

Islamic Republic of Mauritania

Honor - Fraternity - Justice



Ministry of Education  
and Educational System Reform  
National Pedagogic Institute

# STUDY ENGLISH



**YEAR SECONDARY SCHOOL**

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# Foreword

Given the importance of English in today's world, the 1999 reform of the Mauritanian educational system introduced English in junior high school. The Mauritanian Government through the Ministry of National Education and Educational System Reform has made this decision to meet the growing needs of the learners to master the English language for their personal, educational, social and professional purposes.

Thus, the secondary school curricula were re-written in August-September 2020, based on the holistic approach, which puts the learner at the heart of its interests and focuses on everything the learner needs to know to be able to communicate effectively. In other words, this approach seeks to engage all aspects of the learner, including mind, body, and spirit.

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

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

**The IPN General Director  
Dr. Cheikh Mouad Sidi Abdalla**

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I LEARN HOW TO TALK AND ASK ABOUT PAST ACTIONS AND EVENTS.

I READ THE DIALOGUE.



**Dialogue:**

Moctar, Abdoul and Mariem are having a conversation at the office. It's about what's happened in her building the previous night.

**Moctar:** What's new, Mariem?

**Mariem:** Well, guess what happened last night?

**Abdoul:** Please, tell us what happened.

**Mariem:** There was a fire in my building.

**Moctar:** A fire! Oh my God! How did it happen?

**Mariem:** Some old stuff in the basement burned up.

**Moctar:** Was there any serious damage?

**Mariem:** No. Luckily the firemen rushed quickly to save what they could.

**Abdoul:** Lucky you! Who called them?

**Mariem:** I did. First, I smelt the odour of something burning while I was coming close to the building. Then I saw some smoke as I was getting in.

**Moctar:** What did the firemen do when they arrived?

**Mariem:** They asked everybody to evacuate the building and began dealing with the fire.

## I LEARN AND USE MY VOCABULARY.

- To guess: to imagine  
Stuff: accumulation of objects  
Burn: catch fire  
Basement: bottom of a building  
Damage: harm  
Smell: perceive or detect the odor or scent of something  
Get in: enter

### **Exercise:**

Build sentences using: guess, put out, go off, stuff and basement.

## I EXPLORE THE DIALOGUE.

### **Exercise 1:**

Read the dialogue silently and answer the questions:

- a. What did Mariem tell Moctar and Abdoul?
- b. When did it happen?
- c. Did Mariem see the fire?
- d. Where did the fire start?
- e. What did the firemen do before dealing with the fire?

### **Exercise 2:**

Say if the following statements are True or False:

- a. Electricity went off in Mariem's building.\_\_\_\_\_
- b. The fire started in an old apartment.\_\_\_\_\_
- c. Moctar didn't know about the fire.\_\_\_\_\_
- d. Mariem called the firemen.\_\_\_\_\_
- e. The firemen extinguished the fire.\_\_\_\_\_

## I CAN REMEMBER AND USE.

### A. Forming the regular past tense:

Spelling	Root verb	Past tense
For most verbs: Add -ed	call play wash	called played washed
For verbs that end in a consonant plus y: change the "y" to "i" and add "ed"	carry study worry	carried studied worried
For verbs that end in "e": add "d" only	move like hate	moved liked hated

### B. Common irregular verbs:

Base form	Past tense	Base form	Past tense
Break	broke	put	put
Get	got	run	ran
Go	went	see	saw

## I CAN TRY IT.

Give the correct past tense of the verbs:

- The old woman (to carry) \_\_\_\_\_ her cat. (Affirmative form)
- People (to go) \_\_\_\_\_ in the building. (Negative form)
- The firemen (to break) \_\_\_\_\_ the windows. (Interrogative form)
- Mariem (to get) \_\_\_\_\_ home early. (Affirmative form)
- Some old stuff (to burn) \_\_\_\_\_ out. (Negative form)
- They (to move) \_\_\_\_\_ to Atar. (Interrogative form)

## I CAN INTERACT.

You may have seen or heard about a fire in a house, a market or in the bush. In groups, discuss about it and take notes.

## I CAN DO IT MYSELF.

Use the notes you had taken from your team work in the 'I CAN INTERACT' section to write a short paragraph about the experience you may have discussed.

## I LEARN HOW TO TALK AND ASK ABOUT PAST ACTIONS AND EVENTS.

## I READ THE TEXT.



## Text:

It was 10 o'clock. Mohamed was standing in front of Mr Brahim's office, the company Manager. He was late as usual. He was tense and afraid of the meeting with his boss. He rang the bell from time to time and finally the door opened. Mohamed was face to face with his boss, who was sitting at his desk, writing on a piece of paper. When Mohamed got in, the boss raised his eyes, stared at him and then asked him why he was always late. "I was looking for you urgently, but you were nowhere" he said. The clerk was very embarrassed. He looked down and said "In fact, I was here at eight o'clock, I prepared the letters for the customers and then I went out to have tea at the café before your arrival. The customers are certainly waiting for your proposal concerning the goods.

"It's alright." The boss replied, "Nevertheless, as I have always told you and everybody else in this office, when you want to go out you should always inform the secretary."

## I LEARN AND USE MY VOCABULARY.

Boss:	head, chief.
As usual:	as habitual.
To be tense:	to be nervous.
To raise one's eyes:	to look up at someone (with their eyes).
To stare at:	to look fixedly.
Matter:	issue, problem.
Goods:	merchandise.

### Exercise:

Match each word in column A to its opposite in column B.

A	B
1. To be nowhere	a. To look down
2. In front of	b. To get out
3. To get in	c. To answer
4. To ask	d. Behind
5. To raise one's eyes	e. To be everywhere

### I EXPLORE THE TEXT.

#### Exercise 1:

Read the text silently and answer the questions below:

- What time was Mohamed waiting at the door? \_\_\_\_\_
- Who was the man sitting at the desk? \_\_\_\_\_
- Why was Mohamed tense? \_\_\_\_\_
- Why did the boss stare at Mohamed? \_\_\_\_\_
- Choose another title to the text. \_\_\_\_\_

#### Exercise 2

Are the statements below true or false?

- At 10 o'clock Mohamed wasn't standing in front of Mr. Brahim's office. \_\_\_\_\_
- When the door opened Mohamed wasn't face to face with his boss. \_\_\_\_\_
- The clerk said that he was preparing letter for his boss. \_\_\_\_\_
- The boss replied that they can't go out without telling the secretary. \_\_\_\_\_

### I CAN REMEMBER AND USE.

The past continuous tense:

Subject + to be (in the past) + verb + ing Examples:

- I was learning English in a private center.
- My brother was studying at the university.
- The school boys were singing the national hymn.



### ◆ I CAN TRY IT.

Underline the past continuous of three verbs in the text.

Make four meaningful sentences using (to leave, to learn, to explain and to teach) in the past continuous:

### ◆ I CAN INTERACT.

Why is coming late at school or at work a bad habit? Discuss with your neighbor.

### ◆ I CAN DO IT MYSELF.

Summarize the text in two or three lines.

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I LEARN HOW TO TALK AND ASK ABOUT PAST ACTIONS AND EVENTS.

◆ I READ THE DIALOGUE.



**Dialogue:**

An applicant is looking for a job as a TV reporter. Now he is having an interview with the TV manager.

**TV manager:** Good morning, sir.

**Applicant:** Good morning.

**TV manager:** Have a seat, please.

**Applicant:** Thank you, sir.

**TV manager:** Well, you've come here for the interview, haven't you?

**Applicant:** Yes, sir.

**TV manager:** I've examined your diplomas and looked at your résumé and I've found it quite interesting. However, I need to get more detailed information about you and your experience.

**Applicant:** I will be very pleased to answer your questions.

**TV manager:** Who have you worked for before?

**Applicant:** I've worked for Mauritania National Radio as an announcer.

**TV manager:** And for how long have you worked there?

**Applicant:** For six years.

**TV manager:** Oh, I see. Have you got any other experience in the area of journalism?

**Applicant:** Sure, I have. I've recently worked for an international radio corporation, and I've also done many radio reports on political events for a few private international radio stations such as BBC, DW and Radio Monte Carlo.

**TV manager:** Have you ever travelled abroad?

**Applicant:** Yes, I have visited several countries on many occasions.

**TV manager:** Just one more question. Are you married?

**Applicant:** (with a smile) I haven't got married yet. It's too early for me and I need to get more experience and especially make a lot of money.

**TV manager:** Okay, sir, that's all. Thank you for your time. We will contact you in about a week from now. Good luck.

**Applicant:** Thank you very much indeed, sir.

## I LEARN AND USE MY VOCABULARY.

Applicant: candidate

Résumé: curriculum vitae (CV).

Corporation: company, business, agency.

Recently: lately, not long ago.

Abroad: in or to a foreign country.

Such as: like

Area of: domain, field.

To make money: make a profit.

### Exercise:

Use the words in the box to complete the following sentences:

Recently	area of	résumé	abroad	corporation	private	early
----------	---------	--------	--------	-------------	---------	-------

a. BBC is an international \_\_\_\_\_

b. Moussa has never travelled \_\_\_\_\_

c. My brother has found a good job \_\_\_\_\_

d. Bring a \_\_\_\_\_ to complete your file.

e. Mouna works for the World Health Organization in the \_\_\_\_\_ aids.

f. Does Aichetou work in a public or \_\_\_\_\_ company?

g. I usually wake up \_\_\_\_\_ in the morning to pray.

## ◆ I EXPLORE THE DIALOGUE.

### Exercise:

Read the dialogue again then, answer the following questions:

- Who has the applicant worked for before? \_\_\_\_\_
- Has the applicant ever worked as a TV reporter? \_\_\_\_\_
- How long has the applicant worked for Mauritania National Radio? \_\_\_\_\_
- Has the applicant ever been out of his country? \_\_\_\_\_
- When will the applicant get the result of his interview? \_\_\_\_\_

## ◆ I CAN REMEMBER AND USE.

- Present perfect at the affirmative, negative and interrogative forms.
- Present perfect is used to talk about recent past actions when the time of the action is not specified.

Example: I've received a call from France recently.

- Present perfect is used with time adverbs such as:

already, recently, lately, never, yet, just, ever, twice, once, many times, how long, for, since several times.

Example: I've visited Chinguitty several times.

## ◆ I CAN TRY IT.

Re-write each sentence putting the verb into the present perfect.

- a. You (to be) ever to Montreal? (Interrogative form)

\_\_\_\_\_

- b. He (to play) golf for several years. (Affirmative form)

\_\_\_\_\_

- c. She (to go) to London twice. (Negative form)

\_\_\_\_\_

- d. They (to have) just breakfast. (Affirmative form)

\_\_\_\_\_

- e. I (to live) in Ksar since 2001. (Negative form)

\_\_\_\_\_



## ◆ I CAN INTERACT.

In pairs, ask each other questions about past experiences. **A** asks the questions and **B** answers and vice-versa.

Begin your questions with '**did you**' or '**have you ever**' as in the example below:

Example: live in Nouakchott

**A:** Have you ever lived in a foreign country? **B:** Yes, I have.

**A:** How long have you lived there? **B:** I've lived there for 10 years.

Now do it.

Drink tea	Play football	Study English	Rain in the south
Wait for the bus	Sleep well	Work for a private company	Smoke cigarettes

## ◆ I CAN DO IT MYSELF.

- Make a summary of the activity you did with your partner in the '**I CAN INTERACT**' section. Use **have you ever** or **did you**?
- Make meaningful sentences using the present perfect tense to talk about your experiences. Make sure you include: (already, yet, recently, for, never, once, twice, many times ...) in your sentences.

**I LEARN HOW TO DESCRIBE PEOPLE AND ACTIONS.****I READ THE TEXT.****Text:**

My name is Brahim. I live in Nouakchott. When I was young, I used to live in Chinguity- an ancient Islamic town located in northern Mauritania.

It was a pretty town. The streets were clean because people were always sweeping inside and outside their houses. There were beautiful old houses. There were also many old and famous libraries and a splendid mosque built of stone bricks and mud. People would come from very remote places to visit and pray in this mosque.

People in Chinguity were very friendly and open-minded. There were many lovely small inns for the tourist season.

But there were problems, too, in Chinguity. Because it is located in the desert, most of the houses in the ancient section of the town were almost buried under dunes. People were always tirelessly pushing the dunes back while the sand storms were continuously blowing and desperately covering the town.

**I LEARN AND USE MY VOCABULARY.**

Pretty: beautiful.

Stone: pieces of rocks.

Clean: free from dirt.

Mud: soft sticky matter resulting from the mixing of earth and water.

Famous: well-known.

Splendid: magnificent, superb.

Open-minded: receptive.

Desperately: hopelessly, miserably.

inns: guest house

**Exercise:**

Find opposites(≠) for the following words in the text:

- a. Dirty (≠) \_\_\_\_\_
- b. Unknown (≠) \_\_\_\_\_
- c. Ugly (≠) \_\_\_\_\_
- d. Narrow-minded (≠) \_\_\_\_\_
- e. New (≠) \_\_\_\_\_

**I EXPLORE THE TEXT.**

**Exercise:**

Read the text silently and answer the questions below:

1. What is the name of Brahim's hometown? \_\_\_\_\_
2. Where is it located? \_\_\_\_\_
3. How was it? \_\_\_\_\_
4. How were the people? \_\_\_\_\_
5. What were the people doing permanently? \_\_\_\_\_

**I CAN REMEMBER AND USE.**

The past progressive affirmative:

Subject	Predicate	
	Past form of Be	Base verb + ing
I	was	
You	were	
He/she/it	was	Speaking
We/you/they	were	

The past progressive negative:

Subject	Predicate	
	Past form of Be + not	Base verb + ing
I	was not	
You	were not	
He/she/it	was not	Speaking
We/you/they	were not	

The past progressive: Yes / No questions

**Question:** Were you speaking?

**Answer:** Yes, I was - or - No, I wasn't.

**Question:** Was Aly talking on the phone?

**Answer:** Yes, he was - or - No, he wasn't.

**Question:** Were the men waiting?

**Answer:** Yes, they were - or- No, they weren't.

### I CAN TRY IT.

Rewrite the sentences below putting the verbs in parentheses into the past progressive (continuous) tense, and in the indicated form.

a. Mohamed (to go) slowly. (Negative form)

---

b. The police (to chase) him. (Affirmative form)

---

c. The girls (to stand) next to the traffic light. (Interrogative form)

---

d. They (to look) for a bus. (Affirmative form)

---

e. The woman (to write) a check. (Negative form)

---

f. The bell (to ring). (Interrogative form)

---



## ◆ I CAN INTERACT.

In pairs, discuss the following question:

Would you like to live in a town like Chinguitty? Why or Why not?

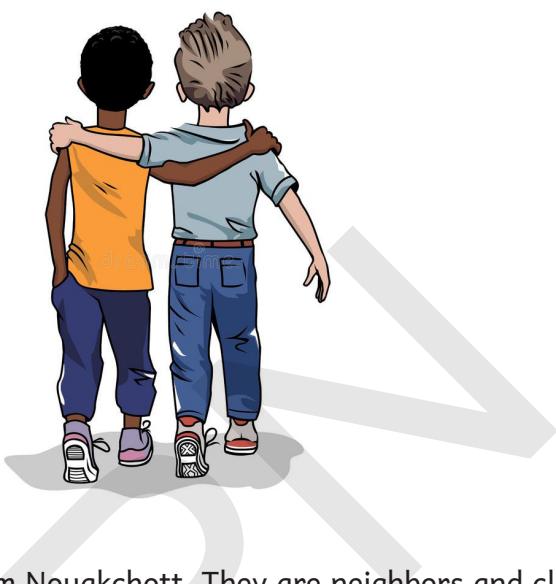
## ◆ I CAN DO IT MYSELF.

Write a paragraph about your hometown or neighborhood. Try to answer these questions:

1. What is your town or neighborhood like?
2. Does it have any problems? If yes, what are the main problems it has?
3. Do you like to live there? Why / Why not?

## I LEARN HOW TO DESCRIBE PEOPLE AND ACTIONS.

## I READ THE TEXT.



## Text:

Mohamed and Ali are from Nouakchott. They are neighbors and classmates. They are the same age, about 17 years old. They speak English fluently and are constantly together. Mohamed is tall, whereas Ali is rather short. Mohamed has long black hair, whereas Ali has curly bushy hair. Like most of the youngsters of their age, they wear blue jeans, and they are walking. However, these two boys have different characters. Mohamed is rather shy, speaks slowly, and moves carefully. He always puts down his head while speaking to people of a certain age and seldom gets angry. But at the same time, he has a strong character. It is almost impossible to get him accept something unless he is convinced of it. He recited the Koran at the age of ten. He is kind and generous. He helps poor people and gives secretly money to beggars. He is used to praying at the mosque, and he always obeys his parents.

As for Ali, he is a good-looking young man, always smiling, very daring, and rather stubborn. He has a very strong character, too, that is why it is difficult to make him change his mind about something he intends to do. He also went to the Mahadra at an early age, and recited the Koran. He is aggressive and sometimes bully. However, he is kind and obedient to his mom. His father died a longtime ago.

The two youngsters love each other and are inseparable both at home and at school.

## I LEARN AND USE MY VOCABULARY.

Fluently: very well

Convinced: persuaded

Beggar: a person, typically very poor who lives by asking for money or food.

Obedient: compliant, dutiful, good.

To be daring: audacious.

Stubborn: headstrong.

Bully: intimidator, oppressor.

**Exercise:**

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

fluently	obedient	daring	stubborn	beggars.
----------	----------	--------	----------	----------

- a. The hunter didn't run away in front of the lion because he was very \_\_\_\_\_.
- b. He speaks Spanish very \_\_\_\_\_.
- c. Fatou is very \_\_\_\_\_. She never obeys orders.
- d. We can find a lot of \_\_\_\_\_ in front of mosques on Fridays.
- e. Nowadays youngsters are not as \_\_\_\_\_ as they used to be in the past.

**I EXPLORE THE TEXT.**

**Exercise:**

Read the text silently and answer the questions below:

- a. What is the relationship between Mohamed and Ali? \_\_\_\_\_
- b. Are they of the same age? \_\_\_\_\_
- c. How old are they exactly? \_\_\_\_\_
- d. How do they dress? \_\_\_\_\_
- e. Is there a big difference between the two boys? \_\_\_\_\_

**I CAN REMEMBER AND USE.**

Adverbs of manner: Adjective + ly

**Examples:**

Fluent + ly = fluently: Aichtetou speaks Hassania fluently.

Beautiful + ly = beautifully: this young woman sings very beautifully.



## ◆ I CAN TRY IT.

Complete the following chart:

Adjective	Adverb
careful	
exact	
	properly
shy	
	quickly

## ◆ I CAN INTERACT.

Which one of the two boys is more sympathetic to you? Why?

## ◆ I CAN DO IT MYSELF.

In a few lines, compare two friends, relatives or people you know.

I LEARN HOW TO DESCRIBE PEOPLE AND ACTIONS.

◆ I READ THE DIALOGUE.



**Dialogue:**

One day, Meima visited her cousin Aissata in Nouakchott. She wanted to see and know everything about Nouakchott. So, every evening, they would visit a new place. One afternoon, the two girls decided to visit the beach. They passed by the National Hospital and the tuberculosis and HIV centers. As the car was rolling slowly, Aissata was showing her cousin a few important places on their way.

**Aissata:** This is the National Hospital.

**Meima:** It's so big compared to the dispensary of our village.

**Aissata:** And this is the tuberculosis center and there you have the HIV center.

**Meima:** HIV? How is it possible? I've never thought that there is HIV in our country. Do you think that all these people are HIV infected? They seem to be in good health!

**Aissata:** I think they are. Anyway, being infected doesn't necessarily mean being sick.

**Meima:** What do you mean?

**Aissata:** I mean that you can be with a person infected by the HIV virus without knowing it. They are just like you and me. In some cases, one can live all his life with the HIV virus without showing any symptoms. In general, HIV positive people have to regularly take their medicines in order to slow down the process of the disease, and usually, AIDS treatment is free of charge.

**Meima:** Tell me, can they transmit the virus to other people?

**Aissata:** Of course, they can! And this contamination occurs through blood transfusion or

sexual intercourse.

**Meima:** How can we avoid catching the virus?

**Aissata:** Firstly, it is important to understand that our religion forbids sexual intercourse out of marriage. Secondly, there are methods of prevention advised by doctors and AIDS specialists. There are radio and TV programs tackling this issue, too.

**Meima:** From now on, I'll pay more attention to the radio and TV programs dealing with it.

### I LEARN AND USE MY VOCABULARY.

**Beach:** seaside, seashore, coast.

**HIV positive:** person infected with AIDS virus.

**Symptom:** sign, indicator.

**Free of charge:** for free, for nothing.

**Prevention:** precaution, avoidance.

**To occur:** to happen.

**First of all:** first thing, firstly, at first.

**Exercise:**

Use the following words in meaningful sentences:

Beach symptom prevention free of charge and to occur.

### I EXPLORE THE DIALOGUE.

**Exercise:**

Read the dialogue silently and answer the following questions:

1. Who is Meima? \_\_\_\_\_
2. What did she want to do? \_\_\_\_\_
3. Where is the HIV center located? \_\_\_\_\_
4. Were there many visitors at the HIV center? \_\_\_\_\_
5. What do people infected by the HIV virus have to do? \_\_\_\_\_
6. Do they have to pay for their treatment? \_\_\_\_\_

### I CAN REMEMBER AND USE.

- Adjectives of description: big, good, beautiful, intelligent etc.

**Example:** The National Hospital is big!

- Adverbs of manner: carefully, nicely, happily etc.

**Example:** He has to carefully follow the prescriptions of his doctor.

### I CAN TRY IT.

Make meaningful sentences about your hometown or neighborhood using the words below:

Happy \_\_\_\_\_

Big \_\_\_\_\_

Intelligent \_\_\_\_\_

Carefully \_\_\_\_\_

Happily \_\_\_\_\_

Sadly \_\_\_\_\_

### I CAN INTERACT.

“HIV has spread rapidly through the world.”

In groups, discuss the reasons why it spreads so rapidly.

### I CAN DO IT MYSELF.

In a short paragraph, write about the best methods of prevention from HIV AIDS.

I LEARN HOW TO DESCRIBE PEOPLE AND ACTIONS.

◆ I READ THE DIALOGUE.



**Dialogue:**

Aicha and Leila are good friends. A week ago, Aicha attended a meeting related to the presidential election campaign. She paid a visit to her friend, Leila and talked to her about it.

**Aicha:** By the way, did you attend the opposition's meeting about the next presidential elections?

**Leila:** I hope I had but I couldn't because I wasn't feeling very well. And you, did you go there?

**Aicha:** Of course, I did. I couldn't miss such an important political event.

**Leila:** What was the atmosphere like?

**Aicha:** There were too many people and it was really exciting.

**Leila:** Did the candidate perform well?

**Aicha:** Oh! yes, he was brilliant and I think he will be a good president for our country.

**Leila:** What did he promise to do once he is elected?

**Aicha:** He promised many important things.

**Leila:** Like what?

**Aicha:** He said that he would help improve the populations' living conditions by reducing food prices and increasing salaries, build more schools, roads, hospitals and reinforce security.

**Leila:** And what else did he plan to do?

**Aicha:** He told his supporters that he would reinforce the national unity, justice and equality between

all citizens.

**Leila:** Did he say anything about women?

**Aicha:** Sure he did. He promised that he would pay more attention to girls' schooling and insisted on the fact that women would actively participate in all sectors of development.

**Leila:** Well, all this is well said but I don't believe in politicians' promises.

**Aicha:** Why not?

**Leila:** Because once elected, they never keep their promises, and even worse, they often forget their supporters.

**Aicha:** Come on! Leila, don't be so pessimistic. Some of them are honest and do respect their promises.

### ◆ | I LEARN AND USE MY VOCABULARY.

To perform: to do, to act.

To improve: to make better.

To reinforce: to strengthen.

Citizen: national.

Pessimistic: negative.

**Exercise:**

Use the words and expressions in meaningful sentences:

- a. I wish I had \_\_\_\_\_
- b. to improve \_\_\_\_\_
- c. pessimistic \_\_\_\_\_
- d. citizen \_\_\_\_\_
- e. promise \_\_\_\_\_

### ◆ | I EXPLORE THE DIALOGUE.

**Exercise:**

Read the dialogue silently and answer the questions below:

- a. What was the meeting about? \_\_\_\_\_
- b. Did Leila want to attend the meeting? \_\_\_\_\_
- c. Was the meeting crowded? \_\_\_\_\_
- d. What did Aicha think of the candidate? \_\_\_\_\_

e. What did the candidate promise to the populations? \_\_\_\_\_

---

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f. Why doesn't Leila believe in politicians' promises? \_\_\_\_\_

### I CAN REMEMBER AND USE.

When the reporting verb is in the past, there is a tense change in the statement as in the chart below:

Quoted/direct speech (Q/D)	Reported /indirect speech (R/I)
<b>Simple present:</b> Q/D: He said, "I am ready."	<b>Simple past:</b> R/I: He said (that) he was ready.
<b>Present continuous:</b> Q/D: He said, "My friend is revising his lessons."	<b>Past continuous:</b> R/I: He said that his friend was revising his lessons.
<b>Simple future:</b> Q/D: She said, "I'll go home after the exams."	<b>Conditional:</b> R/I: She said (that) she would go home after the exams.
<b>Present perfect:</b> Q/D: They said, "We've already had our breakfast."	<b>Past perfect:</b> R/I: They said (that) they had already had their breakfast.
<b>Simple past:</b> Q/D: He said, "I went to school every day."	<b>Past perfect:</b> R/I: He said (that) he had gone to school every day
<b>Past perfect:</b> Q/D: He said, "I had taken English lesson before."	<b>Past perfect:</b> R/I: He said( that) he had taken English lessons before.

### I CAN TRY IT.

Report the following sentences:

a. Penda said, "I am enjoying my new job."

---

b. Ahmed said, "My sister has gone to Nouadhibou."

---

c. Saly said, "I don't like the new boss."

---

d. "I'll send you a postcard," Omar said to his sister.

---



## ◆ I CAN INTERACT.

You attended the last presidential election campaign. Discuss with your friend about it.

## ◆ I CAN DO IT MYSELF.

In a few lines, write about a political election campaign in your village or neighbourhood.

## I LEARN HOW TO ASK FOR AND GIVE OPINIONS.

## I READ THE DIALOGUE.



## Dialogue:

Oumou, Hassan and Cheikh run a fishing company. They are looking for an accountant. In their office, they're studying some job applicants' cases.

- Oumou:** Here are two applicants, Samba and Zeinab. According to their resumés, they are both good but my preference goes to Zeinab. How do you feel about giving her the job?
- Hassan:** Let's hire Samba. Zeinab is good but Samba can work faster than her.
- Cheikh:** I am sorry but I don't agree with you. Anyway, how do you know? May be Zeinab can work better.
- Hassan:** In my opinion, Samba is younger than Zeinab
- Cheikh:** That's not important as far as Zeinab has more education.
- Hassan:** Samba, too, has a good training.
- Cheikh:** But Zeinab seems to have more experience than him.
- Oumou:** You are right! I think Zeinab can have the job.

## I LEARN AND USE MY VOCABULARY.

Accountant: treasurer, someone who keeps or examines the records of money received,

paid and owed by a company or a person.

To hire: to recruit

According to: based on

How do you feel about?: What's your opinion about?

As far as: regarding, concerning.

#### Exercise:

Complete the sentences with the following words and expressions:

Hired according to how do you feel about?

1. \_\_\_\_\_ doctors, we should eat more vegetables and less meat.

2. \_\_\_\_\_ women's liberation in the Islamic society?

3. \_\_\_\_\_ Mustafa, the results will be out next week.

4. Last month, my neighbours \_\_\_\_\_ a new maid.

#### I EXPLORE THE TEXT.

Read the text silently and answer the questions:

1. Give another title to the dialogue: \_\_\_\_\_
2. What do Oumou, Hassan and Cheikh do? \_\_\_\_\_
3. Which one do you think is right, Hassan or Cheikh? Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### I CAN REMEMBER AND USE.

Main clause + connector + subordinate clause examples:

Main clause	Connector	Subordinate clause	Full sentence
It began to rain	And	I didn't bring my umbrella	It began to rain; and I didn't bring my umbrella.
We didn't have class	Because	The teacher was absent	We didn't have class; because the teacher was absent.
She is very kind with everybody.	Besides	She is intelligent.	She is very kind with everybody; besides she is intelligent.

Examples of sentence connectors: and, but, because, however, besides...



### ◆ I CAN TRY IT.

Give sentences using the following connectors: And, but, because, however, besides.

### ◆ I CAN INTERACT.

Your school administration asks you to choose a representative for your class.

In groups, discuss about which of your friends is the most qualified to represent you.

### ◆ I CAN DO IT MYSELF.

In a few lines, give your opinion about your own choice in the discussion you had with your group in the 'I CAN INTERACT' section.



## I LEARN HOW TO ASK FOR AND GIVE OPINIONS.

## I READ THE DIALOGUE.



## Dialogue:

Mohamed and Haroun are close friends. In summer, after they had successfully passed their exams, they sat together to decide where to spend their summer holidays.

**Mohamed:** Are we going to spend our holidays in Nouakchott this year?

**Haroun:** Not at all. Did you forget about last year? It was a mess.

**Mohamed:** In fact we had been penniless, and in Nouakchott unless you've got a lot of money you can't afford good holidays. Nouakchott has become a consumer society where everything costs money.

**Haroun:** I agree with you on that. With the money we have managed to spend this year, we can afford reasonable holidays outside Nouakchott. Tell me; honestly, what is your favourite destination?

**Mohamed:** Frankly speaking, I'd love to go to the countryside where one can breathe pure fresh air, eat delicious traditional food, drink mineral water, admire quietly the beautiful landscape, and walk on the grass and above all, money is not every thing there.

**Haroun:** Ok then! Let's go to the countryside.

**Mohamed:** Where exactly?

**Haroun:** Let's say to the east, I mean the Hodhs.

**Mohamed:** We have to carefully prepare for this trip.

**Haroun:** Do you mean that we have to visit the two regions. In this case; we have to define the main stages of the trip. We have to think about the issue of accommodation, food, transportation and so on.

**Mohamed:** Don't worry much about these questions. People in the countryside are very hospitable and helpful. So, let's get ready and leave on Monday if God's willing.

### I LEARN AND USE MY VOCABULARY.

Mess: not organized

Can afford: can handle

To spare: to put aside, to save.

Countryside: inner region

Frankly: truly sincerely

Landscape: terrain.

#### Exercise 1:

Give opposites of (#):

Mess (#) \_\_\_\_\_

penniless (#) \_\_\_\_\_

consumer (#) \_\_\_\_\_

reasonable (#) \_\_\_\_\_

beautiful (#) \_\_\_\_\_

#### Exercise 2

Complete the sentences using the following words:

Mess	-	can't afford	-	managed	-	landscapes	-	hospi-
table.								

a. Mauritania has various beautiful \_\_\_\_\_.

b. I \_\_\_\_\_ buying this sophisticated computer. It's very expensive.

c. The Mauritanian traditional society is \_\_\_\_\_.

d. Ali is very weak however he \_\_\_\_\_ to pass his exam.

e. The kids were playing with their toys in the living room, that's why it is a \_\_\_\_\_.

## ◆ I EXPLORE THE DIALOGUE.

### Exercise:

Read the text silently and answer the questions below:

- What did Mohamed and Haroun decide to do after the exams?
- Why don't they want to spend their holidays in Nouakchott?
- Why do they prefer spending their holidays in the countryside?
- Where are they planning to go?
- Do they need a lot of money in the countryside?

## ◆ I CAN REMEMBER AND USE.

➤ We can create adverbs of manner by adding **ly** to the adjective:

Adjective	Adverb of manner
successful	successfully
actual	actually
honest	honestly
exact	exactly
polite	politely

➤ Some adjectives, though, do not take **ly** to form their adverbs of manner:

### Example:

Adjective	Adverb of manner
Good	Well
Fast	Fast
Hard	Hard

➤ Adjectives ending in **Y**:

Example: happy - happily

angry - angrily

easy - easily

➤ Superlatives:

- Short adjectives: **the + adjective + est**

Example: small: **the smallest**

Bocar is **the smallest** pupil in the class.

- Long adjectives: the + most + adjective.

Example: comfortable: the most comfortable

The manager's office is the most comfortable one in the company.

- Irregular superlatives of superiority:

Far: the farthest / furthest

Good: the best

Bad: the worst

### I CAN TRY IT.

**A.** Fill in the blanks with the appropriate adverb of manner. Choose from the box:

perfectly	-	exactly	-	hard	-	straight
-----------	---	---------	---	------	---	----------

- That is \_\_\_\_\_ what I was looking for.
- We spent our holidays \_\_\_\_\_.
- They will go \_\_\_\_\_ to the countryside.
- People in the countryside are poor, but they work \_\_\_\_\_.

**B.** Turn the following adjectives into adverbs of manner, and use them to fill in the blanks in the sentences below:

deep	-	careful	-	polite	-	blind	-	fast
------	---	---------	---	--------	---	-------	---	------

- I was sleeping \_\_\_\_\_.
- My father drives \_\_\_\_\_.
- I speak to the teacher \_\_\_\_\_.
- Choose one of the cards \_\_\_\_\_.
- The athlete runs \_\_\_\_\_.

**C.** Make full meaningful sentences, using the superlative forms of superiority of the adjectives below:

Adjective	Full sentence
Short	
successful	
intelligent	
quick	

meaningful	
far	
beautiful	
young	
good	
shy	
expensive	

### I CAN INTERACT.

In groups, discuss about life in the city and in the countryside.

### I CAN DO IT MYSELF.

In no less than six lines, talk about your last summer holidays.

I LEARN HOW TO EXPRESS SIMULTANEOUS PAST ACTIONS.

◆ I READ THE DIALOGUE.



**Dialogue:**

Noura is visiting her friend, Fatma who tells her about what happened to her the night before.

**Fatma:** I had a very frightening experience last night.

**Noura:** Oh, really? What happened?

**Fatma:** Well, I was watching a TV program when I heard a sharp scream and a loud crash.

**Noura:** Oh, no! Where was it coming from?

**Fatma:** It was my maid, Amy. Someone broke into our flat and surprised her when she was bringing me my dinner. She fell unconscious on the floor.

**Noura:** Oh, my God! What did you do?

**Fatma:** I called my neighbour Ali, the policeman. But while I was talking on the phone, I heard someone's footsteps coming towards my room.

**Noura:** Good Heavens! But, may be it was your maid?

**Fatma:** I called her name but, in vain, there was no reply.

**Noura:** You must have been terrified.

**Fatma:** Extremely, but when I saw the face of my husband Salem, I was relieved.

**Noura:** Salem? Wasn't he out of the town?

**Fatma:** Yes, but while he was visiting his parents in the country, his boss called him and he had to come back earlier.

**Noura:** Didn't he call when he changed his plans?

**Fatma:** He wanted to, but the network was bad.

### I LEARN AND USE MY VOCABULARY.

Frightening: scary

Sharp: loud

Scream: shout

Loud: noisy

Maid: servant

Good heavens!: Oh, my God!

#### Exercise:

Fill in the blanks with the appropriate word or expression:

in vain - loud crash - soap operas - broke into

a. After the explosion, we heard a \_\_\_\_\_.

b. The burglar \_\_\_\_\_ our neighbours' house last night.

c. The policeman tried to arrest the burglar, but it was \_\_\_\_\_.

d. Fatma is addicted to \_\_\_\_\_.

### I EXPLORE THE DIALOGUE.

#### Exercise:

Read the text silently and answer the questions:

- What happened to Fatma last night? \_\_\_\_\_
- What was she watching on TV? \_\_\_\_\_
- Who fell unconscious on the floor? \_\_\_\_\_
- Why was Fatma relieved? \_\_\_\_\_
- Why didn't Salem call his wife before he came home? \_\_\_\_\_

## I CAN REMEMBER AND USE.

- Use the **past continuous** to describe actions that went on for some time in the past: I was reading a book.(I was somewhere in the middle of doing it)
- Use the **simple past** to talk about a past event: I read a book. (I finished reading it.)
- Use while only to describe a continuous action: he slept while he was driving his car.
- To describe a past event always use when: I was sleeping when the phone rang.

### ➤ The use of:

- While + past continuous + past continuous.

Example: While the teacher was explaining the lesson Ali wasn't listening.

- While + past continuous + simple past.

Example: While we were having dinner, the light went off.

- When + simple past + past continuous.

Example: When it began to rain, we were waiting for the bus.

## I CAN TRY IT.

### Exercise 1:

Put the verbs in parentheses into the appropriate tense (**past continuous** or **simple past**).

- a. While I (take) a shower, the doorbell (ring).\_\_\_\_\_
- b. He (watch) TV when the light went off.\_\_\_\_\_
- c. The burglar (try) to run away, when the policeman (stop) him.\_\_\_\_\_

### Exercise 2:

Combine every two pairs of sentences using 'when' or 'while':

<input type="radio"/> Fatou was writing a letter	
<input type="radio"/> her pen broke.	
<input type="radio"/> Ahmed was watering the garden	
<input type="radio"/> His sister turned the tap off	
<input type="radio"/> The guests were sleeping	
<input type="radio"/> The hotel caught a thief	
<input type="radio"/> She was making tea	
<input type="radio"/> Her husband was watching the news on TV	



## ◆ I CAN INTERACT.

Imagine you're a reporter and your neighbour is a famous football player who was a victim of an accident in the stadium last week. Ask him to tell you how it happened?

## ◆ I CAN DO IT MYSELF.

Write the interview you had with your neighbor in the 'I CAN INTERACT' section in the form of a dialogue.

IPNV



I LEARN HOW TO QUOTE AND REPORT SPEECHES.

I READ THE DIALOGUE.



**Dialogue:**

Today is a working day but Doudou doesn't go to work. Instead, he goes to see his doctor.

**Dr Amadou:** What's wrong with you, Doudou?

**Doudou:** I hurt my foot during the blackout last night.

**Dr Amadou:** How did it happen?

**Doudou:** I fell over my son's toy truck.

**Dr Amadou:** Well, you didn't break it, did you?

**Doudou:** The truck? Yes, I did.

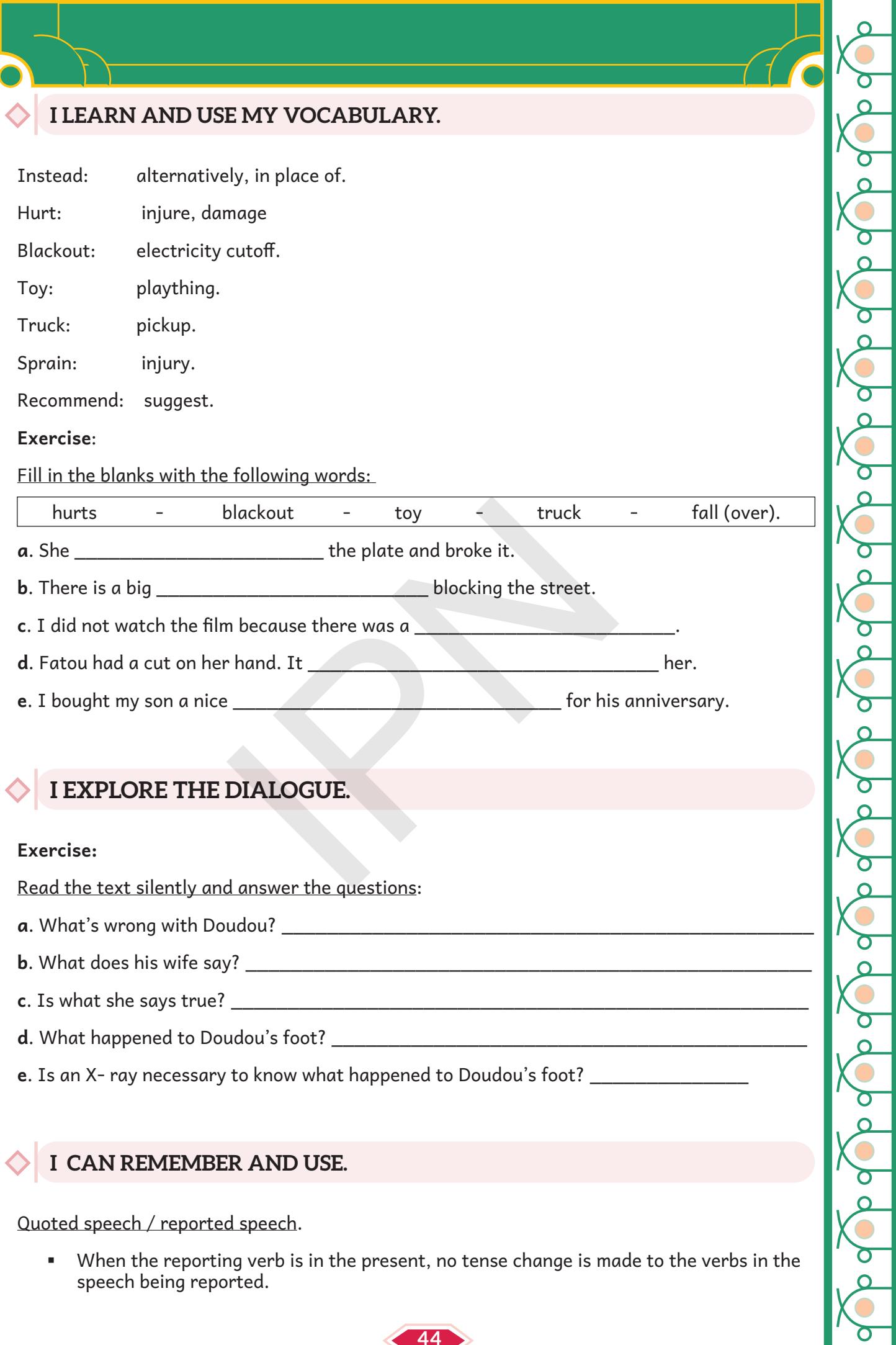
**Dr Amadou:** No, your foot.

**Doudou:** It hurts so much. My wife says maybe there's a broken bone.

**Dr Amadou:** No, you haven't broken any. It's just a sprain.

**Doudou:** Are you sure doctor? Isn't an X-ray necessary?

**Dr Amadou:** No, it isn't necessary. I'll recommend you something which will calm the pain very soon, and all will be fine in a few days.



## ◆ I LEARN AND USE MY VOCABULARY.

Instead: alternatively, in place of.

Hurt: injure, damage

Blackout: electricity cutoff.

Toy: plaything.

Truck: pickup.

Sprain: injury.

Recommend: suggest.

### Exercise:

Fill in the blanks with the following words:

hurts - blackout - toy - truck - fall (over).

a. She \_\_\_\_\_ the plate and broke it.

b. There is a big \_\_\_\_\_ blocking the street.

c. I did not watch the film because there was a \_\_\_\_\_.

d. Fatou had a cut on her hand. It \_\_\_\_\_ her.

e. I bought my son a nice \_\_\_\_\_ for his anniversary.

## ◆ I EXPLORE THE DIALOGUE.

### Exercise:

Read the text silently and answer the questions:

a. What's wrong with Doudou? \_\_\_\_\_

b. What does his wife say? \_\_\_\_\_

c. Is what she says true? \_\_\_\_\_

d. What happened to Doudou's foot? \_\_\_\_\_

e. Is an X-ray necessary to know what happened to Doudou's foot? \_\_\_\_\_

## ◆ I CAN REMEMBER AND USE.

Quoted speech / reported speech.

- When the reporting verb is in the present, no tense change is made to the verbs in the speech being reported.

- Quoted speech refers to reproducing another person's exact words.
- Quotation marks are used.

**Example:**

Moussa says, "I am hungry."

Fatou says, "I need my pen."

- Reported speech refers to reproducing the idea of another person's words.
- Not all of the exact words are used:
  - Verbs and pronouns may change.
  - Quotation marks are not used.

**Examples:**

Moussa says (that) he is hungry.

Fatou says (that) she needs her pen.

**I CAN TRY IT.**

Turn the following statements into reported speech:

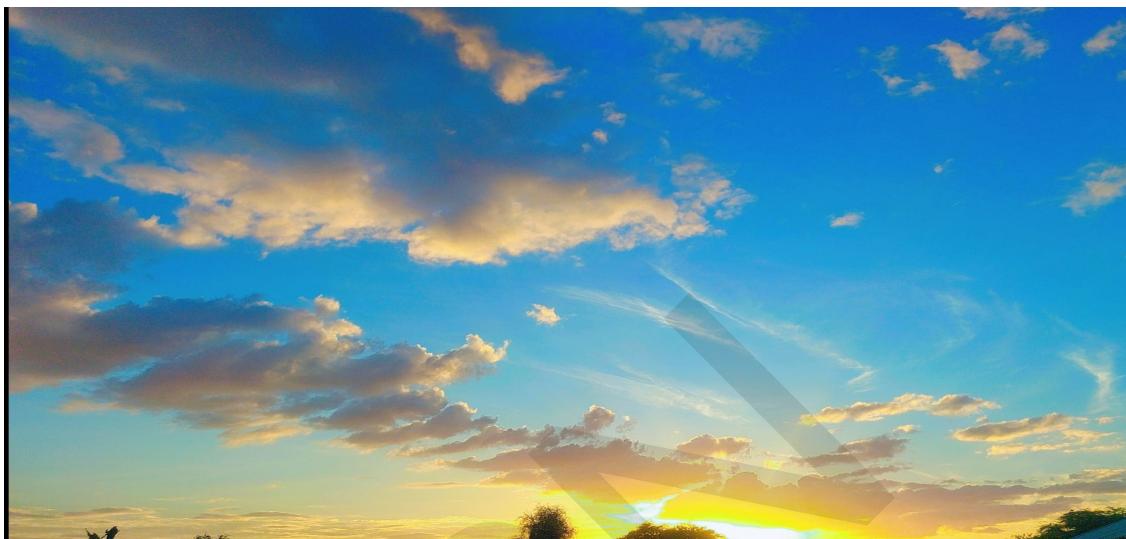
- Sidi says, "I am sleepy". \_\_\_\_\_
- Salma says, "I don't like chocolate". \_\_\_\_\_
- The man says, "I'm planning to take a trip". \_\_\_\_\_
- The woman says, "I call my doctor". \_\_\_\_\_
- My brother says, "I'll come to the meeting". \_\_\_\_\_
- They say, "We can't afford buying a new car". \_\_\_\_\_
- Demba says, "I wrote the letter last night". \_\_\_\_\_
- The students say, "Our teacher is late again". \_\_\_\_\_

**I CAN INTERACT.**

If you were Doudou, would you follow Dr Amadou's recommendations or would you go and see another doctor? Why?

**I CAN DO IT MYSELF**

There was a blackout in your neighbourhood. In no less than five lines, say what you did.

**I LEARN HOW TO EXPRESS DURATION IN THE PAST AND PRESENT.****I READ THE TEXT.****Text:**

Yesterday evening, at eight o'clock, Mr Sidi and his wife Aicha were sitting in their living room. While the husband was reading a newspaper, his wife was cleaning the tea set in order to make some tea. As they were sitting calmly, their daughters Leila and Navissa were busy reciting the last Koran verses they had written earlier in their tablets. A few minutes later, Sidi's friend Camara came in.

The family welcomed him warmly. While Sidi and Camara were chatting, Aicha was preparing the tea in another room. The two men were talking about some common social issues when Ahmed, the baby woke up and started crying because he didn't see his mother around. As the baby kept on crying, the two men felt disturbed and decided to retire to the garden to continue their conversation peacefully.

**I LEARN AND USE MY VOCABULARY.**

- Tea set: vessels used for making and serving tea.  
Verses: lines or Ayat  
Tablets: wooden objects Koran learners write on.  
Warmly: kindly, with a smile.  
To retire: to leave one's job because of age.  
Peacefully: calmly.  
Keep on: continue.  
Issues: problems, matters.

### **Exercise 1:**

Make meaningful sentences using the following words:

Tablet: \_\_\_\_\_

to retire: \_\_\_\_\_

verses: \_\_\_\_\_

warmly: \_\_\_\_\_

### **Exercise 2:**

Fill in the blank with the appropriate word or expression to complete the sentences below:

Keep on	-	conversation	-	verses
---------	---	--------------	---	--------

- a. When praying, I recite a few \_\_\_\_\_ of Qur'anic
- b. Because of the importance of the issue, people \_\_\_\_\_ talking about it.
- c. The president was having a \_\_\_\_\_ with his prime minister.

### **I EXPLORE THE DIALOGUE.**

Read the text silently and answer the following questions:

- a. When were Sidi and Aicha sitting in the living room? \_\_\_\_\_
- b. What was Aicha doing while Sidi was reading a newspaper? \_\_\_\_\_
- c. What were the two daughters doing? \_\_\_\_\_
- d. How did the family welcome Camara? \_\_\_\_\_
- e. Where was Aicha making tea? \_\_\_\_\_
- f. Why was the baby crying? \_\_\_\_\_

### **I CAN REMEMBER AND USE.**

Review of:

The past continuous tense: past tense of the verb “to be” (was/were) + verb + ing.

Examples: they were sitting.

I was riding my bike when I fell off.

Adverbs of manner.

Examples: warmly, calmly...

You must work hard.

Read the dialogue silently.



## ◆ I CAN TRY IT.

A. Put the verbs in bold into the past continuous:

a. Ali **to read** a book while his brother **to draw** a picture.

b. While the boys **to play** soccer, the girls **to applaud**.

c. While the teacher **to explain** rules, his students **to listen**.

d. I **to shake** from cold while my friend **to feel** very hot.

B. Complete the sentences below with the adverbs of manner in the box:

fast

hard

silently

a. If you want to succeed, you must study \_\_\_\_\_

b. I can run \_\_\_\_\_

c. Read the text \_\_\_\_\_

## ◆ I CAN INTERACT.

In pairs, speak about Sidi's family. Does it represent the Mauritanian family model?

## ◆ I CAN DO IT MYSELF.

One day, you and your friends decided to spend the day together. Each one of you had a given task.

Write a short paragraph talking about when each one of you did their task, describing how well they did it.

**I LEARN HOW TO EXPRESS DURATION IN THE PAST AND PRESENT.****I READ THE TEXT.****Text:**

Mustafa grew up in the South of the country. After he graduated from high school, he left the South and went to Nouakchott to study at the University. After that, he got a scholarship and went to study abroad. Then he came back home and became a teacher at the University of Nouakchott. During all this time, Mustafa had a big hobby. He liked gardening. His friends used to call him the "amateur gardener". Gardening reminded him of home, the countryside.

Later, when he got married, Mustafa bought a big house in which he planted his first real garden. He knew very little about growing plants but he kept trying. Now, he is a well-known teacher. He has taught at the University of Nouakchott for the past eight years. He has always been nice with his colleagues and very helpful to his students.

At first, Mustafa enjoyed being famous, but now he's got tired of it. Although he has not yet decided to move to the countryside, Mustafa is still thinking about doing it. He has already chosen where he could settle, a place not very far from Mederdra, his hometown.

**I LEARN AND USE MY VOCABULARY.**

To graduate: qualify, pass, to receive an academic diploma or degree.

Scholarship: bursary.

Hobby: a pastime, an activity done for pleasure.

To remind: to help remember.

To enjoy: to like, to love

To settle: to live permanently.

Hometown: birthplace, homeland.

Well-known: famous.

### **Exercise 1:**

Complete the following sentences with the right words from the box:

remind	settle	scholarship	hobby	enjoy	hometown
--------	--------	-------------	-------	-------	----------

- a. Collecting stamps is my favorite \_\_\_\_\_.
- b. I \_\_\_\_\_ listening to music and writing poetry.
- c. My parents used to live in Akjoujt before they decided to \_\_\_\_\_ in Kaedi after my father had retired.
- d. My sister would love to go on a \_\_\_\_\_ to study in Canada.
- e. Aioun is not my \_\_\_\_\_, but I like it a lot.
- f. We are having a meeting tomorrow at 9:00 a.m., can you \_\_\_\_\_ me an hour earlier. I really don't want to miss it.

### **Exercise 2:**

Use the words below in meaningful sentences: scholarship, hobby, enjoy, settle.

### **I EXPLORE THE TEXT.**

#### **Exercise:**

Read the text silently and answer the following questions:

- a. Where is Mustafa from? \_\_\_\_\_
- b. Where did Mustafa grow up? \_\_\_\_\_
- c. Where is Mustafa planning to live permanently? \_\_\_\_\_
- d. What was Mustafa's favorite pastime? \_\_\_\_\_
- e. How long has Mustafa taught at Nouakchott university? \_\_\_\_\_
- f. Where did Mustafa plant his first real garden? \_\_\_\_\_

### **I CAN REMEMBER AND USE.**

The present perfect:

Already / yet

Positive statements:

Example: I can play now. I have **already** done my homework.

Let him sleep. He has **already** prayed.

Negative statements

Example: I haven't bought a car, **yet**.

They haven't **yet** taken any photos.

Yes / No questions

Example: Has she finished, **yet**?

- Have you eaten, **yet**?

Yes, she has. - No, she hasn't.

Yes, I have - No, I haven't.

The present perfect: Time expression

For + length of time (a certain number of hours, years etc)

Example: They've been here for six hours.

She's written novels for ten years.

Since + point in time (one specific hour, year etc marking the beginning of the action)

Example: They've been here since 10:00.

Mauritania has been independent since 1960.

### I CAN TRY IT.

Make affirmative, negative and interrogative meaningful sentences in the present perfect tense using '**already**' and '**yet**' with the following verbs: finish, eat, drink, forget, go, be, and visit.

### I CAN INTERACT.

How do you feel about Mustafa's idea to leave Nouakchott with all the fame he has got to go back to the south to grow plants?

### I CAN DO IT MYSELF

In no less than seven lines, talk about where you used to live and where you are living now. Your paragraph should answer the following questions:

- Where did you use to live in the past?
- How long did you live there for?
- When exactly did you move from there?
- Why did you move from there?
- How long have you been where you are now?

I LEARN HOW TO EXPRESS DURATION IN THE PAST AND PRESENT.

◆ I READ THE TEXT.



**Dialogue:**

On radio, on TV, in newspapers, even in the street and almost everywhere, pollution is a crucial issue, an issue of big importance. Aly who lived in the past in a remote area in the countryside is now living in Nouakchott. He is a bit amazed by all the fuss about pollution. He decided to ask his elder sister, Amy who had been in Nouakchott University.

**Aly:** Can you explain to me why people are so interested in the issue of pollution? I had never seen such big deal.

**Amy:** Well, your question is very interesting, but before answering it, tell me, what will happen to you if you start breathing air containing fumes, drinking polluted water, eating vegetables or cereals containing dangerous substances?

**Aly:** I will certainly die.

**Amy:** Your answer is correct and at the same time you answer your own question. I had met many experts and we had discussed this matter. In fact, pollution is about all these fumes, chemical substances contained in the air we are breathing, the water we are drinking, agricultural products that we are consuming which, in the long run, is threatening our lives. These substances come from plants, factories, cars and planes' exhausts etc. If you see large numbers of fish floating on the surface of the sea, it is sea pollution caused by chemical substances poured in the sea. In our meeting last year, all experts had agreed that air pollution causes respiratory problems such as asthma, bronchitis and so on. Land pollution causes the destruction of forests and vegetation in general. Do you agree with me now that pollution is a very serious problem?

**Aly:** Yes, I do agree with you and I think no one can disagree about the seriousness of the

issue.

I believe that something must be done to efficiently fight against pollution in order to save humanity from its devastating consequences.

### I LEARN AND USE MY VOCABULARY.

Issue: matter, problem.

To be amazed: to be surprised or shocked.

Fuss: uproar, ado.

To breathe: to take air into one's lungs and let it out.

Fumes: smokes.

To threaten: to risk, to endanger.

Exhausts: extremely tired.

#### Exercise:

Fill in the blanks with the right words from the box:

fuss - amazed - issue - countryside

a. Pollution is a crucial \_\_\_\_\_.

b. Aly used to live in the \_\_\_\_\_.

c. Aly is \_\_\_\_\_ by all the \_\_\_\_\_ about pollution.

### I EXPLORE THE DIALOGUE.

#### Exercise:

Read the dialogue silently and answer the following questions:

a. Where did Aly use to live? \_\_\_\_\_

b. What would happen to Aly if he breathed polluted air or drank polluted water?  
\_\_\_\_\_

c. Why was Aly amazed? \_\_\_\_\_

d. How can air be polluted? \_\_\_\_\_

e. How can water be polluted? \_\_\_\_\_

f. Is pollution a serious problem nowadays? \_\_\_\_\_



## ◆ I CAN REMEMBER AND USE.

The past perfect tense:

- Affirmative form: **subject + had + past participle of the verb.**  
Example: They had lived in Atar for a long time.
- Negative form: **subject + had + not + past participle of the verb.**  
Example: They had not lived in Atar for a long time.
- Interrogative form: **had + subject + past participle of the verb + ?**  
Example: Had they lived in Atar for a long time?

## ◆ I CAN TRY IT.

Put the verbs in parentheses into the past perfect tense and in the given forms:

- a. He (to walk) \_\_\_\_\_ along the street. (Affirmative)
- b. The man (to drive) \_\_\_\_\_ a hundred kilometers. (Negative)
- c. He (to write) \_\_\_\_\_ the letter last night. (Interrogative)
- d. I (to lock) \_\_\_\_\_ the doors before I went to sleep. (Affirmative)
- e. She (to wash) \_\_\_\_\_ all the dishes. (Negative)

## ◆ I CAN INTERACT.

Together with a partner, discuss about the impact of pollution on our environment.

## ◆ I CAN DO IT MYSELF

Write a short paragraph about pollution, answering the following questions:

- What is pollution?
- How bad is it?
- What are some health problems pollution can cause?
- What can we do to help reduce pollution?

## UNIT SEVEN

## PLANNING TO GO TO THE UNIVERSITY

I LEARN HOW TO EXPRESS CONDITIONALS.

I READ THE DIALOGUE.



### Dialogue:

Kader and Cherif have just graduated from High School. Now, they are talking about what they will do if they go to university.

**Kader:** Cherif, what are you going to do next year? I mean, have you chosen yet a subject to study at the university?

**Cherif:** I think I will enroll in the faculty of law and economics. I want to become a lawyer.

**Kader:** Well, law is an interesting field but if I were you, I would do English. As you know, English nowadays is becoming more and more important.

**Cherif:** You're right and I'm aware of its importance but I am not good at it. However, I will attend English evening classes to improve my level while studying law. What do you think?

**Kader:** I think it's a good idea, but it's hard and demanding.

**Cherif:** And what about you? Are you still thinking about studying abroad?

**Kader:** I really want to but in case the government gave me that scholarship I applied great and I would be very happy.

**Cherif:** What would you study if you have that scholarship?

**Kader:** I would enroll in a famous university to do international relations. My dream has always been either to work for an international institution or to become a diplomat.

**Cherif:** Well, good luck, Kader.

**Kader:** Thank you. Same to you.



## I LEARN AND USE MY VOCABULARY.

To enroll: to register

Field: domain, subject.

To be aware of...: to know about...

Lawyer: attorney.

To apply for: to request

Demanding: requiring

### Exercise:

Use the words in the box to complete the sentences below:

Aware of - apply - demanding - enroll

- a. If there is a vacant job at the American embassy, I will \_\_\_\_\_ for it when I graduate from the university.
- b. Studying English should be less \_\_\_\_\_.
- c. My younger sister will definitely need to \_\_\_\_\_ for private classes to improve her level.
- d. Are people in your hometown \_\_\_\_\_ the impact of pollution on the environment?

## I EXPLORE THE DIALOGUE

### Exercise:

Read the dialogue silently and answer the following questions:

- a. Are Cherif and Kader having this conversation after they had graduated from university?  
\_\_\_\_\_
- b. Where will cherif study? \_\_\_\_\_
- c. What does Kader plan to study at the University? \_\_\_\_\_
- d. Will Kader go to the University of Nouakchott? \_\_\_\_\_
- e. Is Cherif going to learn English at the University? \_\_\_\_\_
- f. What has Kader always dreamt about? \_\_\_\_\_



## ◆ I CAN REMEMBER AND USE.

Unreal conditional: If + simple past + would/could + verb.

Example: - If I could help you, I would be glad to do it.

- If I were you, I wouldn't go out late at night in this dangerous city.
- If I knew how to drive, I would buy a car.

## ◆ I CAN TRY IT.

Rewrite the sentences below putting the verb in parentheses into the correct tense and form:

a. If it (not rain) people and animals would suffer a lot.

b. If you asked him to lend you some money, he (not do) it. He is so mean.

c. If they (play) well, they could win the game.

d. If you (speak) English very well, you (can) easily get a good job.

e. If I (be) you, I wouldn't spend the summer holidays in the countryside.

## ◆ I CAN INTERACT

Discuss with a classmate about school subjects you would like to study at the university.

## ◆ I CAN DO IT MYSELF.

Write a short paragraph talking about what and where you want to study if you got the baccalaureate.

IPN