

FIRST CYCLE TEACHER'S GUIDE

Septembre 2022

FOREWORD

Dear teachers,

We are very pleased to put in your hands the teacher's guide, hoping you find it helpful and inspiring, and that it can help you develop effective lesson planning and teaching ideas. The document in question is organized as follows:

- Objectives and Competencies per level;
- Exemplars / lesson guidelines per level;
- Appendixes:
 - Suggested themes for teachers to contextualize the target language;
 - A lesson plan sheet;
 - A sample test to guide the teachers and help them design suitable tests for their students; And
 - A suggested list of class project themes.

We hope you look at it very closely, try it out and get back to us with any feedback you might have before we finalize it.

Thank you all for your collaboration and great support!

THE TEAM

First Year

Objectives and Competencies

Cognitive Objectives (Knowledge to Master)		Psychomotor and Behavior (Skills and Attitudes to Master)	
Universal	Contextualized	Universal	Contextualized
<ul style="list-style-type: none"> • Acquire expressions of greeting and leave-taking; • Gain a working knowledge on how to talk about oneself and others; • Learn how to give and respond to instructions; • Develop a knowledge on how to tell the time; • Learn how to identify, describe and locate; 	<ul style="list-style-type: none"> • List and recognize ways and expressions of greeting and leave-taking; • Learn how to give basic information about oneself and others; • Display an understanding of how to give and respond to instructions; • Show an understanding of how to tell the time; • Gain a knowledge on how to identify, describe and locate people and things; 	<ul style="list-style-type: none"> • Appropriately greet and take leave and respond to greetings and taking leave; • Talk about oneself and other people; • Appropriately give and respond to instructions; • Talk about time and dates of events; • Identify, describe and locate people and things in immediate environment; 	<ul style="list-style-type: none"> • Appropriately greet and take leave; and respond to greetings and farewells from a friend, an old person, a superior... • Share basic information about oneself, a family member, a friend... both in speaking and writing; • Appropriately give and respond to classroom and other instructions; • Ask about and tell the time and dates of familiar events; • Identify, describe and locate people and things, in a family, at school or in the community (a picture/a photo, a chart...)

<ul style="list-style-type: none"> • Develop an understanding of how to talk about ability and inability • Acquire a knowledge on how to talk about daily activities; • Develop an understanding of how to talk about what one likes or dislikes. 	<ul style="list-style-type: none"> • State things one can or can't do; • Acquire knowledge on how to talk about daily activities and chores; • State things one likes or dislikes. 	<ul style="list-style-type: none"> • Talk about what one can or can't do; • Talk about daily routines; • Talk about likes and dislikes. 	<ul style="list-style-type: none"> • Talk about what one, a friend, a family member... can or can't do; • Talk about one's, a friend's or a family member's typical day; • Talk about one's, a friend's or family member's... likes or dislikes.
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UNIT GUIDESLINES / MINI LESSONS

UNIT 1.	GUIDESLINES / MINI LESSONS
Greetings and farewells	<ul style="list-style-type: none"> ✓ Model greeting students (waving your hand), saying, ‘Good morning!’ ✓ Draw a diagram and label it with the target language: (morning, afternoon, evening, day, night, sun, moon, sunrise, sunset...), ✓ Teach/Explain words: sun, moon, day, night, sunrise, sunset... ✓ Guide learners to identify different greetings through the parts of the day: e.g. Morning-Good morning, Afternoon-Good afternoon, Evening-Good evening; ✓ Introduce ‘Hello!’, ‘Hi!’, ‘Goodbye’, ‘Bye’, ‘Goodnight’. ✓ Provide a dialogue (maybe from the textbook) to contextualize your teaching objectives/target language. ✓ Have students practice different ways of greetings and leave taking. ✓ Get students to produce dialogues in which they greet a friend, the teacher, a family member...
UNIT 2.	GUIDESLINES / MINI LESSONS
Talking about oneself	<ul style="list-style-type: none"> ✓ Warm the class up (Make sure you do not start the lesson before students are calm and alert). ✓ Model telling your name and asking students about theirs. E.g., Say: My name is X. What is your name? ✓ Get students to take turns telling names and asking partners about theirs; ✓ Proceed in a similar way to teach (age, nationality, address, number of family members... e.g. ✓ Age: I’m 25. How old are you? / Nationality: I am from Mauritania. Where are you from? ...); ✓ Provide a text (a dialogue) to contextualize the target language; ✓ Get students to practice talking about/introducing themselves and friends, telling and asking about their personal information.

UNIT 3.	GUIDESLINES / MINI LESSONS
Identifying things	<ul style="list-style-type: none"> ✓ Collect/bring some students objects: a book, a copybook, a pen, a pencil case, a ruler, ... and arrange them on the teacher's desk ✓ Take the book, show it and ask students: 'What is this?' to elicit it from them. Provide the answer 'It's a book.' (if none of the students knows the word in English) and write it on the blackboard. ✓ Do the same with all other objects. ✓ Have the students practice identifying their objects both orally and in writing.
UNIT 4.	GUIDESLINES / MINI LESSONS
Giving instructions	<ul style="list-style-type: none"> ✓ Warm the class up. ✓ Point to a student and instruct him/her to stand up, and then, sit down. ✓ Elicit as many commands and write them on the blackboard (Stand up, sit down, open the book, close the book, write, read, draw, listen to the teacher, say 'Hello!' to a friend, go to your place, don't cheat, Don't spit on the wall, Don't throw sheets of paper on the floor.... ✓ Read and act out each command and get students repeat after you, using gestures, highlighting positive and negative commands. ✓ Provide activities for students to take turns to practice giving instructions to their peers through dialogues and / or games, for example "Simon says" / "Teacher says" - generally, children enjoy playing games, especially in oral activities).
UNIT 5.	GUIDESLINES / MINI LESSONS
Talking about time	<ul style="list-style-type: none"> ✓ Greet students and mime as if you want to know what time it is. ✓ Write a time on the board, e.g. 8:00 am. ✓ Ask students: "What time is it?" (Provide the answer if students fail to give it: It's 8: O'clock.) ✓ Make sure students are familiar with cardinal numbers. ✓ Give more examples starting with full hours (6:00, 7:00, 8:00..., and get students repeat as a class and individually each time. ✓ Draw a watch showing/displaying the hours, half hours, quarter hours, minutes

	<p>past (+) or to (-), a.m., p.m.</p> <ul style="list-style-type: none"> ✓ Provide opportunities for students to take turns practice asking and telling the time.
UNIT 6.	GUIDESLINES / MINI LESSONS
Talking about others	<ul style="list-style-type: none"> ✓ Warm the class up. ✓ Review with the class questions like: What's your name? How old are you? Where are you from? Where do you live? What do you do? How many brothers and sisters do you have?... and get them take turns practicing asking and telling their name, age, address, ... ✓ Get four students (two boys and two girls, if it's a mixed class) come in front of the students; if the class is only boys or girls, let them answer questions about a family member (father, mother...) ✓ Get one of them stand apart, and get him answer questions about himself and each of his friends. Help him/her eliciting the target language: My/I; His/He; Her/She. ✓ Monitor and help students when needed; and write the question and answer sentences each time in different columns: e.g. What's your name? What's his name? What's her name? My name's... His name is..... Her name is.... How old are you? How old is he? How old is she? I am ... He is..... She is..... Etc; Etc; Etc; <ul style="list-style-type: none"> ✓ Get students read and copy in their notebooks.
UNIT 7.	GUIDESLINES / MINI LESSONS
Identifying people	<ul style="list-style-type: none"> ✓ Greet students, ask about the date and write it on the blackboard. (Make sure students are calm and ready before you start the lesson). ✓ Elicit teaching 'this' and 'that' through getting two students (Ahmed and Fatou) at the front of the class. Have one stand close to you and the other far away. ✓ Point to the one closer and ask the students 'Who is this?' Expect students to give the name of their friend. Write both the question and the answer on the board. e.g.

	<p>Who is this? It's Ahmed. Then, point to the other student to elicit 'that'. e.g. Who is that? – That is Fatou.</p> <ul style="list-style-type: none"> ✓ Proceed in the same way to elicit teaching 'These' and 'Those'. This time, have four students come to the front, and get two of them stand closer to you and the two others far away. ✓ Head to the class and ask them, pointing to the close ones, 'Who are these?' Students would give their friends' names; then write both the question and the answer on the blackboard. e.g. 'Who are these?' –These/they are Aicha and Djeinaba. ✓ Do the same to elicit teaching 'Those' pointing to the far away students. e.g. 'Who are those?' – Those are Samba and Ali. ✓ Get students take turns practicing identifying their friends using the target language. ✓ Get students to read and copy in their notebooks. ✓ Get students draw a picture of their family/or another family and come present it in front of the class (even stick figures will do).
UNIT 8.	GUIDESLINES / MINI LESSONS
Locating people and things	<p><u>Locating things:</u></p> <ul style="list-style-type: none"> ✓ As a lead-in, review classroom objects with students. ✓ Place some of the classroom objects in different places on the teacher's desk: put the book on the desk, the pen under the desk, the ruler next to the pen etc.; ✓ Ask students: Where is the book? Expect some of them to answer in their mother tongue if none of them knows the English word for 'On'. ✓ Continue with the same procedure locating other objects, highlighting the location words: in, on, next to, in front of, behind, opposite...etc., on the blackboard. ✓ Get students to take turns asking about and locating their objects. ✓ Proceed in a similar way to locate friends according to their seating in the classroom.

UNIT 9.	GUIDESLINES / MINI LESSONS
Describing things	<ul style="list-style-type: none"> ✓ Warm the class up. ✓ Introduce the following adjectives: big/small by drawing pictures on the blackboard – simple lines and/or stick drawings will do. ✓ Draw two apples, a big one and a small one to elicit ‘apple’ and the adjectives ‘big’ and ‘small’. Write the adjectives big and small under the corresponding apple. ✓ Point to the first apple and ask students ‘What’s this? They would answer in their mother tongue if none of them knows the English word for it. Do the same with the small one. Then elicit it saying, “This is an apple” and get students repeat after you. ✓ Ask students “What does the (first) apple look like? They would answer it is big in their mother tongue. ✓ Write the adjective ‘big’ under the big apple and the adjective ‘small’ under the small one. ✓ Proceed in the same way to elicit the adjectives: long / short; fat / thin; strong / weak; fast / slow/ and color adjectives: red, green, blue, black..., drawing the following: a fat cow and a thin one; a strong bull and a weak one; a fast car and a slow one, a black cat, and white one... ✓ Get students take turns coming to the board in pairs to ask and describe the drawn objects. ✓ Get students describe some of their/ friends’ objects using the target language.
UNIT 10.	GUIDESLINES / MINI LESSONS
Describing people	<ul style="list-style-type: none"> ✓ Warm the class up. ✓ Then, draw three stick figures one tall, one medium height (not tall not short) and one short on the blackboard and write their names next to them (Amadou, Sidi and Fatou). ✓ Point to Amadou and ask students: ‘What does Amadou look like?’ Expect students to answer ‘he is tall’ in their mother tongue if none of them knows the word ‘tall’ in English. Write ‘tall’ next to him., repeat it three times and get

	<p>students to repeat after you as a class and individually. Do the same with Sidi and Fatou: ('What does Sidi/Fatou look like?') and each time, write the corresponding adjective (medium height and short) next to the person being described.</p> <ul style="list-style-type: none"> ✓ Choose a student and ask him/her to come in front of the class and ask students to tell what he/she looks like, using the target language. Guide and monitor the activity. ✓ Proceed in a similar way to teach weight (fat, medium weight, thin/slim), age (old, middle aged, young) and personality/character traits (smart, clever, intelligent, funny...) ✓ Get students to describe a friend, a family member... in few sentences. ✓
UNIT 11.	GUIDESLINES / MINI LESSONS
Discussing ability/inability	<ul style="list-style-type: none"> ✓ Review instructions with students, giving them to do/not do actions (actions: hop, jump, run, jog, play, dance, sing, watch, ride, fly, drive, speak ...etc.; ✓ Model miming the actions each time, making students repeat and mime actions after you ('Simon says'/ 'The teacher says' game would encourage students practice in a funny way. ✓ Introduce can/can't and model telling students what you can/can't do: e.g. I can swim. I can run. I can play football, I can speak French, but I can't sing. I can't dance, I can't speak Chinese... and write it on the blackboard. ✓ Get students to take turns telling what they can do/can't do of the previous actions. ✓ Provide students with more opportunities for practice (e.g. Ask them to tell what they/their friends/family members can/can't do.), both orally and in writing.
UNIT 12.	GUIDESLINES / MINI LESSONS
Talking about habitual actions	<ul style="list-style-type: none"> ✓ Warm the class up. ✓ Review time expressions: days, months... with students. ✓ Introduce time frequency expressions: once, twice, three times, four times, every day, at 8, on Monday, in May... ✓ Introduce target vocabulary (habitual daily routines, household chores) ...: wake

	<p>up, take a shower, get dressed, go to school, eat dinner, go shopping, go to the stadium, each time modeling with example sentences e.g.</p> <ul style="list-style-type: none"> - I wake up at 6 O'clock in the morning. - My mom cooks dinner every day. - I always go shopping. <p>✓ Get students to practice in a controlled communicative activity to interiorize the target language (a dialogue will help). e.g.</p> <p><u>Dialogue:</u> <i>Sidi is asking his friend, Amadou, about his typical day.</i></p> <p>Sidi: Good morning, Amadou. Amadou: Hi, Sidi. Sidi: Hey, tell me, what time do you usually wake up? Amadou: I wake up at 6 O'clock in the morning. Sidi: What do you do when you wake up? Amadou: Well, I take a shower and pray. I get dressed, say hello to mom and dad, and go to school. In the evening, I go shopping. Sidi: How often do you go shopping? Amadou: I go shopping twice a week...etc.;</p> <ul style="list-style-type: none"> ✓ Model reading the dialogue and get students to read and act it out. ✓ Get students to practice talking about their everyday activities, both orally and in writing.
UNIT 13.	GUIDESLINES / MINI LESSONS
Describing ongoing actions	<ul style="list-style-type: none"> ✓ Warm the class up. (Make sure students are ready before you start lesson). ✓ Tell the class that you are going to play a game. The game will consist in telling a student to come in front of the class and mime/perform an action; the other students would tell what their friend is doing. ✓ Once the volunteer in front of the class, have an aside with him, and tell him what action he is going to mime. ✓ Ask students what is he/she (name) doing? Expect students to answer in mother

	<p>tongue if none of them knows it in English; write both question and answer on the board for modeling the target language.</p> <ul style="list-style-type: none"> ✓ Continue in the same way, but with different students and different actions. ✓ Elicit/teach the target grammar forms – Present continuous: am/are/is + verb + ing all forms and different persons. ✓ Get students to practice asking and telling what their friends are doing now. ✓ Get students to describe what their family members are doing when they meet them at home after school, as homework.
UNIT 14.	GUIDESLINES / MINI LESSONS
Expressing likes and dislikes	<ul style="list-style-type: none"> ✓ Greet students and set a context for teaching. ✓ Pre-teach a list of foods and drinks. (This will serve as a scaffolding, as students will need to know the names of food and drinks in English, to express their likes / dislikes.) ✓ Draw a food or a drink item at a time, elicit/give and write its name next to it. Get students shout it out. e.g. banana, apple, orange, cheese, chocolate, pizza, bread, butter, jam, peanut, milk, juice, rice and fish (Tieboudjene), rice and meat, roast meat (Mechoui), pasta, chicken, chips/fries, maize, beans, salads, carrots, tomatoes, ✓ Introduce ‘Do you like’, ‘I like’ and ‘I don’t like’ and divide the blackboard into two sections: "I like" column on the left and "I don’t like" column on the right (indicated with a smiley and unhappy emoji face). ✓ Write a food/drink/item word from the list at a time in the column of ‘likes’ ✓ Say ‘Yummy in my tummy’; rub your tummy and smile-make it obvious that you like it a lot) e.g. ‘banana’ ‘I like bananas’; and make students repeat and mime as you did. ✓ Proceed the same way with ‘dislikes’; this time say ‘Yuk’ and grimace. Make it obvious that you don’t like it. E.g. ‘egg’, ‘Yuk’, ‘I don’t like eggs.’, making students do the same as in the former activity. ✓ Get students write foods/drinks they like/don’t like in two different columns and make them report their task in front of the class. ✓ Proceed in a similar way to teach hobbies and preferences: (playing football,

	<p>watching TV, cooking, messaging, boxing, dancing, singing, playing the guitar, swimming, jogging...; to do that, you can introduce the different expressions of likes and dislikes to enrich students' language repertoire: e.g. I like, I love, I adore, I'm crazy about, I'm mad about.../ I don't like, dislike, hate, can't bear, can't stand</p>
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Second Year

Objectives and Competencies

Cognitive Objectives (Knowledge to Master)		Psychomotor and Behavior (Skills and Attitudes to Master)	
Universal	Contextualized	Universal	Contextualized
<ul style="list-style-type: none"> • Acquire expressions of greeting and taking leave from people; • Acquire knowledge on how to introduce/present others; • Learn how to ask for clarification and repetition; • Learn how to identify and describe; 	<ul style="list-style-type: none"> • List and recognize ways and expressions of greeting and taking leave from people; • Display an understanding of how to introduce/present others; • Show an understanding of how to ask for clarification and repetition; • Gain a knowledge on how to identify and describe people and things; 	<ul style="list-style-type: none"> • Appropriately greet and take leave and respond to greetings and leave taking; • Appropriately introduce/present others in specific contexts; • Ask for clarification and repetition; • Identify, describe and locate people and things in immediate environment; 	<ul style="list-style-type: none"> • Appropriately greet and take leave; and respond to greetings and farewells from a friend, an old person, a superior... • Appropriately introduce/present a friend, a colleague or an acquaintance; • Appropriately ask for repetition and/or clarification; • Identify and describe people and things in a picture, in a family, at school or in the community;

<ul style="list-style-type: none"> • Learn how to locate; • Acquire a knowledge on how to express obligation; • Learn how to make comparison; • Learn how to make an order, express quantity and talk about prices; • Learn how to make suggestions and give advice; • Acquire a knowledge on how to make requests. 	<ul style="list-style-type: none"> • Gain a knowledge on how to locate people and things; • Display an understanding of how to express obligation; • Display an understanding of how to compare people and things; • Show an understanding of how to make an order, express quantity and talk about prices; • Display an understanding of how to make suggestions and give advice; • Display an understanding of how to make requests. 	<ul style="list-style-type: none"> • Locate people and things in immediate environment; • Express obligation; • Appropriately compare people and things in given contexts; • Appropriately make an order, express quantity and bargain/negotiate prices in given contexts; • Appropriately make suggestions and give advice; • Appropriately make and respond to requests in given contexts. 	<ul style="list-style-type: none"> • Locate people and things in a picture, in a family, at school or in the community; • Appropriately express personal, personal, social and religious obligations; • Appropriately compare people (friends, celebrities...), animals and things; • Appropriately order consumer items (food, clothes...), express their quantity (some, a lot...) and bargain/negotiate their prices; • Appropriately make suggestions and give advice to a friend, a family member or classmate in given situations; • Appropriately make and respond to requests (a service, favor, food, drink...)
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UNIT GUIDESLINES / MINI LESSONS

UNIT 1.	GUIDESLINES / MINI LESSONS
Greetings and farewells	<ul style="list-style-type: none"> ✓ Start with a warm up, greeting the class. e.g. Good morning class! ✓ Review greetings and farewells. To do that draw a circle and state in it the parts of the day: morning, afternoon and evening. ✓ Point out a part of the day and have the students provide the appropriate greeting. ✓ Introduce farewells e.g. Goodbye, Bye, see you later, see you soon, see you tomorrow... ✓ Provide a dialogue to contextualize your teaching objectives and get students to read and act it out. <i>e.g. Ahmed meets Amadou on his way to the market.</i> Ahmed: Good morning, Amadou. How are you? Amadou: I'm fine. Thank you. Ahmed: Where are you going? Amadou: I'm going to the market. Ahmed: OK, See you tomorrow at school. Amadou: Ok. See you then. <ul style="list-style-type: none"> ✓ Have students write a short dialogue to greet and take leave from a friend, a neighbor...
UNIT 2.	GUIDESLINES / MINI LESSONS
Introducing others	<ul style="list-style-type: none"> ✓ Warm the class up. ✓ Suggest a scenario like the following: <i>Sidi and John are friends. They meet Ali at the shopping center. Ali is Sidi's cousin. So, Sidi is going to introduce Ali to John.</i> e.g. - Sidi: Ali, let me introduce you to John. John, this is Ali, he is my cousin. Ali, this is John. He is my friend. - Ali: Nice to meet you, John.

	<p>- John: Nice to meet you, too, Ali. - Ali: Are you from America, John? - John: Yes, I am American. -Ali: What's your Job? -John: I am an engineer. And you, what do you do? -Ali: I am a student. - Sidi: Ok. See you Ali. Bye! - Ali: See you. Goodbye!</p> <ul style="list-style-type: none"> ✓ Model reading it, and have students to read and act it out. ✓ Elicit/teach the target language: (This is..., let me introduce you to..., have you met...? etc.) ✓ Have students write a dialogue in which they introduce a family member to a new friend, as homework.
UNIT 3.	GUIDESLINES / MINI LESSONS
Asking for clarification and repetition (interrupting)	<ul style="list-style-type: none"> ✓ Warm the class up ✓ Greet a student and ask him/her their name? ✓ Pretend you didn't hear well, and ask him/her: 'Sorry, I can't hear you. Can you repeat that, please?' ✓ Do the same with other students using different expressions to ask for repetition/clarification. ✓ Provide a short dialogue to contextualize your teaching objectives (Expressions like: - Sorry, I can't hear you. /- I beg your pardon. /- Can you repeat that, again? /- Can you repeat that, please? /- Could you repeat that? /- Can you speak up, please? /- Excuse me? -What does that mean? /- How to say/do you say that in English? ...) <p>Example: <i>Ahmed's asking a new classmate.</i></p> <p>- Ahmed: Excuse me! What's your name? - Ndikiri: My name is Ndikiri. - Ahmed: Sorry! Can you repeat that, please?</p>

	<ul style="list-style-type: none"> - Ndikkiri: Ndikkiri. - Ahmed: Pardon? - Ndikkiri: Ndikkiri. - Ahmed: How do you spell that, Please? - Ndikkiri: N. D. I. K. K. I. R. I. - Ahmed: What does that mean? - Kdikkiri: It's a Pulaar name. It means the eldest. <ul style="list-style-type: none"> ✓ Model reading it and get students to read and act it out. ✓ Teach/ elicit the target language. ✓ Get students to take turns role-play asking their friends for repetition and clarification ✓ Have students to practice asking for repetition and clarification, in meaningful situations.
UNIT 4.	GUIDESLINES / MINI LESSONS
Describing/identifying people and things	<ul style="list-style-type: none"> ✓ Warm the class up. ✓ Bring a picture/photograph/ use students/ a dialogue (in the textbook) as a support to contextualize your teaching objectives. E.g. <i>Aicha and Fatou are at Fatou's friend's party.</i> - Aicha: Excuse me, Fatou! Who is that girl in the green veil? <ul style="list-style-type: none"> - Fatou: Which one? There are two girls in green veils. - Aicha: I mean the tall, slim girl with the big eyes and black scarf, standing by the door. - Fatou: Oh, that's my sister's friend, Mouna. ✓ Model reading the dialogue and explain/teach the target language: (adj. tall, slim, black... in + clothing; with + body parts/accessories...etc.; ✓ Get students to read and act out the dialogue. ✓ Get students to practice through meaningful activities (exercises/homework) to describe/identify people and things in given situations.

UNIT 5.	GUIDESLINES / MINI LESSONS
locating people and things	<ul style="list-style-type: none"> ✓ Warm the class up. ✓ Bring a picture/photograph/ use students/ a dialogue (in the textbook) as a support to contextualize your teaching objectives. E.g. <i>Amy and Binta are at a friend's wedding ceremony.</i> <ul style="list-style-type: none"> - Amy: Excuse me, Binta! I can't see your friend, Oummou. Is she here? - Fatou: Yes, she is. She's there, sitting next to the bride. She is one of her best friends. ✓ Model reading the dialogue and explain/teach the target language: (next to, between, beside/by, behind, in front of...; e.g. Oummou is sitting next to the bride... ✓ Get students to read and act out the dialogue. ✓ Get students to work in pairs and practice asking about and locating people and objects in the classroom.
UNIT 6.	GUIDESLINES / MINI LESSONS
Expressing obligation	<ul style="list-style-type: none"> ✓ As a warm up, greet the students and ask them the following questions: What must/mustn't a good student do? ✓ Give students time to do the task and report their feedback (orally). ✓ Introduce a dialogue as a support to contextualize your target language. e.g: <i>Ahmed is asking Fatou for help.</i> <ul style="list-style-type: none"> - Ahmed: Hi, Fatou. How are you? - Aicha: I am fine. Thank you. - Ahmed: Fatou, can you help me with my homework? - Fatou: Sure. How can I help you? - Ahmed: The teacher asked me to tell three things a good student must do and 3 things he mustn't do. But, I don't think I have to do it. It's hard for me! - Fatou: You do not only have to do it, but you must. Listen! A good student must revise his lessons, he must respect his teacher and he must come

	<p>on time. Now, he mustn't be late, he mustn't fight at school and he mustn't play in the class.</p> <p>- Ahmed: Got it! Thank you. - Fatou: You're welcome.</p> <ul style="list-style-type: none"> ✓ Model reading it and get students to read and act it out. ✓ Explain/teach the use of must/mustn't; have to/ don't have to... ✓ Have students take turns telling what they must/mustn't do in the classroom. ✓ Assign a homework asking students to cite 3 things they must do and 3 things they mustn't do in the street/at home...
UNIT 7.	GUIDESLINES / MINI LESSONS
Making comparison	<ul style="list-style-type: none"> ✓ Ask 2 volunteer students to come in front of the class. Make sure they are different in height, weight and features. Tell the class to look at them for 30 seconds. Now, ask the students to compare them. ✓ Write down on the backboard the students' answers which will likely be: "Sidi is tall, Amadou is short" or "Amadou is taller than Sidi" ✓ Make corrections. ✓ Teach the use of short adjectives and long adjectives in the three forms of comparatives: Superiority, inferiority, equality. ✓ Use more examples by extending the comparison to famous people, countries, cities, climates.... ✓ Highlight the irregular adjectives in the comparative of superiority (good/better – bad/worse– far/farther/further). E.g. Money is good, but health is better. ✓ Contextualize with a text/ a dialogue and have students read and act it out to model comparing people/things using the comparatives of superiority, inferiority and equality. ✓ Assign an oral exercise or a written homework where students would compare friends, celebrities, animals or things.
Evaluation Tools	<ul style="list-style-type: none"> • Fill-in, dialogue/paragraph writing, Multiple Choice Questions, Wh questions, Yes/No questions...

UNIT 8.	GUIDESLINES / MINI LESSONS
<p>Ordering, expressing quantity and bargaining</p>	<ul style="list-style-type: none"> ✓ Warm the class up. ✓ Introduce the following scenario, or imagine another one. <i>It's 7:30 in the morning. Ahmed is at the shop.</i> <ul style="list-style-type: none"> - Ahmed: Good morning, sir. - Shopkeeper: Good morning. Can I help you? - Ahmed: Yes, please. I'd like some sugar and some eggs. - Shopkeeper: How much sugar and how many eggs do you want? - Ahmed: Well I want half a kilo of sugar and 3 eggs. - Shopkeeper: Here you are. - Ahmed: How much for all? - Shopkeeper: 27 New Ouguiya. - Ahmed: Here you are. Thank you. - Shopkeeper: You're welcome. ✓ Model reading the dialogue and get students to read and act it out. ✓ Elicit/teach target vocabulary (food/drinks... / Countable/uncountable...identifiers: some, few, little.../different ways of making orders (Can I have... / Do you have.../ I would like... / I want...) and quantifiers (much, many, few, little, a few, a little with count/non count nouns). ✓ Guide the students to practice the language in gap fill in activities, or similar ones to practice the target language. ✓ Have students to write a dialogue between them and a salesperson/a grocer... to order fruits...
UNIT 9.	GUIDESLINES / MINI LESSONS
<p>Making suggestions and giving advice</p>	<ul style="list-style-type: none"> ✓ Show the students a picture of a doctor and a patient, and ask them questions about it such as: <ul style="list-style-type: none"> - What can you see in this picture? - What is the doctor doing? ... ✓ Relevant vocabulary could be taught. E.g. sick, examining, stethoscope, cough, ... ✓ Introduce a dialogue you may have prepared, such as this:

	<p><i>Aicha isn't feeling very well. But she doesn't want to go to the hospital. She's having a conversation with her friend, Amy.</i></p> <ul style="list-style-type: none"> - Amy: Aicha, are you okay? - Aicha: Not really. I'm not feeling very well. - Amy: Let's go see a doctor! - Aicha: I just don't want to go. They might say it's Coronavirus. - Amy: No, I'm sure it's not Coronavirus. Why don't you give up smoking? - Aicha: I just can't. - Amy: I think you should. Also, you should see a doctor right away. - Aicha: Maybe later. Now, I think I need some sleep. - Amy: Ok. I'll come back later to check on you. - Aicha: Ok. Thank you. <ul style="list-style-type: none"> ✓ Model reading the dialogue and get students to read and act it out. ✓ Elicit/teach target vocabulary. Get the class to provide more examples. ✓ Guide the students to practice the language: (you give a situation, and students react to it, giving advice or making suggestions). E.g. Teacher: I have a headache. Student: You should take a paracetamol and see a doctor. Teacher: I am hungry. Student: How about a sandwich? ... ✓ Get the class to continue with the same activity, but in pairs.
UNIT 10.	GUIDESLINES / MINI LESSONS
Making requests	<ul style="list-style-type: none"> ✓ Warm the class up. ✓ Go to a student and tell him/her "May I borrow your pen?" ✓ Go towards another one and ask him/her: "Do you mind if I use your pencil?" ✓ Then, introduce a dialogue such as the following to contextualize your teaching objectives:

Aicha and Sidi are having a task to do in the classroom. Aicha asks Sidi to lend her some objects:

- Aicha: Excuse me. Can you lend me a pencil, please?

- Sidi: Sure. Here you are.

- Aicha: Thank you.

- Sidi: You're welcome.

- Aicha: Oh! Sorry, I have another problem. Would you mind if I use your colors?

- Sidi: No, problem. Do you like anything else?

- Aicha: No, thank you.

✓ Model reading it and Get students to read and act it out.

✓ Elicit/teach different ways to make requests.

✓ Get students to write a few sentences making requests in meaningful situations.

Third Year

Objectives and Competencies

Cognitive Objectives (Knowledge to Master)		Psychomotor and Behavior (Skills and Attitudes to Master)	
Universal	Contextualized	Universal	Contextualized
<ul style="list-style-type: none"> • Learn how to offer and invite, and respond to offers and invitations; • Learn how to describe; • Develop a knowledge on how to express sequence of actions; • Learn how to make comparison; • Learn how to talk about future life 	<ul style="list-style-type: none"> • Gain a knowledge on how to offer, invite and respond to offers and invitations; • Develop an understanding of how to describe people; • Gain an understanding of how to express sequence of actions; • Display an understanding of how to compare people and things; • Develop an understanding of how to talk about future life 	<ul style="list-style-type: none"> • Make and respond to offers and invitations in given contexts; • Appropriately describe people in immediate environment; • Express sequence of actions and processes; • Appropriately compare people and things in given contexts; • Talk about one's and others' future lives and intentions 	<ul style="list-style-type: none"> • Appropriately make, accept or decline offers and invitations from a friend, a neighbor, a family member... • Appropriately describe a friend, a neighbor, a family member in a picture, at school, in the community; • Appropriately describe a process (making Mauritanian tea, performing ablutions...) • Appropriately compare people (friends, celebrities...), animals and things; • Appropriately talk about one's, a friend's, a neighbor's...future life and intentions

UNIT 3.	GUIDESLINES / MINI LESSONS
Describing/identifying people	<ul style="list-style-type: none"> ✓ Show some pictures to the students or have volunteer students come to the front of the class. Elicit the target language asking them questions. Help them with answers as follows: <ul style="list-style-type: none"> - What does she/Djeinaba look like? - She's tall/short (Physical description) - What is he/Sidi like? - He's very kind and friendly. (Personality/Character traits) - Who is that nice girl in the blue veil? - That's the neighbor's daughter. ✓ Get students to practice describing/identifying people in controlled activities (e. g. use a picture of a family). ✓ Have students write a short paragraph describing oneself, a friend, a relative... (physical and/or personality traits)
UNIT 4.	GUIDESLINES / MINI LESSONS
Describing sequence of actions	<ul style="list-style-type: none"> ✓ Bring in materials and tools needed for making tea / or elicit them from the students. ✓ Elicit/Pre-teach the target language: (Sequencers: First, second, then, next, after that, then...; Imperative: positive/negative; Simple present tense...; needed vocabulary (e.g. teapot, sugar, green tea, stove, put, pour, boil...)). ✓ Elicit from the students the different steps of making tea. ✓ To prepare Mauritanian tea, first, boil some water. Then, add some green tea. Let it boil for few minutes. After that, add some sugar and mint. Pour in between glasses to make foam. Finally, taste and serve the first cup. ✓ Get students to practice describing a process (in controlled activities). E.g. give them an exercise in which to describe how to make coffee/zrig, etc. ✓ Get students describe to a newly arrived (from the countryside) relative, a family member... how to make a call....

UNIT 5.	GUIDESLINES / MINI LESSONS
Talking about past actions	<ul style="list-style-type: none"> ✓ As a warm up, ask questions and help students to provide answers like the following: <ul style="list-style-type: none"> - Where did you spend the weekend? - I didn't go anywhere, but my parents went to the countryside. - Were you sleeping last night at 10? - No, I wasn't. I was watching T.V. ✓ Write a short text/conversation about last summer vacation, weekend, etc. ✓ Model reading, ask some of the students to read and act it out (if it is a conversation.) ✓ Elicit/Teach the target language (simple past, past continuous, regular, irregular verbs...) ✓ Get students to practice the target language in controlled activities (e.g. gap filling, MCQ, etc.) ✓ Get students to talk to a friend, a family member... about their last summer vacation, an outing/excursion/sightseeing trip...
UNIT 6.	GUIDESLINES / MINI LESSONS
Expressing simultaneity	<ul style="list-style-type: none"> ✓ After a warm up, ask students to tell you what they/their family members were doing last night at 9. ✓ Get students to work individually, and share with a deskmate. ✓ Get three students to go the board and write what they came up with in the space provided. Together, the teacher and students identify and highlight the different activities (to show that some different events happened at the same time.) ✓ Write a short dialogue to contextualize your teaching objective(s). e.g. <ul style="list-style-type: none"> - Teacher: Sidi, what were you doing yesterday night, at 9? - Sidi: I was revising my lessons. - Teacher: Fatou what were you and your sister doing? - Fatou: Fatou I was watching TV while my sister was preparing tea for dad. - Teacher: Ali, what was your mother doing when you came home back from school yesterday?

	<p>- Ali: When I came back home yesterday, my mother was sleeping in the livingroom.</p> <ul style="list-style-type: none"> ✓ Model reading and get students to read and act it out. ✓ Elicit/Teach the target language from the dialogue. (Make sure you highlight the use of When + simple past; While/As + past continuous). ✓ Get students to practice the target language in controlled activities (e.g. gap filling, MCQ, etc.) ✓ Get students to talk about what each of their family members were doing when they returned home yesterday.
<p>Expressing simultaneity</p>	<ul style="list-style-type: none"> ✓ After a warm up, ask students to tell you what they/their family members were doing last night at 9. ✓ Get students to work individually, and share with a deskmate. ✓ Get three students to go the board and write what they came up with in the space provided. Together, the teacher and students identify and highlight the different activities (to show that some different events happened at the same time.) ✓ Write a short dialogue to contextualize your teaching objective(s). e.g. <ul style="list-style-type: none"> - Teacher: Sidi, what were you doing yesterday night, at 9? - Sidi: I was revising my lessons. - Teacher: Fatou what were you and your sister doing? - Fatou: Fatou I was watching TV while my sister was preparing tea for dad. - Teacher: Ali, what was your mother doing when you came home back from school yesterday? - Ali: When I came back home yesterday, my mother was sleeping in the livingroom. ✓ Model reading and get students to read and act it out. ✓ Elicit/Teach the target language from the dialogue. (Make sure you highlight the use of When + simple past; While/As + past continuous). ✓ Get students to practice the target language in controlled activities (e.g. gap filling, MCQ, etc.) ✓ Get students to talk about what each of their family members were doing when they returned home yesterday.

UNIT 7.	GUIDESLINES / MINI LESSONS
<p>Talking about future</p>	<ul style="list-style-type: none"> ✓ For a warm up, ask students what they will/won't do after class. ✓ Get students to work individually then share with a deskmate. ✓ Elicit /teach the target language, model it with examples. (Make sure you model the uses of the simple future.) <p>e.g. It is used to talk about something that will/won't happen in the future. Example: From today on, I'll never let people decide in my place. It is used to express willingness/decision made at the moment of speaking. e.g.</p> <ul style="list-style-type: none"> - Sidi: Mouna, someone is knocking at the door! - Mouna : OK. I'll open for him. <ul style="list-style-type: none"> ✓ Get students to practice the target language in controlled activities (e.g. gap filling, MCQ, etc.) ✓ Have students talk about what they will/won't do next time when they receive a guest at home.
UNIT 8.	GUIDESLINES / MINI LESSONS
<p>Expressing real conditions</p>	<ul style="list-style-type: none"> ✓ For a warm up, ask students where they will go when they have/get their summer vacation. ✓ Give students time to answer. ✓ Provide a short dialogue to contextualize your teaching objectives. <p>e.g. <i>Sidi, Ali, and Amadou are friends. Today, they are talking about what they will do if they have a lot of money.</i></p> <ul style="list-style-type: none"> - Sidi: Ali, what will you do, if you get a lot of money? - Amadou: If I get a lot of money, I'll buy a nice smart phone. - Sidi: And you Ali, what will you do? - Ali: Err,... Let me think... If I have a lot of money, I'll buy fancy clothes. - Amadou: And you Sidi, what will you do? - Sidi: I'll buy nice clothes nice clothes, too. <ul style="list-style-type: none"> ✓ Model reading it and have students read and act it out.

	<ul style="list-style-type: none"> ✓ Elicit/Teach the target language (make sure you display the form of conditional form type 1, explaining that these sentences consist of two parts/clauses: If clause + Main clause. If clause = If + Subject + Simple present Main clause = Subject + will + verb ✓ (Remind students that there is a comma when we start with the main clause.) ✓ Provide more model examples as: <ul style="list-style-type: none"> - If I have enough money, I'll buy a car. - You will succeed, if you work hard ✓ Get students to practice the target language in controlled activities (e.g. gap filling, MCQ, etc.) ✓ Get students to talk about what they will do if they graduate/get their baccalaureate.
UNIT 9.	GUIDESLINES / MINI LESSONS
Making comparison	<ul style="list-style-type: none"> ✓ As a warm-up, have students name three cars they know. ✓ Next, ask them what adjectives we usually use to describe cars. ✓ Write the names of the cars and the adjectives that describe them on the board (the proposed adjectives are likely to be: big, small, large, fast, light, heavy, beautiful, expensive, comfortable, economical (uses less fuel) ... ✓ Choose three names for three types of cars: Mercedes Benz 190, Toyota Avensis and V8. Have students compare them based on size, speed, beauty, price, comfort, spaciousness, etc; ✓ Model for the students: e.g. Avensis is faster than Mercedes Benz 190, but V8 is the fastest. ✓ Give students time to do the activity first individually then share with a deskmate. ✓ Have the students report what they come up with, write it on the board and correct it. ✓ Elicit/ teach/ the target language. Make sure you highlight the rules of the formation of the comparatives (as a review) and the superlatives with short and long adjectives.

	<p>E.g.</p> <ul style="list-style-type: none"> - Superlative of short adjectives: - Superiority: [the + adjective + -est] → V8 is the fastest of the three cars. - Inferiority: [the + least + adjective] → Mercedes Benz is the least fast of the three cars. - Superlative of long adjectives: - Superiority: [the + most + long adj]] → V8 is the most comfortable of the three cars. - Inferiority: [the + least + adjective] → Mercedes Benz is the least comfortable of the three cars. ✓ Get students to practice the target language in controlled activities (e.g. gap filling, MCQ, ‘Find someone who...’, etc.). ✓ For production, get students to write five sentences to compare footballers, food, cities, countries, friends, etc. using the superlative.
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Fourth Year

Objectives and Competencies

Cognitive Objectives (Knowledge to Master)		Psychomotor and Behavior (Skills and Attitudes to Master)	
Universal	Contextualized	Universal	Contextualized
<ul style="list-style-type: none"> Learn how to express similarities and differences; Acquire a knowledge on how to locate and ask for and give directions; Acquire a knowledge on how to describe actions and talk about past habits; Learn how to describe and compare; Learn how to participate 	<ul style="list-style-type: none"> Show an understanding of how to express similarities and differences between people and things; Display an understanding of how to locate and ask for and give directions; Gain an understanding of how to describe actions and talk about past habits; Display an understanding of how to describe and compare actions; Gain an understanding on 	<ul style="list-style-type: none"> Express similarities and differences between people and things in specific contexts; Appropriately and clearly locate places and ask for and give directions; Appropriately describe actions and talk about habits in given contexts; Appropriately describe and compare actions; Appropriately 	<ul style="list-style-type: none"> Appropriately compare and contrast similar and different people (friends, family members, celebrities...) and things (towns, cities, countries, foods...); Appropriately locate places (public institution buildings, one's/a neighbor's house...), and ask for and give directions; Appropriately describe how one, a friend, others do things (well, beautifully...) and talk about their past habits (childhood, family, community history...); Appropriately describe people and things and compare actions, behaviors and attitudes; Appropriately and effectively

<p>in discussion;</p> <ul style="list-style-type: none"> • Learn how to appreciate and express sympathy; • Learn how to talk about future life and plans/projects; • Gain a knowledge on how to express the purpose of actions and things. 	<p>how to participate in discussion and express thoughts;</p> <ul style="list-style-type: none"> • Display an understanding of how to express admiration, gratitude and sympathy; • Develop an understanding of how to talk about future life and plans and projects; • Show an understanding of how to talk and ask about the purpose of actions and things. 	<p>participate/engage in a discussion and express own thoughts /ideas/opinions about specific topics;</p> <ul style="list-style-type: none"> • Express admiration, gratitude and sympathy towards people and things; • Talk about one's and others' future lives plans and projects; • Ask and talk about the reasons for doing actions and the purpose of things. 	<p>participate in discussions/debates and state/defend own viewpoints about familiar topics;</p> <ul style="list-style-type: none"> • Appropriately express admiration (beauty...), gratitude (favor...) and sympathy (death, sickness...) towards people; • Appropriately talk about one's, a friend's, a neighbor's...future life and project; • Appropriately ask and talk about the reasons for doing actions (why), and the purpose and use of objects (what for).
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UNIT GUIDELINES / MINI LESSONS

UNIT 1.	GUIDESLINES / MINI LESSONS
Expressing similarities and differences	<p><u>Compare and contrast objects:</u></p> <ul style="list-style-type: none"> ✓ Guide learners to compare and contrast objects, surroundings, environment, food, clothing... <ul style="list-style-type: none"> - to be similar to /different from, - to look like/ to look alike/ to be alike, - to be the same as - to be as + adjective + as, - like, unlike, - the same ✓ Learners give oral descriptions comparing classroom and other familiar objects such as a table, school bag, pen, copybook, ... (The teacher will help out whenever needed, as learners may ask questions when they get stuck). <p><u>compare and contrast people:</u></p> <ul style="list-style-type: none"> ✓ Learners compare and contrast friends, family members... (comparing size, color of eyes, features, height, weight, personality, etc.) <p><u>Mixed examples:</u></p> <ul style="list-style-type: none"> - Ahmed's bag is similar to Samba's. - Nouakchott is different from Dakar. - Mauritania is unlike France. - Mariem and her twin sister look alike. They have the same color of eyes. They are both tall, slim and elegant.
UNIT 2.	GUIDESLINES / MINI LESSONS
Asking for and giving directions	<ul style="list-style-type: none"> ✓ Draw/show the students a picture of a busy street, covering several blocks. ✓ Elicit from the students the vocabulary words for what they can see in the picture. E.g. car, street, buildings, bank...

	<ul style="list-style-type: none"> ✓ Drill two to three questions for five minutes about the picture. e.g. <ul style="list-style-type: none"> - Where is the red car? - It's in the middle of the street. - Where is the museum? - It's on the left... ✓ Draw two stick figures (or bring two pictures—a foreigner, Edward [tourist] and a national, Ahmed [student]). ✓ Use simple map-like schemas to visualize directions, places... ✓ Pre-teach any difficult vocabulary in easy and obvious contexts. ✓ Use skeletons like the following to build dialogues. <ul style="list-style-type: none"> - Hello, can I help you? - I want to go to the National Museum. - Could you tell me how to get there, please? - Walk down Elwihda Elwataniya Avenue. - Walk two blocks. - Take the first turn on the left. - Can you tell/show me the way to...? - Do you know where the market is? - Where is the post office? - Sure. Go/walk/drive... - Straight/turn right/ turn left... - You can't miss it. ✓ Get students to practice asking for and giving directions in meaningful contexts.
UNIT 3.	GUIDESLINES / MINI LESSONS
Talking about location	<ul style="list-style-type: none"> ✓ Draw/show the students a map of Mauritania and bordering countries... provide vocabulary items for directions and sub-directions. ✓ Drill two to three questions for five minutes about the picture. <ul style="list-style-type: none"> - Where is Mauritania located?

	<ul style="list-style-type: none"> - It's located in North/West Africa. - What are its borders? - The Atlantic Ocean from the West... ✓ Pre-teach any difficult vocabulary in easy and obvious contexts. ✓ Use skeletons like the one in the previous exemplar to build dialogues ✓ Get students to play guessing country/city/neighborhood names after other students locate them. The teacher explains the game rules and provides a model. e.g. <ul style="list-style-type: none"> - Teacher: My hometown is in Trarza. It is to the south of Tiguint. What is it? - Student: It is Rosso. ✓ Get students to locate their country, hometown, village,... in a short paragraph.
UNIT 4.	GUIDESLINES / MINI LESSONS
Describing actions	<ul style="list-style-type: none"> ✓ Show pictures of professionals or elicit from the class the names of others they know. E.g. an electrician, a computer programmer, a teacher, an athlete (runner), a driver, a football player... ✓ Elicit/give the words for the professions ✓ Drill the vocabulary ✓ Elicit what the people are doing/do and how they are doing/do it. Make sure you highlight the formation of adverbs of manner (regular, irregular) <ul style="list-style-type: none"> - Messi is an excellent football player. He plays amazingly. (adjective + ly) - This electrician is carefully fixing the appliances (adjective + ly). - Look at athlete number 285, he's running fast! (adverb not ending in -ly) ✓ Use skeletons like the following to build dialogues ✓ Get students to describe how they do things differently from their friends, family members.... in few sentences. E.g. <ul style="list-style-type: none"> - Unlike my sister who writes really well, I write badly. - My brother drives too fast. That's why mom always asks him to drive slowly and carefully.

UNIT 5.	GUIDESLINES / MINI LESSONS															
<p>Talking about past habits</p>	<ul style="list-style-type: none"> ✓ Show pictures of the same person in two different life stages (when he was a teenager and presently—a young man) or model talking about your childhood. ✓ Introduce the structure: <ul style="list-style-type: none"> <i>Subject + used to + Verb</i> → <i>When I was younger, I used to adore sweets.</i> <i>Subject + didn't use to + Verb</i> → <i>When I was ten, I didn't use to drink tea.</i> <i>Did + Subject + use to + Verb?</i> → <i>Did you use to ride a bicycle to school?</i> ✓ Draw a chart like the following and exploit it with the class. e.g. <ul style="list-style-type: none"> - Teacher: Did Hacen use to smoke when he was ten? - Student: No. He didn't use to smoke when he was ten. ✓ Provide necessary help (vocabulary, syntax) if students are stuck. <table border="1" data-bbox="821 678 1621 867" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Habit</th> <th>Hacen : aged 10</th> <th>Hacen : aged 18</th> </tr> </thead> <tbody> <tr> <td><i>Smoke</i></td> <td><i>No</i></td> <td><i>Yes</i></td> </tr> <tr> <td><i>Ride donkeys</i></td> <td><i>Yes</i></td> <td><i>No</i></td> </tr> <tr> <td><i>Hunt birds</i></td> <td><i>Yes</i></td> <td><i>No</i></td> </tr> <tr> <td><i>Drink tea</i></td> <td><i>No</i></td> <td><i>Yes</i></td> </tr> </tbody> </table> <ul style="list-style-type: none"> ✓ Get students to write a short paragraph about their past habits. 	Habit	Hacen : aged 10	Hacen : aged 18	<i>Smoke</i>	<i>No</i>	<i>Yes</i>	<i>Ride donkeys</i>	<i>Yes</i>	<i>No</i>	<i>Hunt birds</i>	<i>Yes</i>	<i>No</i>	<i>Drink tea</i>	<i>No</i>	<i>Yes</i>
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<i>Drink tea</i>	<i>No</i>	<i>Yes</i>														
UNIT 6.	GUIDESLINES / MINI LESSONS															
<p>Making comparison</p>	<ul style="list-style-type: none"> ✓ As a lead in, review comparing people and things, using a picture. Make sure you elicit examples from the class, such as: <ul style="list-style-type: none"> - Djeinaba is taller than Aicha. - Samba is as friendly as Dan. - Mouna is more beautiful than Toutou. However, Toutou is more intelligent. ✓ Elicit/teach the target language (comparing adverbs/verbs) and model with examples: <ul style="list-style-type: none"> -Brahim works less hard and of course earns less. -Pamela is a better runner than Heather. She works harder and as a result wins 															

	<p>more easily in competitions.</p> <p>✓ Use a chart to compare two people’s actions. e.g.</p> <table border="1" style="margin-left: 40px;"> <thead> <tr> <th>Action</th> <th>Najia</th> <th>Djeinaba</th> </tr> </thead> <tbody> <tr> <td>Revise better—Get better grades</td> <td>**</td> <td>***</td> </tr> <tr> <td>Wake up earlier—Enjoy your day better</td> <td>**</td> <td>***</td> </tr> <tr> <td>Drive more carefully—feel safer</td> <td>***</td> <td>*</td> </tr> </tbody> </table> <p>-Djeinaba revises more often than Najia and gets better grades than her. -Djeinaba is usually active and alert because she wakes up earlier than Najia and enjoys her school day better. -Najia drives more carefully than Djeinaba and feels safer than her.</p> <p>✓ Pre-teach any difficult vocabulary in easy and obvious contexts.</p> <div style="border: 1px solid black; padding: 5px; margin-left: 40px;"> <p>- He spends as much as he earns. - She works harder than her sister. - I drive more carefully than you do.</p> </div> <p>✓ Have students compare the actions/behavior of friends, family members...</p>	Action	Najia	Djeinaba	Revise better—Get better grades	**	***	Wake up earlier—Enjoy your day better	**	***	Drive more carefully—feel safer	***	*
Action	Najia	Djeinaba											
Revise better—Get better grades	**	***											
Wake up earlier—Enjoy your day better	**	***											
Drive more carefully—feel safer	***	*											



UNIT 7.	GUIDESLINES / MINI LESSONS
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Describing/identifying people/things	<p>✓ As a lead in, draw a blank face on the blackboard and have some volunteer students draw eyes, nose, mouth, ears ...; and color them (these activities will help activate students' background knowledge and help to pre-teach some of the required vocabulary (body parts, colors ..., adjectives: small / large ...).</p> <p>✓ Present a text like the following:</p> <p style="text-align: center;">A dangerous thief</p> <p>There was a robbery today at 1325 El Amana Street. The robber is a short, middle-aged man. He has a large nose, is wearing green shirt, blue jeans, black shoes and a hat. A witness said he had a thin moustache and black colored hair. Another man</p>
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whose car had been stolen the night before said that a video clip in the area showed him wearing a red coat.

The police warned the residents of the area, saying that this man is aggressive, rude, and very stubborn, and advised them to stay away from him!

Adapted from: www.theenglishstudent.com

- ✓ Model reading the text, and have students read.
- ✓ Explain the key words (: robbery, witness, warn, aggressive, rude, stubborn...); and get students answer some comprehension questions such as:
 - When/Where did the robbery take place?
 - What does the robber look like?
 - What clothes was he wearing?
 - What did the police say he is like?
- ✓ Elicit the target language: adjectives (used to describe physical appearance and character traits). Assign a column for each group (physical/character adjectives); make sure you give their opposites to help enrich the students' vocabulary repertoire. Hint at the positive vs. negative personality traits.
- ✓ Get students to practice in communicative activities; e.g. ask them to draw an approximate picture based on the text to help the police find the robber.
- ✓ Get the students to write a short paragraph to describe a friend, a family member.
- ✓ Extend or in another session describe objects using students' classroom tools, or take them from the previous text, e.g. the robber's clothing, body parts... (Make sure you pre-teach the required vocabulary: colors, size, shape...etc.)
- ✓ Get students to practice describing their own objects: bedroom and furniture/family belongings.

UNIT 8.	GUIDESLINES / MINI LESSONS
<p>Agreeing/disagreeing</p>	<ul style="list-style-type: none"> ✓ Show a picture of different sports: football, tennis, rugby, golf, polo, etc. ✓ Ask students, “Which sport do you think is better/more popular?” Most students will say “football”. Others will choose other sports. ✓ Introduce a short dialogue between two people having diverging viewpoints about general issues: the internet, films, sports, Indian soap operas, etc. ✓ Explain and drill the expressions of agreeing/ disagreeing from the dialogue ✓ Think of situations for creative expression of agreement/ disagreement: two players (Messi vs. Ronaldo), two clubs (Real Madrid vs. Barcelona), etc. ✓ Use skeletons like the following to build situations, dialogues... <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <ul style="list-style-type: none"> - I agree with you. - I don't agree with that. - I'm sorry, I can't agree. - I think so, too. - I'm sorry, but I don't agree. </div> <ul style="list-style-type: none"> ✓ Have students practice stating/defending their opinions on issues/topics of interest.
UNIT 9.	GUIDESLINES / MINI LESSONS
<p>Expressing admiration</p>	<ul style="list-style-type: none"> ✓ Show the students a picture of two or three luxurious cars, houses... Wait for their reactions. Most of them will express their admiration but in their mother tongue. ✓ Give the target structures: <ul style="list-style-type: none"> -What a nice car! -I like its color. It's so wonderful! -That house is so beautiful! ✓ Introduce short text/a dialogue to contextualize the target language. ✓ Explain and drill the expressions of admiration from the dialogues ✓ Think of a situation for creative expression of admiration: a birdwatcher, someone

	<p>on holiday in the countryside, a lover of nature, someone admiring another's clothes, handwriting, achievements, good deeds, etc. Barcelona), etc.</p> <ul style="list-style-type: none"> ✓ Provide meaningful situations and help students build dialogues... ✓ Have students to express admiration in specific contexts.
UNIT 10.	GUIDESLINES / MINI LESSONS
Expressing gratitude	<ul style="list-style-type: none"> ✓ Introduce short dialogues in which someone offers to help someone else carry a table or hold a box; the other person expresses gratitude ✓ Give the target structures: <ul style="list-style-type: none"> - May I give you a hand? - Oh, thank you, I can handle it. - I think it's heavy. - Okay, if you insist. That's very kind of you! ✓ Explain and drill the expressions of gratitude from the dialogue(s) ✓ Think of a real situation for expressing gratitude: Lending a friend some money, helping an old person cross the street, give someone a gift, send someone a postcard, etc. ✓ Have students write a short dialogue to ask for a favor and to express gratitude in return.
UNIT 11.	GUIDESLINES / MINI LESSONS
Expressing sympathy	<ul style="list-style-type: none"> ✓ Show a picture of an accident (do not use any of a serious wound or any disturbing graphic scene) ✓ Students are likely to show sympathy with the victims. If they don't, introduce the theme yourself.

	<ul style="list-style-type: none"> - What did you use to do when you were younger? - Did you use to ride bikes? - When I was a teenager, I used to swim in the lagoon with my friends. - I used to be the best swimmer. - We used to ride donkeys. - We used to hunt birds, and cook/smoke them in the woods. - I didn't use to smoke or drink tea. <ul style="list-style-type: none"> ✓ Drill the forms: <ul style="list-style-type: none"> - That's too bad! - Oh, my God! I am really sorry to hear that! - etc. ✓ Elicit sentences from students about given stimuli. Provide necessary help (vocabulary, syntax) if students are stuck. ✓ Use skeletons like the following to build dialogues <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <ul style="list-style-type: none"> - I'm sorry to hear about your illness. - I'm sorry to hear that she's no longer here. - That's too bad! </div> <ul style="list-style-type: none"> ✓ Get students to practice the target language in meaningful situations.
UNIT 12.	GUIDESLINES / MINI LESSONS
Expressing frequency	<ul style="list-style-type: none"> ✓ Review time expressions: days, months, etc <ul style="list-style-type: none"> ✓ Introduce time frequency expressions: once, twice, three times, four times, every day, at 8, on Monday, in May... ✓ Introduce target language (habitual actions, daily routines, schedules, household chores) ...: wake up, take a shower, get dressed, go to school, eat dinner, go shopping, go to the stadium, each time giving model sentences. ✓ Elicit/ teach frequency expressions (adverbs/ adverbial phrases of frequency),

	<p>contextualize new language through a conversation, or model them in sentences. e.g.</p> <ul style="list-style-type: none"> - I always drink tea in the morning. - Mom cooks dinner every day. - My family go on holiday in June. <p>✓ Get students to practice in a guided communicative activity. You can have students fill in a chart ticking the information that is true for them, then ask and answer, then write the appropriate sentence:</p> <p>e.g. - How often do you go shopping? - I rarely go shopping.</p> <table border="1" data-bbox="831 743 1822 992"> <thead> <tr> <th>Activity</th> <th>always</th> <th>usually</th> <th>often</th> <th>sometimes</th> <th>rarely</th> <th>Never</th> </tr> </thead> <tbody> <tr> <td><i>go shopping</i></td> <td></td> <td></td> <td></td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td><i>Play football</i></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><i>revise lesson</i></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>✓ Ask students to talk about their typical day, using the appropriate language, as a homework.</p>	Activity	always	usually	often	sometimes	rarely	Never	<i>go shopping</i>					✓		<i>Play football</i>							<i>revise lesson</i>						
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UNIT 13.	GUIDESLINES / MINI LESSONS
Talking about plans and intentions	<ul style="list-style-type: none"> ✓ Introduce plans, project and intentions using pictures containing some people thinking about future activities (thoughts can be expressed by texts or pictures in balloons) ... ✓ Devise a guided activity supported by pictures (Typically: future projects: becoming an engineer, doctor...

	<ul style="list-style-type: none"> ✓ Use skeletons like the following to build dialogues: <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <ul style="list-style-type: none"> - What are you going to do next week? - Next week I am going to visit my uncle. - What time does the train leave? - It leaves at 12:00. - A: What are you doing this afternoon? - B: I'm playing football with my friends. </div> ✓ Get students practice in a guided communicative activity about short-term plans and intentions. ✓ Personalize the activity by telling the students to speak/write about their own plans.
UNIT 14.	GUIDESLINES / MINI LESSONS
Expressing the purpose of actions/things	<p><u>Expressing purpose of things:</u></p> <ul style="list-style-type: none"> ✓ As a lead in, bring some kitchen tools (a knife, a spoon, a plate, a whisk, a pot...); if not available, provide a picture, or draw them on the board. ✓ Ask students to give the names of different items in English (this activity will help students acquire the vocabulary they need learn the activity). ✓ Give students time to come up with their answers. Help them if they are stuck. ✓ Write the names of the different objects on the board. ✓ Hold an item and ask the students: "What is X used for?". e.g. What is a knife used for? ✓ Expect students to answer in their mother tongue to express the purpose of the object, if none of them knows the word in English; help with the correct English word. ✓ Elicit/explain the target language: (What is X used for? / What is X for? /it's used for + gerund. / It's for + gerund /It's to + infinitive) ✓ Provide model sentences, model reading them and get students to read. e.g. What is a spoon used for? – It's used for eating. / it's used to stir food. e.g. What's a Hoover (a vacuum cleaner) used for? – It's used for removing

APPENDIXES

THEMES FOR TEACHERS TO CONTEXTUALIZE THE TARGET LANGUAGE:

1st Cycle Suggested Themes
1. Personal information
2. Family/home/household (family tree, houserooms and furniture...)
3. School
4. Correspondence (email, letters...)
5. Clothing
6. Colors
7. Time
8. Food
9. Neighborhood
10. Childhood
11. Hobbies/leisure
12. Sports

LESSON PLANNING SHEET

Date: _____ **Level:** _____ **Time (in minutes):** _____

Lesson title: _____

Universal and contextualized knowledge: _____

Universal and contextualized skill(s): _____

Lesson objective(s): _____

Materials: _____

Motivation/lead-in/warm-up (___ minutes)

Information/presentation (_____ minutes)

Practice/guided practice/controlled practice (_____ minutes)

Application/production/free practice (___ minutes)

SAMPLE TESTS

FIRST YEAR SAMPLE TEST

Part I. Fill in the blanks with the items in the box to complete the dialogue. (2 points)

name, Thank, Hi!, am, like, Nice, purple, too

A- Hello!

B- _____!

A- How are you?

B- I am fine. _____ you.

A- What is your name?

B - My _____ is Sidi.

A- How old are you?

B- I _____ 12 years old.

A- What's your favorite food?

B- I _____ rice and fish.

A- What is your favorite color?

B- My favorite color is _____.

A- Nice to meet you.

B- _____ to meet you, _____.

Part II: Rewrite the time in letters. (2 points)

Example: What time is it, please?

7:00: It's seven O'clock.

8:00 : _____.

8:15 : _____.

8:30 : _____.

8:55 : _____.

Part III. Write texts to talk about the people. (4 points)

Name: Sidi
Age: 12 years old
Address: Ksar, Nouakchott.
Country: Mauritania
Family: One sister and one brother
Hobbies: Reading and Football.
Favorite food: Chicken and chips.
Favorite color: Green.

Name: Diana
Age: 13 years old
Address: London
Country: England
Family: One sister
Hobbies: Watching films
Favorite food: Pizza
Favorite color: Pink

Example:

His name is Sidi.

Her name is Diana.

_____.

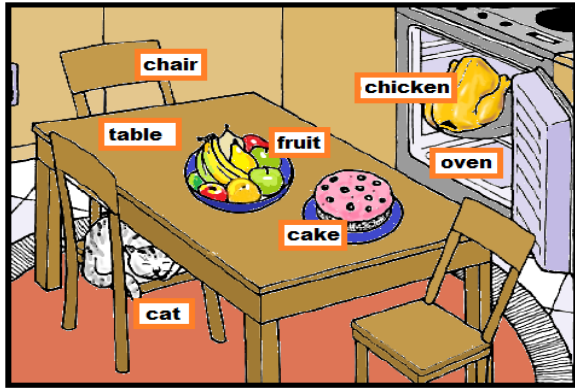
_____.

Part IV. Put every object in the room box where it belongs: (2 pts)

sofa, towels, mirror, TV, soap, toothpaste, forks, knives; armchair, bed lamp; wardrobe; toothbrush; water heater, fridge, carpet, bed.

Living room	Bedroom	Bathroom	kitchen

Part IV: Fill in with the prepositions: *in, on, next to, under* to locate the items in the picture. (2 pts)



The fruit bowl is _____ the table.
The cake is _____ the fruit bowl.
The cat is _____ the table.
The chicken is _____ the oven.

Part V: Jack is an American boy. He writes you a letter asking for your friendship. (6 points)

“Hello! My name’s Jack. I’m 12, and I am American. I go to Manhattan Junior Secondary school. I want you to be my pen pal. Just, I want to ask you to talk to me about yourself, your family members: their names, what they look like; your houserooms and furniture; your hobbies, likes/dislikes; your typical day; your favorite subject at school, your favorite food, your favorite color, your favorite sport...

I can’t wait to hear from you. Bye!
Jack.”

Write a response letter to answer what he wants from you.

Good Luck!

SECOND YEAR SAMPLE TEST 1

1. Complete the dialogue with the following words:

about, do, later, What, too, are, Hi, Where, goodbye, How, And

Ali: -----!

Aicha: Hello!

Ali: ----- are you?

Aicha: Fine, thank you. ----- 's your name?

Ali: My name's Ali. ----- you?

Aicha: I'm Aicha. ----- are you from?

Ali: I'm from Rosso. And you?

Aicha: I am from Kiffa. Where -----you live?

Ali: I live in Arafat. What- ----- you?

Aicha: I live in Arafat, -----.

Ali: OK Aicha, -----!

Aicha: See you -----.

2. Describe a member of your family (your dad or mom, uncle...) or any other person you know giving his/her name, age, physical appearance...

3. Your classmate, Ali, has just received a family picture (the one below). He wants to show who is who in his family. Imagine a dialogue between you and Ali in which he identifies and describes to you each member of his family.



4. Cite 3 things a Muslim must do and 3 others a Muslim mustn't do.

5. Fill in the blanks with: *much, many, few/a few, little/a little*

a/ Aicha is very busy these days. She has _____ free time.

b/ Do you mind if I ask you _____ questions?

c/ "Would you like milk in your coffee?" "Yes please. _____."

d/ _____ Mauriticians like tennis but very _____ of them play it.

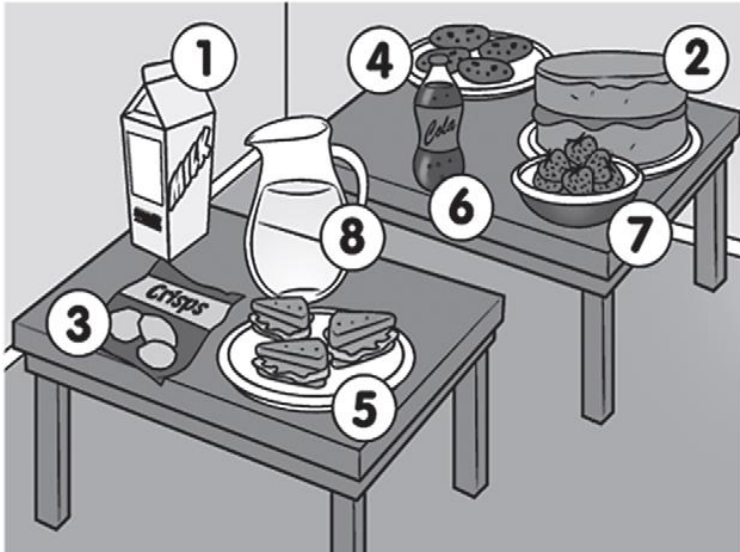
6. Your friend and you decide to eat at a restaurant. The waiter receives you. Write a short dialogue in which you make your orders (food, drinks, and desserts).

Good luck!

SECOND YEAR SAMPLE TEST 2

1. Look at the picture and complete the questions with the words below. Then write the questions where required. (4 points)

that these this those

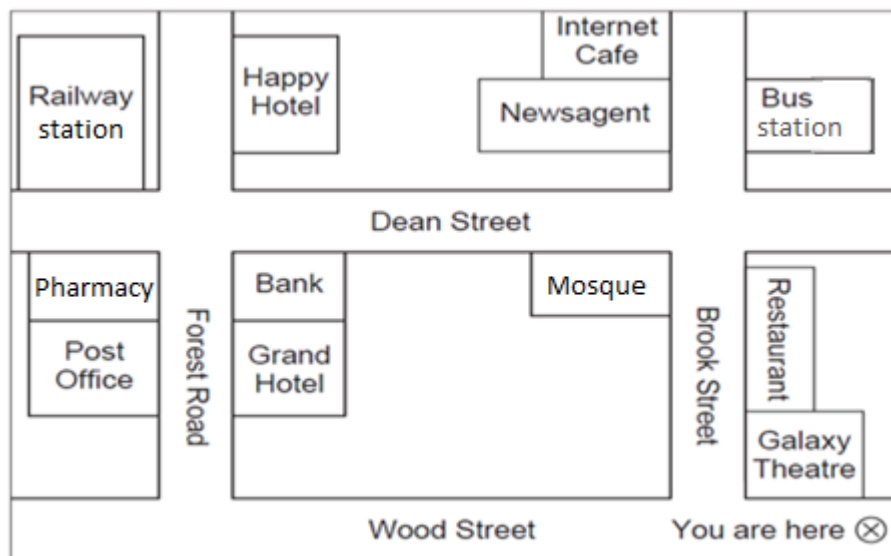


1. What's _____? It's milk.
2. What's _____? It's a cake.
3. What are _____? They're crisps.
4. What are _____? They're biscuits.
5. _____? They're sandwiches.
6. _____? It's cola.
7. _____? They're strawberries.
8. _____? It's water.

2. Complete the sentences. Use *my, your, his, her, our, and their*. (5 points)

- a. She's from Spain. Her house is in Malaga.
- b. I'm from Italy. _____ pen friend is from Germany.
- c. Karen and Andy are students. _____ school is in London.
- d. A: Hello. What are _____ names?
B: Hannah and Gordon. _____ address is 32, High Street, Bristol.
- e. A: Stefan is in Moscow.
B: What's _____ phone number?

3. Look at the map and complete the conversations with the following: *past, down, across from, right, in front of.* (4 points)



Conversation 1

Tourist: Excuse me, how do I get to the Happy Hotel?

Passer by: Go down the Wood Street Road. Turn Take the Forest Road. Go the Grand Hotel and the Bank. The Happy Hotel will appear you, The Railway Station.

4. Fill in the blanks with the missing words or expressions. (4 points)

do you spell it, you repeat that, Could you explain, Excuse me, sir,

a. A: Excuse me. Is this your pen?

B: I'm sorry, I can't hear you. Can _____, please?

b. A: My name is Timbera.

B: Sorry, how _____ _____ _____ _____?

c. A: _____ _____ _____ this word for me, Ciao?

B: This word is from Italian origin. It means 'Hello!'

5. Describe a person (3 points)

Mohamed is a new student in your classroom. He doesn't know any of the students. He describes a classmate (Demba) to you and asks you to introduce this classmate to him. Write the dialogue, start like this:

Mohamed: Who is that boy with long hair?

You: Oh, that's Demba. Let's greet him. (...). Hi, Demba. This is our new classmate Mohamed. Mohamed.....

Good luck!

THIRD YEAR SAMPLE TEST

I. John is your new American pen friend. He writes you a letter in which he asks you to tell him about yourself, your family, your country and your hometown.

Write him an email in which you:

- a. talk to him about yourself, your family, your country and your hometown.**
- b. invite him to visit Mauritania.**
- c. tell him/her about what you intend to do in the future. (10marks)**

Support: Letter format:

Your address.....	City....., Date.....
Dear.....,	
Sincerely, Yours. Your name	

II. Your pen friend John pays you a visit. Write a dialogue in which you welcome him and offer him hospitality. (4marks).

II) Grammar (8 marks)

Put the verbs between parentheses in the appropriate tense to form grammatically correct and meaningful sentences.

1- They _____ (come) to the wedding, if we _____ (to send) them invitation cards on time. (1mark)

2- While children _____ (to play) football, it _____ (to rain) slightly. (1mark)

3- When the tourists _____ (to arrive), the plane _____ (to take off): they were too late. (1mark)

4- You _____ (to be) satisfied, if you _____ (to work) hard. (1mark)

FOURTH YEAR SAMPLE TEST

1. a. Read the text.

MANUELA DA SILVA FROM PORTUGAL

People think it's always warm and sunny in Portugal, but January and February are often cold, wet, and grey. I don't like winter. I usually meet friends in restaurants and bars and we chat. Sometimes we go to a Brazilian café. I love Brazilian music. But then suddenly it's summer and at weekends we drive to the beach, sunbathe, and go swimming. I love summer.

a. Are the statements True (T) or False (F)? (3 points)

- a. Manuela is from Brazil. _____
- b. The weather is always warm and sunny in Portugal. _____
- c. Manuela goes to bars with her friends when it's cold and grey. _____
- d. Manuela goes to a Brazilian café in summer. _____
- e. Manuela goes swimming in summer. _____
- f. Manuela goes to beach on foot because she likes walking. _____

2. Match the questions in the balloons with the answers. Fill in with the right letter a. b. c.d. (4 points)

<p>(a)</p> <div style="border: 1px solid orange; border-radius: 15px; padding: 10px; width: fit-content; margin: 0 auto;"><p>Where is Big Market, please?</p></div>	<p>(b)</p> <div style="border: 1px solid blue; border-radius: 15px; padding: 10px; width: fit-content; margin: 0 auto;"><p>Could you, please, tell me where I can find a good restaurant?</p></div>	<p>(c)</p> <div style="border: 1px solid grey; border-radius: 15px; padding: 10px; width: fit-content; margin: 0 auto;"><p>Is Ora Bank on ElHadj Omar Tal Street?</p></div>	<p>(d)</p> <div style="border: 1px solid green; border-radius: 15px; padding: 10px; width: fit-content; margin: 0 auto;"><p><i>Good morning, sir. Is this Carrefour Madrid ?</i></p></div>
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-Yes, it is.
-Just go straight ahead, then turn left. It's on the corner.
-No, it isn't? This is Carrefour Elmouqawamah.
-Sure. Go in this direction, then turn right. Then you'll be in the food street.

3. Complete each sentence with a word from the list below: (5 points)

who whose when where which

- a. Ali can't remember the room _____ he left his glasses.
- b. He showed us the car _____ he wants to buy.
- c. That's the man _____ stole my bag.
- d. I still remember the moment _____ I first saw her.
- e. We have never met the neighbors. _____ apartment is above ours.

4. Rewrite the sentences placing the adverb in its correct position. (3 points)

- a. Mary goes shopping to the mall. (usually)
- b. Lalla helps her parents with the housework. (sometimes)
- c. We are late to school. (never)
- d. My brother goes swimming. (often)
- e. My friends are quite punctual. (often)
- f. The girls buy new clothes for weddings and naming ceremonies. (always)

5. Rewrite the sentences placing the adverb in its correct position. (5 points)

didn't use to - did X use to - used to

- a. _____ you _____ ride bikes?
- b. When I was a teenager, I _____ swim in the lagoon with my friends.
- c. I _____ to be the best swimmer.
- d. We _____ to smoke. What about Said. _____ he _____ to smoke, too?
- e. We _____ hunt birds, and cook/smoke them in the woods.

Good luck!

CLASS PROJECT THEMES:

• Community service:
- Awareness raising about diseases and other issues (drugs, smoking...)
- Trash cleaning
- Tree planting
- Volunteering
• Story writing.