amina feeling uncertain at the airport?
2. What did Amina's mother say about her decision to move?
3. How did Amina respond when her father expressed doubts about her decision?
4. What phrases in the story show Amina's certainty about her decision?
5. What were Amina's main concerns before leaving?

How did Amina ultimately decide to move forward?

IV. I learn how to use:

Some model verbs and other words can be used to express how certain or uncertain we are about something. Here are some examples:

Certainty

Must: strong certainty or logical conclusions.

e.g. she must be at home by now.

Have to: necessity or something that is definitely true.

e.g. I have to be at work by 9 AM.

Definitely: emphasize certainty.

e.g. I definitely agree with your opinion.

Uncertainty

Might/ May/ Could

e.g. it might rain later tonight.

She may be at the meeting, but I'm not sure.

Probably/ possibly / likely

e.g. He will probably come to the meeting.

They might possibly finish the project today.

V. I can try it.

Select the correct phrases to complete the sentences:

1. I am not sure if I can come to the meeting tomorrow. I _____ be late.

- a. might
- b. must

2. The test is in two days, but I _____ pass it.

- a. might
- b. will

3. This _____ be the answer, but I'm not sure.

- a. could
- b. must

4. I _____ finish the report by today. I'm nearly done.

- a. might
- b. definitely will

5. She ----- be going to the party, but I'm not sure.

- a. might
- b. must

VI. I can interact:

With your deskmate, read the following questions, and answer them using certainty or uncertainty phrase:

1. Do you think it will rain tomorrow?
2. Are you going to pass the bac this year?
3. Can Elmourabitoune, one day, win the world cup?

VII. I can do it.

A. Rewrite the sentences using expressions of certainty and uncertainty.

1. (uncertainty) I don't know if she will arrive on time.

_____.

2. (certainty) I know it will be a good day.

_____.

3. (Uncertainty) it's possible that he forgot to call me.

_____.

4. (certainty) there is no doubt that I will be attending the meeting.

_____.

B. Share your and your deskmate's answers to the questions in the 'I can interact' section with the class giving your reasons about your certainty or uncertainty.

IPN

IPN