

# **SECOND 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**

# **Fifth 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"> <li>• Develop a knowledge on how to talk and ask about past experiences;</li> <li>• Acquire information about life in the world;</li> <li>• Gain a knowledge about discussion strategies;</li> <li>• Develop skills and strategies to use in dealing with texts;</li> <li>• Gain a knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Display a clear understanding of how to talk and ask about one's past experience;</li> <li>• Compare life in Mauritania to it in the world;</li> <li>• List strategies to participate effectively in a discussion;</li> <li>• Develop listening, speaking, reading and writing skills and strategies to deal with texts;</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriately talk and ask about one's past experience;</li> <li>• Discuss life in the world;</li> <li>• Participate effectively in a conversation: be a good listener, respect the other's point of view...</li> <li>• Use appropriate skills and strategies to deal with texts;</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriately talk about own experience and ask others about theirs;</li> <li>• Discuss/Compare life in Mauritania and in the rest of the world with more details (cultural/social norms: wedding, clothing, food...) using the appropriate vocabulary;</li> <li>• Participate effectively in conversation and perform well in less controlled classroom activities such as role-play and simple discussion without recourse to translation; using strategies such as: active listening, interrupting, turn-taking...)</li> <li>• Read, comprehend, and summarize the main points/ideas and details of intermediate texts;</li> </ul>

<p>on how to report speech;</p> <ul style="list-style-type: none"> <li>• Gain an understanding of health-related information.</li> </ul>	<ul style="list-style-type: none"> <li>• Display an understanding of how to report people's speech;</li> <li>• Acquire and understand information related to health issues in Mauritania.</li> </ul>	<ul style="list-style-type: none"> <li>• Report people's speech;</li> <li>• Demonstrate awareness about diseases and pandemics and ways to prevent them.</li> </ul>	<ul style="list-style-type: none"> <li>• Accurately relate in both speaking and writing what a friend, a neighbor, an official... has said/said;</li> <li>• Demonstrate awareness about diseases such as malaria, HIV/AIDS, Coronavirus... and how to prevent them.</li> </ul>
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## UNIT GUIDESLINES / MINI LESSONS

UNIT 1.	GUIDESLINES / MINI LESSONS
<p><b>Talking and asking about past actions and events</b></p>	<ul style="list-style-type: none"> <li>✓ As a lead in, ask students questions such as:               <ul style="list-style-type: none"> <li>- “What did you do yesterday?”</li> <li>- “Did you use to ride a bicycle to school when you were a child?”</li> <li>- “What would your mother do when you fell off?”</li> <li>- “Have you ever eaten pizza?”</li> <li>- “What was your mother doing when you came back home from school yesterday?”</li> </ul> </li> <li>✓ Have students report their answers, write them on the board, read and correct them.</li> <li>✓ Provide a support (text, dialogue...) to contextualize the target language: e.g., “Yesterday, I was at my house with some friends. We were watching TV when the headmaster came over to pay a visit. He stayed for a few minutes, and then he left. My friends and I ate dinner together. We all have enjoyed the meal. Then, they left and I went to bed at 10:30 PM. I woke up early this morning, got prepared and went to school.”</li> <li>✓ Elicit/explain the uses of the past tenses in context. (Make sure you highlight the meaning and use of present perfect vs. past simple; and past simple vs. past continuous.</li> <li>✓ Get students to practice in communicative activities (gap fill, MCQ...).</li> <li>✓ Have students practice /share their own experiences and/or stories in meaningful contexts.</li> </ul>
UNIT 2.	GUIDESLINES / MINI LESSONS
	<ul style="list-style-type: none"> <li>✓ After a lead-in, introduce/show a picture of a local or a foreign celebrity (e.g. Lionel Messi), or have a volunteer student come to the front of the class.</li> <li>✓ Have the class describe him/her.</li> <li>✓ Have students work individually, then share with a colleague/a deskmate. (Students answers will likely be:</li> </ul>

<p><b>Describing people and actions</b></p>	<p>-Messi is short. He has sharp nose and straight hair. He’s friendly...)</p> <ul style="list-style-type: none"> <li>✓ Get students to report their work, write it on the blackboard and correct it.</li> <li>✓ Teach/introduce the target language (adjectives describing clothing, colors, physical traits and personality/character... e.g. tall, friendly, with a large beard, in a green t-shirt,</li> <li>✓ Contextualize with a text/a conversation..., model reading it and have students read...</li> <li>✓ Provide guided activities (exercises) for students to describe friends, celebrities...</li> <li>✓ Get students to describe a friend, a football player, a singer...</li> <li>✓ Proceed in a similar way, as an extension, or in another session, to elicit/teach how to describe actions (how people act and perform things).</li> <li>✓ Contextualize your teaching objectives with a support (a text/ dialogue...etc.)</li> <li>✓ To do that, elicit/teach the appropriate target language (adverbs of manner) and provide more model examples: e.g. Messi plays well. Garimi Mint Abba sings beautifully....</li> <li>✓ Get students to tell how they perform/do things, as a guided practice.</li> <li>✓ Have them tell how a friend and/or other people (football stars/athletes: Lionel Messi, Ronaldo, Usain Bolt; singers: Garimi Mint Abba, Taylor Swift, Adele...) perform/do things, in a short paragraph.</li> </ul>
<p><b>UNIT 3.</b></p>	<p><b>GUIDESLINES / MINI LESSONS</b></p>
<p><b>Asking for and giving opinions</b></p>	<ul style="list-style-type: none"> <li>✓ As a warm up, point to a student and ask him/her questions about their favorite sports. e.g.  Teacher: Abdallahi do you like sports? Student: Yes, I do. Teacher: What’s your favorite sport? Abdallahi: My favorite sport is kickboxing.</li> <li>✓ Do the same with another student to stimulate a discussion and get them to express and defend opposing views on their favorite sports. E.g. Teacher: What about you Mariam? Do you like kickboxing like Abdellahi?</li> </ul>

	<p>Mariam: No, teacher, I don't like it. It doesn't appeal to me! In my view, it is violent and inhuman!</p> <p>Abdellahi: No, I disagree with you. Kickboxing is a manly sport and it is attractive!</p> <ul style="list-style-type: none"> <li>✓ Contextualize the target language with a text/a dialog.</li> <li>✓ Elicit/teach expressions like: In my opinion, I think that, I agree, I disagree, I'm against that....</li> <li>✓ To do that, draw a chart and divide it into three columns: expressing an opinion, agreeing and disagreeing.</li> </ul> <table border="1" data-bbox="779 570 1877 878"> <thead> <tr> <th data-bbox="779 570 1129 621">Expressing an opinion</th> <th data-bbox="1129 570 1341 621">Agreeing/Pros</th> <th data-bbox="1341 570 1877 621">Disagreeing/Cons</th> </tr> </thead> <tbody> <tr> <td data-bbox="779 621 1129 878"> <ul style="list-style-type: none"> <li>- In my view, ....</li> <li>- In my point of view, ...</li> <li>- In my opinion, ...</li> <li>- I think that ...</li> <li>- I believe that...</li> <li>- I feel that...etc.</li> </ul> </td> <td data-bbox="1129 621 1341 878"> <ul style="list-style-type: none"> <li>- I agree</li> <li>- I'm for...</li> <li>- I think so.</li> <li>- You're right.</li> <li>- Absolutely!</li> <li>- Yes</li> </ul> </td> <td data-bbox="1341 621 1877 878"> <ul style="list-style-type: none"> <li>- I disagree.</li> <li>- I'm against</li> <li>- I don't think so</li> <li>- You're wrong</li> <li>- Sorry, but I can't go with you on that!</li> <li>- No</li> </ul> </td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>✓ Provide activities/tasks (exercises/homework) to have students give/defend their opinions about specific topics/issues of interest. e.g. "Some people believe that wealth is better than health. What do you think?"</li> </ul>	Expressing an opinion	Agreeing/Pros	Disagreeing/Cons	<ul style="list-style-type: none"> <li>- In my view, ....</li> <li>- In my point of view, ...</li> <li>- In my opinion, ...</li> <li>- I think that ...</li> <li>- I believe that...</li> <li>- I feel that...etc.</li> </ul>	<ul style="list-style-type: none"> <li>- I agree</li> <li>- I'm for...</li> <li>- I think so.</li> <li>- You're right.</li> <li>- Absolutely!</li> <li>- Yes</li> </ul>	<ul style="list-style-type: none"> <li>- I disagree.</li> <li>- I'm against</li> <li>- I don't think so</li> <li>- You're wrong</li> <li>- Sorry, but I can't go with you on that!</li> <li>- No</li> </ul>
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<b>UNIT 4.</b>	<b>GUIDESLINES / MINI LESSONS</b>						
<b>Expressing duration in the past and present</b>	<ul style="list-style-type: none"> <li>✓ Start with questions like: <ul style="list-style-type: none"> <li>- At what time did you go to bed last night?</li> <li>- At what time did you wake up this morning?</li> <li>- What have you eaten for breakfast before going to school?</li> </ul> </li> <li>✓ Have students write their answers on the board, correct and read it.</li> <li>✓ Provide a support (text, dialogue...) to contextualize the target language: e.g. "Yesterday, I was at my house with some friends. We were playing scrabbles when a 65-year-old man came over to pay a visit. We immediately finished</li> </ul>						

	<p>playing; my friends left and I welcomed him and offered him tea. He said he had just drunk it. Then, he asked me about dad and I told him that he has not come yet. He told me that he and dad have been friends for 35 years and that they haven't met since they graduated from high school. That was 15 years ago".</p> <ul style="list-style-type: none"> <li>✓ Elicit/Explain the target language in context: since- for- ago- just- already- yet...,</li> <li>✓ Model it through example sentences.</li> </ul> <p>e.g.</p> <ul style="list-style-type: none"> <li>- I have just finished my homework.</li> <li>- They have been friends for 35 years.</li> <li>- He hasn't come yet.</li> <li>- How long have you been in this school? - I have been in this school for 10 years.</li> <li>- They have studied English since 2010. My friend dropped out of school 10 years ago.</li> </ul> <ul style="list-style-type: none"> <li>✓ Provide activities to guide students practice the target language; e.g. a gap fill exercise.</li> <li>✓ Have students practice through talking about past events in their life, in a short paragraph.</li> </ul>
<b>UNIT 5.</b>	<b>GUIDESLINES / MINI LESSONS</b>
<b>Reporting speech</b>	<ul style="list-style-type: none"> <li>✓ As a lead in, ask the students to write on a sheet of paper a sentence that they would like to tell his/her deskmate.</li> <li>✓ Give students time to do the task, then get them report their proposed sentences in front of the class, or from their seats.</li> <li>✓ Write some of the proposed sentences on the board, and put them in quotation marks.</li> <li>✓ Ask some students to report what their friends have said (Make sure you introduce the sentences to be reported with reporting verbs in simple present.)</li> <li>✓ Have students write and correct their work on the blackboard.</li> <li>✓ Elicit/ teach what a direct speech and an indirect speech means;</li> <li>✓ Introduce the changes that occur when reporting direct speech into indirect one.</li> <li>✓ To do that, draw a chart to show the changes in pronouns and possessive adjectives; point out that the tense does not change when the introductory verb</li> </ul>

	<p>is in the present simple, future simple, or present perfect.</p> <ul style="list-style-type: none"> <li>✓ Provide model sentences: e.g. <ul style="list-style-type: none"> <li>- He says, "I feel sick."- He says (that) he feels sick.</li> <li>- He says, "I'm going to school."- He says (that) he is going to school.</li> </ul> </li> <li>✓ As a guided practice, give more sentences and ask students to report them into indirect speech.</li> <li>✓ As a production, get students to report a friend's likes and preferences (e.g. Mohamed says: "I like Tieboudjene." Reporting: Mohamed says that he likes Tieboudjene.</li> </ul>
<b>UNIT 6.</b>	<b>GUIDESLINES / MINI LESSONS</b>
<b>Expressing simultaneity</b>	<ul style="list-style-type: none"> <li>✓ As a warm up, the teacher asks the students questions like: "What were you doing last night at eight?" "What was your mother/sister doing when you returned home yesterday?"</li> </ul> <p><u>Possible answers:</u></p> <ul style="list-style-type: none"> <li>- I was watching TV.</li> <li>- I was revising my lessons.</li> <li>- I was eating dinner.</li> <li>- When I returned home yesterday, my mother/sister was cooking dinner, Etc.</li> </ul> <ul style="list-style-type: none"> <li>✓ Elicit/teach the target language.</li> <li>✓ To do that, provide model sentences like: <ul style="list-style-type: none"> <li>- While I was eating dinner, my sister was revising her lessons.</li> <li>- I was watching TV while my friend Adama was sleeping.</li> <li>- When the phone rang, she was cooking lunch.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- Aicha was making tea while her friend Fatou was reading a book.</li> <li>- While the teacher was explaining the lesson, Sidi was chatting with a deskmate.</li> <li>✓ As a guided practice, provide tasks/activities (gap fill, MCQ, ...) to have students practice the target language (simple past vs past continuous, when/while/as/meanwhile/meantime...) in meaningful contexts.</li> <li>✓ As a production, get students to talk about past simultaneous events/happenings they witnessed or heard about in a short paragraph.</li> </ul>
<b>Unit 7.</b>	
<b>Expressing unreal conditions</b>	<ul style="list-style-type: none"> <li>✓ As a lead in, ask students about what they would do if they were rich.</li> <li>✓ Give students time to do the activity, first individually then share with a deskmate.</li> <li>✓ Have students report their work on the board, correct and read it.</li> <li>✓ Elicit/teach the target language, unreal condition.</li> <li>✓ To do that, contextualize with a text/a dialogue, or provide model sentences. e.g. <ul style="list-style-type: none"> <li>- If I were taller, I would play basketball.</li> <li>- If I were rich, I would buy a private plane.</li> <li>- I would stop all wars if I were the president of the strongest power in the world.</li> </ul> </li> <li>✓ Explain that these sentences describe an imaginary/unlikely situations and that they consist of two parts: e.g. <ul style="list-style-type: none"> <li>If clause, + main clause. E.g. If I were a millionaire, I would buy a very nice car.</li> <li>Main clause + if clause. E.g. I wouldn't let his kids drop out of school if he weren't poor.</li> </ul> </li> <li>✓ As a guided practice, provide activities/tasks (a gap fill, an MCQ, a sentence completion....) for students to express their wish and unrealized plans using the target language.</li> <li>✓ Have students write a few sentences to tell how they would help their hometown if they were the mayor.</li> </ul>

# Sixth 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"> <li>• Acquire a knowledge on how to express possibility/probability;</li> <li>• Develop a knowledge on how to talk about reason and result;</li> <li>• Gain a knowledge about discussion strategies;</li> <li>• Gain a knowledge on how to report speech;</li> <li>• Learn how to check and confirm information;</li> </ul>	<ul style="list-style-type: none"> <li>• Show an understanding of how to express possibility/probability and make predictions;</li> <li>• Display an understanding of how to talk about cause and effect relationships;</li> <li>• List strategies to participate effectively in a discussion;</li> <li>• Display an understanding of how to report people's speech;</li> <li>• Show an understanding of how to check and confirm information;</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriately talk about possibility/probability and predict events/happenings;</li> <li>• Appropriately express and identify cause and effect relationships;</li> <li>• Participate effectively in a conversation: be a good listener, respect the other's point of view...</li> <li>• Report people's speech;</li> <li>• Check and confirm information;</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriately talk about possibility/probability/predictions (weather forecast...) using adequate language (modals);</li> <li>• Effectively express and identify cause and effect relationships in events, happenings... (pollution, wars...) using appropriate language (because, therefore, since, as...)</li> <li>• Appropriately state and defend one's thoughts and ideas about familiar topics; and respond to others using adequate language;</li> <li>• Accurately relate in both speaking and writing what a friend, a neighbor, an official... has said/said;</li> <li>• Effectively use the appropriate means to check and confirm information (tag questions);</li> </ul>

<ul style="list-style-type: none"> <li>• Develop skills and strategies to use in dealing with texts;</li> <li>• Acquire a knowledge on how to congratulate and compliment;</li> <li>• Gain an understanding of health-related information;</li> </ul>	<ul style="list-style-type: none"> <li>• Develop listening, speaking, reading and writing skills and strategies to deal with texts;</li> <li>• Display an understanding on how to congratulate, and pay and return compliments;</li> <li>• Acquire and understand information related to health issues in Mauritania;</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate skills and strategies to deal with texts;</li> <li>• Congratulate and pay and return compliments;</li> <li>• Demonstrate awareness about diseases and pandemics and ways to prevent them;</li> </ul>	<ul style="list-style-type: none"> <li>• Read, comprehend, and summarize the main points/ideas and details of intermediate texts;</li> <li>• Appropriately congratulate and pay and return compliments to someone on special occasions/achievements (graduation, marriage...);</li> <li>• Demonstrate awareness about diseases such as malaria, HIV/AIDS, Coronavirus... and how to prevent them.</li> </ul>
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## Content/Resources and Exemplars

UNIT 1.	GUIDESLINES / MINI LESSONS
<p><b>Expressing possibility, probability and making predictions</b></p>	<ul style="list-style-type: none"> <li>✓ As a lead in, ask the students to come up with five sentences using the following: probably, possibly, can, may, will, to talk about what they think their hometown will be like in 50 years.</li> <li>✓ Give students time to prepare and report their answers.</li> <li>✓ Monitor and help with needed language.</li> <li>✓ Get students to write their answers on the blackboard and correct errors.</li> <li>✓ Get students to write in two columns the things that are highly likely and those that are less sure.</li> <li>✓ Elicit/teach the target language:               <ol style="list-style-type: none"> <li>1. Highlight the use and meaning of model verbs: may, might, must, can, could, will, would, should, ought to, must. e.g. can: expresses different things (ability, possibility/probability). - She can run fast. - You can/can't easily get lost in this town. - It can be very cold here in winter. - may, might: possibility, probability. Example: He may/might/can/ could be at home. -should/ought to/must: predictions: -He left his office 2 hours ago; so, he should/ought to/must have been at home by now.</li> <li>2. Highlight expressions like: possibly, certainly, surely, probably, perhaps, maybe, likely, it's possible that..., it's probable that..., it's likely that....</li> </ol> </li> <li>✓ Provide model examples: e.g. - Possibly, it will rain this evening. It's cloudy in the sky and hot.</li> <li>✓ As a guided practice, provide exercises (a gap fill, a MCQ...) to get students practice the target language.</li> <li>✓ As a production, get students to write about what they think the weather will be like in the next few days.</li> </ul>

UNIT 2.	
<b>UNIT 2.</b>	<b>GUIDESLINES / MINI LESSONS</b>
<b>Expressing cause and effect</b>	<ul style="list-style-type: none"> <li>✓ As a lead-in, ask the class questions like: “What do you think are the causes of school drop out?</li> <li>✓ Get students to work individually, and then share with a deskmate; monitor and help with vocabulary if need be.</li> <li>✓ After students are done, get some of them to read, and write their work on the blackboard; provide help if required.</li> <li>✓ Correct students work and have them read it.</li> <li>✓ Highlight the logical cause and effect relationship.</li> <li>✓ Elicit/teach the target language (expressions as: because, because of, that’s why; it’s due to, that’s the reason why, since, as /therefore, so, consequently, thus, hence, accordingly ...) and model it in example sentences as in the example below: e.g. It was raining; therefore, I couldn’t go out. (Cause/ the why)            (Result/the what).</li> <li>✓ As a guided practice, provide a gap fill, a QCM... activity and get students to fill in with the appropriate expression (of cause and/or effect). e.g. People have been confined for many months .....Coronavirus. (therefore, because of).</li> <li>✓ Get students to write a short paragraph about a given topic such as the causes and consequences of drought in Mauritania (five lines at least).</li> </ul>
UNIT 3.	
<b>UNIT 3.</b>	<b>GUIDESLINES / MINI LESSONS</b>
<b>Making an argument</b>	<ul style="list-style-type: none"> <li>✓ As a lead-in, ask the class a question like: ‘Are you for or against allowing students to bring their phones in the classroom?’</li> <li>✓ Get students to work individually first, then share with a deskmate.</li> <li>✓ Have students write their work on the board, correct and read it.</li> <li>✓ Elicit/introduce the target language. To do that draw a three-column chart to fill in with expressions used to state and/or defend a standpoint.</li> </ul>

	<p>e.g.</p> <table border="1" data-bbox="869 282 1877 537"> <thead> <tr> <th data-bbox="869 282 1205 334">Giving an opinion</th> <th data-bbox="1205 282 1541 334">Agreeing</th> <th data-bbox="1541 282 1877 334">Disagreeing</th> </tr> </thead> <tbody> <tr> <td data-bbox="869 334 1205 537">           - In my opinion,            - In my point of view,            - I think...            - I believe...etc.         </td> <td data-bbox="1205 334 1541 537">           - I agree            - That's right            - I'm for this idea            - Absolutely,            - Definitely..etc.         </td> <td data-bbox="1541 334 1877 537">           - I disagree            - I don't agree            - You are mistaken            - I can't go along on that...etc.         </td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>✓ Write some model examples on the board;</li> <li>✓ Get the students to practice giving/defending their opinions on a specific topic of interest. e.g. 'Parents are not responsible for their children's failure at school'. What's your opinion? Do you agree or disagree?</li> <li>✓ Have students write a dialogue to express and defend/argue their point of view against an opposing point of view of another friend about a debatable topic. e.g. should public school teachers teach in private schools? What do you think?</li> </ul>	Giving an opinion	Agreeing	Disagreeing	- In my opinion, - In my point of view, - I think... - I believe...etc.	- I agree - That's right - I'm for this idea - Absolutely, - Definitely..etc.	- I disagree - I don't agree - You are mistaken - I can't go along on that...etc.
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- In my opinion, - In my point of view, - I think... - I believe...etc.	- I agree - That's right - I'm for this idea - Absolutely, - Definitely..etc.	- I disagree - I don't agree - You are mistaken - I can't go along on that...etc.					
<b>UNIT 4.</b>	<b>GUIDESLINES / MINI LESSONS</b>						
<b>Expressing duration</b>	<ul style="list-style-type: none"> <li>✓ As a lead-in, ask students a question about how long they have been in this town/city.</li> <li>✓ Correct the language errors in students' responses/answers and write them on the board.</li> <li>✓ Elicit/ Introduce the target language: for/ since/ago.</li> <li>✓ Highlight the target language, explaining the use of since/for/ ago to express duration: (e.g. "for"/ "since" show how long something has happened/has been happening; and "ago" –mainly used with the past simple to show how far in the past something happened).</li> <li>✓ Model with example sentences. e.g.             <ol style="list-style-type: none"> <li>1. for +period of time: for 3hours, 5days, 10 years...</li> <li>Example: I have been studying English for 6 years.</li> <li>2. Since + date/Starting point in time: Since 10 O'clock, since May... since 2018...</li> </ol> </li> </ul>						

	<p>since we last met....  Example: I have been studying English since 2015.  3. Point in time/period/date + ago.  Example: The first president of Mauritania, late Moctar O/ Daddah, died 18 years ago.</p> <ul style="list-style-type: none"> <li>✓ As a guided practice, provide activities/tasks (a gap fill, an MCQ, a cloze...) for students to fill in with for/since/ago in with the appropriate word:</li> <li>✓ As a production, ask students to talk about how long they have done special things in their life.</li> <li>✓ As an extension, or in a later session, introduce/ elicit time expressions like: yet, already, ever, never, recently... (Make sure you contextualize them in a dialogue for more interaction).</li> <li>✓ Use the following (or find another support in student’s textbook, or in other resources).</li> </ul> <p>Dialogue: Ali is waiting for Sidi at school. They are to attend a Spanish lesson.  - Sidi: Good morning, Ali. How long have you been waiting?  - Ali: Hi! I have been waiting for 5 minutes.  - Sidi: Sorry for the delay. By the way, have you already met the new Spanish teacher?  - Ali: No, I haven’t met him yet.  - Sidi: Has he ever visited Mauritania before?  - Ali: No, as I know. He has never visited Mauritania. Mouna says he has been teaching in Senegal recently.</p>
<b>UNIT 5.</b>	<b>GUIDESLINES / MINI LESSONS</b>
<b>Reporting speech</b>	<ul style="list-style-type: none"> <li>✓ As a lead-in, you can start with a game, e.g. “The Secret Teller”. The game consists in telling each student to write three sentences to whisper in their colleague’s ear.</li> <li>✓ Give students time to do the activity</li> <li>✓ Get the secret tellers to go in front of the class to report their friends’ hidden statements, questions, or orders.</li> <li>✓ Get students to write their work on the board, correct and read it.</li> <li>✓ Elicit/teach target language (Direct/quoted speech vs. indirect/reported speech);</li> </ul>

	<p>give more examples sentences (you can start with reporting statements first, then reporting questions, then reporting orders.).</p> <ul style="list-style-type: none"> <li>✓ Provide a chart to highlight the different changes (changes of pronouns, changes of possessive adjectives, changes of here and then expressions, changes of tenses).</li> <li>✓ Highlight changes in tenses when the reporting verb is in past tense.</li> <li>✓ As a guided practice, give students some sentences in direct speech to report into indirect speech.</li> <li>✓ Get students to report a short passage/extract of an official's, a celebrity's ... speech (from student's book, a newspaper, or any other resource...), as a homework.</li> </ul>
<b>UNIT 6.</b>	<b>GUIDESLINES / MINI LESSONS</b>
<b>Checking and confirming</b>	<ul style="list-style-type: none"> <li>✓ As a lead-in, pretend you have forgotten the name of some of your students, addressing them as follows: Teacher: Excuse me! You are Aicha/Samba, aren't you? (expect her/him to answer Yes, I am, or No, I am not.)</li> <li>✓ Write this sentence on the board, eliciting from the students the meaning and use of the last part of the sentence, "aren't you?"</li> <li>✓ Expect some students to say that this fragment is used to check whether the information is correct or not. Explain that these particles/fragment questions are called tags, or question tags and are added to statements to check/confirm whether a given information is true or not.</li> <li>✓ Introduce the rules of the question tag when added to a statement (when the statement is positive, the tag is negative; and when the statement is negative, the tag is positive).</li> <li>✓ Provide more examples to highlight the different rules of question tags (when the main verb of the statement is an auxiliary, an ordinary verb, an imperative, with Let's..., with I am...)</li> <li>✓ As a practice, provide some sentences and get students to practice filling with the appropriate tag.</li> </ul>

UNIT 7.	GUIDESLINES / MINI LESSONS
<p><b>Congratulating</b></p>	<p><u>Scenario 1:</u></p> <ul style="list-style-type: none"> <li>✓ Warm up the class.</li> <li>✓ Then ask students about occasions when people usually offer and exchange congratulations.</li> <li>✓ Expect students to provide the following occasions:  Graduation.  Wedding  Marriage.  Childbirth.  Getting a job.  Getting/buying a new car.  Getting/building a new house...etc.</li> <li>✓ In the meanwhile, help students with the language they need to perform the task.</li> </ul> <p>e.g.  Congratulations.  Congratulations on +.... (something)</p> <ul style="list-style-type: none"> <li>✓ For practice, have students congratulate each other on various (imagined) occasions.</li> <li>✓ For production, have students write a short dialogue in which they congratulate a friend, a family member... on a special occasion.</li> </ul> <p><u>Scenario 2:</u></p> <ul style="list-style-type: none"> <li>✓ Warm the class up asking them about different occasions on which people offer and/or exchange congratulations.</li> <li>✓ Provide a short conversation (from the textbook, or one that you conceived or taken from other resources) and write it on the blackboard (The dialogue will be about people congratulating their friends, or other people on special occasions).</li> </ul> <p>e.g.  - Aicha: Hi, Mouna! You know what? I'm really excited!</p>

	<ul style="list-style-type: none"><li>- Mouna: What's up?</li><li>- Aicha: I've got my baccalaureate.</li><li>- Mouna: Lucky you! Congratulations. I'm really happy for you.</li></ul> <ul style="list-style-type: none"><li>✓ Model reading the dialogue and have students read and act it out.</li><li>✓ Introduce the target language, or elicit it from the dialogue with the help of the students and write it on the board.</li><li>✓ Get students to write a short dialogue in which they congratulate a friend, a family member...on a special occasion.</li></ul>
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# Seventh 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"> <li>• Acquire a knowledge on how to describe sequence of actions and process;</li> <li>• Acquire basic skills and strategies to participate in a discussion;</li> <li>• Acquire a knowledge on how to express desires;</li> <li>• Learn a knowledge on how to get things done;</li> </ul>	<ul style="list-style-type: none"> <li>• Show an understanding of how to describe sequence of actions and process;</li> <li>• Develop basic skills and strategies to effectively engage in a discussion;</li> <li>• Demonstrate an understanding on how to express desires;</li> <li>• Display a knowledge on how to get things done;</li> </ul>	<ul style="list-style-type: none"> <li>• Express sequence of actions and process in given contexts;</li> <li>• Effectively participate in a discussion (be a good listener, express and respond to opinions and ideas;</li> <li>• Talk and ask about one's/others' desires;</li> <li>• Appropriately have/get things done;</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriately describe a process of doing things (Making Mauritanian tea, a recipe...);</li> <li>• Effectively participate in a discussion about familiar general topics (state and defend one's ideas and opinions, take turn, respect and tolerate others' ideas and opinions); and perform well in less controlled classroom activities without recourse to translation;</li> <li>• Appropriately talk and ask about one's, a friend's... desires (wants, preferences, alternatives, hopes and wishes) in given contexts;</li> <li>• Appropriately have/get a friend or another person do something (a service, a favor, a task...);</li> </ul>

<ul style="list-style-type: none"> <li>• Acquire a knowledge on how to talk express certainty and uncertainty;</li> <li>• Acquire a knowledge on how to talk about obligation;</li> <li>• Gain a knowledge on how to report speech;</li> <li>• Develop skills and strategies to use in dealing with texts;</li> <li>• Learn how to check and confirm information;</li> <li>• Gain an understanding of health-related information;</li> </ul>	<ul style="list-style-type: none"> <li>• Show an understanding on how to talk about certainty and uncertainty;</li> <li>• Display an understanding of how to talk about obligation;</li> <li>• Display an understanding of how to report people's speech;</li> <li>• Develop listening, speaking, reading and writing skills and strategies to deal with texts;</li> <li>• Show an understanding of how to check and confirm information;</li> <li>• Acquire and understand information related to health issues in Mauritania.</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriately talk about certainty, uncertainty and guessing;</li> <li>• Appropriately talk about obligation;</li> <li>• Report people's speech;</li> <li>• Use appropriate skills and strategies to deal with texts;</li> <li>• Check and confirm information;</li> <li>• Demonstrate awareness about diseases and pandemics and ways to prevent them;</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriately express one's/others' certainty, uncertainty about an event, a happening, a phenomenon... (climate change, weather forecast, fortune telling...);</li> <li>• Adequately talk about personal, social and religious obligations;</li> <li>• Accurately relate in both speaking and writing what a friend, a neighbor, an official... has said/said;</li> <li>• Read, comprehend, and summarize the main points/ideas and details of advanced texts;</li> <li>• Effectively use the appropriate means to check and confirm information (tag questions);</li> <li>• Demonstrate awareness about diseases such as malaria, HIV/AIDS, Coronavirus... and how to prevent them.</li> </ul>
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## Content/Resources and Exemplars

UNIT 1.	GUIDESLINES / MINI LESSONS
<p><b>Getting things done</b></p>	<ul style="list-style-type: none"> <li>✓ As a warm up, ask the students whether they do their things by themselves (wash their clothes, cut hair, repair shoes, sew clothes, paint bedrooms, service cars...) or get them done by someone else /have someone else do the work for them).</li> <li>✓ e.g.: “Do you wash your clothes by yourself, or have the washer do it for you?”</li> <li>✓ Get students to work individually, then share with a deskmate.</li> <li>✓ Get some students to report their work, help them to correct errors, and write it on the board.</li> <li>✓ Elicit/ teach the target language, highlighting the meaning and use of causative verbs and model with examples.</li> <li>✓ e.g. <ul style="list-style-type: none"> <li>Causative verbs are verbs like ‘get’, ‘have’.... that are generally used when arranging for someone to do something for us.</li> <li>e.g. I always wash my clothes for myself, but these days I’m having/getting them washed by the washer.</li> <li>These verbs can come in two forms: <ul style="list-style-type: none"> <li>- Subject + get/have+ someone + do + something.</li> <li>E.g., Last week, she had her sister arrange her bedroom for her.</li> <li>- Subject+ have/get + something + done.</li> <li>E.g., Ali always has/gets his car serviced (by the mechanic).</li> </ul> </li> </ul> </li> <li>✓ Get students to practice transforming sentences from active to causative/passive state, as in the model sentences: <ul style="list-style-type: none"> <li>- The mechanic serviced my car. (Active).</li> <li>- I got the mechanic service my car (Causative)./or</li> <li>- I got my car serviced (by the mechanic).</li> <li>e.g., - Yesterday, I cut my hair. (I cut it myself) (Active)</li> <li>- Yesterday, I had my hair cut. (by the hairdresser) (Causative).</li> </ul> </li> <li>✓ Provide more sentences for students to transform (from active to causative) based on the previous models.</li> <li>✓ Provide students with a list of activities and services and get them to tell the ones</li> </ul>

	they do by themselves and the ones they get someone else do for them, in few sentences.
<b>UNIT 2.</b>	
	<b>GUIDELINES / MINI LESSONS</b>
<b>Commenting and discussing ideas</b>	<ul style="list-style-type: none"> <li>✓ As a lead-in, introduce a topic for discussion, e.g. “Should we allow cell phones in the classroom?”</li> <li>✓ Ask students to brainstorm their ideas about the topic.</li> <li>✓ Give students time to do the task first individually, and then share with a colleague, help them with the needed vocabulary.</li>   <li>✓ Get them report their work.</li> <li>✓ Teach target language for stating/defending (agreeing/disagreeing) an opinion (e.g. in my view, in my opinion, I think that...., I would say that..., on the one hand, ... on the other hand, ... therefore, ...)</li> <li>✓ Model the target language in example sentences, a dialogue, a text....</li> <li>✓ Have students to role-play two different opinions and defend their standpoint with two or three arguments in front of the class.</li> <li>✓ As a homework, get students to express and defend their opinion about a national or local issue of their choice, in a short paragraph.</li> </ul>
<b>UNIT 3.</b>	
	<b>GUIDELINES / MINI LESSONS</b>
<b>Describing process and sequence of actions</b>	<ul style="list-style-type: none"> <li>✓ As a warm up, ask questions about a given topic to activate students’ background knowledge and get them engaged. e.g. What’s the Mauritanian way of making tea compared to the British way (Lipton)?</li> <li>✓ Give students time to do the activity, first individually, and then share with a deskmate.</li> <li>✓ Get students to report their work, write and correct it on the blackboard.</li> <li>✓ Based on the students’ answers, introduce the necessary vocabulary that students might need to describe how to make tea.</li> <li>✓ Ask them the following questions: ‘What tools and/or materials do we need to prepare Mauritanian tea?’ Help students with English names of different tools and materials (sugar, tea, kettle/teapot...</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Write the names of the different tools and materials on the blackboard.</li> <li>✓ Teach/ elicit the target language and write it on the blackboard (First, then, next, after that, finally...) e.g. First, take a kettle, Second, pour in some water, Then, put it on the stove, after that, add some tea, Next, let it boil...etc;</li> <li>✓ Model reading and get students to read.</li>   <li>✓ As a guided practice, provide activities/tasks for students to practice the target language e.g. give them displaced steps/process of making a phone call and instruct them to put it in the right order, filling with First, Second, Next... <ul style="list-style-type: none"> <li>-...insert the SIM card;</li> <li>-...Charge the battery;</li> <li>- ...dial the number....</li> </ul> </li>   <li>✓ Have students describe how to make Zrig, prepare coffee, cook a local recipe, make cement bricks..., as a homework.</li> </ul>
<b>UNIT 4.</b>	<b>GUIDESLINES / MINI LESSONS</b>
<b>Reporting speech</b>	<ul style="list-style-type: none"> <li>✓ As a lead-in, ask students, each to write three information that he is going to whisper in his deskmate's ear later.</li> <li>✓ Make it clear to the students that the pieces of information should be as follows: a statement, a question and an order. (Make sure you review types of sentences specifically, statements, questions, and imperatives).</li> <li>✓ Get students to work individually, then to share with a partner/a deskmate.</li> <li>✓ Give students time do the activity; monitor and help with necessary vocabulary.</li> <li>✓ Have students come in front of the class, or from their seats, to report their suggestions, correct them and write them on the board (teacher helps correct students errors)</li> <li>✓ Elicit/teach the target language, defining key words so students will understand what direct speech/indirect speech means.</li> <li>✓ Make sure you teach/display the different changes that occur when converting direct speech into indirect/reported speech.</li> <li>✓ To do that draw a chart to highlight the different changes: the tense changes (when the reporting verb is in simple past/past perfect); pronouns and possessive</li> </ul>

	<p>adjectives changes, here and then, time markers (today, yesterday, ...).</p> <p>e.g.:</p> <ul style="list-style-type: none"> <li>- “Simple present” ----- “Simple past” ...</li> <li>- “I/We” ----- “He/She/ They”;</li> <li>- “Here” ----- “There”</li> <li>- “Now” ----- “Then”</li> <li>- “Yesterday” ----- “The day before”;</li> </ul> <ul style="list-style-type: none"> <li>✓ ... (When teaching this lesson, make sure you proceed from statements to questions (Yes/No and WH questions) –and then to commands/orders...).</li> <li>✓ For a guided practice, get students to transform sentences from direct speech into indirect speech, both orally and in writing.</li> <li>✓ Get students to report an extract/a passage from an official’s speech, a celebrity’s speech..., as a homework.</li> </ul>
<b>UNIT 5.</b>	<b>GUIDESLINES / MINI LESSONS</b>
<b>Checking and confirming</b>	<ul style="list-style-type: none"> <li>✓ As a lead-in, review question tags (meaning and rules as seen in the 6<sup>th</sup> year).</li> <li>✓ Explain what a question tag is and what it is for (a question tag is a fragment that we add to a statement to transform it into a question and it’s used to check and confirm information);</li> <li>✓ Elicit/introduce the various rules of forming tags and model it with examples (Make sure students pronounce question tags appropriately for intonation).</li> <li>✓ Have students practice filling in with the right tag in a set of sentences that you provide them.</li> <li>✓ For more production, ask students to imagine a dialogue where they check/confirm a guess. You can give the following situation and ask them to write a dialogue between Ali and Adama.</li> <li>✓ “Ali and Adama had been friends for more than 15 years. Many years later, as he was walking in the street, Ali perceived someone who looked like his friend Adama, but Ali was not 100 % sure that it was him. He hurried towards him and addressed him with some words to check and confirm his guess”.</li> </ul>

UNIT 6.	GUIDESLINES / MINI LESSONS
<p><b>Expressing wants/hopes/wishes</b></p>	<ul style="list-style-type: none"> <li>✓ As a lead-in, start with a question/answer game to make students talk about their hopes, wants, wishes.</li> <li>✓ You may start with asking questions like the following ones:             <ol style="list-style-type: none"> <li>1. What do you want/ hope the Mauritania will be like in the coming years?</li> <li>2. What do you wish was different in your life? / What do you wish you did/didn't do years back in lifetime?</li> </ol> </li> <li>✓ Have students work individually, and give them time do the activity/task.</li> <li>✓ Have some students report their work orally in front of the class, or from their seats; then write and correct it on the blackboard.</li> <li>✓ Elicit/teach the target language to express wants/hopes/wishes and model it with examples,             <ul style="list-style-type: none"> <li>e.g.</li> <li>- I want to be a doctor. I would like to be able to change the world.</li> <li>- I hope Mauritania will be a rich gas-exporting country...</li> <li>- I wish I were different and more intelligent.</li> <li>- I wish I had different color of eyes...</li> </ul> </li> <li>✓ Highlight the difference between hopes and wishes and the meaning and use of the verbs 'hope' and 'wish', modeling them in example sentences.             <ul style="list-style-type: none"> <li>e.g.</li> <li>- I hope my friend succeed/will succeed in his exam (express a desire that is possible, likely to happen).</li> <li>- I wish I were born in another era, and I had different color of eyes. (A desire that is impossible, unlikely to happen).</li> </ul> </li> <li>✓ Note also that 'wish' can be followed by both a verb and a noun.             <ul style="list-style-type: none"> <li>e.g.</li> <li>- I wish I were taller to play volleyball.</li> <li>- I wish I hadn't said that.</li> <li>- I wish you peace and happiness for the rest of your life.</li> <li>- I wish you the best.</li> </ul> </li> <li>✓ As a guided practice, prompt students with a list of hopes and wishes and ask them to sort it out, telling which is a hope, and which is a wish:</li> </ul>

	<p>e.g. - to be more intelligent (wish).          - to pass the baccalaureate exam (hope).</p> <ul style="list-style-type: none"> <li>✓ Have students write two paragraphs, in the first one they express their hopes/wishes for the coming year.</li> <li>✓ In the other one, ask them to talk about things they wish were different in their life, or they wish they did/hadn't done.</li> </ul>
<b>UNIT 7.</b>	<b>GUIDESLINES / MINI LESSONS</b>
<b>Expressing alternatives and preferences</b>	<ul style="list-style-type: none"> <li>✓ As a warm up, ask the students about their favorite food,</li> <li>✓ e.g. What's your favorite food?</li> <li>✓ * Get students to talk about their favorite foods/drinks, individually. Help with English names if students do not know them in English and write them on the blackboard.</li> <li>✓ Model with/Introduce the following dialogue:  <i>Ahmed, Amadou and Fatimetou are friends. Tonight, they are at the restaurant for dining out:</i> <ul style="list-style-type: none"> <li>- Ahmed: Good morning!</li> <li>- Waitor: Good morning, Sir. How can I help you?</li> <li>- Ahmed: What's on the menu today? Can I see the menu book?</li> <li>- Waiter: Sure! ...Err... Well! For the main course, we have rice and fish, we have fried chicken with salad, we have spaghetti, we have roast meat (Mechui), and we have couscous with meat.</li> <li>- Ahmed to Amadou and Fatou: What would you like to eat?</li> <li>- Amadou: I'd like rice and fish. What about you Fatou?</li> <li>- Fatou: I'd rather have either fried chicken with salad, or spaghetti.</li> <li>- Ahmed: So do I. Ok, now bring all. Don't forget the bill.</li> <li>- Waitor: My pleasure. Have a seat. Do you want any dessert?</li> <li>- Ahmed: I want a cup of orange juice.</li> <li>- Fatou: I will have ice-cream and fruit juice.</li> <li>- Amadou: I want neither ice-cream nor fruit juice. My favorite dessert is pineapple juice.</li> <li>- Waitor: OK. Just a moment.</li> </ul> </li> <li>✓ Model reading the dialogue and have students read and act it out.</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Teach/ elicit the target language (verbs/expressions to express preferences/likes: I like, I prefer, I'd rather take, ....., either...or, neither...nor....) and model it with examples.</li> <li>✓ Get students to take turns to ask and give their likes and/or preferences for specific items (cars, colors, sports...etc. ...</li> <li>✓ Get students to talk about their likes and/or preferences compared to that of their friends, other members of their family..., as a homework.</li> </ul>
<b>UNIT 8.</b>	<b>GUIDESLINES / MINI LESSONS</b>
<p><b>Expressing certainty/uncertainty/obligation/ability</b></p>	<p><u>Expressing certainty/uncertainty:</u></p> <ul style="list-style-type: none"> <li>✓ As a lead-in, ask the students to tell whether they are sure/ certain, or not that fully certain that all the students will pass the exam in the end of the year.</li> <li>✓ Have students work individually, then share with a deskmate.</li> <li>✓ Get students to report their work, correct it and write it on the board.</li> <li>✓ Elicit/ teach the target language (I'm sure they will; certainly, they will... definitely they will, ... I'm not sure they will succeed all of them, but maybe some will do; I doubt it...,</li> <li>✓ Model it with examples and have students read it.</li> <li>✓ Provide students with a guided activity to get them practice the target language.</li> <li>✓ Have students express their certainty/uncertainty about the likelihood for doctors to find a cure for the deadliest diseases (HIV-Aids, Coronavirus...)</li> </ul> <p><u>Expressing obligation:</u></p> <ul style="list-style-type: none"> <li>✓ As a warm up, ask the class what a good student must/mustn't do.</li> <li>✓ Instruct them to write at least three things a good student must do, and three things he/she mustn't do.</li> <li>✓ Have students work individually, then share with a classmate.</li> <li>✓ Get students to report their work, correct it and write it on the blackboard.</li> <li>✓ Elicit/teach the target language and model it with sentence examples. e.g. A good student must respect his/her teachers. A good student mustn't come late to class.</li> <li>✓ As a guided practice, ask students to tell what a student must/mustn't do in the</li> </ul>

	<p>classroom, orally.</p> <ul style="list-style-type: none"> <li>✓ Get students to write a short paragraph to tell what a good parent must do/mustn't do for their children, as a homework.</li> </ul> <p><u>Expressing ability/inability:</u></p> <ul style="list-style-type: none"> <li>✓ For a warm up, ask students about their talents and skills.</li> <li>✓ Ask students skills they can do, and others they can't do.</li> <li>✓ Instruct students to cite three skills they can do, and three skills they can't do.</li> <li>✓ Have students work individually, then share with a classmate.</li> <li>✓ Get students to report their work, correct it and write it on the board.</li> <li>✓ Teach/ illicit the target language, and model it with examples, highlighting that 'the model verb can, can have various meanings</li> </ul> <p><u>To express ability/inability.</u> She can sing, but she can't dance.</p> <p><u>Possibility/impossibility:</u> - She can be at home.</p> <ul style="list-style-type: none"> <li>-I just left her at school, so she can't be at home by now.</li> <li>- <u>Request:</u> Can you open the door, please?</li> <li>- <u>Permission:</u> Can I borrow your pen?</li> <li>- <u>Offer:</u> Can I get you some milk?</li> </ul> <ul style="list-style-type: none"> <li>✓ Provide the students with a group of sentences and get them to practice filling in with the correct meaning of 'can'</li> <li>✓ Get students to talk about what they can/can't do compared to what their best friends can/can't do, for a homework.</li> </ul>
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# APPENDIXES

**THEMES FOR TEACHERS TO CONTEXTUALIZE THE TARGET LANGUAGE:**

<b>2nd Cycle Suggested Themes</b>
1. The world of work
2. Women and society
3. Traditions and modernity
4. Information and media
5. Sustainable development
6. Sport, culture and leisure
7. Letters and professional activities (emails, letters...)
8. Social tensions in the contemporary world: (unemployment, delinquency, drugs, pollution, immigration...)
9. New information and communication technologies (NTIC)
10. Scientific and technical research and applications (new inventions...).
11. Development challenges (mastery of new technologies, rational management of natural resources).
12. STDs / STIs (sexually transmitted diseases / infections: HIV-AIDS) and other health issues (Coronavirus, Malaria...)

13. Culture (discovery of national heritage and openness to other cultures)

14. Child Labor

15. Forced feeding

16. Early Marriage

**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** (\_\_\_ minutes)

\_\_\_\_\_

**Information/presentation** (\_\_\_\_\_ minutes)

\_\_\_\_\_

\_\_\_\_\_

**Practice/guided practice/controlled practice** (\_\_\_\_\_ minutes)

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\_\_\_\_\_

**Application/production/free practice** (\_\_\_\_\_ minutes)

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\_\_\_\_\_

## SAMPLE TESTS

### FIFTH YEAR SAMPLE TEST

Sidi's life is beginning to unravel. His grades have slipped, he's moody, he doesn't talk to his friends, and he has stopped showing up for practice. Sidi's friends know he has been experimenting with drugs and now they're worried he has become addicted. Unfortunately, his widowed mother with five children, all his young brothers and sisters, doesn't know he's now drug addict!

#### **I. COMPREHENSION QUESTIONS:**

- a. Give a title to the text(1mark).
- b. Put (True), or (False) before the statements:(4marks)
  1. Sidi's friends don't know he is drug addict.....
  2. His mother knows he is drug addict.....
  3. Sidi's life remained the same.....
  4. Sidi is younger than his brothers and sisters.

#### **II. VOCABULARY:**

1. Find words in the text that have the same meaning as the following words: (2.00 marks)
  - a. Fall down \_\_\_\_\_
  - b. Collapse \_\_\_\_\_
  - c. Capricious \_\_\_\_\_
  - d. Dependent on something \_\_\_\_\_
2. Give the antonyms (opposites) of the following words: (2.00 marks)
  - a. Widowed \_\_\_\_\_
  - b. Unfortunately \_\_\_\_\_
  - c. Worried \_\_\_\_\_
  - d. Young \_\_\_\_\_

### III. GRAMMAR:

#### A. Fill in the blanks with: since, for, ago, yet, already:(2.5 marks)

- a. Mauritania has been independent \_\_\_\_\_ 1960.
- b. Late President Moctar O/Daddah died 20 \_\_\_\_\_.
- c. The students have been studying English \_\_\_\_\_ years.
- d. When Diawara came home, he found that his daughter had \_\_\_\_\_ finished revising.
- e. When I called her, she told me that she hasn't finished \_\_\_\_\_

#### B. The Religious Instruction teacher gives your brother the following text, a sermon by the Caliph Umar Ibn al-Khattab, to report into indirect speech. Help your brother report it.(2.00 marks)

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

"Translated".

### IV. WRITING:

1. You meet with a friend, (Amadou/Aicha), in the street, who informs you that he/she got the baccalaureate. Write a short dialogue in which you congratulate him/her. (2.00 marks)
2. The civic education teacher asks you to launch an awareness campaign among young people on the danger of drug use. Write a paragraph explaining the causes and consequences of youth drug addiction. No less than five (5) lines. (4.5 marks)

## SIXTH YEAR SAMPLE TEST

Read the text carefully, then complete the tasks that follow:

The long-awaited day had finally arrived. I had an interview for the job I have wanted for years. I made sure I went to bed early so that I would be up bright and early. I woke up, had a shower and enjoyed a quiet breakfast on the balcony of my flat. I then got dressed and wore a suit my mom bought me. I did my hair and put on some makeup. I was feeling confident, and strangely, I was looking forward to the interview. I had a lot of experience and I was proud of my CV. Once I checked that I had everything I needed, I took a deep breath and walked towards my car. It was a twenty-minute drive to my interview. The traffic was flowing and when I arrived at the car park, it was easy to find a space. I parked my car and walked casually towards the main entrance of the building. Near the lifts, I saw a well-dressed woman stood in front of me carrying a lot of files and her mobile was ringing. As she answered her mobile, she accidentally dropped all her files and her papers were scattered everywhere. She looked at me and said. ‘Excuse me, can you help me pick up these important papers?’ I pretended not to have heard her and completely ignored her request. ‘Bella, this isn’t a time to be polite’, I said to myself, ‘I don’t want to be late and I have to ace this interview’. After waiting fifteen minutes in the waiting room, I walked into the interview room and to my horror, my interviewer was the same woman I didn’t help in the reception.

*‘Adapted’*

### **I.COMPREHENSION QUESTIONS**

**A/**Give a title to the text. (1 Mark)

**B/**Answer the following questions in full sentences: (4 Marks)

1. What was Bella going to have? \_\_\_\_\_
2. How was she feeling? \_\_\_\_\_
3. Who dropped files on the floor? \_\_\_\_\_
4. What happened in the end? \_\_\_\_\_

**C/** Put (True) or (False) before the statements. And then give the correct information: (4 Marks)

1. Bella was looking for a new job. ....

2. She had very little experience. ....
3. Nothing will stop her helping someone. ....
4. In the end, Bella was sad and worried. ....

**II.VOCABULARY: (3 Marks)**

1. Find synonyms for the following words in the text: (1.50 Marks)  
 a. dispersed;    b. do well;    c. elevator.
2. Give antonyms for the following words/expressions: (1.50 Marks)  
 a. Ignored;    b. to my horror;    c. entrance.

**III.GRAMMAR: (6.00 Marks)**

1. Add question tags to the following statements: (1.50 Marks)  
 a. This isn't a time to be polite,.....?  
 b. Help me pick up these important papers,.....?  
 c. She accidentally dropped all her files,.....?

2. Report the following into indirect speech: (4.50 Marks).  
 'I had an interview for the job I have wanted for years. I made sure I went to bed early so that I would be up bright and early. I woke up, had a shower and enjoyed a quiet breakfast on the balcony of my flat. I then got dressed and wore a suit my mom bought me. I did my hair and put on some makeup. I was feeling confident, and strangely I was looking forward to the interview. I had a lot of experience and I was proud of my CV'..... 'Then a well-dressed woman asked me, 'Can you help me pick up these important papers?', she admitted.

**IV.ESSAY: Do you think Bella got the job? Why? Or why not? No less than six (-) lines. (2.00 Marks).**

SEVENTH YEAR SAMPLE TEST 1

**TEXT:**

The Titanic was a luxury ocean liner believed to be unsinkable due to its huge size. Measuring in at 269m long, it was the largest passenger ship of its time. Therefore, would you believe that this vessel actually sank on its first voyage in 1912? The passenger facilities aboard the Titanic met the highest standards of luxury for the time. This magnificent ship could accommodate 833 First Class passengers, 614 in Second Class and 1,006 in Third Class, totaling a huge 2,453 passengers.

The Titanic was crossing the Atlantic Ocean when the lookout in the crow's nest spotted an iceberg immediately ahead of the ship. Before long, it became clear to the crew that The Titanic was doomed and would certainly sink. Over the next few hours, it began sinking. Unbelievably, The Titanic only had enough lifeboats to carry half of the passengers on board. Besides, the crew were also unprepared and had not been trained in carrying out an evacuation in the event of a flood. Sadly, Third Class passengers were largely left to fend for themselves.

At least 1,500 people lost their lives during the tragedy on the 15th April 1912, proving the unsinkable ship to be undoubtedly sinkable. However, the disaster did trigger many new regulations to be put in place in order to improve safety during voyages in the future. Still sitting at the bottom of the ocean, the remains of The Titanic is a stark reminder to everyone of that disastrous day in the Atlantic Ocean and how better preparation could have saved the lives of many.

**I. COMPREHENSION: ( 10 pts)**

A. Give a title to the text: \_\_\_\_\_

**B. Answer the following questions:**

1. What caused the Titanic to sink? \_\_\_\_\_

2. How were the passenger facilities on the ship? \_\_\_\_\_

3. Why is it surprising that The Titanic sank on its first voyage? \_\_\_\_\_

4. Name one thing that could have reduced the number of deaths: \_\_\_\_\_

**C. Match the numbers to their descriptions:**

Number		Description
a. 1,500	a - _____	1. number of passengers on board
b. 269	b - _____	2. number of passengers who died
c. 2,453	c - _____	3. length, in meters, of The Titanic

**D. Write T if the statement is true and write F if it is false:**

- a) The titanic had enough lifeboats to carry all the passengers. \_\_\_\_\_
- b) The crew were not prepared and trained to act in such an event. \_\_\_\_\_
- c) Second Class passengers were left to fend for themselves. \_\_\_\_\_

**II. LANGUAGE: ( 6 pts)**

**A.** Ahmed received the following voice message from his brother who had left the country recently:

*“Hello!...I have arrived in New York safely. I am staying at a hotel today. I will call you later. Say hi to all the family..Good night!”*

The following day, Ahmed went to his mother to tell her what his brother had told him. Complete what he would tell her:

*“My brother called me yesterday and told me that \_\_\_\_\_”*

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**B.** Rewrite the following sentences beginning each one of them with what is underlined in it:

1. The lookout in the crows nest spotted an iceberg.
2. The disaster had triggered many new regulations.
3. She has written an award-winning novel.

**III. WRITING:**

It is said that “**Any disaster is a learning process**”. Discuss the saying in a paragraph (5 to 7 lines) explaining what can be learned from disasters and/or mistakes. You may shed light on your own experience. (Use the back of the paper) **(4 pts)**

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**Good luck !**

SEVENTH YEAR SAMPLE TEST 2

**I/ Read the following text carefully and:**

a. Give it a title: \_\_\_\_\_ . (1.00 point)

Text:

A doctor quickly entered the hospital after being called in for an urgent surgery. He changed his clothes and went directly to the surgery block. He saw the boy's father walking back and forth in the hall waiting for the doctor.

Once he saw the doctor, the dad yelled, "Why did you take all this time to come? Don't you know that my son's life is in danger? Don't you have the sense of responsibility?"

The doctor smiled and said, "I am sorry, I wasn't in the hospital and I came the fastest I could. Now, I wish you'd calm down so that I can do my work."

"Calm down?! What if your son was in this room right now, would you calm down? If your own son dies now, what will you do?" said the father angrily.

The doctor smiled again and replied, "Doctors cannot prolong lives. Please, just go and pray for your son, we will do our best to save his life."

"Giving advice when we we're not concerned is so easy," murmured the father.

The surgery took some hours after which the doctor went out happy, "Thank God! Your son is saved!" And without waiting for the father's reply, he carried on his way running. "If you have any questions, ask the nurse."

"Why is he so arrogant? He couldn't wait some minutes so that I ask about my son's state!" commented the father seeing the nurse after the doctor had left. The nurse answered, "His son died yesterday in a road accident. He was at the burial when we called him for your son's surgery."

**b. Answer the following comprehension questions (6x1.00=6.00 points)**

1. Where was the doctor when he was called for the surgery?

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2. Was the doctor really arrogant?

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3. Did the doctor come right away to the hospital when he was called in?

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4. After saying that doctors cannot prolong lives, what did the doctor say to the father?

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5. Who was the boy's life saved by?

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6. How, do you think, the father would feel after being told that the doctor had lost his son, and that he was at the burial when he was called for the surgery?

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**II/ Vocabulary:** (4x1.00=4.00 points)

**A/ Find in the text synonyms for:**

a. answered \_\_\_\_\_.

b. rescued \_\_\_\_\_.

**B/ Find in the text opposites for:**

a. worst \_\_\_\_\_.

a. difficult \_\_\_\_\_.

**III/ Writing:**

1. If you were the father of the boy undergoing the surgery, and after being told that the doctor had lost his son, what would you do? Why? (4 to 5 lines). (3.00 points)

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2: What lesson(s) can we learn from this text? (5 to 7 lines). (6.00 points)

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**Very Good luck!**

**CLASS PROJECT THEMES:**

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