

The Islamic Republic of Mauritania
Ministry of National Education
And Vocational Training
National Pedagogic Institute

Honor – Fraternity – Justice

STUDY ENGLISH

1st Year Secondary School

El Hacem Ould Sid'Ahmed
Inspector, IGEST

Diallo Harouna
English Department Coordinator, IPN

Sakho Aboubekrine
English Teacher,
Tevragh-Zeina High School

Reviewed and updated by

Mohamed Fadel Ould Cheikh Elbou
English Department Coordinator, IPN

Cheikh Saleck Ould Abdllahi
English Teacher, IPN

Abdellahi Ould Cheikh Khlil
English Teacher, IPN

Mohamed Yeslem Ould Babah
English Teacher, IPN

Zeinabou N'Diaye
English Teacher, IPN

Drawings by Cheikh Salek Abdellahi, Abdoul Ba, and Others

FOREWORD

In 1999, the government of the Islamic Republic of Mauritania decided that English be introduced as early as in first year of secondary education.

Such a move was clearly meant to cater for your growing needs and interest for the most widespread international language. To meet these general goals and ensure that all your problems are appropriately addressed, the ministry of education has adopted the competency based approach as a methodological framework for all subjects taught in Mauritanian schools.

C.B.A. lays a particular emphasis on learner centeredness and integration. This means that you will be at the very heart and core of the teaching / learning process. It also means that you will be able to integrate different skills, to come up with basic competencies and integrate above all your own communities.

Last but by no means least, you will be able to select the most relevant information and part away from traditional roles of parroting, memorizing and storing huge amounts of “irrelevant information often placed on equal footing with more relevant information”.

Our dearest hope, dear students is that you be able to meet the new challenges and be up to our expectations.

**The General Director of the IPN
ISSELKOU OULD MOHAMEDOU**

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FIRST YEAR TERMINAL COMPETENCY :

At the end of the school year, students should be able to communicate both in speech and writing in meaningful simple communicative situations related to their immediate environment (family, school, and neighborhood).

Basic Competency 1 :

Produce simple sentences (mainly verbally) talking about oneself, one's family, and one's friends.

UNIT ONE
LESSON 1

Hello, how are you?

1. I learn how to greet and take leave

2. I look and read



M: Hi. Are you our new teacher? What is your name?

D: Good morning. My name is Djeinaba. And you?

M: Hello. I'm Mohamed.

Salma: Hello, Rakiya, how are you?

Rakiya: Fine, thanks, and you?

Salma: I am fine, too. Thanks. Good Bye.

Rakiya: Good Bye!

.....Hello, my name is Fatma. Hello, Fatma, How are you?

.....Hi, I'm Nagi. Hello, Nagi. I am Sidina.

3. I listen and repeat

08 : 02

Good morning class

Teacher: Good morning, class.

Class: Good morning, teacher. How are you?

Teacher: I am. Ok. Thanks.

17: 09

Ahmed: Good afternoon, sir

Shopkeeper: Good afternoon.

Good bye!

Good bye!

Lalla: Good bye, Khadija!

Khadija: Good bye!

21: 15

Good night, dear!

Mother: Good night, dear

Child: Good night, mom!

4. I can try it

Listen to the teacher. Complete the conversation

John: My name is John
Sidi: John, I am Sidi. How are you?
John: Thanks, and you?
Sidi: Fine, thanks. Sorry, I must go.
John: Ok, Sidi.

5. We can work together

Say hello to students you don't know, then take leave.

You to Habib : Hello, I am Sidi. How are you?

..... : Fine, thanks. I am Habib.

..... : Ok. See you later!

..... : Ok. See you!

You to Samba: Hello, my name is _____. How are you?

..... : I am Ok, Thanks. My name is Samba.

..... : Ok, Samba. Good bye!

..... : Bye!

6. I can do it myself

Put the words in their places.

- is name my Hi, Sidi.
- Samba my is Hello, name
- afternoon. Good
- are you? Hello, how
- later! you See
- bye. Ok, good

7. I can remember

Pronouns		verbs	
I am	I	am	
You are	You	are	
<u>I</u>	<input type="text"/>	<u>You</u>	<input type="text"/>
<u>He</u>	<input type="text"/>	<u>She</u>	<input type="text"/>

8. I play with words

Write the letters in the boxes to discover the words

Bye
Hi
Good morning
Hello

9- I add to my vocabulary

Hello
Morning
Hi
Afternoon
Night
How are you?
Fine
Good bye

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UNIT ONE
LESSON 2

Goodbye, Hassan.

1. I learn how to say hello and good-bye.

2 I look and read.



M: Hi. Are you our new teacher? What is your name?	D: Good morning. My name is Djeinaba. And you?	M: Hello. I'm Mohamed. What is your name?
S: Hello. Yes, I am your new teacher. My name is Mr. Smith. What's your name?	F: My name's Fatma. Nice to meet you.	L: Good afternoon, Mohamed. My name is Lisa. Nice to meet you.
M: My name is Mahmoud. I'm from Aioun. And you?	D: Nice to meet you, too. Where do you live, Fatma?	M: Nice to meet you, too. Where are you from, Lisa?
S: I'm from New York, in the United States. Nice to meet you.	F: I live in Nouadhibou. How old are you, Djeinaba?	L: I'm from California. And you? Where are you from?
M: Nice to meet you, too. Welcome to Mauritania!	D: I'm sixteen. And you? How old are you?	M: I am from M'bout. It's in the Gorgol.
	F: I am fifteen.	L: It must be very hot in M'bout in the afternoon!

3. I listen and repeat.

Listen to the teacher. Repeat what the teacher says.

Hi. Hello. Good morning. Good afternoon. Good evening. Good night.
What's your name? Where do you live? Where are you from?
Nice to meet you. Nice to meet you, too.

4. I can try it

Listen to the teacher. Complete the conversation

My name is samba. What is your name?
I live in kiffa. Where do you live?
I live in kankossa. And you?
I am from Mauritania. Where are you from?
I'm from the United States. And you?

5. We can work together

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

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

6. I can do it myself.

Fill in the spaces

John: ____ My name is John.

Sidi : John, I am Sidi. How _____ you?

John: Thanks, _____ you?

Sidi : _____, thanks. Sorry, I must go _____ bye.

John: _____, _____.

7. I can remember

Grammar points:

Question words: Use "What" or "Where" at the beginning of a sentence to ask a question

Possessive adjective: your

8. I play with words

Rearrange the words in these sentences by putting them in the right order and by using capital letters in the correct places.

1. what name is your
2. from you where are
3. afternoon Mohamadou good
4. you meet nice to
5. do you live where

9- I add to my vocabulary

to ask (v.)	to live
below	to meet
classmate	nice
Good afternoon.	question
Good evening.	too
Good morning.	what
Good night.	where
hello	your
hi	

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UNIT ONE
LESSON 3

My name is Ahmed

1. I learn how to introduce myself.

2. I look and read.



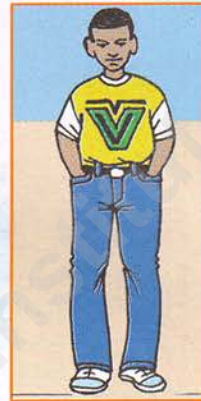
1



2



3



4

1. Hi. My name is Ahmed. I am from Tidjikja.
2. Hi. My name's Aïcha. I'm from Kaédi.
3. Hello. My name's Khadi. I live in Selibaby.
4. Hello. My name is Ali. I live in Rosso.

3. I listen and repeat.

Listen to the teacher. Repeat what the teacher says.

What is your name?	Where are you from?	Where do you live?
My name is Mohamed.	I am from M'Bout.	I live in Kaédi.
My name's Aminetou.	I'm from Nouadhibou.	I live in Nouadhibou.
My name is _____.	I am from _____.	I live in _____.
My name's _____.	I'm from _____.	I live in _____.

4. I can try it.

Listen to the teacher. Speak to your classmates.

My name is John. I am from New York. I live in Kankossa.
My name's Zeinabou. I'm from Mederdra. I live in Mederdra.
My _____ is Mohamed. I'm _____ Rosso. I _____ in Atar.

5. We can work together.

Introduce yourself to your classmates. Ask them their names. You may use the following as models for your introduction.

My name's

I live in

I'm from

And you? What's your name?

And you? Where do you live?

And you? Where are you from?

6. I can do it myself.

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

My name is Jim. I'm from Texas.

My name is Pam. I live in Kiffa.

1. Jane, Cleveland
2. Ignacio, Madrid
3. Elalia, Mederdra
4. Amadou, Boghé
5. Sokhna, Selibaby

6. Bintou, M'bout.
7. Hector, Chicago
8. Françoise, Paris
9. Diallo, Nouakchott
10. Mariem, Tijigja

7. I can remember.

a. The manuscript alphabet

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

b. The cursive alphabet

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Practice writing the manuscript and cursive alphabet

Handwriting practice lines consisting of four sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.

Let's count

0. Zero
1. One
2. Two
3. Three
4. Four
5. Five
6. Six
7. Seven
8. Eight
9. Nine
10. Ten

11. Eleven
12. Twelve
13. Thirteen
14. Fourteen
15. Fifteen
16. Sixteen
17. Seventeen
18. Eighteen
19. Nineteen
20. Twenty

21. Twenty-one
22. Twenty-two
23. Twenty-three
24. Twenty-four
25. Twenty-five
30. Thirty
31. Thirty-one
40. Forty
50. Fifty

Grammar points:

Present tense of "to be" for first person: "am"
Contractions used in common speech:

I am = I'm

You are = You're

He is = He's

She is = She's

We are = We're

They are = They're

name is = name's

Grammar points:

Present tense of "to have" for first person: "have"
Contractions used in common speech:

I have = I've

You have = You've

He has = He's

She has = She's

We have = We've

They have = They've

Use of capital letters for proper names and beginning of sentences.

Personal pronoun: I

Possessive adjective: my

Return question to another person: (And you?)

8. I play with words.

a. Rearrange the words in these sentences using capital letters in the correct places.

1. Mohamed my name is.
2. Nouadhibou from I am.
3. from Atar I am.
4. live I in Selibaby.
5. name is my Fatimatou.

b. Listen to the teacher spell out the names of eight people.

Write the names on a piece of paper.

Example: "C-o-u-m-b-a D-i-e-n-g" You write: Coumba Dieng

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

9- I add to my vocabulary

can	others
from	to play
to introduce someone	to read
to learn	to remember
to listen	to repeat
to live	together
to look	to try
to meet	word
myself	to work
name	

UNIT ONE
LESSON 4

Nice to meet you, Sidi.

1. I learn how to talk about myself

2. I look and read.

Find a partner and read the three dialogues below:



Dialogue 1	Dialogue 2
Ahmeda: Hi. My name is Ahmeda. What is your name?	Djeinaba: Good morning. My name is Djeinaba. And you?
Sidi: Hello, I am Sidi. Nice to meet you.	Fatma: Good morning. My name is Fatma.
Ahmeda: Where are you from?	Djeinaba: Where do you live?
Sidi: I am from Aioun. and you?	Fatma: I live in Nouadhibou. How old are you, Djeinaba?
Ahmeda: I am from Atar. where are you going?	Djeinaba: I'm sixteen. And you? How old are you?
sidi : I'm going home. It's late and I need to study. Good night, Ahmeda!	Fatma: I am fourteen.
Ahmeda: Good night, Sidi. See you tomorrow!	Djeinaba: We are almost the same age!

3. I listen and repeat.

Listen to the teacher. Repeat what the teacher says.

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

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

My name is _____. I live in _____. I am from _____

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

4. I can try it.

Listen to the teacher. Speak to your classmates. Read the questions aloud. Give the answers to your classmate.

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

5. We can work together.

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

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

6. I can do it myself.

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

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

8. How old are you?	(fourteen)	
9. What is your name?	?	
10. Where are you from?	?	
11. How old are you?	?	
12. Where do you live?	?	

7. I can remember.

Grammar points:

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

Possessive adjective: your

Questions

A: What is your name?

A: What is this?

A: How are you?

A: How old are you?

Answers (statements)

B: My name is Joanna.

A: This is a Hoover.

A: I am fine?

A: I am 15 years old.

8. I play with words.

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

1. what name is your?
2. from you where are?
3. afternoon mohamadou good.
4. you meet nice to.
5. do you live where?
6. old you are how?

b. Read the following dialogues with a classmate.

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

Sidi: Yes, his number is four, six, nine, five, three, four, seven, two (46-95-34-72)

Aziz: Four, six, nine, five, three, four, seven, two?

Sidi: Yes.

Aziz: How do you spell his last name?

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

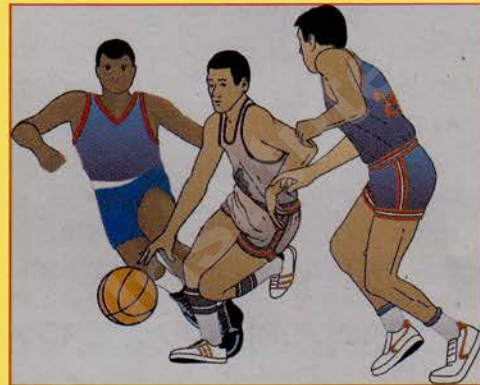
Aziz: Thanks!

UNIT ONE
LESSON 5

I am from Boghé. Where are you from?

1. I learn how to talk about oneself and others

2. I look and read.



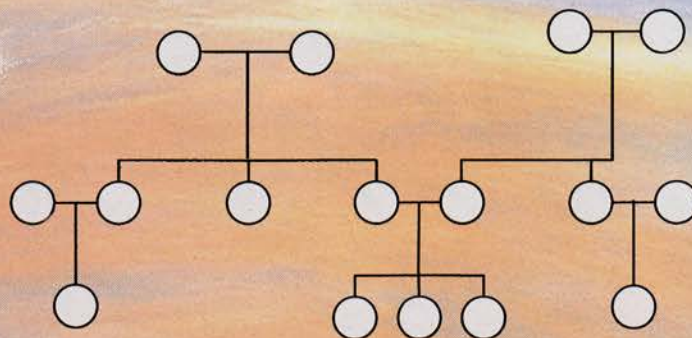
My photo album. (There are two drawings/photos of people)

My name is Moussa. I am 14 years old. I am from Boghé. I go to high school in Nouakchott. I live with my uncle and his family. These are some pictures of my family and friends.

- Picture (1) This is a picture of my mother and two sisters, Hawa and Binta. Hawa is eleven years old. Binta is eight. They and my father live in Boghé.
- (picture) (2) This is a picture of me with my friends, Ali and Issa. Ali is 14 and Issa is 13. They are also from Boghé. They go to school in Nouakchott. They love playing basketball in the afternoon.
- Your turn: Draw one picture of two of your family members. Introduce them and tell their ages, their relation to you, and where they live.

3. I listen and repeat.

Listen to the teacher. Repeat what the teacher says. Fill in the family tree when your teacher tells you to.



4. I can try it

Work with a classmate. Introduce the picture and description you have drawn to your classmate.

5. We can work together

Ask your partner questions about her/his family.

1. What is your father's name?
2. How many sisters do you have?
3. How many brothers do you have?
4. What is your youngest sister's name?
5. What is your oldest brother's name?
6. How many uncles do you have?
7. What are your aunts' names?
8. How many aunts do you have?
9. How old is the youngest member of your family?
10. How old is the oldest member of your family?

6. I can do it myself.

Using what you know about families, answer the following questions:

1. The mother of my father is my _____.
2. The children of my uncle are my _____.
3. My uncle's wife is my _____.
4. My father's daughters are my _____.
5. My aunt's husband is my _____.
6. The father of my mother is my _____.
7. The mother of my sister is my _____.
8. My mother's son is my _____.

7. I can remember

a) Simple present: Example: to live

1- Affirmative form

I/ We/ You/ They	live.
He/ She/ It	lives.

2) Negative form

I/ We/ You/ They	don't	live.
He/ She/ It	doesn't	live.

b) Simple present: Example: to have

1) Affirmative form

I/ We/ You/ They	have.
He/ She/ It	has.

2) Negative form

I/ We/ You/ They	don't	have.
He/ She/ It	doesn't	have.

8. I play with words.

Use the following words to create a description of a young boy Kader living in Aioun.

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

- Kankossa
- Designs her own dress
- Thirteen



Zeinabou

- likes music
- Speaks Arabic, Pulaar, French and a little English
- 2nd year of secondary school

- Aioun
- Speaks Hassaniya, French, and a little English
- likes Egyptian music
- walks to school
- Thirteen
- Ali
- 2nd year of secondary school



Kader

9- I add to my Vocabulary.

To go	To live
High school	To have
Family	Father
Mother	Brother
Sister	Uncle
To love	Basket ball

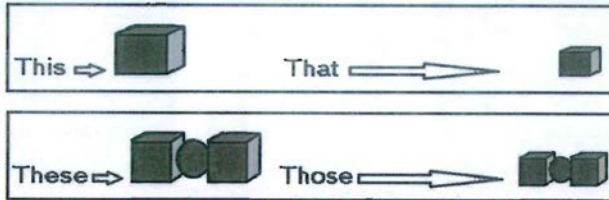
UNIT ONE

LESSON 6

This is a table

1. I learn how to identify things

2. I look and read



3. I listen and repeat

Sidi wants to identify some objects. He asks Brahim

- | | |
|----------------------|---------------------|
| a) What is this? | This is a house. |
| b) What is that? | That is a chair. |
| c) What are these? | These are chairs. |
| d) What are those? | Those are chairs. |
| e) Is this a bag? | Yes, it is a bag. |
| f) Is that a camel? | Yes, it is a camel. |
| g) Are these books? | Yes, they are. |
| h) Are those houses? | No, they are cars. |

4. I can try

say whether the sentences are True or False.

1. This is a pen
2. These are pencils
3. That is a tree
4. These are cars
5. This is not a car
6. That is not a house
7. These are not tables
8. Those are not cars
9. These are glasses
10. Those are not pens



5. We can work together

Work with a student next to you. Show objects from classroom then ask him (using what) to name the objects using this – that- these- those.

Your friend is in your room. He wants to identify some objects.

Help him using this- that- these- those.

- Desk
- Suitcase
- Pants
- Shirt
- Computer

6. I can do it myself

Match the three columns.

- | | | |
|-----------------------|-------------|------------|
| a. This is my car. | 1. Plural | i. Close |
| b. These are marbles. | 2. Singular | ii. Far |
| c. Those are doors. | 3. Plural | iii. Close |
| d. This is a lighter. | 4. Singular | iv. Far |
| e. That is a fan. | 5. Plural | v. Close |

7. I can remember.

This and **that** are used for singular

These and **those** for plural

This and these + picture (pointing) close

That – those + picture (pointing) far

“an” is used for all nouns beginning with a vowel

“a” is used for all nouns beginning with a consonant

For asking questions, if you are not sure of something, use “Is this” or “Are these”?

8. I play with words.

Look for things in the classroom that begin with these letters. You may work with a classmate to see how many things you can find:

a _____
b _____
c _____
d _____
e _____
f _____
g _____

h _____
i _____
j _____
k _____
l _____
m _____
n _____

o _____
p _____
q _____
r _____
s _____
t _____
u _____

v _____
w _____
x _____
y _____
z _____

9. I Add to my Vocabulary

to ask	pen
bag	pencil
book	plural
copybook	ruler
duster	singular
eraser	to stand up
folder	thing
inventory	
object	

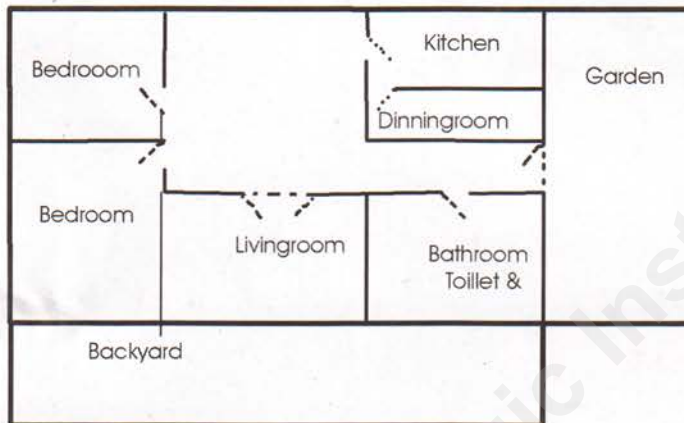
UNIT ONE

LESSON 7

This is our house.

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

2. I look and read.

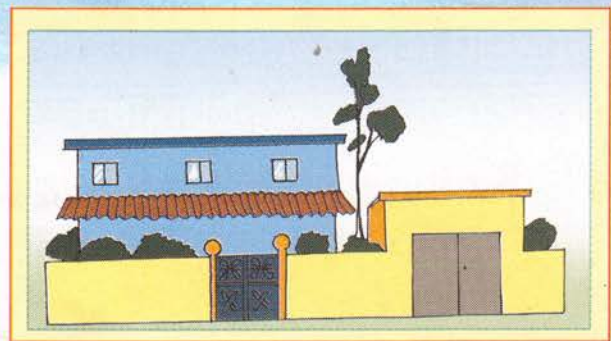


Look at the pictures and identify the objects that you see. .

Our house has three bedrooms, a dining room, a kitchen, a bathroom, toilets and a backyard.

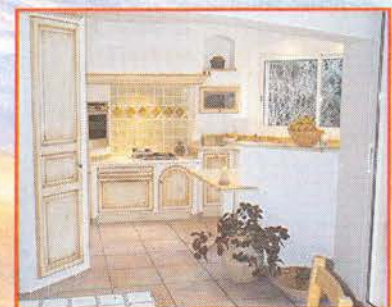
Here is a house

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



Here is a kitchen

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



3. I listen and repeat.

Listen to the teacher and repeat what he says.

What is this?



This is _____.

What is that?



That is _____.

What are these?



These are _____.

What are those?



Those are _____.

4. I can try it.

Try to tell what is in your house. Ask a friend if she or he has something in her or his house. Use these sentence starters.

My house has _____. Does your house have _____?

5. We can work together.

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

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

My house has _____.

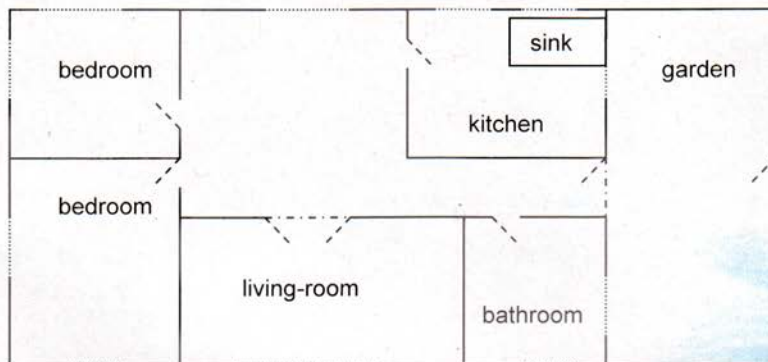
In the _____, there is a _____.

6. I can do it myself

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

b. Draw the house of your dreams. Be sure to label each room and outside area. Include at least five items or pieces of furniture in the house, too.

Example:



7. I can remember.

Remember these grammar points.

When you want to know if a person or another person has a particular object, you ask by saying

e.g. → Do you have a red pen?

e.g. → Does he/she have _____?

8. I play with words.

Match the objects on the left with the function that they serve on the right.

objects

1. garden
2. main door
3. television set
4. mattress
5. stove
6. washing machine
7. living room
8. cupboard
9. vacuum cleaner
10. bottle
11. sink
12. refrigerator

functions

- a. object that cleans dirt off the floor
- b. place for washing dishes
- c. surface where food is cooked
- d. the way to get into the house
- e. place where plants and vegetables grow
- f. object that keeps food cold
- g. object that holds milk, juice, or water
- h. object that shows programs from around the world
- i. place where people sleep
- j. place where clothing is washed
- k. room where the family watches television
- l. place where food, dishes, and glasses are stored

9- I Add to my Vocabulary.

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

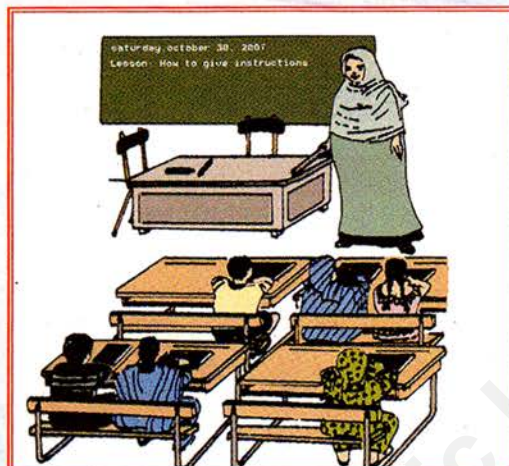
UNIT ONE

LESSON 8

Everybody, listen to me!

1. I learn how to give instructions.

2. I look and read



Dialogue: A teacher gives instructions to her students.

Teacher: Good morning, class!

Students: Good morning teacher!

Teacher: Now listen to me and listen carefully to this! First, be in class on time! If the board is dirty, clean it! Don't sit on the tables! Look around you, the classroom is clean! Don't spit on the walls!

Don't throw pieces of paper on the floor! And finally behave yourselves!

Is it clear?

Students: Yes, teacher.

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

Now open your copybooks and write the date! Don't write with a red pen or a pencil! Use a blue or a black pen! Do you understand?

Students: Yes, teacher, we understand.

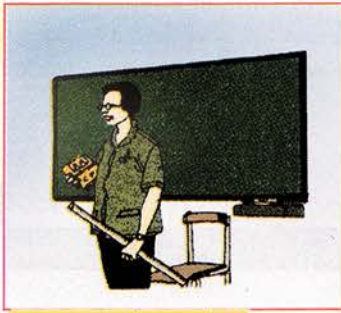
3. I listen and repeat

Listen to the teacher or tape then repeat.

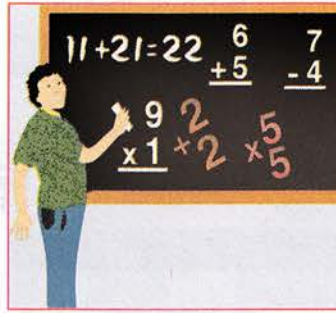
- Listen to me!
- Be in class on time!
- Clean the board!
- Write the date!
- Look around you!
- Write with a blue pen!
- Behave yourselves!
- Don't sit on the tables!
- Don't throw pieces of paper on the floor!
- Don't spit on the wall!
- Don't write with a red pen or a pencil!
- Use a blue or a black pen.

I can try it

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



Ex: _____ (to me)
Listen to me!



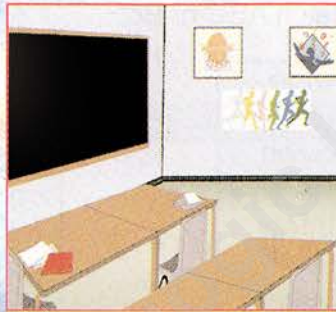
1. _____ (the board)!



2. _____ (a red pen)!



_____ (on the table)!



4. _____ (the wall)!



5. _____ (a blue pen)!



6. _____ (your copybook)!

5. We can work together

A student gives an order to his neighbor. For example: Amedou is sitting next to Ahmed. Ahmed is between Amadou and Sidi. Amadou turns to Ahmed and says:

Example: Amadou: Ahmed, ask Sidi to stand up!

Ahmed: Sidi, stand up!

Now do it:

1. Go out.
2. Take your copybook.

6. I can do it myself

Refer to the teacher instructions and play his role by giving instructions and write them down. Note that some are positive and others are negative.

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

7. I can remember

Positive instruction: Simple form of the verb e.g: → Listen to me!

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

8. I play with words

Find the teacher's instructions

1. Match A and B

A

Write
Be
Clean
Listen
Use
Open

B

your book.
to the teacher
the board.
on time in class.
a blue pen.
a red pen.
the date.

2. Match ABC

A

Don't

B

sit
use
spit
throw

C

pieces of paper on the floor.
on the wall.
a red pen.
on the desk.

9. I add to my vocabulary

Listen
Carefully
Dirty
Clean
Wall
Spit
Floor
Throw
Behave
Date

1. I learn how to tell time.

2. I look and read.

What time is it?

It is three o'clock.

03:00

It is four o'clock.

04:00

It is seven thirty in the evening.

19:30

It is ten o'clock at night.

22:00

It is six twenty.

06:20

It is twenty past six.

It is seven thirty *in the evening*

19:30

It is half past seven.

It is eight thirty-five.

08:35

It is nine forty-five.

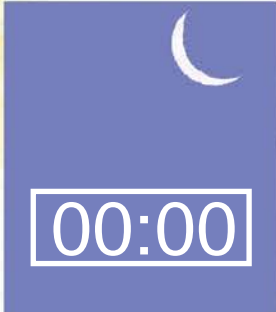
09:45

It is a quarter to ten.

It is ten o'clock *at night*.

22:00

(A clock showing twelve o'clock with picture of a sun next to it): It is noon.



(a clock showing twelve o'clock with picture of moon next to it): It is midnight.

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

To say that you do something from one time to another time, use *from* and *to*.
Example: I go to school from eight in the morning to one in the afternoon.
 Issa works from 7:00 A.M. to 8:00 P.M.

3. I listen and repeat.

Listen to the teacher. Repeat what the teacher says.

What time is it?	It is four o'clock.
Do you have the time?	Yes. It is six-twenty.
What time does the market close?	It closes at seven fifteen in the evening.
What time does the butcher open?	He opens at eight thirty in the morning.
When do you take a nap?	I take a nap around one in the afternoon.
What time does this class begin?	This class begins at 9:30 A.M. (or equivalent)
What time does this class end?	at 10:20 A.M. (or equivalent)

4. I can try it.

a. Listen to your teacher's directions. Tell time with a classmate.

What time is it?	It is _____ A.M./P.M.	It is _____.
At what time do you wake up?	I wake up at 7:00 A.M.	I wake up at _____ A.M.
What time do you come to school?	I come to school at 7:35 A.M.	I come to school at _____.
When do you eat lunch?	I eat lunch at 1:20 P.M.	I eat lunch at _____.
When do you study?	I study at 5:15 P.M.	I study at _____ P.M.
At what time do you go to sleep?	I go to sleep at 11:30 P.M.	I go to sleep at _____.

b. Write the following times in long hand:

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

1. 7:00 A.M. _____
2. 4:15 P.M. _____
3. 9:30 A.M. _____
4. 2:40 P.M. _____
5. 11:55 A.M. _____

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

Hudson Beach Café



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

The Golden Phoenix---Chinese Specialties

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

Open 11am-11pm, Closed Mondays 

732 Coyote Road, Nixa, Missouri 417-323-6798

Snack Trak



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

BABA's BIG BURGER

The biggest burger in Kentucky

OPEN 24 HOURS, 7 days a week!

Three locations:
4489 Little Chicken Road, Florence
527 Rooster Avenue, Louisville
603 Happy Hen Road, Lexington



5. We can work together.

a. Fill in the table below with your own answers. Then, ask three classmates for the times they do the things below. Fill in the table with their answers.

Example: You ask: What time do you get up in the morning?

Your classmate answers: I get up at 6:15am.

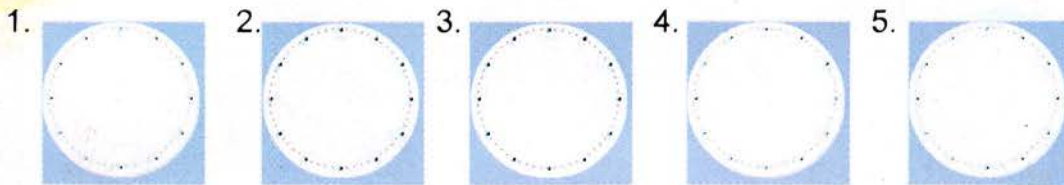
When do you...

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

b. Among the people you asked:

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

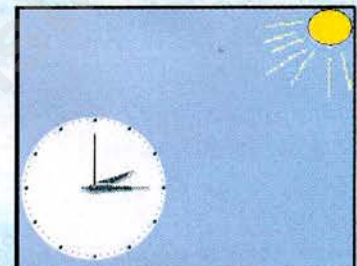
c. Draw a different clock for each of the times you wrote above in activity 4b.

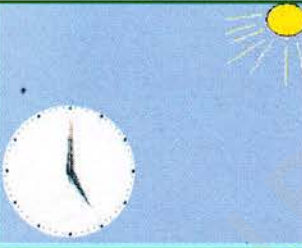
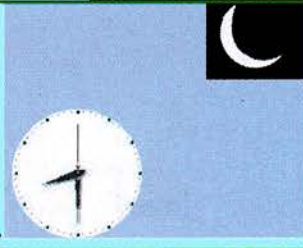
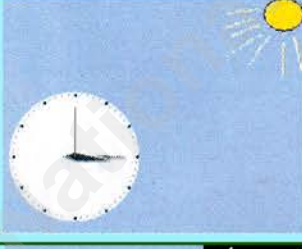
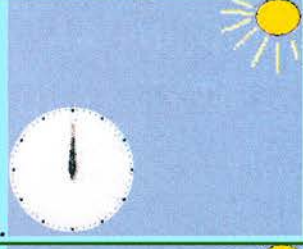
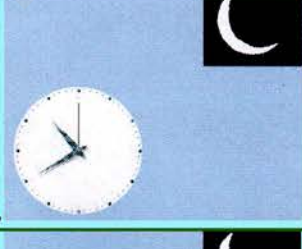
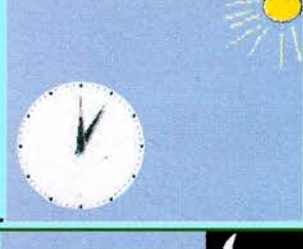

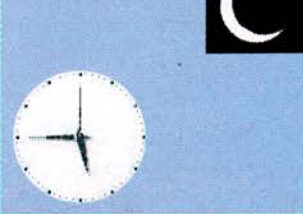


6. I can do it myself.

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

Example: What time is it?
It is five o'clock in the morning.



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



7. I can remember.

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

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

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

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

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

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

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

Clarification in French and Arabic.

Different ways to ask the time:

What time is it?

Do you have the time, please?

What's the time?

Have you got the time, by any chance?

Sorry, could you tell me the time, please?

Do you know what the time is?



8. I play with words.

a. Rearrange the words in these sentences by putting them in the right order and by using capital letters in the correct places. Write the time using numbers next to the sentence.

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

b. Answer the following questions, telling what time you do something during the day.

1. What time do you get up in the morning?
2. At what time do you go to school?
3. What time do you eat lunch?
4. What time do you study?
5. At what time do you go to sleep?

c. ordinal numbers

If you are talking about the order in which competitors finish a race.

- | | |
|---|---------------|
| Person number one to cross the line finishes in | first place. |
| Person number two to cross the line finishes in | second place. |
| Person number three to cross the line finishes in | third place. |
| Person number four to cross the line finishes in | fourth place. |
| Person number five to cross the line finishes in | fifth place. |

- d. The days of the week
- e. The seasons of the year
- f. The months of the year

9. I Add to my Vocabulary

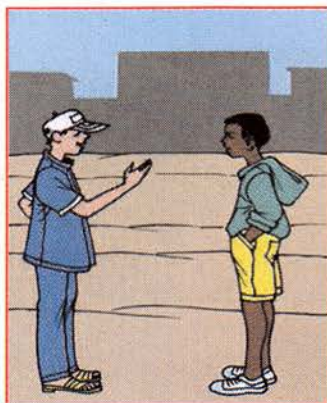
around	night
to begin	O'clock
butcher	old
clock	to open
to close	past
different	precise
to drink	quarter
end	to sleep
exactly	to study
face	sun
lunch	tea
market	to tell time
moon	time
nap	

UNIT ONE
LESSON 10

This is Ahmed and this is Khadi.

1. I learn how to talk about others

2. I look and read.



Dialogue: *Mohamed is talking to his friend Abdoul*

Mohamed: Good evening, Abdoul.

Abdoul: Good evening, Mohamed. Is this picture yours?

Mohamed: Yes. It's a picture of my friend and one of my classmates.

His name is Ahmed (pointing). His family is from Tidjikja. He lives here in Nouakchott. Khadi is one of the girls who goes to school with me in Nouakchott. She is from Kaedi. She visits her family in Kaedi during the summer.

3. I listen and repeat.

Listen to the teacher. Repeat what the teacher says.

- | | |
|-----------------------------|---------------------------|
| • What is his name? | His name is Ahmed. |
| • Where is he from? | He is from Tidjikja. |
| • What is her name? | Her name is Khadi. |
| • Is she from Tidjikja? | No, she is from Kaedi. |
| • Where does Khadi live? | She lives in Nouakchott. |
| • What's her nationality? | She's Burkinabe. |
| • What's his name? | His name is _____. |
| • Where does she live? | She lives in _____. |
| • Where is his family from? | His family is from _____. |
| • What's your nationality? | I'm _____. |

4. I can try it.

Work with a classmate to fill in the blanks with the correct words.

1. _____ name _____ Ali.
2. He's _____ Kankossa.
3. He _____ in Nouakchott.
4. _____ is Halima.
5. _____'s _____ Chinguetti.

6. She lives _____ Moudjeria.
7. She's from _____.

5. We can work together.

Ask a classmate the following questions about two other classmates:

- What's his name?
- Where is he from?
- Where does _____ live?
- What's her name?
- Where is she from?
- What is his nationality?
- Where does _____ live?

6. I can do it myself.

Using the key words below, talk about the following people. Write down what you say afterwards.

Example: Betty / England / Washington, D.C.

Her name is Betty. She is from England. She lives in Washington, D.C.

1. Mattias, Germany, Berlin
2. Jane, England, Miami
3. François, France, Nice
4. Sergio, Brazil, New York
5. Jay, United States, Nouakchott
6. Aminetou, The Ivory Coast, Oualata
7. Toti, Italy, Accra
8. Jamal, Egypt, Tehran
9. Ghallat, Mauritania, Paris
10. Ndiaye, Senegal, Madrid

7. I can remember.

Contractions used in everyday speech:

Personal pronouns: he, she

Possessive adjectives: his, her

he is → he's

she is → she's

Where is → where's

He's from Chinguetti. Is he from M'bout?

She's from Boghe.

Where's she from?

her name is → her name's

his name is → his name's

Her name's Kathy.

His name's Amadou.

Is her name Aïcha?

Is his name Yeslem?

Nationalities



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

8. I play with words.

a. Use the chart below to talk about people from around the world. Fill in the blanks with each person's nationality.

	Name	Grew up in / Raised in	Country	Nationality	Current Residence
	Bill	Columbus, Ohio	United States	American	Nouadhibou, Mauritania
1.	Med. Lemine	Chinguetti	Mauritania		Nouakchott
2.	Tarek	Tunis	Tunisia		Bamako, Mali
3.	Keiko	Kobe	Japan		Dakar, Senegal
4.	Pierre	Montpellier	France		Paris
5.	Reynaldo	Rio de Janeiro	Brazil		Sao Paulo
6.	Massimo	Venice	Italy		Florence

7.	Silke	Munich	Germany	Berlin
8.	Yuen-Li	Beijing	China	Shanghai
9.	Sergi	Kiev	Ukraine	Philadelphia, Pennsylvania, USA
10.	Nuria	Valencia	Spain	Barcelona
11.	Sherif	Cairo	Egypt	Lisbon, Portugal

b. Compare notes with a classmate and discuss :

- *where each person above grew up (where he or she is from),*
- *what each person's nationality is,*
- *and where they are living now.*

Example:

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

OR

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

c. Create sentences from the words below. Remember to capitalize the correct words and use punctuation.

1. is leila name her
2. from 's morocco he
3. his abou name is
4. her what is name
5. where from is she
6. senegal is she from

9. I Add to my Vocabulary

Brazil, Brazilian	Japan, Japanese
to capitalize	the key words
a chart	Mauritania, Mauritanian
China, Chinese	nationality
a contraction	nickname
a country	picture
Egypt, Egyptian	to point, pointing
France, French	punctuation
family	raised in
Germany, German	residence
Girl	school
Good evening	share
Grew up	Spain, Spanish
Her	Ukraine, Ukrainian
Here	United States, American
His	To visit
Italy, Italian	yours

UNIT ONE

Basic Competency 1 - Situations.

I can use what I have learned.

Situation: 1

This situation incorporates greetings and farewells and speaking about oneself.



Sidi has just met Ahmed at school. The teacher asks students to perform the dialogue in pairs.

Sidi: Hello, good morning.

Ahmed: Good morning, how are you?

Sidi: I am fine. My name is Sidi. What's your name?

Ahmed: My name is Ahmed.

Sidi: Nice to meet you Ahmed.

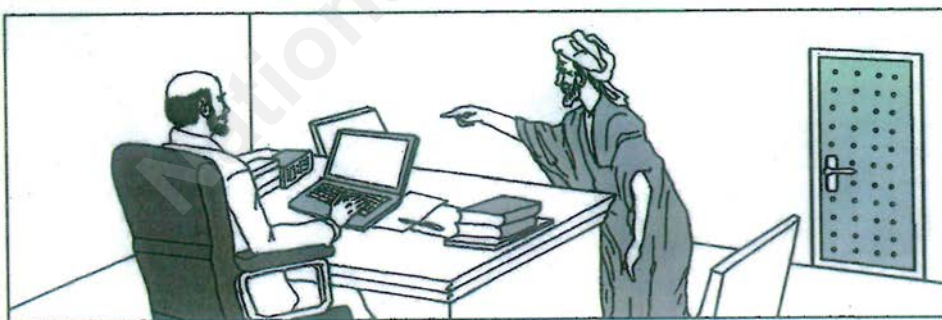
Ahmed: Nice to meet you, too.

Sidi: Well, it's time for class. Good bye!

Ahmed: Ok, bye!

Situation: 2

This situation incorporates identifying things and giving instructions.



Omar is in his office. His cousin Hacem who lives in Badiya has just come to visit him. Hacem is asking about objects he sees in the office.

Hacem: What is this thing in front of you?

Oumar: This is a computer. It stores information.

Hacem: What is that thing in the wall above?

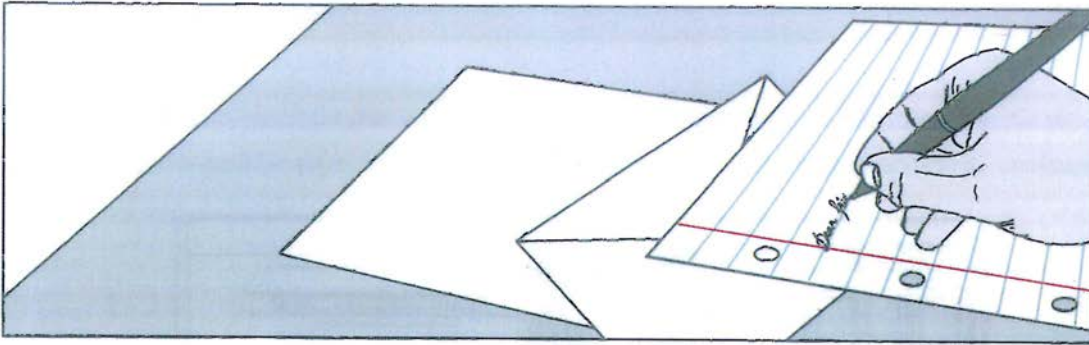
Omar: It's an air conditioner. It is for cooling the room.

Hacem: And what is that next to the computer, a toy?

Omar: No, it is a clock. It shows what time it is.

Situation: 3

This situation is about personal information in a written manner.



You have just received this letter or e-mail from your pen pal.

Dear Cheikh

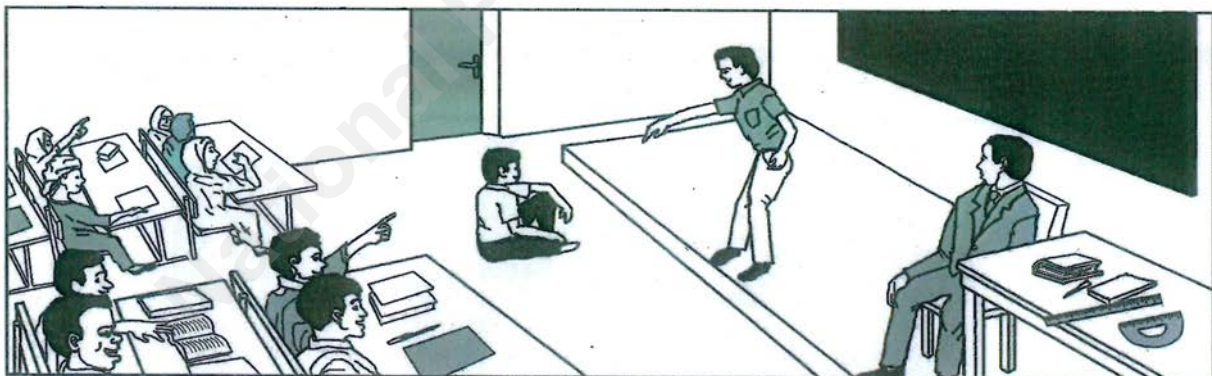
My name is Pat. I was born in Austin, Texas. I live in Dallas, Texas. I go to Western High School. My family is small. My father's name is Douglas. He is an engineer. My mother's name is Sarah. She works in an office. My older brother's name is Alex. He is a college student. My younger sister's name is Tiffany. She is an elementary school student.

I hope that you are well. Please write to me soon.

Your pen pal,
Pat

Situation: 4

This situation is about giving instructions. The teacher chooses a student who will give instructions to his classmates. The classmates will execute the orders.



- A. S 1: Stand up. Close the door and open the windows.
S 2: (executes)
Extend practice to other students.
- B. S 1: Stand up. Go to the door. Don't open it!
Open the door. Don't go out!
S 2: (executes).
S 1: Give your friend a blue pen. Stop!
Don't give it to him!
S 2: (executes).

1. I learn how to identify people.

2. I look and read.

Dialogue Aly and Ahmed are having a conversation.

Aly wants to know some of Ahmed's family members

Aly: Ahmed, what is that?

Ahmed: That is a picture of my family. The man wearing dark glasses is my father and the woman in the yellow veil is my mother.

Aly: And who is that little girl with long hair?

Ahmed: That's my niece Faty.

Aly: Look! Who is that man in the black shirt?

Ahmed: Oh, yes. That's my cousin Hassen. The man on his left side is my elder brother Cheikh.

Aly: Thank you.



3. I listen and repeat.

Listen to the teacher. Repeat what he/she says.

- 1- Who's that boy in blue jeans?
- 2- The boy in blue jeans is John.
- 3- My teacher is the man in the blue suit.
- 4- The boy with curly hair is Amadou.

4. I can try it.

Complete the sentences below. Use the words in the box.

with - in - who - that - those

- (a) is girl..... the white melahfa?
- (b)..... are boys long hair?

5. we can work together

Ask your classmate to identify two students in your classroom.

Ex.

Question: Who's that boy in the red shirt?

Answer: That boy in the red shirt is Salem.

6. I can do it myself.

- _____ that thing.
- _____ that girl.
- _____ that doctor.
- _____ your teacher.

7. I can remember.

in + clothing

with + body parts

8. I play with words.

Fill in the blanks using: in, with or who.

- The boy _____ blue shirt is my brother.
- The girl _____ long hair is my sister.
- The man _____ drives a blue car is my friend Naji.

9. I add my vocabulary.

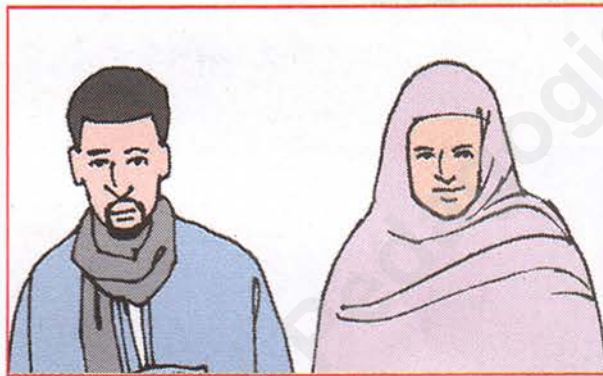
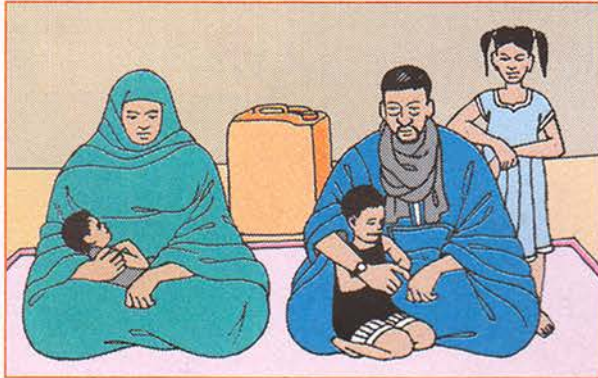
family	that
father	who
woman	yellow
dark	with
glasses	veil

UNIT TWO
LESSON 2

This is my family.

1. I learn how to talk about family.

2. I look and read.



Dialogue: *Ali is talking to Sidi.*

- **Ali:** Who are these people in the pictures?
- **Sidi:** This man is my father, Mohamed. He is an engineer.
This woman is my mother, Aicha. She is a nurse.
- **Ali:** What about the other picture?
- **Sidi:** This is my brother, Kader. This is his wife, Toutou. He is a teacher and she is an accountant. They have two children: a son, Ali, and a daughter, Halima.
- **Ali:** How old are their children?
- **Sidi:** Ali is fifteen and Halima is twelve.

3. I listen and repeat.

a. Listen to the teacher. Repeat what the teacher says.

1. This is my father. He is an engineer.
2. This is my mother. She is a nurse.
3. These are my parents.
4. How old are their children?

b. Listen to the teacher. Repeat what the teacher says.



a daughter



a son

a teacher

a nurse

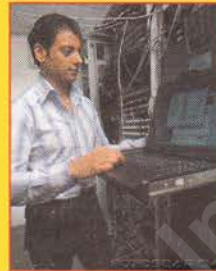
consonants = b,c,d,f,g,h,j,k,l,m,n,p,q,r,s,t,v,w,x,y,z



an accountant



an orange



an engineer



an onion

vowels = a, e, i, o, u

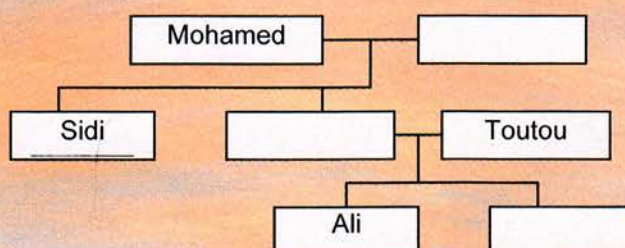
Exceptions: **a university, a union**

4. I can try it.

a. Read the dialogue above and fill in the blanks:

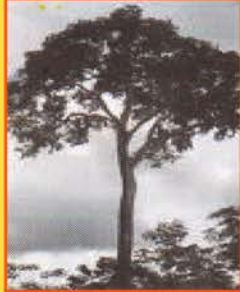
1. Sidi's father's name is _____.
2. Sidi's mother's name is _____.
3. Sidi's brother's name is _____.
4. Sidi's sister-in-law's (the wife of Sidi's brother) name is _____.
5. Sidi's nephew's (the son of Sidi's brother) name is _____.
6. Sidi's nephew is _____ years old.
7. Sidi's niece's (the daughter of Sidi's brother) name is _____.
8. Sidi's niece is _____ years old.

b. After you have finished the exercise above, fill in Sidi's family tree below:



c. Exercise: Using a or an

Directions: Put **a** or **an** before the nouns in the pictures.



___ tree



___ plane



___ animal



___ egg



___ onion



___ boat



___ iron



___ car

5. We can work together.

Ask a classmate questions about her/his family members (names, ages, occupations). Look at the dialogue and information above for examples.

(Example: What's your mother's name? How many brothers do you have? How old is your sister Khadi?)

6. I can do it myself.

Talk about your family. Mention their names, ages, occupations, and your relationship to them.

7. I can remember.

Learn these family members nouns.

- | | Male | Female |
|--------------|--|--|
| • Parents: | father
dad
daddy
step-father
father-in-law | mother
mom
mommy
step-mother
mother-in-law |
| • Relatives: | brother
brother-in-law
uncle | sister
sister-in-law
aunt |

nephew
cousin
grandfather
grandpa

niece
cousin
grandmother
grandma

• Others:

husband
spouse
son
grandson
widower
baby
infant
toddler
child
children
teenager
twins
triplets

wife
spouse
daughter
granddaughter
widow

Plural form

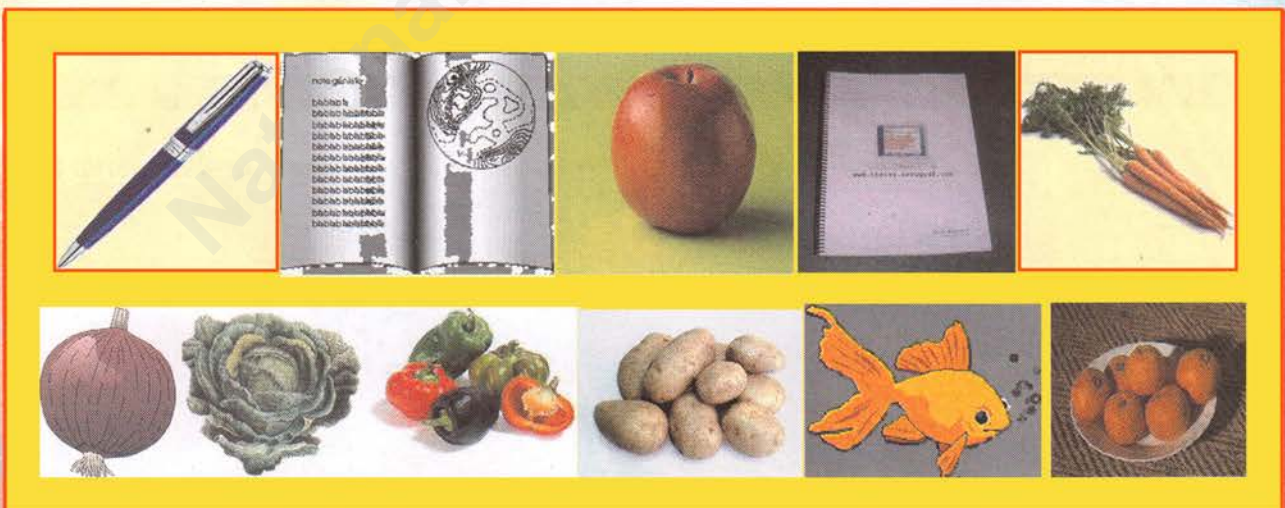
Possessive adjectives: **our – their**
Personal pronouns: **we – they**
Indefinite articles: **a – an**

Noun + s/es Example: book — books; box — boxes
Irregular plural: man — men; woman — women
foot — feet; tooth — teeth; child — children
mouse — mice

8. I play with words.

a. Using Sidi's family tree from exercise 4-b as an example, create a family tree for Amadou, using this information.

This is Amadou's family. His father is Saidou and his mother is Salimata. His brother's name is Alpha and his sister's name is Ramata. She is married. Her husband is Abdoul. They have a son. His name is Samba. Their daughter's name is Yacine.



b. Use a family kinship word in each sentence and write either a or an in front of each noun. The first sentence is done for you.

1. My brother has a pen.
2. Your _____ reads ___ book.
3. My _____ ate ___ apple.
4. My unmarried _____ lost ___ notebook.
5. My _____ ate ___ carrot.
6. Your _____ cut up ___ onion and ___ cabbage.
7. My _____ fries ___ pepper, ___ potato and ___ fish to make lunch.
8. My _____ gives me ___ orange to eat for a snack.

9. I add to my vocabulary.

accountant	man
animal	married
aunt	mother
backpack	nephew
boat	niece
book	notebook
brother	nurse
cabbage	onion
car	orange
carrot	our
children	people
cousin	pepper
daughter	picture
dialogue	plane
egg	potato
engineer	schoolbag
exception	son
family tree	their
father	they
fish	tree
fry, fries	uncle
grandfather	unmarried
grandmother	we
iron	wife
kilo (kilogram)	woman

UNIT TWO

LESSON 3

Where are these people?

1. I learn how to talk about locations

2. I look and read

Look at the picture of the car and the children around and on it.

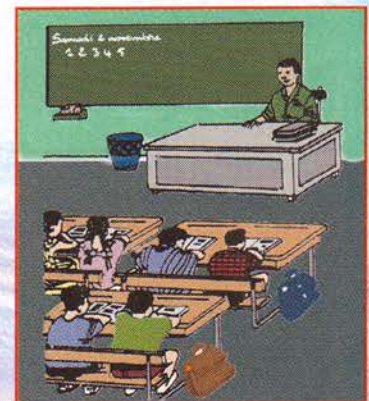


1. Sidi, Fatmetou and Demba are **on** the car.
2. Salemi is **under** the car.
3. Samba and Oumar are **in** the car.
4. Ali is **behind** the car.
5. Lalla is in **front of** the car.
6. Fatimetou is **between** Demba and Sidi.

3. I listen and repeat.

Listen to the teacher. Repeat what the teacher says.

- A. Where is the teacher?
B. He is in front of the students
- A. Where is Ahmed?
B. He is between Sidi and Khadi
- A. Where are Omar and Samba?
B. They are behind Zeinebou.



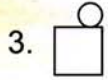
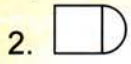
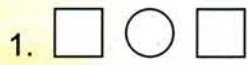
- A. Where is the teacher's bag?
B. It's on the desk.
- A. Where is Ali's copybook?
B. It's next to the book.
- A. Where is Ahmed's pen?
B. It's between the book and the copybook.
- A. Where is the dust cloth?
B. It's under the table.



4. I can try it.

a. Where is the circle?

Example: □ ○ The circle is next to the square.



b. Ask and answer to locate the objects in the picture below.



1. Where are the books?
2. Where is the teacher?
3. Where are the students?
4. Where is the boy?

5. Where is the teacher's bag?
6. Where is the teacher's desk?

5. we can work together.

Work with another student near you. Take turns asking each other questions about where things are in your classroom. Here are some examples:

The teacher is in front of the chalkboard.
Mahmud is sitting at his desk.
Khady is standing next to Aissatou.

6. I can do it myself.

Write ten sentences about the placement of things, either that you can see in your classroom or at home. Here are some examples:

The driver is in the front seat.
The passenger is next to the driver.
The slow car is behind the fast car.

7. I can remember.

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

8. I play with words.

In the sentences below, the preposition is missing. Choose a preposition from the list above and put it into the sentence so that it makes sense.

When we eat dinner, the food is _____ us.
I watched a good program _____ television.
The car would not go in the sand. We had to go _____ the car to push it.
The teacher stands _____ the students.
The earth is _____ the sky.
The airplane is _____ the earth.
The two of us are here by ourselves. There is nobody _____ you and me.
I want to go home _____ an hour.
Jamil kicked the ball _____ the field to the other side.

9. I add to my vocabulary.

above	a driver	ourselves
across	a dust cloth	partially
behind	hidden	a passenger
below	in	a program
between	in front of	to push
a bottle	missing	rag
a chalkboard	next to	under
a copybook	on	where
a desk	on top of	

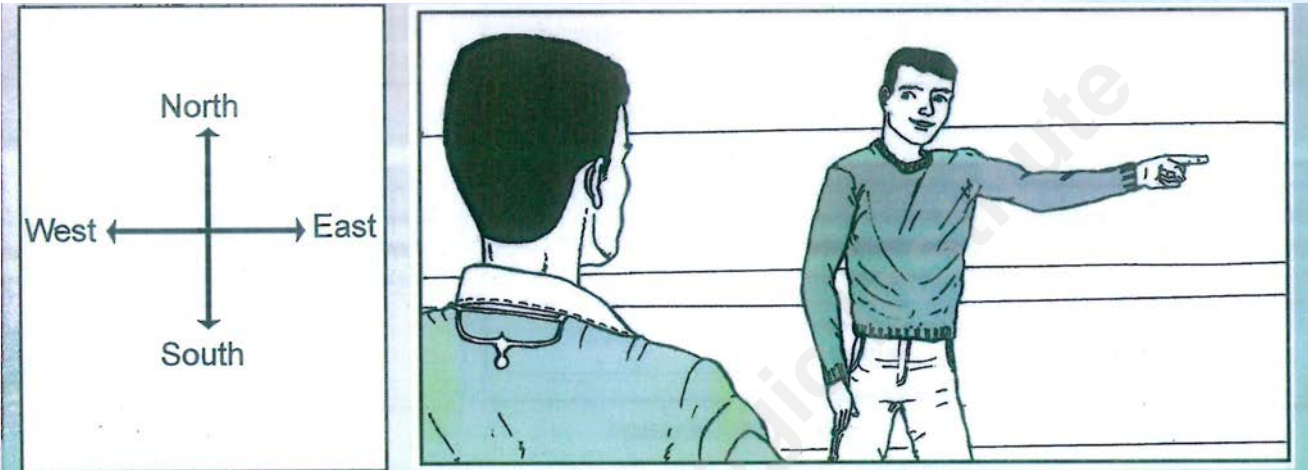
UNIT TWO

LESSON 4

Can you show me the way?

1. I learn how to talk about locations that I cannot see.

2. I look and read



Sidi has just come to Nouakchott for the first time. He is in Ksar. He asks his friend Ahmed about places in Nouakchott.

Sidi: Ahmed, tell me, where's Toujounine?

Ahmed: It is in the east of Nouakchott.

Sidi: Good, And where is Tevragh Zeina?

Ahmed: It is in the north.

Sidi: Oh! It's very far from Toujounine!

3. I listen and repeat.

Listen to the teacher. Repeat what the teacher says.

Tiris is in the north of Mauritania.

Nema is in the south east of Mauritania.

Senegal is to the south of Mauritania.

Mali is to the east and south of Mauritania.

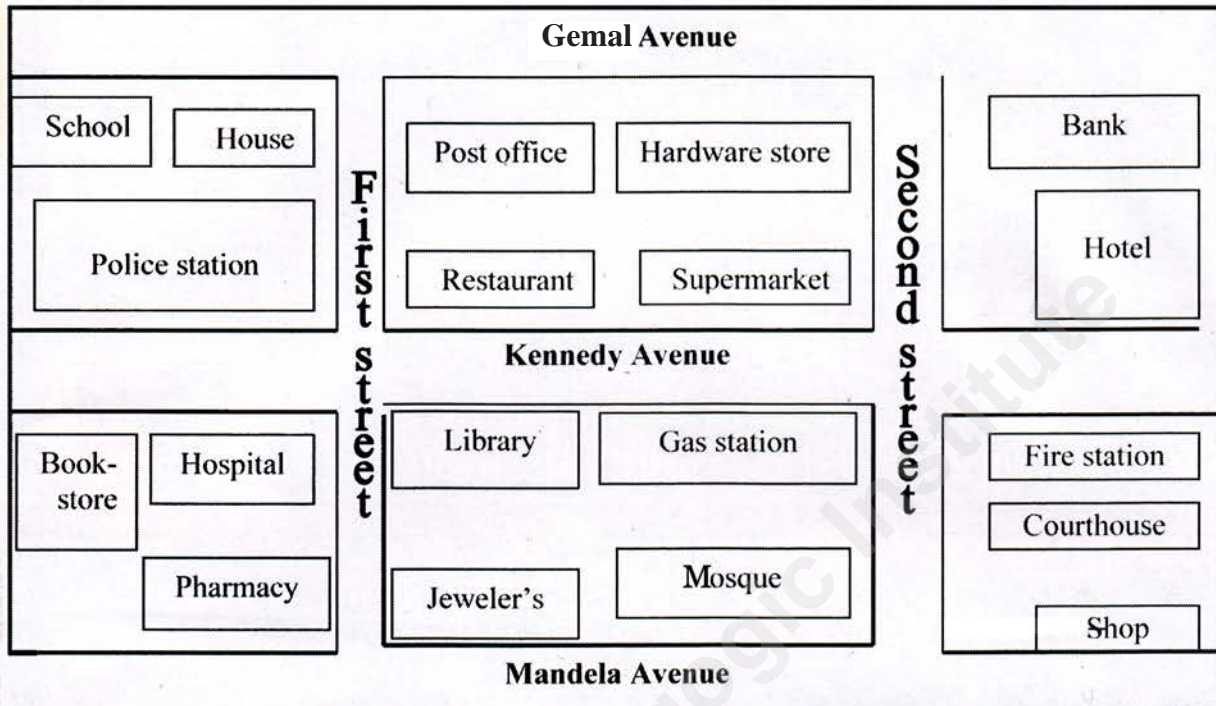
The Atlantic Ocean is to the west of Mauritania.



4. I can try it. :

Look at the pictures and answer the questions.

A view of a part of a city center



Where is the bank?

Where is the police station?

Where is the hospital?

Where is the post office?

Where is the restaurant?

Where is the mosque?

Where is the house?

Where is the school?

Where is the gas station?

Where is the pharmacy?

Where is the shop?

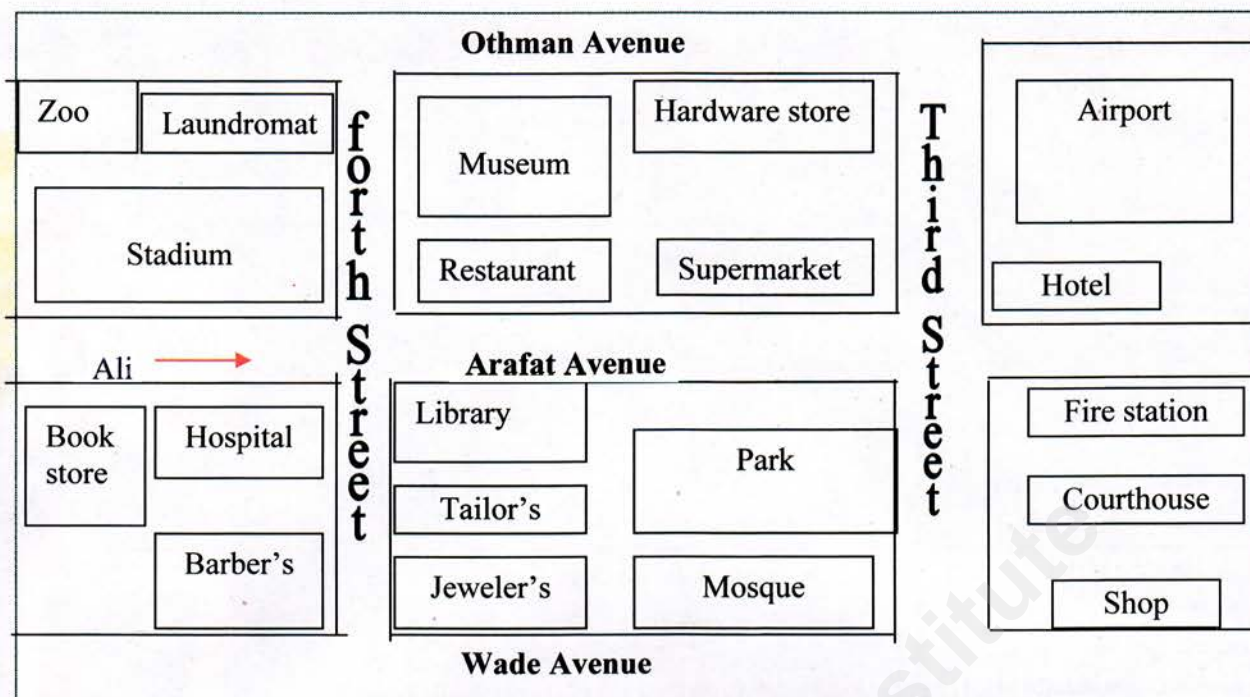
Look at this map and give Ali directions to the following places:

Example: the tailor Go straight ahead on Kennedy Avenue.

Turn left on Second Avenue.

The tailor is on your left, between the library and the jeweler.

1. the courthouse
2. the barber shop
3. the laundromat
4. the hardware store
5. the fire station
6. the mosque
7. the library
8. the zoo
9. the boutique
10. the jeweler



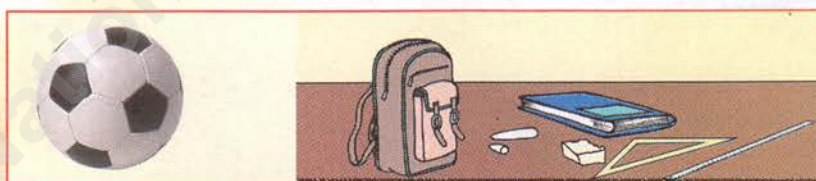
5. We can work together.

Work with somebody sitting near you. Choose a place nearby that you both agree on. See if you can both describe how to get to that place from your school.

6. I can do it myself.

Describe how to get to your house from your school. Once you know how to say it, put your directions in writing.

7. I can remember.



Prepositions of location include: next to, near, across from, behind, close, and in front of.

8. I play with words.

a. Look at this list of places in Mauritania. Have your neighbor choose two places and then describe how you would get from one to the other:

Kiffa, Boghé, Kaédi, Kankossa, Selibaby, Nouakchott, Nouadhibou, Atar, Chinguetti, Quadane, Rosso, Mederdra, Tidjikja, Aioun

b. answer these questions.

1. Do you want to be near a crying baby?
2. Do you want to be close to your lunch?
3. Do you want to be next to your friend?
4. Do you want to be behind the school?
5. What do you want to see in front of you?
6. What you don't want to see in front of you?
7. Are you close to Mali where you are right now?
8. Is anyone behind you now?

9- I add to my vocabulary

bank	a police station
close, close to	a post office
crying	a restaurant
east	right
Excuse me.	a roundabout
gas station	straight
hospital	straight ahead
left	the south
located	a traffic circle
lunch	turn
map	the west
the neighborhood	
the north	
a passer by	

UNIT TWO

LESSON 5

What does it look like?

1. I learn how to describe things.

2. I look and read.

Can you describe these pictures?

The schoolbag is black.
The computer is expensive.
The shirt is old.
The watch is golden.
The shoes are new.



3. I listen and repeat

Listen to the teacher. Repeat what the teacher says.

The schoolbag is heavy.
The shoes are dirty.
Is your computer expensive?
This is a new shirt.
My watch is golden.
The classroom is crowded.
We are smart.
Who is tall?
Who can read Arabic?
Are your shoes old?



4. I can try it.

Complete each sentence with an appropriate word.

The school bag is _____.
My shirt is _____.
Her melahfa is _____.
My mother's hair is _____.
My shoes are _____.
This photograph is _____.
English is _____.
School holidays are _____.

5. We can work together.

Work with a classmate and describe some of the things that you have and that your classmate has. Use these qualities to describe your objects: size, color, shape, condition. Use these examples as patterns for your descriptions.

My book is small.
Your melahfa is red.
My copybook is thin.
Your pen is blue.

6. I can do it myself.

Replace the words which are underlined by an appropriate possessive pronoun. See the example to get you started.

My mobile phone is cheap but Aïcha's mobile phone is expensive.
My mobile phone is cheap, but hers is expensive.

Sidi's schoolbag is brown but my schoolbag is black.
Hacen's shirt is white but your shirt is yellow.
Ali's shoes are new but Kader's shoes are old.
Our house is white and small but their house is red and large.
Your television is square but our TV is rectangular.
My glasses are old but Aminatou's glasses are new.

7. I can remember.

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

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

Questions about size, color, shapes:

What's _____ like?

What are _____ like?

It's _____.

They are _____.

to be like + adj, to look like + noun.

8. I play with words.

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

Hair: long, short, curly, straight, brown, black, blonde, red
My hair is short and brown.

nouns

shoes
sandals

adjectives

old, new, brown, black
dirty, clean, foreign, Mauritanian

melahfa	pretty, small, blue, green
trousers	khaki, short, long, torn
school	large, small, crowded, empty
town	dusty, clean, large, friendly
Mauritanians	beautiful, helpful, smart, happy

9. I Add to my Vocabulary.

bad	ours
black	oval
blue	a photograph
cheap	pink
cold	purple
colour	a rectangle
expensive	red
glasses	a shape
gold	shoes
good	silver
green	small
hers	square
his	their
holidays	theirs
hot	thin
its	violet
large	a watch
mine	white
my	yellow
orange	your
our	yours

UNIT TWO

LESSON 6

What color is her dress?

1. I learn how to describe people and things

2. I look and read.



Aicha: Look at this dress, Khadi. Do you like it?

Khadi: (She touches it) It's a good material, but I don't wear yellow dresses.

Aicha: I see, you don't like the color. What color do you like then?

Khadi: I like pink. What about you, Rahma?

Rahma: White dresses are beautiful, aren't they?

Aicha: Yes, white is beautiful; but it's difficult to keep it clean.

Khadi: That's why I always choose blue or pink clothes.

Rahma: You're right.

Introducing colors:

<input type="checkbox"/> White	<input type="checkbox"/> Black
<input type="checkbox"/> Red	<input type="checkbox"/> Brown
<input type="checkbox"/> Blue	<input type="checkbox"/> Pink
<input type="checkbox"/> Green	<input type="checkbox"/> Orange
<input type="checkbox"/> Yellow	<input type="checkbox"/> Purple
<input type="checkbox"/> Gray	

3. I listen and repeat.

- Aicha's dress is yellow.
- Khadi's dress is pink.
- Ahmed's shirt is green.
- Rahma's veil is blue and white.

4. I can try it.

Ask a question to describe the flags.

E.g. Student 1: What color is the Mauritanian flag?

Student 2: It's green, yellow, and red.

Go on:

S 1: What's color is the Senegalese flag?

S 2: It's _____.

S 1: What's color is Morroco's flag?

S 2: It's _____.

5. We can work together.

Ask and answer questions to define the color of things as in the example below.

e.g. Aicha's dress?/red.

S 1: What color is/are Aicha's dress?

S 2: it's red.

Go on:

1. Mariem's veil?/brown.
2. Ali's pants ?/black.
3. Fati's handbag?/ gray.
4. Ahmed's pull-over?/ white.

6- I can do it myself.

Choose five objects in your classroom. Write sentences describing its colors. See the example below:

-The chalk is white.

7. I can remember.

Wh-word: what.

- Adjectives: white, black, red.....etc.
- Simple Present (subject+verb). Example: I like.

8. I play with words.

Match the following items with their colors.

a- The sea is	1-Yellow.
b- The tree is	2 -Red.
c- Banana is	3-Green.
d-Tomatoes are	4-White
e-Sugar is	5-Blue.

9- I add to my vocabulary

nice	silver
good	square
white	orange
beautiful	violet
red	veil
black	then
gold	our
color	clean
dress	wear

National Pedagogic Institute

UNIT TWO LESSON 7

Whose object is this?

1. I learn how to associate things with people

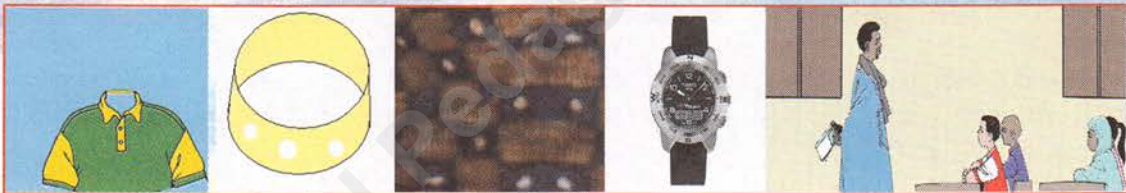
2. I look and read.

This is our wardrobe. It is full of clothes:

- This is my shirt.
- That's my father's boubou.
- This is my sister's dress.
- That is my mother's melahfa.
- That's a pair of trousers. They belong to my brother.



3. I listen and repeat.



Listen to the teacher. Repeat what the teacher says.

- | | |
|------------------------|------------------------------|
| Whose shirt is this? | It is my shirt. |
| Whose ring is that? | It is my sister's. |
| Whose melahfa is that? | That is my mother's melahfa. |
| Whose watch is this? | This is my father's watch. |
| Whose school is this? | It is everyone's school. |
| Whose teacher is this? | You are our teacher. |

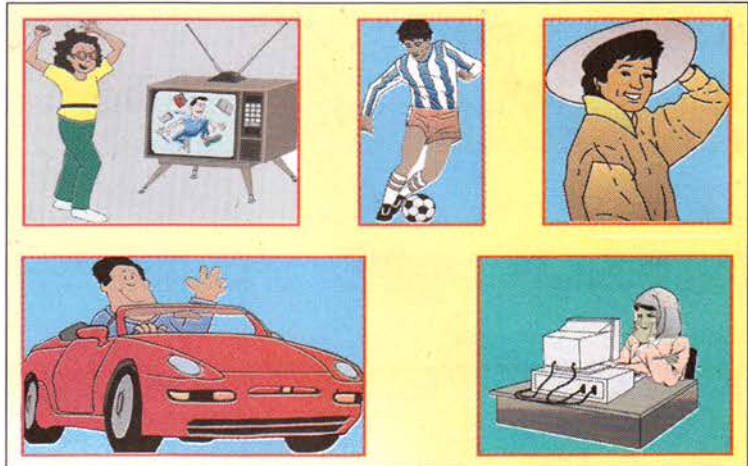
4. I can try it.

Below are the names of people and objects that can belong to them. Create a sentence for each pair, including a person and an object in each sentence. See the first example.

Djenaba, dress.

This dress belongs to Djenaba. It is Djenaba's dress. It is her dress.

1. Aicha, television set
2. Mohamed, ball
3. Amina, computer
4. Tanaka, car
6. Diana, hat



5. We can work together.

Work in groups of threes. Each person will put three objects on the desk. Each person should create three sentences telling which object belongs to whom. Ask questions and give answers.

Example:

- A: Whose postcard is this?
 B: It's mine.
 A: This postcard belongs to Mamadou.

6. I can do it myself.

Choose five distinct objects that you can see in your classroom right now. Write sentences to show three different ways to tell whom the object belongs to. See the example:

This hat belongs to Diallo. This is Diallo's hat. It is his hat.

7. I can remember.

- 's / s' genitive to express possession
- In "days of the week," the "s" in "days" means that the word is plural, more than one. Some other examples are: six balls, two apples, ten mangoes.
- In "Mohamed's pen," the "s" in Mohamed's means that the word is possessive, showing ownership, and has an apostrophe in front of it. Some other examples are: Leila's copybook, Jessica's hair, Zeinabou's mother.
- When more than one person own something, the apostrophe comes after the "s," as in: the boys' shirts, the girls' melahfas, the dogs' tails.

8. I play with words.

Pick up an object in the classroom and ask whom it belongs to. The person you ask should give a quick response. Repeat this exercise two more times.

9. I Add to my Vocabulary.

closet	shirt
computer	trousers
dress	wardrobe
hat	watch
pants	

UNIT TWO
LESSON 8

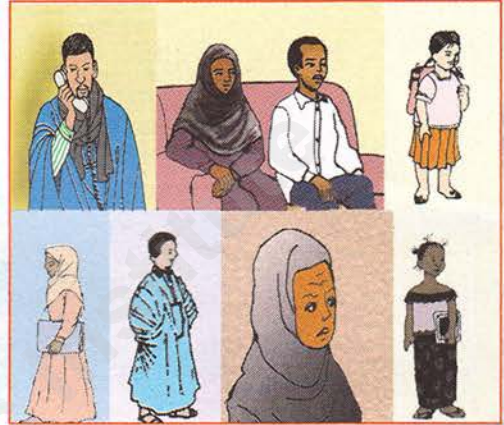
What do these people look like?

1. I learn how to describe people.

2. I look and read.

Look at the illustration and identify people by describing something about them. You can find a characteristic about their body, something that they are wearing, or something that they are doing that is different from the other people near them.

- Sidi Ould Ahmed is wearing a turban.
- My sister, Khaddi is ten years old.
- Nouha is wearing a skirt.
- Fatma is wearing a melahfa.
- Ali is tall.
- Lalla is holding a folder.
- Brahim and Aicha are sitting.



3. I listen and repeat.



a.

Questions	Answers	or	Answers
Do you know Cheikh?	Yes, I know him.		No, I don't know him.
What does he look like?	He is tall and wears glasses.		He is short and is a bit fat.
Is he tall?	Yes, he is tall.		No, he is medium height.
What color is his hair?	It is black.		It is blond.
What color are his eyes?	His eyes are brown.		His eyes are blue.
What does he usually wear?	He usually wears blue boubous.		He usually wears black pants.
Is he cute?	Yes, he is good looking.		No, he is not cute. He is a bit ugly.
How old is he?	He is fifteen.		He is seventeen.
Is he nice?	Yes, he is nice.		No, he is mean to his sister.
What grade is he in?	He is in the ninth grade.		He is in the eleventh grade.

b.

The man is short.

The girl is tall.

The boy is fat.

The man is old.

The girl has got long hair.

The young man is wearing dark glasses.

The man is wearing a turban.

The woman has got blue eyes.

What does the man look like?

Has the girl got short hair?

Is the boy fat?

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



body

Mohamed is tall.

Aichetou is a small girl.

Berti is very thin.

Daouda has a moustache.

wearing

Mariam is wearing a green melahfa.

Mamadou is wearing a baseball cap.

Babah is wearing shorts.

Dan is wearing a blue shirt.

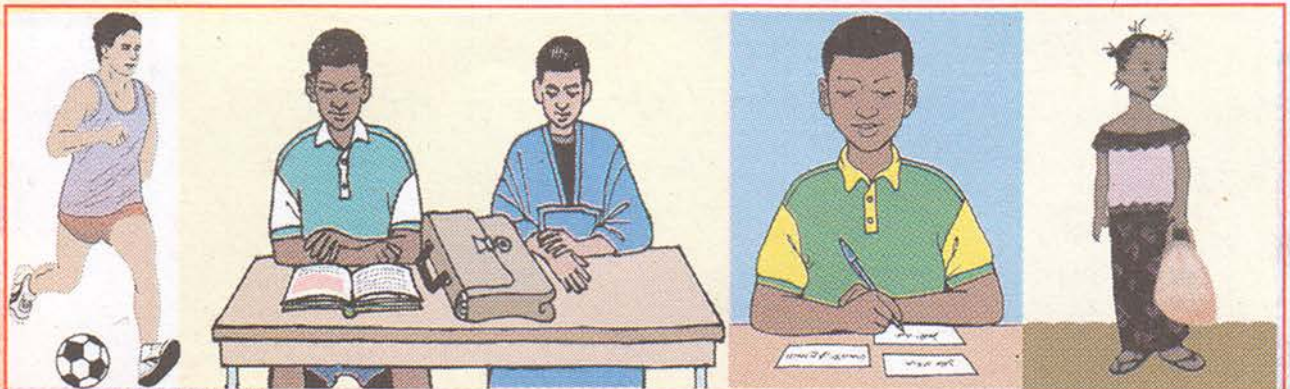
doing

Haroun is playing football.

Khaddi is carrying a bag .

Djigo is reading a book.

Hacen is holding a pen.



4. I can try it.

a. Describe these people.

Example : man / short → This man is short. →



1.



2.



3.



4.



5.



b. Look around your classroom. Find five people to describe. Use at least one description of a body, one of somebody wearing something, and one of somebody doing something.

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

5. We can work together.

a. Ask your classmate to describe to you another classmate or any of his family members.

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

Answer : He's tall and thin.

b. Work with a classmate. Write a list of five people whom you can describe in your classroom. For each person, write at least three sentences describing the height, the hair color, and the eye color of the person. Also describe the clothes each person is wearing, and what he or she is doing.

6. I can do it myself

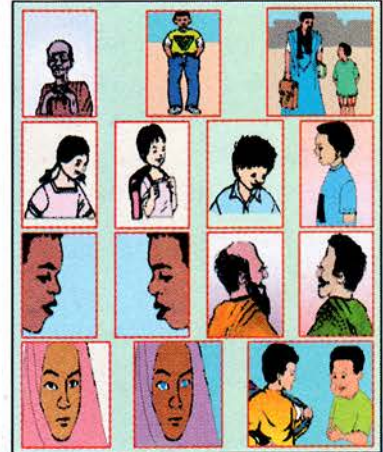
a. Write sentences describing these people. Use the words provided.

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

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

7. I can remember.

young, old,
short, tall,
fat, thin,
long hair, short hair,
a moustache, a beard,
blue/brown eyes,
dark/light complexion,
straight, curly hair,
small/large face,
round/ flat nose.



adjectives never take "s" .

He/she has got... He/she wears..., he/.she is..., has she/he got ... ?

Is she/he ...? What does he/she look like? Does he/she look like... ?

8. I play with words.

a. Describe these people by making sentences:

people	short	tall	fat	old	young	thin	beard	long hair	curly hair
Sheila		X				X		X	
Samba	X						X		
Mariem	X		X						
Hacen		X		X			X		

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

1. Samba
2. Mariem
3. Hacen

b. Draw the person according to the statement below

Harouna is tall.
He is wearing a blue *boubou*.
She is holding an eraser.
She is playing basketball.
He is cleaning his room.
She is cooking lunch.
She is ugly.
He is short.

9. I Add to my Vocabulary

accountant	father	people
animal	fish	pepper
aunt	flat	picture
backpack	to fry, fries	plane
beard	grandfather	potato
beautiful	grandmother	short
boat	hair	son
book	heavy	straight
brother	intelligent	strong
cabbage	iron	tall
car	kilo (kilogram)	their
carrot	large	they
children	light	thin
complexion	long	tree
cousin	man	turban
curly	married	uncle
dark	mother	unmarried
daughter	moustache	wavy
dialogue	nephew	we
dynamic	niece	wife
egg	notebook	woman
engineer	nurse	young
eyes	old	
family	onion	
family tree	an orange	
fat	our	

UNIT TWO

Basic Competency 2 - Situations

I can use what I have learned.

Situation #1

This situation covers the functions contained in unit 2 as identifying things and locating things and people.



Students are in the school yard and Ali has noticed a new student. He asks Sidi.

Ali: Tell me Sidi, who is that boy in a red shirt and blue pants?

Sidi: It's Yacoub. He is a new student. He comes from M'Bout.

Ali: He looks like your cousin Moulaye.

Sidi: You're right. What time is it?

Ali: It's 8 o'clock. Let's go to class.

After reading the dialogue, the students ask and talk about some fellows in order to identify them.

Situation #2

This situation covers locating and describing things.



You meet someone who wants to rent a house. Describe a house you know by talking about its state (big, beautiful, yellowetc.), and its place (in Dar Naim, behind the police station, near a mosque...,etc).

Situation #3

This situation focuses on describing things



Your father bought a new car. Describe it to your friends: the color of the car itself, the color of the glasses, the seats and the steering wheel.

Situation # 4

This situation covers identifying things/people and expressing possession.

Ahmed and Ali find some lost objects: a pen, a mobile phone, a handbag and a watch. Ahmed asks Ali about what belongs to whom. Ahmed asks Ali about what belongs to whom.

Fill in the gaps using words from the box: **mine his for hers**

Example:

Ahmed: Whose pen is this?

Ali: Hey! It's for you.
It's yours.



Ahmed: Whose _____ is this?

Ali: It's _____ (Lalla).
It's _____.



Ahmed: Whose _____ is this?

Ali: It's _____ (Mr Nagi).
It's _____.



Ahmed: Whose _____ is this?

Ali: It's _____ (me).
It's _____.



UNIT THREE

LESSON 1

Who can you see?

1. I learn how to discuss ability/inability.

2. I look and read

What can you see in these pictures?

- I can see a broom.
- I can see a sewing machine.
- I can see a computer.
- I can see an iron.



Who can you see and what are they doing?

- I can see Fatma reading a book.
- I can see Demba playing football.



- I can see Aida listening to music.
- I can see Sidi drinking tea.

3. I listen and repeat.

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



- Can she see?
- Can he hear and speak?
- Can she jump?
- Can you read?
- Can you speak English?
- Can he run?

- No, she can't. She is blind.
- No, he cannot. He is deaf and dumb.
- No, she cannot. She is crippled.
- Of course I can.
- Of course I can. I am American.
- Of course he can. He is an athlete.

4. I can try it.

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

1. Aly is illiterate. He _____ read
2. Ibrahima is a man. He _____ cook.
3. Djenaba _____ drive.
4. Zeinabou is a university student. She _____ write.
5. I love water. I _____ swim.



Ask someone if he or she can do these things:

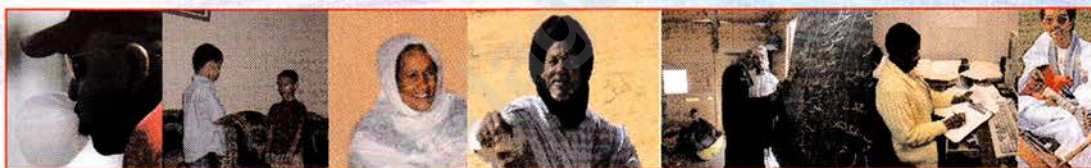
Drive	run	ride a donkey	play football	swim
-------	-----	---------------	---------------	------

Can you drive?

_____ you _____ ?

5. We can work together.

Talk to your neighbor about what other students are currently doing in your classroom. Say whether you can or cannot do these things. These are some possibilities:



chew gum talk smile drink tea write Arabic study English sing

6. I can do it myself.

Write ten things that you can do. Write ten things that you cannot do. Here are some examples to get you started.

I can dance. I cannot drive a truck.
I can cook dinner. I cannot teach Soninké.

7. I can remember.

We say : a pen an egg
 to smoke he is smoking.

8. I play with words.

Following are verbs that show things that people can and cannot do. Name the ones that you can and cannot do. Write them in sentences on your own. The first example is done for you.

eat a banana can cannot
I can eat a banana.

eat a car	can	cannot
fly in an airplane	can	cannot
fly with my arms	can	cannot
speak French	can	cannot
speak Pulaar	can	cannot
speak Hassaniya	can	cannot
speak English	can	cannot
write Arabic	can	cannot
write Japanese	can	cannot
swim across a river	can	cannot
swim across an ocean	can	cannot

9. I Add to my Vocabulary

airplane	egg	picture(s)
athlete	football	to read
banana	handicapped	river
blind	to hear	to see
broom	illiterate	sewing machine
chewing gum	iron	to smile
computer	to jump	to smoke
crippled	to laugh	to speak
to dance	listen	tea
deaf	music	truck
donkey	ocean	
dumb	Of course!	

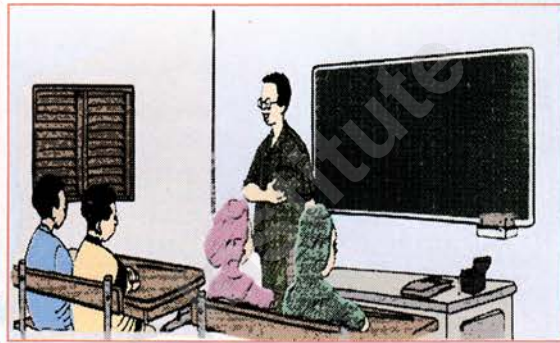
UNIT THREE

LESSON 2

What do you do every day?

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

2. I look and read.



I wake up at six o'clock in the morning and pray. After that, I brush my teeth and eat my breakfast. At ten minutes to eight, I go to school and stay there until twelve o'clock.

Then I go back home and sleep for a while. After my nap, I eat my lunch, drink my tea, and return to school at three o'clock.

At five o'clock, I go to the football field and play football with my friends. In the evening, I study my lessons, eat dinner with my family and watch television. Then I go to bed.

3. I listen and repeat.

Listen to the teacher. Repeat what the teacher says.

I wake up at six o'clock.

I pray.

a) I brush my teeth.

I eat my breakfast.

I drink tea.

I go to school.

I go back home.

I take a nap.

I eat lunch.

I play football.

I listen to music.

She wakes up at seven o'clock.

He prays.

She brushes her teeth.

We eat our breakfast.

He drinks tea.

She goes to school.

He goes back home.

She takes a nap.

He eats lunch.

He plays football.

She listens to music.

b) I don't smoke cigarettes.

She doesn't drink coffee.

We don't go to school on Sundays.

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

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

4. I can try it.

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

Kristen (play not) football.
Kristen does not play football.

Aicha (drink not) tea.
Mamadou (drive) a nice Mercedes.
Sidibe (have) a big house.
Fatimata (wear) a nice perfume.
Saidou (study) English.
We (study) English.
My mother (carry) water to the house.
My father (drive) a truck.

5. We can work together.

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

At night, I _____.
At night, I brush my teeth.

In the morning, I _____.
During Ramadan, I _____.
At school, I _____.
At home, I _____.
In the summer, I _____.
In the winter, I _____.

6. I can do it myself.

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

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

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

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

7. I can remember.

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

I, You, We + present tense
e.g.: I speak, you speak, we speak

Affirmative		
I/ You /We/ You/ They		speak.
He/ She/ It		speaks.

He / she / it + present tense + "s" sound.
e.g. : He speaks, she speaks, it speaks.
When the verb ends with "e", the final "s"
is pronounced as "z"

Negative		
I/ You/We/ You/ They	don't	speak.
He/ She/ It	doesn't	speak.

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

Example:

I always drink milk in the morning.

He sometimes plays football.

We never drink wine.

I rarely go to the countryside.

8. I play with words.

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

She studies a lot.
She graduates from the university.
A baby girl is born.
She learns how to read.
She goes to the university.
She goes to school.
She passes her "bac."
She becomes a teacher.
She learns how to walk.

9. I Add to my Vocabulary.

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

UNIT THREE
LESSON 3

What are they doing?

1. I learn how to describe continuous actions.

2. I look and read.

He is working.



She is cooking.



He is playing football.



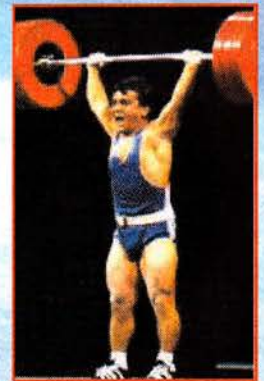
She is watching television



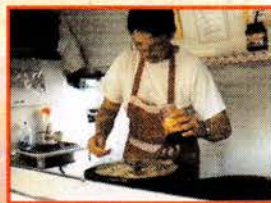
We are studying English.



He can lift a heavy weight.



He can cook very well.



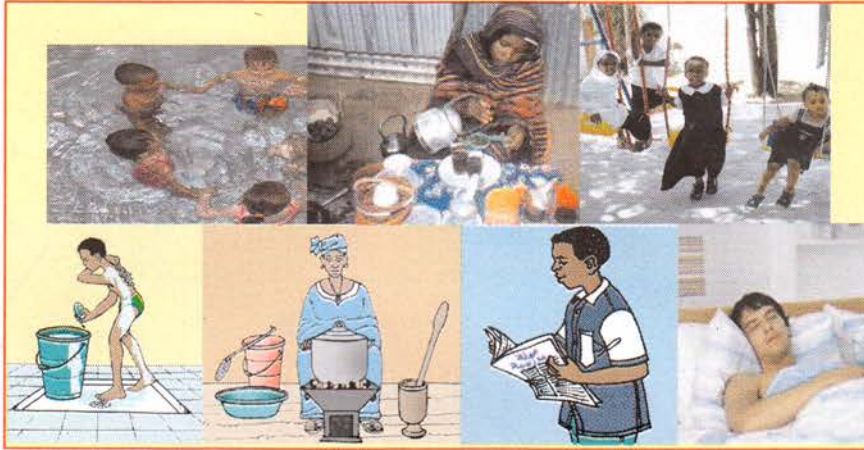
They can play soccer=(football).



He can play the guitar.



3. I listen and repeat.



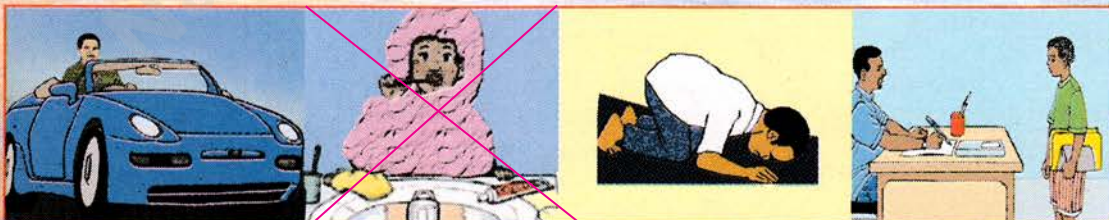
a. Listen to the teacher. Repeat what the teacher says.

What are you doing?	→	I am making some tea.
What is he doing?	->	He is reading a magazine.
What are they doing?	->	They are swimming.
What is Amadou doing?	->	He is taking a shower.
What is mother doing?	→	She is cooking dinner.
What are the children doing?	→	They are playing.
What is your brother doing?	→	He is sleeping.

b. Listen to the teacher. Repeat what the teacher says.

- | | |
|-----------------------------------|---------------------------------------|
| - What is the teacher doing? | - Is Hanna playing tennis? |
| - He is speaking to the students. | - Is the teacher writing? |
| - We are listening to him. | - Are the boys watching a film? |
| - Aicha isn't writing the lesson. | - The boy isn't revising his lessons. |

4. I can try it.



1.

2.

3.

4.

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

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

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

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

c. Rewrite these sentences using can or cannot.

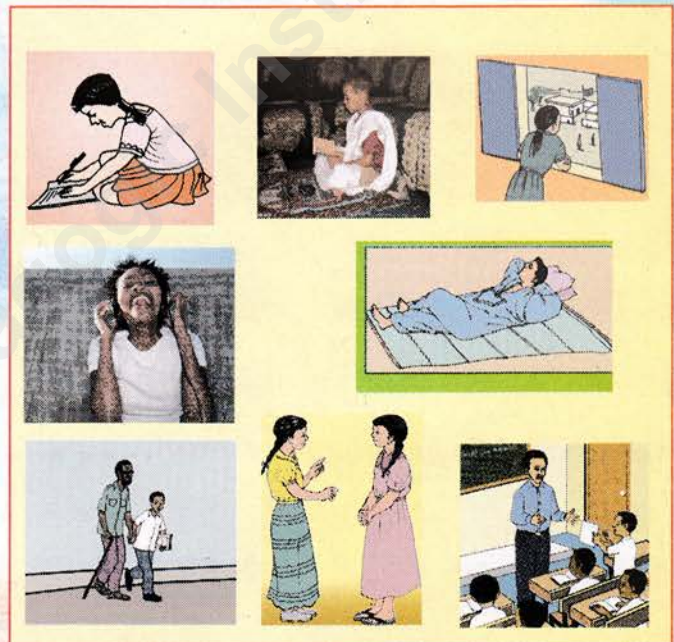
1. She (can or cannot) go to school.
2. I (can or cannot) cook lunch.
3. We (can or cannot) walk to Mali.
4. He (can or cannot) swim in the ocean.
5. They (can or cannot) eat couscous.
6. You (can or cannot) use the Internet.

5. We can work together.

a. Match each of the verbs with the pictures below.

b. With a partner, choose two of the verbs below. When your teacher calls on you, you will both go up in front of the classroom and act out each of the verbs. Your classmates will guess which verbs you have chosen.

- talk,
- listen
- laugh
- read
- write
- look at something (someone)
- walk
- sleep



c. Work with another classmate and talk about three things you can do and three things you cannot do. Use these sentence starters to help you begin:

I can _____ bissap.
I can _____.

1. _____
2. _____
3. _____

I cannot _____ to school.
I cannot _____.

4. _____
5. _____
6. _____

6. I can do it myself.

a. Write ten sentences in which you describe what people are doing. Here are four starters for you.

Example: I am writing a letter.

1. Mohamed is _____ a bike.
2. Sokhna is _____ on the phone.
3. Zeinabou is _____.
4. Khadja is _____.
5. _____.
6. _____.
7. _____.
8. _____.
9. _____.
10. _____.

b. Write a small paragraph of five sentences about things you and members of your family can do and things your family cannot do.

7. I can remember.

- The present continuous (progressive) is used to describe an ongoing action.
- The present continuous is made up of the **to be** (simple present) + **verb + ing**.
- If a verb ends in "e", when conjugated, the "e" changes into "i" as in take "taking", drive, "driving".
- "**Can**" is always followed by an infinitive (*without to*)
e.g. : I **can** write.
- "**Can**" expresses ability both physical and mental and doesn't take "s" at the simple present third person.
Example : He **can** swim.
- "**Can**" at the negative form is spelled one word: **cannot**.

8. I play with words.

These sentences are missing the action. Using the words that are provided, figure out what verb is missing and fill it in. There is more than one response that will fit in several of the sentences.

praying	drinking	kicking	learning	doing
swimming	reading	writing	laughing	watching

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

Put the words in the correct order. Remember to capitalize the words that should be capitalized and to add a period at the end of each sentence:

1. she, drive, can, car, a
2. can, english, he, speak
3. football, amadou, play, can
4. mohamed lemine, write, letter, a, can
5. mariem, swim, cannot
6. brother, speak, cannot, english, my
7. french, speak, can, we
8. play, guitar, cannot, baby, the, the
9. can, speak, many, arabic, mauritanians
10. lift, a, cannot, car, i

9. I Add to my Vocabulary.

ability	mental
to brush	physical
can	to play
cannot/can't	to pray
car	to read
continuous	soccer
to cook	someone
to drink	something
to drive	sports
to fly	a sportsman
garden	to swim
guitar	to take
heavy	to talk
infinitive	to use
Internet	to watch
to laugh	a weight
letter	to write

UNIT THREE

LESSON 4

What is your favorite game?

1. I learn how to express likes and dislikes.

2. I look and read.



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

Sidi: Hey, Ousmane. Do you play football?

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

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

Ousmane: Who is your favourite boxer?

Sidi: It's Mike Tyson.

3. I listen and repeat.

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

4. I can try it.

Fill in the blanks to show that you or the other person likes, dislikes, doesn't like or hates something.

I _____ Mauritanian mineral water.

He _____ tea. It gives him health problems.

I _____ wrestling. It is very dangerous.

I _____ to go to school.

I _____ to drink milk.

She _____ to make tea.

He _____ to study English.

They _____ to visit Dakar.

We _____ our English teacher.

5. we can work together

Talk to your neighbor about things you like and things you dislike. You can include these kinds of things. See the example.

Sports

I like football. I don't like swimming.

subjects in school
things to eat
television programs
cities in Mauritania

things to drink
singers
games to play
movies

6. I can do it myself.

Write about your favorite food and songs. Talk about three things you like and three things you dislike. See the examples.

I like carrots, beans, and tomatoes. I don't like peas, squash, or bananas.

7. I can remember.

I like + verb + ing or + infinitive

I like + noun / pronoun

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

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

Use commas to set off a series of words, as in the example above.

Hate is a very strong word and is used when you really don't like something.

8. I play with words.

Read the following sentences. The words are in the incorrect order. Arrange them so they are in the correct order. Use capital letters in their proper places. See the first example.

Letters writing like I: I like writing letters.

countries I about learning like other
don't I weather like hot
she cooking lunch likes
washing doesn't dishes he like
always they studying together like
like bread breakfast eating I for
making tea like we school after
tired we when like sleeping are we
people new meeting like they

9. I add to my vocabulary.

apples	mangoes
cucumber	meat
dangerous	a meeting
to dislike	oranges
favorite	a pineapple
food	a pleasure
a game	a radio
health	songs
a hobby	sport
an interview	subjects
to like	tomatoes
local	wonderful

UNIT THREE

LESSON 5

Who is Mr. Salem?

1. I learn how to assess what I have learned before.

2. I look and read.



Mr. Salem is a rich man. He has a nice large house in Tevragh-Zeina. He prefers the countryside to the city. He also has a tent in a small camp on the Road of Hope between Nouakchott and Boutilimit.

He owns three nice cars. When he is in Nouakchott, he prefers riding in his German Porsche. His favorite dish is couscous and lamb, but he doesn't like beef. He drinks a lot of tea. He usually invites his friends to his camp where they work together in the fight against illiteracy.

3. I listen and repeat.

Listen to the teacher. Repeat what the teacher says.

Mr. Salem is a rich man.

His house is very big.

Mr. Salem's cars are very nice.

He likes nice cars.

Aicha hates coffee.

His house is near a market.

Mr. Salem is standing between his son and daughter.

4. I can try it.

Fill in the blanks with words that make sense.

This is my brother Sidi. He has _____ hair. His favorite _____ is football. Every day he _____ English. His favorite _____ is next to the _____. Every day, he _____ tea. after school he _____ television. In the _____ he goes to bed early.

5. We can work together.

Talk to your neighbor about yourself, your belongings, where you live, what you like and what you dislike. Then listen to what your neighbor has to say about the same topics.

6. I can do it myself.

Write a paragraph of at least three sentences about each of the following:

- yourself
- your likes
- dislikes
- yourself and your belongings
- where you live
- your daily routines

7. I can remember.

Frequency adverbs

- | | |
|-----------------|------------------------------------|
| - Always 100% | I always drink milk at night. |
| - Usually 80% | She usually wakes up early. |
| - Often 70% | They often travel together. |
| - Sometimes 50% | He sometimes plays football. |
| - Rarely 10% | He rarely goes to the countryside. |
| - Never 0% | Muslims never drink wine. |

8. I add to my vocabulary.

apple(s)	rich
cucumber	beef
countryside	usually
tent	lamb
camp	illiteracy

UNIT THREE

Basic Competency 3 - Situations

I can use what I have learned.

Situation #1

This situation covers the functions contained in Unit 3, such as: discussing ability; routines, habitual actions, likes and dislikes. It focuses on the ability to speak.



Work with a friend to simulate a live television program on which a host interviews famous people who are guests on the show. Tonight, the host is interviewing a musician and asking him questions so that the audience can learn about his life.

During the interview, the host asks questions to find out:

- What is the name of this person?
- Where is he/she from ?
- Where does he/she live?
- What can he/she do well?
- What does he/she like to do?
- Is he/she married ?

You and your friend will take turns being the host and the visitor to the program. Read the questions carefully so that you are sure you understand what they mean. Give the answers for the musician of your choice.

Situation #2

This situation focuses on the ability to write a letter.

You have received this letter from your friend.

Dear Kader,

Hello. My name is Tom. I am from Australia. Australia is a large country. The weather is nice but it is sometimes very hot. I am fifteen years old and I live with my parents and my two young sisters. We live in a big house in a small town. I go to Queen Victoria High School. I am in the third year. I have four friends and we always play games at school. I like football but I can't play it well. There is a nice cafe near the school. My friends and I go there every day at 10:00 A.M. to buy drinks and sandwiches.

When you write to me, please tell me about yourself, your family, your friends, and your favorite activities.

Your pen pal,

Tom

Reply to the letter, giving similar information, telling your pen pal about things that you frequently do with your friends.

Situation #3

This situation focuses on the ability to complete a form with the required information.

A hotel is looking for a receptionist. Fill out the following application form:

**Parkside Manor Hotel
555 Channing Street
Palo Alto, California 94301**

First name Middle name Last/family name

Mailing address, including name of city and country

Date of birth (MM/DD/YYYY) age Place of birth: city, country

Name of high school(s) attending/attended and years of attendance (Continue on following lines if necessary.)

List certificates or diplomas awarded, and years

Hobbies

Languages spoken and written

Other skills related to the job

Explain in a short paragraph below why you want this job and why you believe that you will be successful at it.

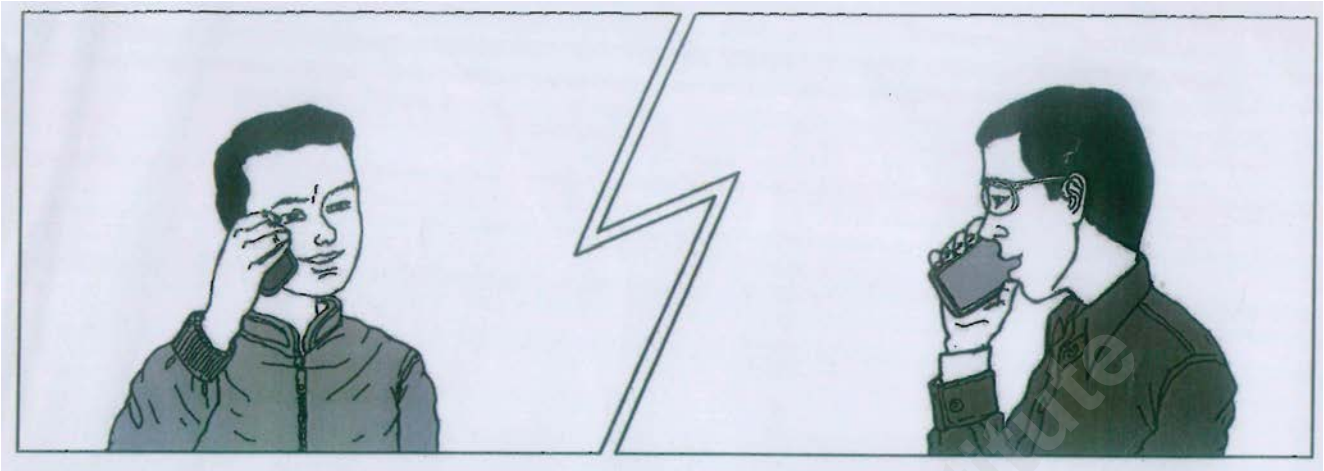
I declare that all the information I have supplied is true.

date

signature of applicant

Situation # 4

This situation focuses on the ability to engage in a conversation focussing on speaking about others.



You are calling your friend Abderrahmane in Atar. Ask him what he is doing there.
The beginning of the dialogue is done for you.

Moussa : Hello, Abderrahmane, how are things?
Abderrahmane: Great ! and you?
Moussa: What are you doing in Atar?
Abderrahmane: (Train for a football game)
(Look for a job)
(Visit some relatives)
Moussa: (Watch Russia Word Cup 2018 on TV)
..... :
..... :