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NATIONAL PEDAGOGIC INSTITUTE

# STUDY ENGLISH



**YEAR SECONDARY SCHOOL**

*Reviewed and updated by:*

Cheikh ould Mohamed Lemine  
**Ins, IGESRE**

Mohamed Yeslem Babah  
**English Teacher, IPN**

Aminetou Deyoun  
**English Teacher, IPN**

Mohamed lemene Khabaz  
**English Department coordinator, IPN**  
**Designed by** Heibetna Yahya Ebrey

Fatimetou Sidi Abdallah,  
**English Teacher, IPN**

Proofread by:  
Dr. Abdellahi Cheikh Khilil

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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 interests and focused on everything the learner needs to know to be able to communicate effectively. In other word, 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  
Dr. Cheikh Moadh Sidi Abdalla*

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## LESSON 1

**The homework****I learn how to express possibility, probability and make pre****I. I read the dialogue.**

*Omar has a lot of homework to do at home. The most difficult one is given by his English teacher who told him to write an essay about the potential effects of climate change for the coming years. That's why he is calling his friend, Brahim, for help.*

**Omar:** Hello, Brahim. How are things?

**Brahim:** All right! How about you?

**Omar:** H'mm, fairly good. But, I'm worried about my English homework. I can't do it.

**Brahim:** What was it like?

**Omar:** The teacher told us to write an essay about a difficult topic. That was so confusing!

**Brahim:** What a pity! I can't help. You can call our friend, Dieng. He may help you.

**Omar:** Do you have his phone number?

**Brahim:** Yes, I do. I'll send it to you by sms; then, you could send your homework to him.

**Omar:** Thanks a lot. I am really grateful for you.

New words: worried about-I can't help-go ahead – confusing.

**II. I learn my vocabulary.**

Exercise: Fill in the blanks with the appropriate word or expression:

Worried about-I can't help-go ahead-confusing

- The first topic is so ----- I'll choose the second one.
- The situation is very complicated. -----
- . I am listening to you.
- My elder brother has just finished his Bac Exam and he is ----- the results.

**III. I explore the dialogue.**

A. Answer the following questions:

- Who's talking to whom in the dialogue?
- What are they talking about?
- Why is Omar calling his friend?
- How was Omar's homework?

B - Answer with True (T), or False (F).

1. Omar is concerned about his homework. (.....).
2. Omar's homework wasn't easy. (.....).
3. His friend, Brahim helped him do his homework. (.....).
4. Omar was thankful to Brahim.

#### **IV. I learn how to use:**

Form: Can/could: are modal verbs. "Could" is the past form of "can".

Can't: is the negative form of "can".

Use: (Can-could) are used to express:

-Ability

#### **Examples:**

-He can drive a car.

-The sky is cloudy. It could rain tonight.

-He could do a lot of things, but he didn't.

NB.

Can-could may also express:

-Probability

#### **Example:**

-We can go to Nouadhibou for our holiday.

- I still think they can solve the problem.

- I don't know where the headmaster is. He could have gone out for a break.

- Some accidents could easily be prevented.

-Suggest:

#### **Example: -Can I help you? -**

- Could you do me a favour? - We could always stop and ask people.

- Surprise:

#### **Example:**

- You can't be serious.

#### **V. I can try it.**

#### **Exercise:**

Fill in the blanks with the appropriate word: *can-can't-could*.

1-I don't know where dad is, he\_\_\_\_\_ be in the garden.

2-My brother doesn't work hard. I don't think he \_\_\_\_\_ pass the exam.



3-Aminata is far behind. But, I think she \_\_\_\_\_ win the race if she keeps up the pace.

4- The traffic jam is heavy today. We..... reach the office on time.

### VI. I can interact:

In a class meeting, your teacher asks you to talk about your present talents and the ones you could have had, but didn't manage to develop. In groups, discuss about it. Take notes.

### VII. I can do it.

Use the notes you had taken in section 'I can interact' to write a short paragraph to talk about your talents. Words like *can*, *could*. May be are useful.

## LESSON 2

## MAURITANIANS AND SUPERTITIONS

I learn how to express possibility, probability and make prediction

## I. I read the text

Most Mauritanians believe, to some extent, in superstition, and this belief differs, however, from region to region. It's more common in villages and towns than in big cities. In the east, for example making your way through a cemetery or an abattoir is definitely dangerous because demons may carry you away or take possession of you. In the center, you're not advised to tread on dirt and ash for demons might be there, and therefore they may go off with you! In the North West, never call out somebody's name while he's leaving his house.

New words: Superstition - tread - demons - go off with - ash- a curse

## II. I learn my vocabulary

## Exercise 1:

Match the words in column A with their corresponding meanings in column B.

A	B
1. Superstition	a. Devils
2. Go off with...	b. The grey or black powder which is left after charcoal has been consumed.
3. Ash	c. A bad luck cast on someone..
4. Demons	d. Take somebody/something away.
5. Curse	e. Widely held but unjustified beliefs in supernatural things.

## Exercise 2:

Fill in the blanks with the appropriate words (tread, demons, horrible, augur, superstition, ash).  
The earthquakes in Turkey and Syria were really.....

..... is mostly widespread in Mauritanian society.

To.....on dirt might be dangerous because.....may live there.

Don't walk on..... you may be burned.



**III. I explore the text.****Exercise 1:**

Read the text silently and answer these questions.

1. Do Mauritians believe in superstition?
2. Do people in the East make their way through cemeteries and abattoirs?
3. Is it good to call out somebody's name while he's leaving his house?
4. Why do people in the West get insecure when they hear the crow's caw?

**Exercise 2.**

Answer with True (T), or False (F).

Few Mauritians believe in superstitions. (.....)

Walking through a cemetery or an abattoir is not harmful. (.....)

Walking on dirt or ash is not harmful according to the people of the centre. (.....)

Call out somebody's name while he's leaving is not permitted in the north. (.....)

**IV. I learn how to use**

May and might are modal verbs.

**Use:**

- This drug may cure your cough. (possibility/ probability)
- His illness might be serious. (possibility/probability)
- May I come in? (permission)
- Might I make a suggestion? (permission)
- May you be happy! (wishes / hopes)
- You might do me a favour. (request).

**V. I can try it.****Exercise:**

Fill in the blanks with (may, might):

1. ..... your wounds heal!
2. ..... I use your mobile phone?
3. These reports ..... contain useful information.
4. This insect ..... poisonous.
5. ..... you pass the salt, please?
6. The sky is cloudy. It ..... rain soon.

**VI. I can interact.**

- In groups, talk about superstitious practice in your community. Take notes.

**VII. I can do it.**

Use the notes you had taken in section 'I can interact' to write a short paragraph in which you talk about superstitious practice that still exist in your community.

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## LESSON 3

## A PICNIC AT THE BEACH

## I learn how to express prediction

## I. I read the dialogue.

*It's the end of the school year. The three friends: Mohamed, Abou and Ismail have just done their final exam. Therefore, they are planning to organize a picnic at the beach.*

**Mohamed:** Hey, guys! What are you doing on the next weekend?

**Abou:** Well! We're going to the beach. You must be free, mustn't you?

**Ismail:** It sounds good! What about the necessary stuff? Are you ready to go there?

**Abou:** Don't worry! We've saved enough money, and my father accepted to lend us his car. We'll hire a tent to spend the whole day relaxing and playing.

**Mohamed:** Great! But, we should find out about the weather's situation then.

**Ismail:** I'll surf on my phone. Look! What' this site is telling: "This is the latest twenty-four hours weather forecast. Tomorrow will be sunny and cloudy. It's going to rain a lot in Nouakchott. The weather is going to be foggy in Nouadhibou. It will be very hot in the East and the North. The temperatures are going to be...!"

**Mohamed:** Oh! Stop! What a bad luck!

**Abou:** Don't worry Mohamed. Let's postpone our picnic to the next weekend.

**Mohamed:** Ok. See you then.

New words: Picnic – stuff - find out – forecast - postpone - foggy.

## II. I learn my vocabulary.

## Exercise 1:

Match the words/expressions in column A to their meaning in column B

A	B
1. Picnic	a. postpone
2. Stuff	b. Foresee/predict
3. Find out	c. Things/items
4. Forecast,	d. Misty/cloudy
5. postpone	e. Discover
6. foggy	f. a short excursion/a get together

## Exercise 2:

Use each of the following words/expressions in a meaningful sentence (picnic, find out, foggy).

### III. I Explore the dialogue.

#### Exercise 1:

Answer the following questions:

1. What are the three friends planning to do?
2. When are they going to the beach?
3. Are they ready to go there?
4. Did they go to the beach? Why?

#### Exercise 2:

Put **True** (T) or **False** (F) in front of the statement.

1. The boys are going on a picnic. (.....)
2. They have arranged everything to camp on the beach. (.....)
3. They couldn't go to the beach because they didn't have free time. (.....)
4. Abou's father didn't accept to lend them his car. (.....).

### IV. I learn how to use

#### a. Form:

*Will* – is an auxiliary used to express future time.

Must/ should/ ought to – are modal verbs.

#### b. Use:

*Will* is used to express prediction.

Example: The teacher will be off for ten days.

#### N.B:

Will can be used to express

1. Intention.

Example: I'll see the doctor tomorrow.

2. Invitation

Example: Will you come to the party?

3. Request

Example: Will you help me do this exercise?

Must can be used to express

1. Obligation

Example: You must come on time.

2. Probability

Example: I must have left my book at home.

3. Prediction

You've been working all the day; you must be tired.

4. Advice



**Example :** You mustn't go late outside. It's very dangerous.

Ought to is used to express

### Mild obligation/suggestion

#### Example:

- You ought to work hard, the exam is very soon.
- You ought to read this book, it's very interesting.

NB. Ought can be used to express:

### Prediction

**Example :** They ought to be here by now. They left at 6am.

### Advice

**Example :** You ought to visit parents more often.

### V. I can try it.

Write sentences of your own in which you use (**must –should and ought to**) to express the following shades:

- Obligation:
- Probability:
- Suggestion:
- Prediction:
- Advice:

### VI. I can interact.

It's the beginning of the summer holidays. Some of your classmates are going to spend their vocation abroad with their parents, whereas, you are going to spend it in the countryside.

In groups, discuss about it. Take notes. You can use: must be, will, ought to, .....

### VII. I can do it.

Use the notes you had taken in section 'I can interact' and write a dialogue between you and a partner about where you plan to spend your next summer vacation and why.

## LESSON 4

## WHAT'S OUR WORLD WILL BE LIKE?

## I learn how to express prediction

## I read the text.

What our world will be like in the coming years? Scientists today are analyzing statistics that show the world has changed a lot along the previous years and have been using them to predict the future. They want to know what sorts of jobs people will be doing, what technology they will be using in their daily life, what kind of homes they will be living in and what our world will look like in the coming years.

First, the environment is going to change in the coming years. People will certainly be in a warmer world and the world will continue to use fossil fuels which release carbon dioxide, the main cause of global warming.

Second, the technology is also going to develop more and more and most families will be using computers and internet at home to do a wide variety of tasks. Computers will be million times faster than they are today.

Third, the world population is going to increase repeatedly and scientists expect it to explode by the end of 21st century in the developing countries; the society will be more violent and rising crimes will be one of the major problems that people will be facing.

New Words: Statistics, predict, almost, fossil fuels, global warming, rising.

## I learn my vocabulary.

**Exercise 1:** match the words in column A to their meanings in column B.

A.	B.
1. Statistics	a. Nearly
2. To predict	b. Surveys
3. Almost	c. Climate change
4. Global warming	d. Foretell/ foresee
5. Fossil fuels	e. Increasing
6. Rising	f. Non-renewable energy.

**Exercise 2:** use these words (statistics, to predict, almost, global warming, rising) in meaningful sentences.

## I explore the text.

**Exercise 1.** Read the text again and answer the questions.

1. What is the purpose of analyzing the statistics for the previous years?



2. What is the environment going to be like in the coming years?
3. What is the main cause of Global Warming?
4. How the population is going to increase?

**Exercise 2:** Answer the following with True (T) or False (F).

1. Scientists prediction is based on researches for the previous years (.....)
2. Scientists expect a wide change in all life aspects (.....)
3. The main cause of Global Warming is the increasing development in technology (.....)
4. Scientists expect the population is going to increase repeatedly (.....)

#### IV. I learn how to use:

a. Form: **will/be going...**

b. Use:

- The most common use of will is to indicate future time. It expresses future facts/events or prediction.

#### Example:

- My parents will spend their holiday in their village.
- He will be a teacher when he passes the competition.
- We use be going to... to express plans, decision, or intention (made before the moment of speaking). It can also express prediction, especially when it is based on a present fact.

#### Example:

- I'm going to join the army when I graduate.
- We're going to celebrate your birthday.
- It's going to rain. (The sky is cloudy.)

#### V. I can try it.

Say if the following sentences indicate: a future plan, a decision, an intention made at the moment of speaking, an intention made earlier, or a prediction:

1. We're going to be the world leaders.....
2. I'm going to watch the football match between Barcelona and Real Madrid this afternoon.....
3. The teacher will be busy tomorrow.....
4. I'll help you.....
5. The weather is going to be hot in the coming days.....
6. The test is going to be difficult.....
7. Someone is at the door. I'll open it.....
8. I'll call you if I come back home.....
9. I'll see you tomorrow.....

#### VI. I can interact.

In groups, discuss the main causes of Global Warming and its effects on the environment.

#### VII. I can do it.

Use the notes you had taken from the group discussion and write a short paragraph about the main causes of global warming and what needs to be done to mitigate its effects

## LESSON 5

## AN INVITATION TO THE RIVER

## I. I learn how to express cause and effect.

## I. I read the dialogue.

**Sidi** is planning to go to the river to have fun. He invites his friend Moussa to go with him.

**Sidi:** Hey, Moussa! What are you doing today?

**Moussa:** I am going to class right now because I have a test.

What about you?

**Sidi:** I'm going to class, too. After class, if it doesn't rain, I will go to the river. How about if we go together?

**Moussa:** I've got a lot to do, thus I won't be able to make it. It will be for some other time since you're busy. See you then and have fun.

**Moussa:** Thank you.

**New Words:** right now - make it - have fun- since- busy

## II. I learn and use my vocabulary

## Exercise 1:

Match the words in column A to their explanations in column B. (group work)

A	B
1. right now	a. Occupied
2. make it	b. Enjoy oneself
3. have fun	c. Immediately
4. since	d. Because/as
5. busy	e. Do it

## Exercise 2:

Build sentences using: right now, make it, have fun, test, invite.

## III. I explore the dialogue

Exercise 1: Read the dialogue carefully. Then, answer the questions.

1. Who is talking to who?
2. What are they talking about?
3. Where will Sidi go after class?
4. Does Sidi have a test?
5. Why didn't Moussa accept Sidi's invitation?



**Exercise 2:**

Answer with True (T) or False (F).

1. Sidi met Moussa in his way to school\_\_\_\_\_
2. Moussa is going to the river. \_\_\_\_\_
3. Sidi wants to go to the concert. \_\_\_\_\_
4. Moussa doesn't have a test. \_\_\_\_\_
5. Sidi is going to class. \_\_\_\_\_

**IV. I learn how to use**

**Because - so - thus - therefore** etc...to express cause and effect.

**Example:**

I am going to class right now because I have a test.

I've got a lot to do, thus I won't be able to come.

**V. I can try it.**

Connect these pairs of clauses with because - so - therefore - thus

1. I'm walking fast / I don't want to be late.
2. You didn't study hard / You got bad marks.
3. The driver wasn't careful / he hit a tree.
4. He put on his turban / It is dusty.
5. I can't fast / I'm sick.

**VI. I can interact.**

You invite a friend of yours to a picnic, but he declines the invitation and tells you why he cannot accept it. Take notes.

**VII. I can do it.**

Use the notes you had taken from your group work in section 'I can interact' to write a short dialogue where you invite your friend who will refuse the invitation and say why...

## THE PANDEMIC OF COVID 19

I learn how to express cause and effect.

### I. I read the text

The COVID-19, also known as the coronavirus pandemic, is an ongoing global pandemic disease caused by severe acute respiratory syndrome virus called coronavirus 2 (SARS-CoV-2). The novel virus was first identified in an outbreak in the Chinese city of Wuhan in December 2019. Attempts to contain it there failed, allowing the virus to spread to other areas of Asia and later worldwide. The World Health Organization (WHO) declared the outbreak a public health emergency of international concern on 30 January 2020, and a pandemic on 11 March 2020. As of 10 March 2023, the pandemic had caused more than 676 million cases and 6.88 million confirmed deaths, making it one of the deadliest in history.

COVID-19 symptoms most commonly include fever, dry cough, and fatigue. Severe illness is more likely in elderly patients and those with certain underlying medical conditions like cardiovascular disease, diabetes, chronic respiratory disease, or cancer are more likely to develop serious illness.

COVID-19 transmits when people breathe in air contaminated by droplets and small airborne particles containing the virus. The risk of breathing these in is highest when people are in close proximity, but they can be inhaled over longer distances, particularly indoors. Transmission can also occur if contaminated fluids reach the eyes, nose, or mouth, or, more rarely, through contaminated surfaces. Infected individuals are typically contagious for 10 days and can spread the virus even if they do not develop symptoms.

There have been no drugs to cure the disease yet. As a result, the medical experts recommended preventive measures. These measures include social distancing, wearing masks, improving ventilation and air filtration, and quarantining those who have been exposed or are infected. Treatments include antiviral drugs and symptom control. Public health mitigation measures include travel restrictions, lockdowns, business restrictions and closures, workplace hazard controls, quarantines, testing systems, and contact tracing of the infected (close contacts who are symptomatic or test positive), which, together with treatments, serve to bring about the control and eventual end of the pandemic.

New words:

Pandemic, contain, contaminated, symptoms, outbreak, lockdowns, quarantines, bring about



## II. I learn my vocabulary

### Exercise 1:

Match the words/expressions in column A with their meaning in column B

A	B
1. Pandemic	a. Control/limit the spread of...
2. Contain	b. Signs
3. Contaminated	c. Cause something to happen
4. Symptoms	d. Forced confinement/forced isolation
5. Outbreak	e. Sudden eruption/spread of...
6. Quarantine	f. Infected
7. lockdowns	g. Epidemic/widespread disease
8. Bring about	h. self-isolation

**Exercise 2:** Use at least four (4) of the following words/ expressions: (**pandemic, contain, contaminated, symptoms, outbreak, lockdowns, quarantine, bring about**) each in a sentence of your own words.

## III. I explore the text.

Exercise 1: Read the text carefully and answer the following questions based on the text:

1. What is COVID 19?
2. When did it first appear?
3. Where did it first appear?
4. What are its causes?
5. What are its symptoms?
6. How can it be prevented?

**Exercise 2:** Answer with True (T) or False (F):

COVID 19 was first discovered in China. (.....)

The World Health Organization (WHO) has considered the pandemic only as a public concern so far. (.....).

Body's high temperature, general weakness and dry cough are among the common signs of COVID 19 infection. (.....)

Social distancing and wearing masks are not among COVID 19's safety protocols. (.....)

Chinese were not able to limit the spread of the disease. (.....)

Elderly people and patients with underlying medical conditions are highly at risk. (.....)

**Exercise 3:** Give a word or a phrase to summarize each paragraph of the text.

## IV. I learn how to use

**because, since, as, that's why, thus, hence, therefore, consequently**...to express cause and effect.

**Examples:**

So many people died of Covid19 because doctors were not able to find a cure for it. Doctors were not able to find a cure for Covid 19; therefore, many people died of it.

**V. I can try it.**

Fill in the blanks with *because, since, as, therefore, as a result, consequently, that's why*.

1. Many people contracted the disease .....they did not respect preventive measures.
2. The authorities don't want the disease to propagate....., they called for physical distancing.
3. .... they were negligent, they contracted the disease.
4. She doesn't want to fall sick,.....she is always putting a facemask in public places.
5. They did not take the doctors warnings into consideration..... they fell sick.

**VI. I can interact.**

Some of your school students still do not know much about Covid 2019. In groups, discuss how to help them have much information on this disease. Take notes.

**VII. I can do it.**

Use the notes you had taken from your group work to write a questionnaire consisting of at least 5 questions that you will ask a professional to get enough explanations to help your school students have much information about this disease.



## SHOULD STUDENTS BRING THEIR CELL PHONES TO SCHOOL?

I learn how to make an argument.

### I. I read the text.

Whether you agree, or not, cell phones have become a fundamental part of modern teen life. Research estimates that up to 95% teens have access to a Smartphone, and 45% say they are 'almost constantly' on the internet.

With shock statistics like that, it's no wonder that so many educators and parents are worried about the consequences of bringing smart phones to school. In an environment that should be all about learning, there's fierce debate about the pros and cons of cell phones at school.

Like all issues regarding kids and our ever-expanding digital world, it's often about weighing up the advantages and disadvantages of bringing a cell phone to school, and making an individual decision about what's best for the students. Whether you agree with it or not, there are a number of pros to children taking their cell phones to school.

First, being able to get in contact with your child easily and quickly is undoubtedly one of the biggest positives to having a cell phone at school. Taking his/her smart phone to school and even inside the classroom will give the kids greater reassurance and give it to their parents whenever they want to contact them or check on them.

Second, one of the most important reasons schools should allow students to carry cell phones with them is students' safety. Tracking your child's location and being able to pinpoint their exact whereabouts is a major advantage for having a cell phone with your child. If the child wanders from where they're supposed to be, or there is an emergency, being able to spot check their location, or call them to ensure they're safe is a definite lifeline.

Third, Cell phones are about so much more than simple communication. With a smartphone, your child has a world of answers at their fingertips. If your child wants to learn more about what they're working on, or has unanswered questions about a class, having their cell phone handy to Google information is a definite positive to phones at school. Connecting with classmates and even teachers in forums and chat groups via the many diverse apps (Facebook, Whatsapp...) about study and homework is a great pro to having a cell phone at school.

From all of the pros of smart phones at school, it can be concluded that they should be allowed. With careful management of the device, ensuring children follow school policies, and educating them about the importance of being responsible and mature with their cell phones is fundamental to not letting the disadvantages outweigh the positives of bringing cell phones to school.

New words: fundamental, pros, positives, lifeline, pinpoint, whereabouts.

## II. I learn my vocabulary

### Exercise 1.

Match the words in column A to their meaning in column B.

A	B
1. Fundamental	a. Advantages
2. Pros	b. Location
3. Outweigh	c. Locate/identify
4. Positives	d. Essential
5. Lifeline	e. Lifesaver
6. Pinpoint	f. Exceed/ outrank
7. Whereabouts	g. For

### Exercise 2.

Use at least three of the following words (fundamental, pros, positives, lifeline, pinpoint, whereabouts) in a meaningful sentence of your own words.

## III. I explore the text

**A.** Read the text carefully and answer the following questions.

1. What's the text about?
2. What are educators and parents anxious about?
3. Why are cellphones a fundamental part of modern teen life?
4. What are the main advantages of smartphones use at school? Cite at least three.
5. Which one of the following could indicate the writer's intention: a. to explain the uses of smartphones at school; b. to convince the readers of the importance of using smartphones at school; c. to narrate the history of using smartphones at school?

**B.** Answer with True (T), or False (F).

1. A few children possess cellphones. (.....)
2. Parents and educators are not anxious about the students' use of cellphones. (.....).
3. There are many advantages of cellphones uses at school. (.....).
4. Taking their cellphones with them to school reassures parents about their children. (.....)

## IV. I learn how to Make an argument

1. Start with a claim: In my view, in my opinion, I think, I believe, I agree, I disagree,.....
2. Write 2 or 3 reasons to defend your claim (First, .... Second,...Finally,.....).
3. Come up with a conclusion.



**V. I can try it.**

Say if the following statements indicate: a. expressing an opinion; b. disagreeing about another's point of view; d. advancing a reason.

- I totally disagree with that. (.....)
- Bringing cellphones to the classroom is a major source of distraction. (.....)
- In my opinion, students can use their cellphones as tools for learning. (.....)

**VI. I can interact.**

In groups, discuss about the disadvantages of bringing smartphones to school (think of distraction, cheating, bullying...). Take notes.

**VII. I can do it.**

Use the notes you had taken in section "I can interact" to write a short essay where you express and defend your point of view about why cellphones should not be brought to school.

## NOURA AND HER GRANDMOTHER

**I learn how to make an argument.**

**I. I read the dialogue.**

Noura is a student who's studying at the University. She's trying to convince her grandmother, Aicha of the importance of practicing sport for girls. They have the following conversation.

**Noura:** I think that girls should eat less and do much sport exercise.

**Aicha:** That's foolish talk! I completely disagree with you. Sport is only for boys, not girls. A girl is different from a boy.

**Noura:** Sorry, mum! But scientists proved that walking for no less than thirty minutes is vital to the human body.

**Aicha:** You're absolutely wrong. A girl should not make sport; it is incompatible with our traditions.

**Noura:** Don't say that granny!

**Aicha:** Go away! Useless new generations!

New words: foolish talk - proved – essential – incompatible - traditions

**II. I learn and use my vocabulary**

**Exercise 1:**

Mach the words in column A to their meaning in column B.

A	B
1. Foolish talk.	a. Customs/mores
2. Proved	b. Nonsense
3. vital	c. Paramount to
4. Incompatible	d. Contradictory to
5. Traditions	e. Crucial/ Very important to

**Exercise 2:**

Use the following words in meaningful sentences: (vital, incompatible, proved, traditions).

**III. I explore the dialogue.**

- Read the dialogue carefully and answer these questions.
- Who's talking to who?
  - Did Noura's mother agree with her?
  - What did scientists prove?
  - Why did Aicha disagree with Noura's view on girls practicing sport?
- Answer with True (T), or False (F).



1. According to Noura, a girl should eat less and walk regularly. (.....).
2. Salma thinks that girls are not allowed to practice sport. (.....).
3. At the end, Noura managed to change her mother's mind. (.....).
4. A half an hour walk is essential to keep one fit, according to health experts. (.....).

#### **IV. I learn how to use**

In my opinion – In my view – I think – I believe – I agree – I disagree – you're right! – you're wrong! – Nonsense!.....

#### **V. I can try it.**

##### **Exercise:**

Fill in the blanks with the missing words/expressions (agree, disagree, you are right, absolutely, you're wrong..) to complete the following conversations.

a. Aicha: Practicing sport is necessary to keep fit and healthy.

Fatou: That's right. I ..... with you.

b. Omar: I think learning English is very important. What do you think?

Brahim: .....

c. Father: Studying is necessary to get a job.

Son: Sorry, Dad! I ..... with you. Studying is just a waste of time.

Father : .....

#### **VI. I can interact.**

In groups, discuss how practicing sport is very important to keep one fit and healthy. Take notes.

#### **VII. I can do it myself.**

Use the notes you had taken in section 'I can interact' to write a short paragraph about how practicing sport is vital to our health.

**HAWA AND SALMA****I learn how to express duration****I read the dialogue.**

Hawa is a nurse at the Hospital of Aioun. She's lived there for many years. Her friend, Salma is a new teacher who's recently been transferred to Aioun's High School. They haven't met since they graduated from the University. They coincidentally met in the street.

**Salma:** Hi, are you Hawa?

**Hawa:** Yes, I am! Salma! What's a coincidence! How are you?

**Salma:** Fine. I missed you. We haven't met since we graduated from the University. Unfortunately, I lost your contact since I had my phone broken!

**Hawa:** that's right! Do you work here, or you're in a visit?

**Salma:** I work here. And you?

**Hawa:** I work in the hospital. I have lived here for six years. How long have you been here?

**Salma:** I have recently been transferred to Aioun's High School. I haven't started my work yet. I arrived only a few days ago!

**Hawa:** Oh! You must be tired! How was the trip?

**Salma:** It was a bit tiring and risky as there were many animals and potholes on the road; however, it was very exciting at the same time. You know, I love travelling!

**Hawa:** How do you find Aioun?

**Salma:** It's a very nice city but it's very hot and far from Nouakchott.

**Hawa:** I see! Oh, I must leave! It's my duty hours now! We'll meet soon! Have a nice stay in Aioun.

**Salma:** Thank you very much. See you soon.

New words: coincidence, trip, tiring, recently, transferred, potholes, duty hours.

**I learn my vocabulary.****Exercise 1:**

Match the words/expressions in column A to their meaning in column B.

A	B
1. Coincidence	a. working hours/office hours .
2. Trip	b. Lately
3. Tiring	c. Exhausting
4. Recently	d. Journey/voyage
5. Transferred	e. happening by chance
6. Potholes	f. a depression, or a hollow in the road
7. Duty hours	g. Moved to a new work place-shifted



**Exercise 2:**

Use at least three of the words/expressions (coincidence, trip, tiring, recently, transferred, potholes, duty hours) each in a meaningful sentence.

**III. I explore the dialogue.**

Read the dialogue and answer the question

1-Who is talking to who?

2-Where did they meet?

3- Where do they work?

4-What do they do?

**IV.I learn how to use**

The present perfect

**Form:**

*The present perfect tense* is formed with the auxiliary (have) in simple present tense+ the past participle of the verb.

**Example:** I have lived in Atar for ten years.

- **The affirmative form:**

- I have travelled abroad.
- She has finished her work.
- They have worked for this company since it opened.

- **The negative form:**

- I have not seen the new teacher yet.
- He has not eaten his breakfast.
- They have not met him before.

- **The interrogative form:**

- Have you ever lived in Kaédi?
- Has she ever eaten caviar?
- Have they done their homework yet?

**Use:**

*The present perfect* is used to express an action or situation that started in the past and continues in the present or has repercussions in the present.

**Example:**

He has taught in this school for many years. (He is still teaching in it).

- The present perfect tense is used with adverbs of time such as since, for, recently, yet, already, ever, never..) to express duration in the present.

**Example:**

- She has taught in this school for many years.

**V.I can try it.****Exercise1.**

Fill in the blanks with since, for, ever, never, recently, yet, already.

1. She has taught in this school.....2010.
2. Have you .....eaten caviar.
3. She has .....visited Atar.
4. I haven't seen him.....
5. They have .....finished their homework.
6. Have you seen Ahmed.....?
7. My family have lived in this city.....many years.

**Exercise 2:**

Use the prompts below to form sentences (at least 5 sentences) to talk about your life experience, or events that happened in your life.

1. Never/ visit /Chinguity.
2. Ever/ live/in Atar?
3. Since/ I /not gone back to my countryside/ childhood.
4. For/ my family/ live in these city/ many years.
5. Recently/ eat my favorite traditional food.

**VI.I can interact.**

In groups, talk about your life experiences. Do not forget to use ever, never, already, yet, since, for... Take notes.

**VII.I can do it.**

Use the notes you had taken in section 'I can interact' to write a short dialogue between you and a friend to talk about your life experience. (What you have/have not done before).



## THE INTERVIEW

## I learn how to express duration with the Present Perfect

## I.I read the dialogue

Abidine is a young man who has recently graduated from the University of Nouakchott. He wishes to work in BNM Bank. Therefore, he is having an interview with the bank manager.

**Abidine:** Good morning, sir.

**Bank manager :** You're welcome. Have a seat.

**Abidine:** Thank you.

**Bank manager:** What is your name?

**Abidine:** My name's Abidine.

**Bank manager:** Have you had any job experience?

**Abidine :** No, I haven't but I have already done a training in computer science.

**Bank manager:** Do you speak English?

**Abidine:** A little, but I am good at French. I have recently started English courses at a private institute.

**Bank manager:** One just more question, please.

**Abidine:** No problem.

**Bank manager:** have you got married?

**Abidine:** I haven't got married yet. Since I haven't bought a house; I need to save some money. Then I can get married.

Bank manager: thank you for your answers. We will call you in two weeks.

**Abidine:** Thank you so much.

**New words:** manager- have a seat – training – to save money – good at – since.

## II.I learn my vocabulary

**Exercise 1:** Match the words in column A to their meanings in column B.

A	B
1. Manager	a. To keep money, or not spend it.
2. Have a seat	b. Able to do something/skilled in
3. Training	c. Director
4. To save money	d. Because /as
5. Good at	e. Take a seat/sit down
6. Since	f. Preparation for a job

**Exercise 2:** Build sentences using these words (manager, to save, timing, good at, since).

**III. I explore the dialogue****A. Read the dialogue and answer the following questions:**

1. What's Abidine applying for?
2. Has he had a job experience before?
3. Does he speak English very well?
4. Why hasn't he got married yet?

**B. Write 'true' or 'false' next to each of the following statements:**

1. Abidine is looking for a job in a TV station (.....).
2. The bank manager is asking him about his job qualifications (.....).
3. -He speaks many languages (.....).
4. The bank manager promised to call him in a fortnight (.....).

**IV. I learn how to use****A. The present perfect (affirmative, negative, interrogative).****Example:**

- I have already done training in computer science.
- I haven't bought a house yet.
- Have you had any job experience?

**B. Adverbs used with the present perfect :**

Ever – never- already – yet –recently.

**V. I can try it**

Use the prompts below to form sentences (at least 5 sentences) to talk about your life experience, or events that have occurred in your life.

**Example:** Never/ visit /Chinguity. ----- I have never visited chinguity.

1. Ever/ live/in Atar?
2. my/ made / decision/haven't/we/yet.
3. For/ my family/ live in this city/ many years.
4. Recently/ my / brother/ graduated/ has/the university/from.
5. Never /has/ he/ travelled/ abroad.

**VI. I can interact**

Talk to your partner and ask each other questions about your life experience. Take notes. Do not forget to use ever, never, before, yet, ...etc;

**VII. I can do it.**

Use the notes you had taken from the section 'I can interact' to write a few sentences (5 at least) to talk about your personal experience (things you have done in your life).



## LESSON 11

## A FRIEND IN NEED IS A FRIEND INDEED!

## I learn how to report statements

## I. I read the text

A hare was very popular with the other beasts who all claimed to be her friend. But, one day she heard the hounds approaching and hoped to escape them with the help of her many friends. "What are friends for," she asked herself, "if not to help out in time of need?" Furthermore, most of her friends were big and brave, so at least one should be able to help.

She went to the horse, and asked him to carry her away from the hounds on his back. But he declined, stating that he had important work to do for his master. "I feel sure," he said, "that all your other friends will come to your assistance." She then applied to the bull, and hoped that he would repel the hounds with his horns. The bull replied: "I am very sorry, but I have an appointment with a lady. However, I feel sure that our friend the goat will do what you want." The goat, however, feared that his back might be harmed if he took her upon it. The ram, he felt sure, was the proper friend to apply to. So, she went to the ram and told him the case.

The ram replied: "Another time, my dear friend. I do not like to interfere on the present occasion, as hounds have been known to eat sheep as well as hares." The hare then applied, as a last hope, to the calf, who regretted that he was unable to help her. He did not like to take the responsibility upon himself, as so many older persons had declined the task.

By this time, the hounds were quite near, so the hare had to take to her heels. Luckily, she escaped.

**New words:** *popular, beasts, declined, assistance, take to one's heels.*

## II. I learn my vocabulary

**Exercise 1:**

Match the words/expressions in column A to their meaning in column B.

A	B
1. Popular	a. Escape
2. Beasts	b. Help/aid
3. Declined	c. Animals
4. Assistance	d. Refused
5. run away	e. Famous

**Exercise 2:**

Fill in the blanks with the following: (popular, beasts, declined, assistance, take to one's heels)

1. Imam Boukhary is one of the most.....Hadith narrators.
2. She invited her friend to her sister's wedding ceremony, but she.....the invitation.
3. During the drought season, the government always give .....to cattles owners.
4. There were a bush fire; all the .....run away.
5. When she felt the fire is approaching, she .....

### III. I explore the text

**Exercise 1:**

Read the text carefully and answer the following questions:

1. What's the text about?
2. Why did the hare appeal to her friends for help?
3. Who were her friends?
4. How were they?
5. Did they help her?

**Exercise 2:** Tick the most appropriate answer:

1. The hare was confident she would find a friend to help for all the following reasons except:  
 a: she knew she was popular.  
 b: she assumed friends were there to help.  
 c: most of her friends were big and strong.  
 d: her friends had promised help whenever she needed it.
2. A suitable moral for this story would be:  
 a: animals do not have friends.  
 b: never rely on your friends in a time of crisis.  
 c: popularity does not mean friendship.  
 d: in a time of crisis you discover who your true friends are.

### IV. I learn how to report statements.

A. When the reporting verb is in simple present tense, there is no tense change. Still, the personal pronouns and possessive adjectives may change as follows:

- ‘I’ in direct speech changes into ‘I’, ‘he’, ‘she’.

Ex. Direct speech: He says, ‘I am happy to help you, but I have an appointment’.

Indirect speech: He says that he is happy to help me, but he has an important appointment.

- ‘We’ changes into ‘They’

They say, ‘we are ready to help’

They say they are ready to help.

- ‘My’ changes into ‘His’, ‘Her’.

She says, “My friends can help me!”

She says that her friends can help her.

- ‘Our’ changes into their.



- Ex. They say, 'Our story is funnier than yours'.

They say that their story is funnier than ours.

- 'Me' changes into 'Him', 'Her'.

- Ex. She says, 'My friends love me!'

She says that her friends love her.

'Us' changes into 'Them'.

- Ex. They say, 'Our friends called us'.

They say that their friends called them.

**NB.** 'You' changes according to the person it refers to in the direct speech.

Ex. He says to her, 'I'll call **you**'.

He says to her that he will call **her**.

He told him, 'I'll send you the files'.

He told him that he would send him the files.

When the reporting verb is used at the simple past, then there will be a change of tenses from the direct into indirect speech as in the chart below:

Direct Speech	Indirect Speech
Simple present Ex. She said, 'I know I am popular'.	Simple past She Said that she knew she was popular.
Simple past Ex. She said, 'I lived with nice friends'.	Past perfect She said that she had lived with nice friends.
Present perfect <b>Ex.</b> He said, 'I have lived in Kaédi for many years'.	Past perfect He said that he had lived in Kaédi for many years.
Present continuous He said, 'I'm not going to the party.'	Past continuous He said that he wasn't going to the party.
Will	Would
Shall	Should
Can	Could
May	Might
Must	Had to..

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

**Ex.** She said, 'I could help you'. She said that she could help me.

**V. I can try it.****Exercise 1:**

The Religious Instruction teacher gives your brother the following text, a Sermon by the Caliph Umar Ibn al-Khattab, to report into indirect speech. Help your brother do it.

Umar said, "... I saw a dream and I think it can only mean that my death is near. I saw as if a rooster pecked me twice, and that some people asked me to appoint my successor who will be the caliph after me. Allah The Almighty will not let His religion, caliphate and what he sent his Prophet (Peace be Upon Him) with be destroyed. If I die soon, then the 'Caliph' should be selected with the consultation of the six men with whom the prophet (Peace be Upon Him) was pleased when he died. (Musnad Ahmed hadith 39, and its chain of narration is authentic).Translated.

**Exercise 2:**

Report the following:

1. He says, 'I go to the dentist every year'.
2. He says, 'I don't like cake'.
3. She said, 'I don't like going to parties'.
4. He said, 'I help my mother and my sister in housework'
5. They say, 'We won't go camping with you'.
6. She said, 'I can't write the entire document alone; I want someone to help me!'
7. They explained, 'Our friends called us'.
8. He explained, 'I couldn't find out my keys'.

**VI. I can interact.**

When you were young, your grandmother used to tell you funny stories and folktales. In groups, discuss it. Take notes.

**VII. I can do it.**

*Write a short paragraph in which you narrate a story/a tale from your national or local folklore.*



## LESSON 12

## NASREDDIN AND THE THREE WISE MEN

I learn how to report “Wh” questions

### I. I read the text/

*One day some wise men, who were going about the country trying to find answers to some of the great questions of their time, came to Nasreddin's district and asked to see the wisest man in the place. Nasreddin was brought forward and a big crowd gathered to listen.*

The first wise man began by asking, “Where is the exact centre of the world?”

“It is under my right heel,” answered Nasreddin.

“How can you prove that?” asked the first wise man.

“If you don't believe me, answered Nasreddin, measure and see.”

The first wise man had nothing to answer to that, so the second wise man asked his question.

“How many stars are there in the sky?” he said.

“As many as there are hairs on my donkey”, answered Nasreddin.

“What proof have you got of that?” asked the second wise man.

“If you don't believe me,” answered Nasreddin, “count the hairs on a donkey,

“That's foolish talk,” said the other, “How can one count the hairs on the donkey?”

“Well,” answered Nasreddin, “how can one count the stars in the sky?” If one is foolish talk, so is the other,” The second wise man was silent.

The third wise man was becoming annoyed with Nasreddin and his answers, so he said.

“You seem to know a lot about your donkey, so can you tell me how many hairs there are in its tail?

“Yes”, answered Nasreddin. “There are exactly as many hairs in its tail as there are in your beard.”

“How can you prove that?” said the other.

“I can prove it very easily”, answered Nasreddin. “You can pull one hair out of my donkey's tail for everyone I pull out of your beard. If the hairs on my donkey's tail do not come to an end at exactly the same time as the hairs in your beard, I will admit that I was wrong.”

Of course, the third wise man was not willing to do this, so the crowd declared Nasreddin the winner of the day's arguments.

New Words: *gather - heel- proof. - foolish talk - tail - pull out -*

## II. I learn my vocabulary

### Exercise:

Match the words/expressions in column A to their meaning in column B.

A	B
1. gather	a. Part of the back of the foot.
2. Heel	b. Take off
3. Proof	c. Evidence
4. Foolish talk	d. Nonsense
5. Tail	e. Back part of the donkey's body
6. Pull out	f. assemble

## III. I explore the text.

### Exercise 1:

Choose a, b or c in each question below. Only one choice is correct.

1. Some wise men were travelling around the country trying to find:

- a. answers to Nasreddin's questions.
- b. answers of issues on donkeys' lives.
- c. answers to important issues of their age.

2. Some wise men thought that Nasreddin was trying

- a. to answer their questions seriously.
- b. to answer their questions stupidly.
- c. to answer their questions by cheating them.

3. According to Nasreddin, donkey's tails and beards.

- a. have no hair at all.
- b. have different amount of hair.
- c. have the same amount of hair.

### Exercise 2.

Answer with True (T) or False (F).

1. The wise men double - checked that the center of the world was exactly under Nasreddin's right heel\_\_\_\_\_

2. The stars in the sky are calculated using donkey's hair measure.\_\_\_\_\_

3. Nasreddin and the wise men had a donkey.\_\_\_\_\_

4. Nasreddin lost the dispute\_\_\_\_\_

## IV. I learn how to

Report interrogative sentences beginning with **What - Where - How** etc ....

1. When the reporting verb is used at the simple present tense: ask (s) want (s) to know.... there is no tense change from Direct Speech to Indirect Speech.



**Example:**

Direct Speech: "Where is the centre of the Universe?" the first wise man asks Nasreddin.

Indirect Speech: The first wise man asks Nasreddin where the centre of the world is.

2. When the reporting verb is used at the simple past tense: asked, wanted to know, there will be tense change from Direct Speech to Indirect Speech as in the chart below:

Direct Speech	Indirect Speech
Simple present	Simple past
Ex. The wise man asked Nasredine, 'Where is the centre of the Universe?'	The wise man asked Nasredine where the centre of the Universe is.
Present Perfect	Past perfect
Ex. The wise man asked Nasredine, 'Where has been the centre of the Universe?'	The wise man asked Nasredine where the centre of the Universe had been.
Simple past	Past perfect
The wise man asked Nasredine, 'Where was the centre of the Universe?'	The wise man asked Nasredine where the centre of the Universe had been.
Will	Would
Shall	Should
Can	Could
May	Might

**V. I can try it.**

Report the following sentences. Look at the reporting verb first to see whether you should change tense or not.

1. "Where are you going?" Leila asks me.
2. "When do you sleep?" Brahim asked Ousmane.
3. "Why have you decided to stay?" I ask them.
4. "What did you eat for dinner?" Bilal asked us
5. "What will you do during the weekend?" They ask Mariem.
6. "Who is the teacher talking to?" we asked Aly.
7. "When will the teacher give a test?" He wanted to know.
8. "How much did you buy the mobile?" I ask Binta.
9. "How will you get to the airport?" I asked them.
10. "How long has Omar lived in Senegal?" She wants to know.

**VI. I can interact.**

Use the notes you had taken in section 'I can interact' to write a funny, short story that your grandparents had told you. Words and/or expressions like (one day, one night, once upon a time ...) are useful in telling stories.

**VII. I can do it.**

Use the notes you had taken in section 'I can interact' to write a funny, short story that your grandparents had told you. Words and/or expressions like (one day, one night, once upon a time ...) are useful in telling stories.

## LESSON 13

## AT THE RESTAURANT

I learn how to report speech.

## I. I read the dialogue.

**Sidi's Father** wanted to invite him, his friends Amadou and Omar on their success in the Baccalaureate. He took them to a restaurant in Tevragh- Zeina - Nouakchott to have lunch.

**Dad:** Come on kids! Choose a nice and comfortable restaurant.

**Sidi:** What about if we go to Azalai- Marhaba or Alkhaima hotels?

**Amadou:** No, Sidi! Let's go and have fried chicken and some hamburger at the Prince restaurant. It's more fun.

**Dad:** The Prince is noisy. Why not choose another place quieter and less crowded? It's awful there!

**Omar:** It's not very crowded. Don't worry, we won't have to wait for a long time.

**Sidi:** OK. Let's go.

Later on

**Dad:** Come on kids and sit down. Do you want some ketchup or mustard? It will make the food tastier.

Amadou: Give me just a bit of mustard, please. But, where are the knives and forks?

**Omar:** You don't need any. You can eat with your fingers here. Go ahead Amadou! Eat your meal!

**Dad:** Well, kids, it's better than I thought. In fact, the chicken is quite tasty. Ok, kids let's go home and have some green tea with mint

**New words:** Comfortable - have fun - noisy - crowded - tasty.

## II. I learn and use my vocabulary

## Exercise 1:

Match the words in column A to their meaning in column B.

A	B
1. comfortable	a. delicious
2. have fun	b. relaxed
3. noisy	c. packed
4. crowded	d. enjoy oneself
6. tasty	e. loud/ clamorous

## Exercise 2:

Fill in the blanks with:

Comfortable – have fun – noisy - tasty - to queue - crowded.

1. On the weekends, the main streets of Nouakchott are not very.....

2. The airplane is a fast and ... .... means of transportation.

3. At the end of the month, all the banks are overcrowded, therefore one must..... for a long time to get some money.

4. Last weekend, my best friends and I went to the beach to have.....



5. Hello! Speak up I can't hear you well because it's too much.....here.  
 6. Mum, I want more of that cake; it's .....

### III. I explore the dialogue

Read the dialogue carefully, then write True (T) or False (F) in front of sentence.

- a. The people in this dialogue are having lunch at home. \_\_\_\_\_
- b. There are four people in this dialogue. \_\_\_\_\_
- c. They had rice and chicken as lunch. \_\_\_\_\_
- d. They have decided to have lunch at the beach in the open air\_\_\_\_\_
- e. They have to queue for a long time.\_\_\_\_\_
- f. In the restaurant, customers must eat with forks. \_\_\_\_\_
- g. Sidi's father didn't like the food. \_\_\_\_\_

### IV. I can remember and use

#### A. Affirmative commands:

The imperative in the direct speech changes into infinitive In the indirect speech regardless of whether the reporting verb is in present simple or simple past (say (s) / said, ask (s) / asked).

#### Examples:

Direct speech: "Choose a nice and comfortable restaurant!", Sidi's father says.

Indirect speech: Sidi's father says to choose a nice and comfortable restaurant.

Direct speech: "Sit down!", Dad told the kids.

Indirect: Dad told the kids to sit down.

#### B. Negative commands.

**Direct:** "Don't eat with fingers!" Aunt Betty told the kids.

**Indirect:** Aunt Betty told the kids not to eat with fingers.

### V. I can try it.

Report the following sentences. Look carefully at the reporting verb.

1. "Don't play in the streets!" The policeman ordered the boys.
2. "Pray on time!" My dad tells me.
3. "Open the window!" the teacher told one of the students.
4. "Don't forget to do the homework!" the teacher reminds us.
5. "Take a taxi!" I ask him.
6. "Don't say a word!" He told me.
7. "Get some chalk from the headmaster's office!" The teacher asks Hawa.
8. "Be careful and don't fight at school!" My mother told me.

### VI. I can interact.

You and your friend have decided to go and eat in a fast-food restaurant. One suggests a restaurant and the other says why he agrees or disagrees (talk about the food, what the restaurant look like, people eating at the restaurant etc. ...)

### VII. I can do it.

You have already eaten at a restaurant. Write a short paragraph about what it looked like as compared to eating at home.

## LESSON 14

## LOOKING FOR A JOB

I learn how to report speech.

## I. I read the text/

*Abdou is a young Mauritanian who has graduated in tourism and hostelry field from the University of Nouakchott. He has submitted a handwritten application to a tourist company in which he is interested in getting a job as a tourist guide. Now he is having an interview with the manager of the company.*

**Manager:** You are welcome in our company. First of all, I have a few questions for you and I want from you clear and honest answers.

**Abdou:** Thank you and I'm ready. I will do the best I can to answer your questions.

**Manager:** Good! Are you Mauritanian?

**Abdou:** Yes, I am. I was born in Madrid, Spain while my parents were immigrants. But I grew up in Nouakchott. I did most of my schooling here.

**Manager:** Did you go to any foreign university?

**Abdou:** No, I didn't. I graduated from the University of Nouakchott 2 years ago.

**Manager:** Do you have any experience in the tourist area?

**Abdou:** Yes, I do. I've once worked as a tourist guide in Atar. I also worked in a fancy hotel in Dakar, Senegal in 2001.

**Manager:** Where do you live?

**Abdou:** I live with my parents in Arafat neighborhood.

**Manager:** Are you married?

**Abdou:** No, not yet. To get married you need a lot of money. So, I can't afford getting married now. As soon as I make enough money, I will get married, for sure.

**Manager:** Will you be ready to work out of Nouakchott?

**Abdou:** Sure, I will.

**Manager:** Do you speak any foreign language ?

**Abdou:** Yes, I do. I speak English, French very well and i can communicate in Spanish and Arabic.

**Manager:** Well, that's good. One more question, please. Do you drive?

**Abdou:** I'm presently taking some driving lessons. And I hope to get my driver's license in two months.

**Manager:** Well, thank you, young man for coming and we will call you at the end of this month. Good luck.

**Abdou:** Thank you.

New Words: Honest - to look for - neighborhood - foreign - to graduate - driver's license - fancy - I can't afford - as soon as.

## II. I learn my vocabulary.

A. This young man is looking for a job means:

1. he is giving a job.
2. he is searching for a job.
3. he is doing his job.



- B. A driver's license is:
1. a work permit.
  2. A permit that proves that someone is allowed to drive.
  3. A fine that the driver must pay.

- C. To make money means:
1. to earn money.
  2. to lose money.
  3. to manufacture money.

### III. I explore the dialogue

#### **Exercise 1:**

Read the dialogue carefully and then answer the following questions.

1. Where is this interview taking place?
2. What job has Abdou applied for?
3. Did Abdou grow up in Nouakchott?
4. Where did Abdou graduate from?
5. Has Abdou got any experience in tourism?
6. Why isn't Abdou married?
7. Has Abdou got the job from the tourist company?

### IV. I learn how to

**Report YES/NO questions:** When the reporting verb is in the present tense (ask (s), want (s) to know), the tense remains the same in the indirect speech.

#### **Examples:**

Direct: "Do you speak a few languages?" the manager asks me.

Indirect: The manager asks me if I speak a few languages.

To report YES/NO questions when the reporting verb is used in simple past (asked, wanted to know) in this case, the tense in the direct speech changes into another tense in the indirect speech.

See the tenses correspondence in the chart below the example.

#### **Examples:**

Direct: "Are you Mauritanian?" the manager asked me.

Indirect: The manager asked me if I was Mauritanian.

Tenses correspondence from direct to indirect speech:

direct to indirect

Simple present changes into Simple past

Present continuous changes into Past continuous

Simple past changes into Past perfect

Present perfect changes into Past perfect

Simple future changes into

Conditional present

**V. I can try it.**

Report the following YES/NO questions. The tense of the reporting verb is determinant in changing or not the tense used inside the quotations.

1. "Are you going to the library?" they ask me.
  2. "Does Aziz work in an oil company?" My friend wanted to know.
  3. "Will the teacher give a test after the holidays?" I asked my friend.
  4. "Has the big plane landed?" Salma asked me.
  5. "Did you watch the football game?" I ask Dahi and Demba.
  6. "Is Cheikhna sleeping under the tent?" Coulibaly asked me.
  7. "Do you have many friends at school?" we ask Isselmou.
- "Have you drunk tea at work?" He asked us.

**VI. I can interact.**

You have graduated from the University and wanted to apply for a job. Discuss about it in groups. Take notes.

**VII. I can do it.**

Use the notes you had taken from the section 'I can interact' and write a short dialogue based on the following scheme.

**Student 1** is the manager of a bank.

**Student 2** has graduated in business management and accounting.

S2 has come to the bank for an interview.

**Student 1** asks student 2 (who answers in the meanwhile) about his experience and qualifications. You can refer to the above dialogue to get some inspiration.



## LESSON 15

## IT'S UNBELIEVABLE, ISN'T IT?

I learn how to Check and confirm.

## I. I read the dialogue.

*Moulay is a journalist. He has worked as a freelancer and a reporter for many TV and Radio channels around the world. Now, he's back home for some time. Today, he's a special expert guest in the 6th year class. Some students are asking him about his job experience.*

**Teacher:** Today, I am inviting to our class a journalism celebrity who's been abroad for many years, and now he's in a visit in his home country- Mauritania- to see his family. You can ask him about his job experience.

**Omar:** Good morning, Mr. Moulay, you're a reporter and a freelance journalist, aren't you?

**Moulay:** Yes, I am.

**Fatou:** A freelance journalist and a reporter are not the same, are they?

**Moulay:** Err..Well! They are a bit different: a reporter works for a particular newspaper while a freelance journalist works independently by contributing articles to more than a newspaper or magazine; he's sort of self-employed journalist.

**Sidi:** How did you become that?

**Moulay:** Well! it's a long story. I grew up in Nema, in the Far East of Mauritania. I started my studies there until I got my baccalaureate in scientific stream, then I got a scholarship to study Medicine abroad, but I was not happy with that since I had a flair for journalism. I stopped studying medicine and changed to journalism.

**Lalla:** It's unbelievable, isn't it? You changed from a medicine student to journalism! I guess, it was a wrong choice, wasn't it?

**Moulay:** Well! I am happy with that since I have chosen my career for myself and no one else imposed it on me!

**Omar:** I see! But, you were young at that time, weren't you?

**Moulay:** Twenty-two.

**Fatou:** Your job mustn't be that easy. Do you enjoy it?

**Moulay:** Certainly. I do. It's a bit demanding. I travel a lot: the Middle East, America, Europe, Africa... everywhere where I have to cover an event, a war..., interview a celebrity: a film star, a music star... Sometimes, I'm fed up with travelling. I never stay long in the same place... It's a bit tiring, but I manage to put up with.

**Teacher:** Mr. Moulay, thank you for your time and we wish you good stay in your country, among your family and relatives.

**Moualy :** My pleasure! See you. Bye.

**New words:** celebrity, scholarship, demanding, tiring, have a flair for..., fed up with, put up with...

## II. I learn my vocabulary

**Exercise 1:** Match the words/expressions in column A to their meaning in column B (pair work).

A	B
1. Celebrity	a. Award, or grant
2. Scholarship	b. Very tired of...
3. Demanding	c. Requiring much effort
4. Have a flair for...	d. A famous person, a star
5. Fed up with...	e. Bear/endure
6. Tiring	f. Have a talent or eagerness for..
7. Put up with....	g. Fatiguing/exhausting

**Exercise 2:** Fill in the blanks with the appropriate word/expression (celebrity, scholarship, demanding, tiring, have a flair for..., fed up with, put up with...):

- Teaching is a very exciting profession, but it is also .....
- Students should be directed to the specialization they .....
- She does the same activities many and many times a day until she has become..... hem.
- My brother excelled in his Math's studies, so his school headmaster decided to send him on a..... to the USA.
- Garmi Mint Abba is a Mauritanian music.....
- Journalism is an interesting job, but it can be .....at times.
- I can ..... the house being messy, but I hate it if it's not clean.

Exercise 3: Use 3 of the following words/expressions: (celebrity, scholarship, demanding, tiring, have a flair for, fed up with, put up with....) each in a sentence of your own words.

## III. I explore the dialogue

**Exercise 1:** Read the dialogue silently and answer the questions.

- Who's talking to who in the dialogue?
- Who is Mr. Moulay?
- Why is he visiting Mauritania now?
- Do you think he's made the right choice? Why? Why not?

**Exercise 2:** Say if the following statements are True (T), or False (F)?

- Mr. Moulay wanted to be a doctor from the beginning. (.....)
- Mr. Moulay's parents have decided for him what career to follow (.....)
- Mr. Moulay loves travelling very much (.....)
- Mr. Moulay is in a family visit in Mauritania (.....)
- Mr. Moulay got his Baccalaureate in his hometown (.....)

## IV. I learn how to use

### Question tags:

Question tags are short questions add “ed” at the end of a sentence to find out if the information/assumption conveyed by the statement is true, or not true.



**Form:**

- If a statement is positive, the tag will be negative.

**Example:** You are a journalist, aren't you?

- If the statement is negative, the tag will be positive.

**Example:** You aren't hungry, are you?

- Use the first auxiliary/model verb in the statement, and invert the auxiliary/model verb and the subject corresponding pronoun to form the tag.

**Examples:** You're not hungry, are you?

You won't make the right choice, will you?

- Use 'do' if there is a main verb in the statement.

**Example:** You love your job, don't you?

**Use:**

Question tags are mainly used to check and confirm that an information or an assumption is true or not true.

**Example:** You are a journalist, aren't you?

**Special points:**

- We use aren't I? with I am.....

**Example:** I am right, aren't I?

- We use shall we.....? with Let's +verb..

**Example:** Let's go, shall we?

- Use will/won't.... with commands/ requests:

**Examples:** Open the window, won't you?

Don't put the lights off, will you?

- Don't forget that we put a comma (,) between the main statement and the question tag.

**V. I can try it.**

Supply the question tag for the following:

1. It's a lovely car,.....?
2. You can't say that in English,.....?
3. They haven't finished their homework yet,.....?
4. She won't do that at the convened time,.....?
5. He has two brothers,.....?
6. They don't speak English very well,.....?
7. He drives well,.....?
8. The team played very well,.....?
9. They didn't score a goal in the match,.....?

**VI. I can interact.**

Choosing the appropriate specialization for the student and guiding them towards the right choice according to their talents and qualifications is one of the most important things for their future career. In groups, discuss whether the students should choose their career for themselves, or whether one else should choose for them. Take notes.

**VII. I can do.**

Use the group work notes you had taken in section 'I can interact' to write a paragraph giving at least three reasons why students should choose their career, not let someone else choose for them.

## LESSON 16

## PLAY PREFERENCES

**I learn how to Check and confirm.**

**I. I read the dialogue.**

Ousmane is a specialist in social sciences, mainly in children's psychology. The Woman and Children Magazine is interviewing him about children's play choices.

**Interviewer:** Today, we are honored to host a special guest to our panel and ask him about children's play preferences. Good morning, Dr. Ousmane! You're a specialist in social sciences and have written many books on children's psychology, aren't you?

**Dr. Ousmane:** Yes, that's right! You're welcome.

**Interviewer:** Dr. Ousmane, boys and girls usually do have the same play choices, don't they?

**Dr. Ousmane:** Not necessarily! Play choices for boys and girls are more or less different.

**Interviewer:** Is it because of their gender, or is society forcing them to choose their plays based on social norms and stereotypes?

**Dr. Ousmane:** We can say both: game choices depend on gender, and society has a role to play in shaping and imposing the type of game for each of them.

Interviewer: How do they play differently?

**Dr. Ousmane:** Well! Boys tend to play outside, in large groups that are hierarchically structured. These groups usually have a leader who tells others what to do and how to do it, and resists doing what other boys propose.

**Interviewer:** You mean that boys play is tougher and more competitive than that of girls, don't you?

**Dr. Ousmane:** Yes, a way for boys to secure status is to take centre stage by challenging their peers' achievements. Normally, boys' games have winners, losers and a set of rules that are oftentimes the subjects of arguments. They are frequently heard to boast about their skills, likes and possessions, and argue about who is best at what.

**Interviewer:** What about girls?

**Dr. Ousmane:** Girls play in small groups or pairs. The centre of a girl's social life is her best friend. Within the group, intimacy, or relative closeness is key. Another point, their most frequent games, such as jump rope and hopscotch and many of their other activities (such as playing with dolls) do not have losers or winners.

**Interviewer:** Dr. Ousmane thank you for your time and we hope we have more interviews about other social issues.

**Dr. Ousmane:** My pleasure!

New words: to host, hierarchically, resist, status, argument, boast, intimacy.



## II. I learn my vocabulary

**Exercise 1:** Match the words in column A to their explanation in column B (Group work)

A	B
1. To host	a. close friendship, or relationship
2. Hierarchically	b. disagreement
3. Resist	c. arranged according to importance
4. Status	d. speak proudly about one's achievement
5. Argument	e. refuse to accept
6. Boast	f. position in a group
7. Intimacy	g. to receive as a guest at home

### Exercise 2:

Fill in the blanks with the most appropriate word (Hierarchically, resist, status, boast, intimacy)

1. The Mauritanian woman's.....has considerably evolved in the recent years.
2. Ali is a good football player. His only fault is that he often .....about his achievements!
3. The police charged the man 3 years imprisonment because he .....them.
4. In many African societies, the tribal council is organized.....
5. The school's team coach has much.....with the other school team's concerning the timing of the match.
6. Mauritania often .....international summits.
7. Brotherhood in Islam is more important than .....relationships.

### Exercise 3:

Use three of the words (hierarchically, resist, status, , argument, boast, intimacy, host) each in a meaningful sentence.

## III. I explore the dialogue

### Exercise1:

Read the dialogue attentively and answer the following questions:

1. Where are boys likely to play?
2. Who give orders in boys' groups?
3. What do boys frequently argue about?
4. Who is the key figure in girls' groups?
5. Why does everybody get a turn in girls' groups?

### Exercise2:

Say if the statements are True (T), False (F).

1. Boys groups are well organized. (.....)
2. Boys usually aim to be the centre of attention. (.....)
3. Boys often boast about their abilities. (.....)
4. Boys always agree with each other. (.....)
5. Girls' activities are highly competitive. (.....)
6. Girls expect their friends to obey them. (.....)

**IV. I learn how to use**

Question tags when the verb in the statement is a main verb.

**Form:**

If the statement is positive, the tag will be negative.

Example:

Boys play in groups, don't they?

If the statement is negative, the tag will be positive.

**Example:**

Girls don't argue, do they?

Nb. The tag is formed with the inversion of the auxiliary with the statement's corresponding subject pronoun.

**Example:**

Aicha plays with her doll, doesn't she?

**Use:**

A question tag is a small particle 'tag' that is used at the end of a sentence to check and confirm whether the information conveyed by the statement is correct or not.

**Example:** You speak English, don't you?

**Special points:**

- If the subject of the statement is 'Nobody', 'Somebody', 'Everybody', 'No one', 'Someone', 'Everyone'... we use 'they' in the tag.

**Examples:** Somebody is at the door, aren't they?

Someone called you, didn't they?

Everyone can speak English, can't they?

No one called her, did they?

- Negative words such as barely, seldom, rarely, never, few, no one, nobody, little..... require a positive tag

**Example:** She seldom comes late, does she?

None of her friends loves her, do they?

**V. I can try it.**

Supply the correct question tag for the following:

1. You speak English,.....?
2. They go to this school, .....?
3. They don't like dogs,.....?
4. You helped them,.....?
5. They didn't go to the party,.....?
6. She plays hopscotch, .....?
7. None of them arrived on time,.....?
8. He likes basketball,.....?
9. They never come late,.....?
10. Everyone laughed at him,.....?
11. Nobody cares about it,.....?



**VI. I can interact.**

Should boys and girls enjoy equal status? In groups, discuss about it. Take notes.

**VII. I can do it.**

Use the notes you had taken from your team work and write a paragraph where you say whether girls and boys should enjoy equal status.

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## LESSON 17

## I HAVE GOT IT!

I learn how to express congratulations.

## I. I read the dialogue.

Omar is worried about his final exam scheduled for May 30th. He calls his senior friend, Ali to ask him for some useful tips on how to prepare well for the exam.

**Omar:** Good morning, Ali.

**Ali:** Good morning.

**Omar:** Ali, my examination is round the corner. Can you give me some instructions as to how I should prepare?

**Ali:** Certainly! At first, get rid of your mobile phone. That's a major distraction.

**Omar:** Ok, I got it.

**Ali:** Read your notebooks thoroughly, for you must remember all the information you have studied.

**Omar:** Ok. But, I have a problem in memorizing.

**Ali:** Instead of memorizing, try to understand and apply it. Try to concentrate on one major theme at a time until you grasp it well.

**Omar:** Well! A few of my friends were planning to do group study. Will it be useful?

**Ali:** Definitely. You also must solve former exam papers because those will help you be used to the repetitive types of exam questions.

**Omar:** Thank you, Ali.

**Ali:** If you need anything else, let me know.

**Omar:** Sure! I'll do it.

Later, after the exam:

**Omar:** Good morning Ali!

**Ali:** Good morning Omar!

**Omar:** I've got it! I passed my exam with distinction!

**Ali:** Well done, Omar! Good job! I warmly congratulate you and wish you good luck in your future career!

**Omar:** Thank you Ali. I'll never forget your help.

**New words:** worried, scheduled, tips, grasp, career, be used.



## II. I learn my vocabulary

**Exercise 1:** Match the words/expressions in column A to their meaning in column B.

A	B
1. Worried	a. Job
2. Scheduled	b. Understand well
3. Tips	c. Be imminent
4. Grasp	d. Pieces of advice
5. Career	e. Programmed
6. Be used to	f. Throw away
7. Get rid of	g. Get familiar with
8. Be round the corner	h. Be anxious

### Exercise 2:

Use four of the following words/expressions (worried, tips, grasp, career, be used to, get rid of, be round the corner) each in a meaningful sentence.

## III. I explore the dialogue

### Exercise 1:

Read the dialogue carefully and answer the following questions:

1. What's the dialogue about?
2. What did Omar call Ali for?
3. Why was Omar anxious?
4. What did Ali tell him?
5. Did Omar succeed in his exam?

### Exercise 2:

Answer with True (T), or False (F).

1. Omar was not afraid of the exam (....)
2. The pieces of advice Ali gave Omar were useless. (....)
3. Ahmed majored in his exam. (....)
4. Ahmed was grateful to Ali. (....)

## IV. I learn how to use

Congratulate people using the following expressions of congratulations:

Congratulations! - Congratulations on.....- I congratulate you on.....

## V. I can try it.

Use the following: (Congratulations! Congratulations on..... I congratulate you on....) to congratulate the people in the following scenarios:

1. Your best friend has got his baccalaureate.

You tell him/her:.....

2. Your sister has got the best grade in her classroom.

You tell her: .....

3. Your friend is being elected class president.

You tell him/her:.....

4. Your dad is being promoted to a higher post office.

You tell him:.....

### VI. I can interact.

You and your friend have passed your final exam, and wanted to exchange congratulations. In groups, discuss about it. Take notes

### VII. I can do it.

Use the notes you had taken from your group work to write about this experience in a short dialogue.



## LESSON 18

**Happy birthday to you!**

**I learn how to congratulate and wish**

**I. I read the dialogue.**

**Omar:** Hey! Ahmed, it's long time you don't show up! What's the matter?

**Ahmed:** Well! I was busy with some friends!

**Omar:** Guess what! It's our classmate Fatou's birthday soon.

**Ahmed:** Oh, when is it?

**Omar:** It's on January the tenth.

**Ahmed:** That's on Monday!

**Omar:** Yes, that's right!

**Ahmed:** What shall we give her?

**Ismail:** Let's give her some cake!

**Ahmed:** No, not cake! Let's give her some flowers!

**Ismail:** Yes, that's a good idea.

On January the 10th

**Fatou:** A nice day, isn't it?

**Omar:** It's your birthday, Fatou! Another good news: you've passed your exam! Happy birthday to you, and good luck!

**Fatou:** Oh, thanks. Oh! What beautiful flowers! They're lovely!

Are they from you Ahmed?

**Ismail:** They're from all of us. We wish you long life, full of happiness and prosperity!

**Fatou:** Same to you! Thank you very much all of you.

**New words:** Birthday, that's right, flowers, awful, lovely, show up.

**II. I learn my vocabulary**

**Exercise 1:**

Match the words/expressions in column A to their meaning in column B.

A	B
1. Birthday	a. appear/ come out
2. That's right	b. Roses
3. Flowers	c. That's true
4. Lovely	d. Anniversary
5. Show up	e. Pretty/nice

**Exercise 2:**

Build sentences using (***birthday, that's right, flowers, lovely, show up***)

### III. I explore the dialogue

**Exercise 1:**

Read the dialogue carefully and answer the questions

1. What's the dialogue about?
2. Who's birthday is it?
3. When did the birthday happen?
4. What did they give Fatou as a birthday present?
5. Did Fatou like the present?

**Exercise 2:**

Put True/False after each statement from the dialogue

1. Fatou's birthday is on Monday. (.....)
2. Fatou's getting married. (.....)
3. They gave her some flowers. (.....)
4. The flowers were from Omar. (....)
5. Fatou did not like the flowers. (....)

**Exercise 3:**

Tick the most appropriate answer:

1. Fatou's ceremony is
  - a. Wedding ceremony.
  - b. Naming ceremony.
  - c. Birthday ceremony.
2. Fatou is
  - a. Omar's sister
  - b. Ahmed's sister
  - c. Omar's classmate
3. The flowers are a gift from
  - a. Ahmed and Omar
  - b. Omar and Ismail
  - c. All of them

### IV. I learn how to use

Congratulate people and wish them using the following expressions:

Great! Lucky you! Marvelous! Wonderful! Incredible! Well done! Good job! Best wishes!  
Happy....! Good luck!

### V. I can try it.

Use the following: (Great! Good Luck! Incredible! Marvelous! Best wishes! Happy ....!) to congratulate the people in the following scenarios:



1. It's your friend's birthday.

You tell him/her: .....

2. The poor neighbor has built a big house and bought a Toyota V8 car.

3. You say: ..... How come!

4. Your friend is being elected class president.

You tell him/her:.....

5. Your friend is having an interview for a job.

You tell him/her:.....

### VI. I can interact.

You and your friend have passed your final exam and wanted to exchange congratulations. In groups, discuss about it. Take notes

### VII. I can do it.

Use the notes you had taken from your group work and write about this experience in a short dialogue.

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