

ISLAMIC REPUBLIC OF MAURITANIA

HONOR - FRATERNITY - JUSTICE



Ministry of National Education,
Technical Training and Reform
National Pedagogic Institute

STUDY ENGLISH

1ST YEAR SECONDARY SCHOOL
FIRST PART

Where are you from?



EXPERIMENTAL VERSION

National Pedagogic Institute

Islamic Republic of Mauritania
Ministry of National Education,
Technical Training and Reform
National Pedagogic Institute

Honor - Fraternity - Justice

STUDY ENGLISH

1st Year Secondary School

First Part

National Pedagogic Institute

National Pedagogic Institute

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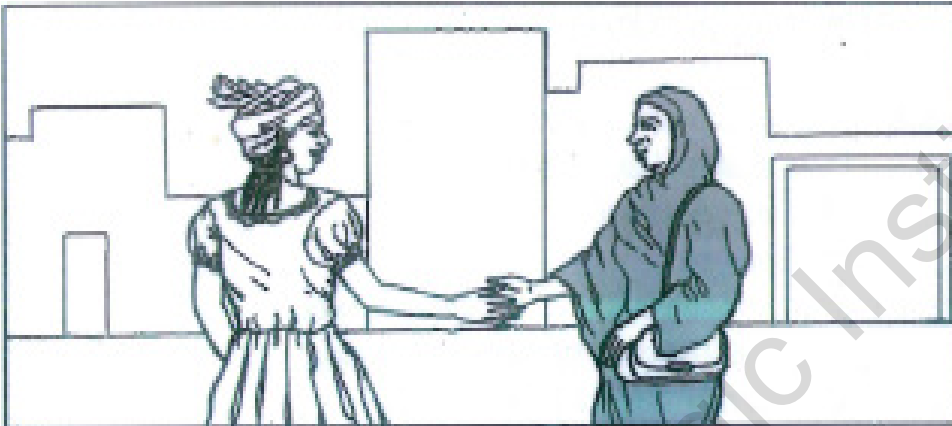
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Hello, how are you?

1 I learn how to greet and take leave.

2 I look and read



Dialogue: Mariem is going to start classes, this is her first class with first year secondary school.

Mariem: Hello, students, how are you ?

Students: Good morning. Are you a teacher?

Mariem: Yes, I'm. Your English teacher. My name is Mariem. What is your name?

Aly: My name is Aly.

Mariem: And you, what's your name, please?

Demba: My name is Demba.

...

Aly: This mask causes difficulty in breathing!

Demba: Yes, but people use masks because of COVID19.

Aly: Oh, the bell is ringing. I'm going home, goodbye!

Demba: Bye-bye!

3 I Listen and Repeat

Hello, Binta , how are you?

I'm okay, thank you.

We are fine.

Bye..... Goodbye.

Bye-bye.

4 I can try it

Complete the following conversation using the appropriate words. Choose from the box:

I - am - hi - how- Bye - are - fine – what – you – and –how - goodbye - thanks.

Harouna: Hi, Ahmed _____ ?

Ahmed : _____ , thanks _____ ?

Harouna: Fine _____

Isselmou: _____ Harouna!

Harouna: Hi!

Ahmed : Sorry, friends, I'm late. Goodbye!

Harouna: _____ !

5 We can work together

Greet and take leave two or more of your classmates.

6 I can do it myself

Fill in the blanks with the missing words to complete the conversation.

Mohamed: _____ , Demba. How _____ you?

Demba: I am _____. Thank you. _____ you?

Mohamed: _____. Thanks.

7 I can remember

- **Greetings:** hi/hello/how are you?

I am fine/fine/ thank you/thanks...

-**To be** in simple present tense.

I am = I 'm/ he, she, it **is**/ we, you , they **are**.

- **Adjectives:** Good-Fine-Okay.

8 I play with words

Rearrange the words to make sentences

a -are-how-you-Brahim ?

b- Thanks –you –and –I-fine-am?

c- Hi - good morning-Jack.

d- going- I –bye-bye- am –home.

9

I add to my vocabulary

Good
Morning
Hi
Hello
How are you?
Fine
Goodbye
Bye-bye

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Goodbye, classmates!

1 I learn how to greet and take leave.

2 I look and read



Saleh : Hi, are you a new student? What is your name?	John : Good afternoon. My name is John. ? What is your name?	Diagana : Hello. I am Diagana. What is your name?
Zeineb : Yes, I'm a new student coming from Zouerate. My name is Zeineb	Moussa : My name is Moussa. It's a pleasure to meet you.	Abdalla : Nice to meet you, Diagana. My name is Abdalla.
Saleh :My name is Saleh. I am from this area in ksar, Nouakchott.	John : It's a pleasure to meet you, too. I am American. And you?	Diagana : Where are you from?
Zeineb : You're lucky. I live far away from here.	Moussa : I'm Mauritanian!	Abdalla : I'm from Turkey, Istanbul.

3 I Listen and Repeat

- Good morning-Good afternoon-Good evening.
- How are you? Where are you from? Where do you live ?
- I'm fine-I'm okay- Nice to meet you - Nice to meet you, too.
- Bye -goodbye.

4 I can try it

Complete the sentences.

a- My name _____ Mohamed.

b- How _____ you, Jason?

c- I _____ fine. And _____?

d- _____ afternoon, Aicha. _____ are _____?

e- I _____ thanks, _____ you?

f- I _____ good.

5 We can work together

Work with your classmates. Greet each other and take leave.

6 I can do it myself

Greet three of your classmates, respond to their greetings and take leave from them.

7 I can remember

- Good + "morning-afternoon-evening".
- Subject pronouns: I – you – he – she – It.
- "Wh" words: how - what - where.

8 I play with words

Rearrange the words below to make meaningful sentences.

A- Ahmed / morning/ good.

B- fine/am/I.

C- Arafat/live/in /I.

D- are/ How/?/you.

F- afternoon/good

9 I add to my vocabulary

Good

Morning

Afternoon

Evening.

I - you - He

Nice to meet you.

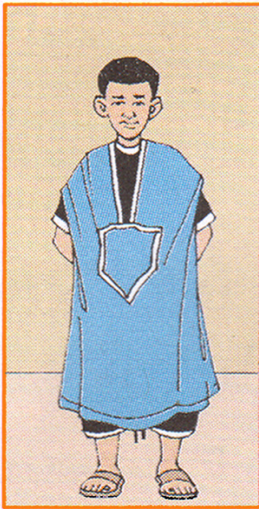
Nice to meet you, too.

UNIT TWO
Lesson 1

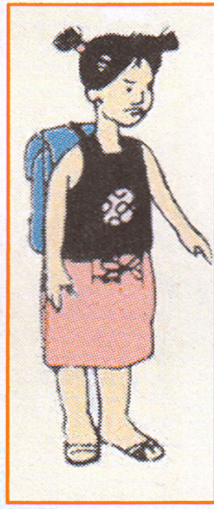
My name is Mohamed

1 I learn how to give my personal information and ask other people about theirs

2 I look and read



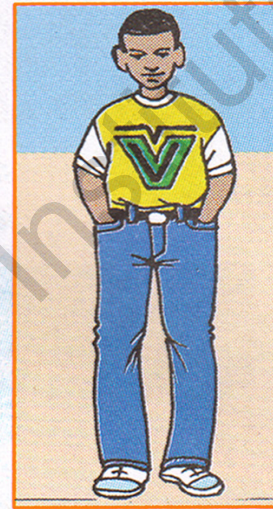
1



2



3



4

1. Hello. I am a student in this class. My name is Mohamed.
2. Hi. My name is Khadija. I live in Atar.
3. Hello. My name is Ramata. I am from Kaedi.
4. Hi. I am Khalil. I live in Bir Mougrein.

3 I Listen and Repeat

Listen to the teacher and repeat in groups.

- | | | |
|-------------------------|----------------------------|---------------------------|
| - What is your name? | - Where are you from? | - Where do you live? |
| - My name is Mawloud. | - I am from Keur Macene. | - I live in Nouakchott. |
| - My name is Coumba. | - I am from Kiffa. | - I live in Boutilimit. |
| - My name is Mrs. Coll. | - I'm from U.S. of America | - I live in Pennsylvania. |
| - My name is Visintini. | - I am from Italy. | - I live in Pavia. |
| - My name is Mahatir. | - I am from Malaysia. | - I live in Kuala Lumpur. |

4 I can try it

Listen and repeat these sentences, then add the missing words.

Examples:

Saleck: My name is Saleck. I am from Boulanwar. I live in Nouadhibou.

Roberto: My name is Roberto. I'm from Las Palmas.

1. Malick: _____ name _____ Malick. I _____ Aleg, but
_____ live _____ Nouakchott.

2. Savia: My _____ is Savia. I _____ from Trarza and I _____ in Boutilimit.

Demba: _____ name _____ Demba. I'm _____ Boghe. I _____ in
Aioun.

Djeinaba: _____ name _____ Djeinaba. I am _____ Bababé, but I
live _____ Kiffa.

5 We can work together

Work with two classmates, talk to them about yourself and ask them to do the same.

6 I can do it myself

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

My name is Jim. I'm from Texas.

My name is Pam. I live in Kiffa.

1. Jane, Scotland.
2. Ignacio, Madrid
3. El Alia, Mederdra
4. Amadou, Boghé
5. Sokhna, Selibaby
6. Bintou, M'bout.
7. Hector, Chicago
8. Ivanove, Moscow
9. Diallo, Nouakchott
10. Mariem, Tidjikja.

7 I can remember

The alphabet

a. Capital letters:

A B C D E F G H I J K L M N O P Q R S T U V W X
Y Z

b. Small letters:

a b c d e f g h i j k l m n o p q r s t u v w x y z

- Let's count

0. Zero	11. Eleven	21. Twenty-one
1. One	12. Twelve	22. Twenty-two
2. Two	13. Thirteen	23. Twenty-three
3. Three	14. Fourteen	24. Twenty-four
4. Four	15. Fifteen	25. Twenty-five
5. Five	16. Sixteen	30. Thirty
6. Six	17. Seventeen	31. Thirty-one
7. Seven	18. Eighteen	40. Forty
8. Eight	19. Nineteen	50. Fifty
9. Nine	20. Twenty	
10. Ten		

Grammar points:

- Present tense of "to be" for the first person singular : "am."
- Present tense of "to have": for the first person singular "have"
- Contractions used in common speech:

I am = I'm You are = you're He is = he's She is = she's

We are = we're

I have = I've You have = you've He has = he's She has = she's

We have = we've They have = they've

Name is = name's

- Use capital letters for proper names and the beginning of a sentence.

Personal pronoun: I

Possessive adjective: my

Return question to another person: (And you?)

8 I play with words

- a. Rearrange the words in these sentences, and use capital letters in the correct places.

1. mohamed- my- name- is.
2. nouadhibou- from- am-I.
3. from- atar- I- am.
4. live- I- in- selibaby.
5. name- is- my- fatimatou.

b. Listen to the teacher spelling the names of eight people. Write the names on a piece of paper.

Example: "C-o-u-m-b-a D-i-e-n-g"

You write: Coumba Dieng

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

9 I add to my vocabulary

My name is _____ to live

I am from _____ to do

Hi, hello

To be

To have

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UNIT TWO
Lesson 2

Nice to meet you, Sidi.

1 I learn how to introduce myself and respond to introductions

2 I look and read



Find a partner and read the two dialogues below:

Dialogue 1	Dialogue 2
Ahmeda: Hello. My name is Ahmeda	Djeinaba: Good morning. My name is Djeinaba.
Sidi: Nice to meet you, Ahmeda. I am Sidi.	Fatma: Glad to meet you, Djeinaba. My name is Fatma.
Ahmeda: Where are you from?	Djeinaba: Glad to meet you, too. Where do you live?
Sidi: I am from Aioun. And you?	Fatma: I live in Nouadhibou. How old are you, Djeinaba?
Ahmeda: I am from Atar. Where are you going?	Djeinaba: I'm sixteen. And you?
Sidi : I'm going home. It's the Eve of Al-id I need to sleep early. Good night, Ahmeda!	Fatma: I am fourteen.
Ahmeda: Good night, Sidi. See you tomorrow!	Djeinaba: We are almost the same age!

3 I Listen and Repeat

Listen to the teacher then repeat.

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

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

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

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

4 I can try it

Read the questions aloud to the class, then give the answers about yourself.

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

5 We can work together

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

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

6 I can do it myself

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

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

7

I can remember**Grammar points:**

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

Possessive adjective: your

Questions

A: What is your name?

A: What is this?

A: How are you?

A: How old are you?

Answers

B: My name is Diana.

B: This is a ruler.

B: I am fine?

B: I am 15 years old.

8

I play with words

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

1. what/name/is/your/?

2. from/you/where/are/?

3. afternoon/mohameddou/good.

4. you /meet/ nice/ to.

5. do/you /live/ where/?

6. old/ you/ are/ how?

b. Read the following dialogues with a classmate.

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

Sidi: Yes, his number is two, six, eight, five, six, nine, eight, six (26-85-69-86)

Aziz: two, six, eight, five, six, nine, eight, six?

Sidi: Yes.

Aziz: How do you spell his last name?

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

Aziz: Thanks!

Susan: Do you have Aissata's number?

Rama: Yes, it's 47 13 80 59.

Susan: Four seven, one, three, eight, zero, five, nine.

Rama: Yes, that's her number.

Susan: How do you spell her last name?

Rama: H-a-r-o-u-n-a. Harouna.

Susan: Thank you.

Rama: You're welcome.

C. Use the dialogues above as examples. Ask two classmates to spell their names and phone numbers.

You: How do you spell your name?

Classmate:

You: What is your phone number?

Classmate: 46-79-13-48 (say each number individually)

You: (Repeat the number you have written down)?

Classmate: Yes or no. (If no, repeat the number again).

You: Thank you.

Classmate: You're welcome.

D. The teacher will read some names and phone numbers. Try to write them on a piece of paper based on what you hear.

Example: M- o -h -a -m - e -d F- a- d- e - l - Phone number: 22-46-16-65

1. Name: - Phone number:

2. Name: - Phone number:

3. Name: - Phone number:

4. Name: - Phone number:

5. Name: - Phone number:

9 I add to my vocabulary

to ask	to make sense
below	to meet
classmate	model
Hi	nice
count	question
to create	individually
example	to rearrange
to finish	sentence
Good afternoon.	teacher
Good evening.	Thank you.
Good morning.	too
Good night.	what
Hello	where
almost	years
introduction	You're welcome.

Can I have that boubou, please?

1 I learn how to identify things.

2 I look and read



Dialogue: Tomorrow is Eid El Vitr. Mahmoud is going to the market. His father has just given him some money to buy new clothes.

Mahmoud: Good morning ,sir.

Shopkeeper:Good morning,can I help you?

Mahmoud: yeah! Can I have that boubou,please?

Shopkeeper: which one?

Mahmoud: The blue one.

Shopkeeper: Here it is.

Mahmoud: How much is it ?

Shopkeeper: It's MRU 800

Mahmoud: And how much are those shoes?

Shopkeeper: They're MRU 300. That will be MRU 1100 for all.

Mahmoud: Here you are , thank you!

Shopkeeper: you're welcome.

3 I Listen and Repeat

What is this? This is a watch.

What is this?

This is a watch.

It's a watch.

Can I have that boubou, please?

Which one?

The blue one.

How much are those shoes?

They're MRU 300.

4 I Can Try It

Answer the following questions making sentences as in the example :

What is this? (a pencil)

This is a pencil.

It's a pencil.

1) What is this? (a chair)

2) What are these? (glasses)

3) What are those? (gloves)

4) What is that? (a dress)

5 We can work together

a. Point to or hold classroom objects. Then, ask your neighbor to tell you what they are, using: this - that- these- those.

b. Your friend is in your room. He can't identify some objects. - help him:

- Desk

- Suitcase

- Flowers

6 I can do it myself

Write a few sentences of your own, showing some classroom objects using: this - that - these-those.

7 I can remember

This and **That** are used for singular.

These and **Those** are used for plural.

This/These: for close things.

That/those: for far things.

8 I play with words

Fill in the blanks with the appropriate word: is/are.

- a) This _____ a fan.
- b) These _____ not pens.
- c) That _____ a lighter.
- d) _____ those students?
- e) _____ that a duster?
- f) This _____ not a book

9 I add to my vocabulary

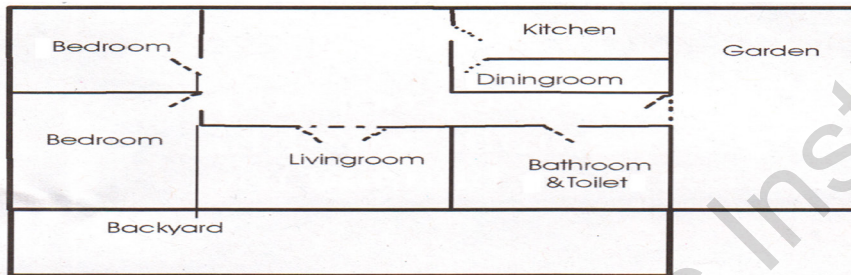
new	favourite
clothes	to buy
which one?	dress

This is our house

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

2 I look and read

Look at the picture below and identify the objects that you can see.



Our house consists of three bedrooms, a dining room, a kitchen, a bathroom, a toilet and a backyard.

Here is a house

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



Here is a kitchen

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



Here is a bathroom

- That is a washing machine.
- That is a washbasin
- That is a towel
- That is a soap

3 I Listen and Repeat

What is this?



What is that?



What are these?



What are those?



This is _____

That is _____

These are _____

Those are _____

4 I can try it

Try to tell what is in your house. Ask a friend if they have something in their house.

Use these sentence starters.

My house consists of _____. Does your house have a _____?

5 We can work together

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

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

My house has _____.

In the _____, there is a _____.

6 I can do it myself

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

7 I can remember

Remember these grammar points:

When you want to know if someone or another person has a particular object, you can ask questions such as:

- Do you have (a/an) _____?

- Does he/she have (a/an) _____?

8 I play with words

Match the objects on the left with their definitions on the right.

objects

Definitions

1. garden

a. object that cleans dirt off the floor

2. main door

b. place for washing dishes

- | | |
|--------------------|--|
| 3. television set | c. surface where food is cooked. |
| 4. mattress | d. the way to get into the house. |
| 5. stove | e. place where plants and vegetables grow. |
| 6. washing machine | f. object that keeps food cold. |
| 7. living room | g. object that holds milk, juice, or water. |
| 8. cupboard | h. object that shows programs from around the world. |
| 9. vacuum cleaner | i. object on which people sleep. |
| 10. bottle | j. place where clothing is washed. |
| 11. sink | k. room where the family watches television. |
| 12. refrigerator | l. place where food, dishes, and glasses are stored. |

9 I add to my vocabulary

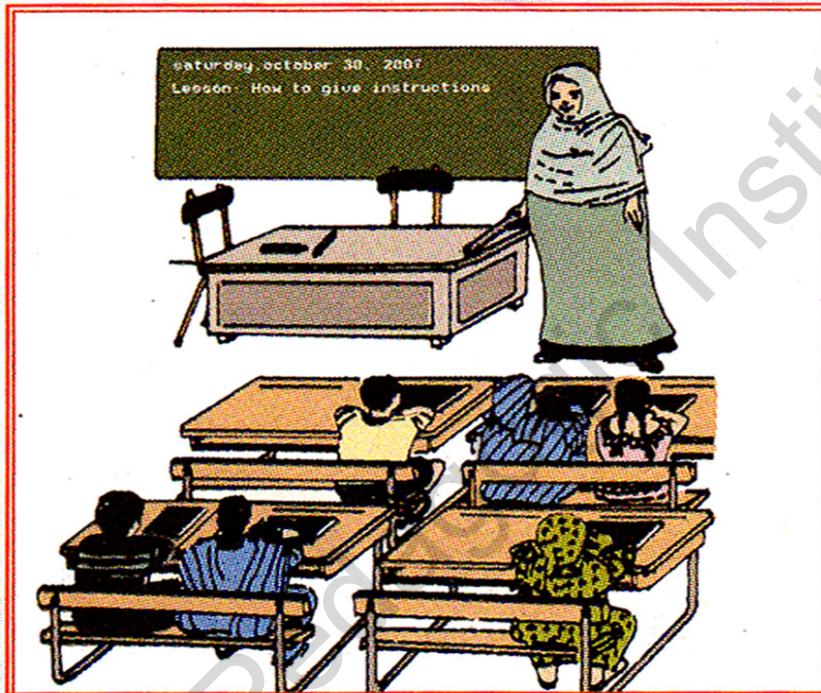
backyard	mug
bathroom	neighbor
bedroom	pan
carpet	refrigerator
cupboard	satellite dish
dining room	stove
entrance	television set
garden	toilet
kitchen	vacuum cleaner
main door	washing machine
mattress	yard

UNIT FOUR
Lesson 1

Everybody listen to me !

1 I learn how to give and respond to classroom and other instructions.

2 I look and read



Dialogue: A teacher is reviewing classroom instructions with her students.

Teacher: Good morning, class!

Students: Good morning teacher!

Teacher: Now look at me! We are going to review our classroom rules. So, please, listen very carefully! First, be on time! If the board is dirty, clean it! Don't sit on the tables! Look around you, the classroom is clean! So, don't spit on the walls! Don't throw pieces of paper on the floor! And finally behave yourselves! Is it clear?

Students: Yes, teacher.

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

Now open your copybooks and write the date! Don't write with a red pen or a pencil! Use only a blue pen or a black one! Is that clear?

Students: Yes, teacher.

Teacher: Ok! Thank you!

3 I Listen and Repeat

Listen to the teacher then repeat.

Positive commands:

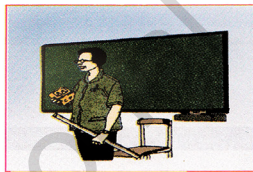
- Look at me!
- Listen to me!
- Be on time!
- Clean the board!
- Write the date!
- Look around you!
- Write with a blue pen!
- Behave yourselves!
- Use a blue pen or a black one!

Negative commands:

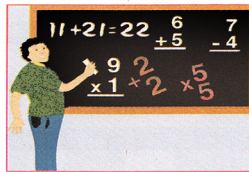
- Don't sit on the tables!
- Don't throw pieces of paper on the floor!
- Don't spit on the wall!
- Don't write with a red pen or a pencil!

4 I can try it

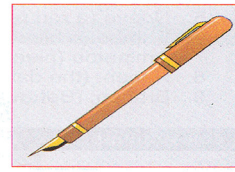
Look at each picture and find the correct positive or negative instruction given by the teacher.



Ex: (to me)
listen to me!



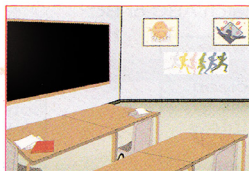
1. ___ (the board)!



2. ___ (a red pen)!



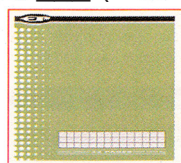
3. ___ (on the table)!



4. ___ (the wall)!



5. ___ (a blue pen)!



6. ___ (your copybook)!

5 We can work together

Together with your neighbor, re-write the following in the form of instructions. Note that some are positive and others are negative.

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

6 I can do it myself

Write five positive commands and five negative ones.

7 I can remember

Positive instruction: Simple form of the verb. e.g: - listen to me!

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

8 I play with words

Rearrange the words to come up with clear instructions.

1. kick /football/the/!
2. disturb/don't/the/class.
3. on / pray / time!
4. !/parents/ your/ obey
5. careful/be/when crossing/the street!
6. lazy/be!/don't
7. your/ forget/ homework/ don't/!

9 I add to my vocabulary

listen	stand up!
carefully	sit down!
Nock on the door!	nock on the door!
Clean	come in!
Disturb	go out!
spit	write your name!
floor	obey your parents!
throw	respect the elders!
behave	don't smoke in the classroom!
date	Dirty

What time is it?

1 I learn how to ask for and tell the time.

2 I look and read

What time is it?

It is three o'clock in the morning

It is four o'clock in the morning

It is seven-thirty in the evening.

It is ten o'clock at night.

It is six-twenty in the morning.

It is twenty (minutes) past six.

It is seven-thirty in the evening

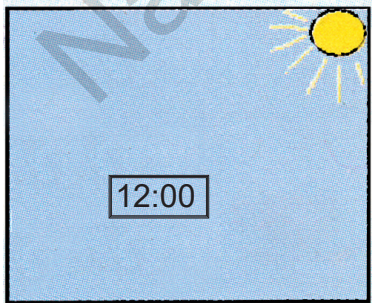
It is half past seven

It is eight thirty-five in the morning

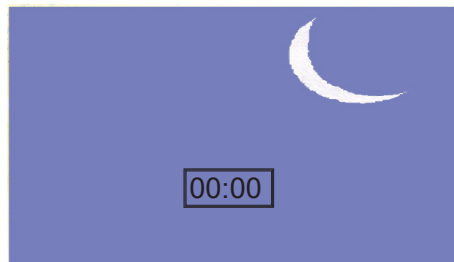
It is twenty-five (minutes) to nine.

It is nine forty-five.

It is a quarter to ten.



It is noon.



It is midnight.

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

To say that you do something from one time to another, use **from** and **to**.

Example: I go to school from eight in the morning to one in the afternoon.

Issa works from 7:00 A.M. to 8:00 P.M.

3 I Listen and Repeat

Listen to the teacher then repeat.

What time is it?

It is four o'clock.

Do you have the time?

Yes. It is six-twenty.

What time does the market close?

It closes at seven-fifteen in the evening.

What time does the butcher open?

He opens at eight-thirty in the morning.

When do you take a nap?

I take a nap after lunch.

What time does this class begin?

This class begins at 10:00 A.M.

What time does this class end?

It ends at 12:00 P.M.

4 I Can Try It

a. Answer the following questions about yourself.

1. At what time do you wake up?

I wake up at _____ A.M.

2. What time do you come to school?

I come to school at _____ A.M.

3. When do you eat lunch?

I eat lunch at _____ P.M.

4. When do you study?

I study at _____ P.M.

5. At what time do you go to sleep?

I go to sleep by _____.

b. Write the following times in long hand:

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

1. 7:00 A.M. _____

2. 4:15 P.M. _____

3. 9:30 AM _____

4. 2:40 P.M. _____

5. 11:55 A.M. _____

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

Hudson Beach Café



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

Snack Trak



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

The Golden Phoenix---Chinese Specialties

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

Open 11am-11pm, Closed Mondays
732 Coyote Road, Nixa, Missouri 417-323-6798

5 We can work together

a. Complete the following chart with your own answers. Then, ask three classmates for what time they do the activities below. Fill in the table with their answers.

Example: You ask: What time do you get up in the morning?
When do you... Your classmate answers: I get up at 6:15 am.

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

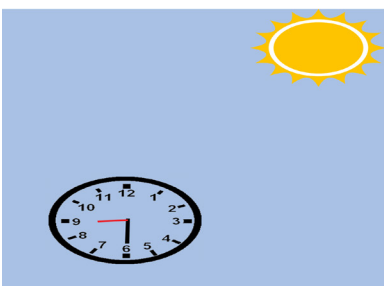
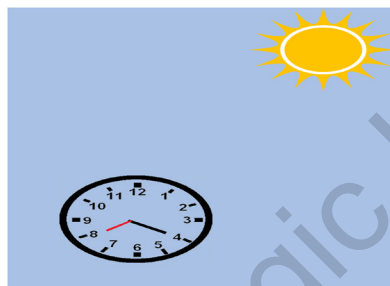
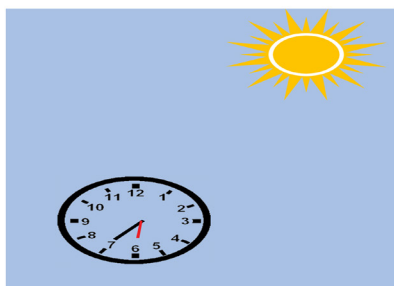
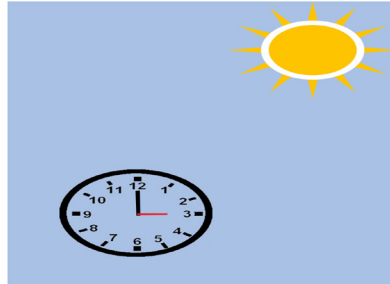
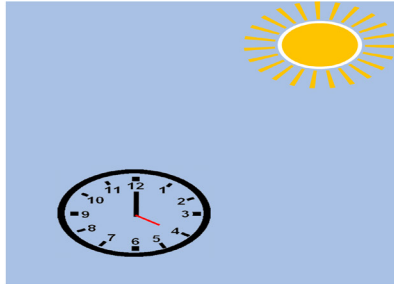
b. Among the people you asked:

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

6**I can do it myself**

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

Example: What time is it? It is half past seven in the morning.

**7****I can remember**

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

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

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

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

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

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

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

Different ways to ask for the time:

What time is it?

Do you have the time, please?

What's the time?

Have you got the time, by any chance?
 Sorry, could you tell me the time, please?
 Do you know what the time is?

8 I play with words

a. Put the words in the right order to make correct and meaningful sentences, write the time using numbers next to each sentence.

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

b. Answer the following questions, telling what time you do the activities below:

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

9 I add to my vocabulary

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

What day is today?

1 I learn the seven days of the week

2 I look and read

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

3 I Listen and Repeat

There are seven days in a week. They are: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday.

4 I can try it

Read the days of the week and check your pronunciation.

5 We can work together

In pairs, look at your class time-table, ask each other questions about what subject you have on a given day. Ask your teacher when you get stuck.

Example:

On Monday, we have English from 08:00 A.M. to 10:00 A.M.

6 I can do it myself

Check if you can memorize all the seven days of the week, then write them down on a sheet of paper and check your spelling.

7 I can remember

Monday is the first day of the week.

Tuesday is the second day of the week.

Wednesday is the third day of the week.

Thursday is the fourth day of the week.

Friday is the fifth day of the week.

Saturday is the sixth day of the week.

Sunday is the seventh day of the week.

8 I play with words

Fill in the blanks with the missing words:

_____ is the fifth day of the week.

Monday is the _____ day of the week.

_____ is the seventh day of the week.

Thursday is the _____ day of the week.

Tuesday is the _____ day of the week.

Saturday is the _____ day of the week

_____ is the third day of the week.

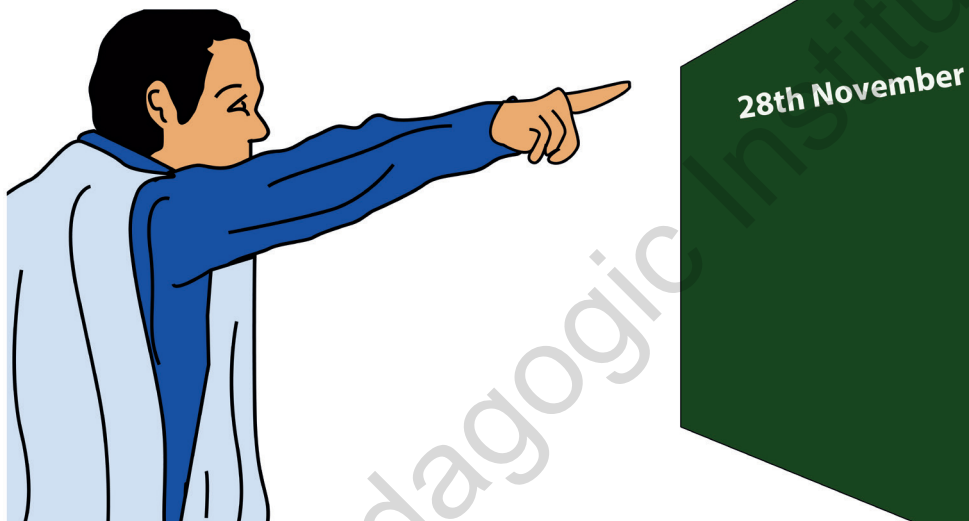
9 I add to my vocabulary

- | | |
|----------|-----------|
| - Day | - Fourth |
| - Week | - Fifth |
| - Before | - Sixth |
| - After | - Seventh |
| - First | - today |
| - Second | - stuck |
| - Third | |

What is the date, today?

1 I learn the twelve months of the year

2 I look and read



3 I Listen and Repeat

There are twelve months in a year. They are: January, February, March, April, May, June, July, August, September, October, November, and December.

4 I Can Try It

Read the twelve months of the year and check your pronunciation.

5 We can work together

With your neighbor, check if you can memorize all the twelve months of the year. Then write them down on a sheet of paper and check your spelling.

6 I can do it myself

Without looking at your copybooks, make a list of the twelve months of the year, and underline the month in which you were born.

7 I can remember

January is the first month of the year.

February is the second month of the year.

March is the third month of the year.

April is the fourth month of the year.

May is the fifth month of the year.

June is the sixth month of the year.

July is the seventh month of the year.

August is the eighth month of the year.

September is the ninth month of the year.

October is the tenth month of the year.

November is the eleventh month of the year.

December is the twelfth month of the year.

8 I play with words

Fill in the blanks with the missing words:

_____ is the eighth _____ of the year.

_____ is the twelfth month of the year.

June is the _____ month of the year.

April is the _____ month of the year.

_____ is the first month of the year.

_____ is the second month of the year.

March is the _____ month of the year.

May is the fifth _____ of the year.

July is the seventh month of the _____

_____ is the ninth month of the year.

October is the _____ of the year.

November is the _____ month of the year.

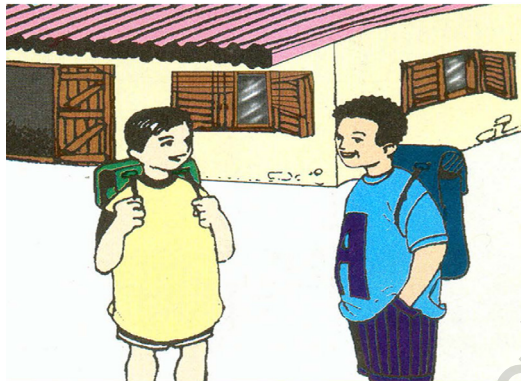
9 I add to my vocabulary

- Independence
- Day
- Month
- Year

My new friend

1 I learn how to talk about others

2 I look and read



Dialogue: *Mohamed and his friend, Abdoul, are talking about Abdoul's new friend, Ahmed.*

Mohamed: Good evening, Abdoul.

Abdoul: Good evening, Mohamed.

Mohamed: Do you have a minute? I want to ask you about your new friend...er... what's his name again?

Abdoul: Oh, you mean Ahmed?

Mohamed: Yes.

Abdoul: What do you want to know about him?

Mohamed: Anything! Just tell more about him!

Abdoul: Ok. He is a first year student. He is from Tidjikja, but now he lives in Ksar with his aunt. His parents come to Nouakchott only in summer, when it's really hot in Tidjikja. His father is a teacher, and his mother is a nurse. He has two brothers and one sister.

Mohamed: He seems to be a good student! Can you introduce me to him one day?

Abdoul: Certainly! I will.

Mohamed: Thank you!

Abdoul: My pleasure!

3 I Listen and Repeat

Listen to the teacher, then repeat.

- What is his name?
- Where is he from?
- Does he live in Teyaret?
- What does his father do?
- Is his mother a teacher, too?
- Are his parents from Atar?

His name is Ahmed.

He is from Tidjikja.

No, he doesn't. He lives in Ksar.

He is a teacher.

No, she isn't. She's a nurse.

No, they aren't. They are from Tidjikja.

4 I Can Try It

Fill in the blanks with the correct words to complete the paragraph below about Aly and his family.

_____ name _____ Aly. He is _____ Kankossa, but he _____ in Nouakchott _____ mother, Halima lives _____ Nigeria, but his father, Zaed _____ in Nouadhibou, where _____ works.

5 We can work together

Work with a classmate and ask each other questions about:

Name

Country

Residence

6 I can do it myself

Talk about the following people using the information given about each one of them.

Examples:

a. Betty / Scotland / Edinburgh.

Her name is Betty. She is from Scotland. She lives in Edimburgh.

b. Jane / England / Miami

Her name is Jane. She's from England, but she lives in Miami.

1. Mattias, Germany, Berlin _____
2. François, France, Nice _____
3. Sergio, Brazil, New York _____
4. Jay, United States, Nouakchott _____
5. Aminetou, Ivory Coast, Oualata _____
6. Toti, Italy, Accra _____
7. Jamal, Egypt, Tehran _____

8. Ghallat, Mauritania, Paris _____

9. Ndiaye, Senegal, Madrid _____

7 I can remember

- Personal pronouns: he, she
- Contractions are used in everyday speech:

he is → he's Is he from M'bout?

No, he isn't. He's from Chinguetti.

she is → she's Where's she from?

She's from Boghe.

Where is → where's

- Possessive adjectives: his, her

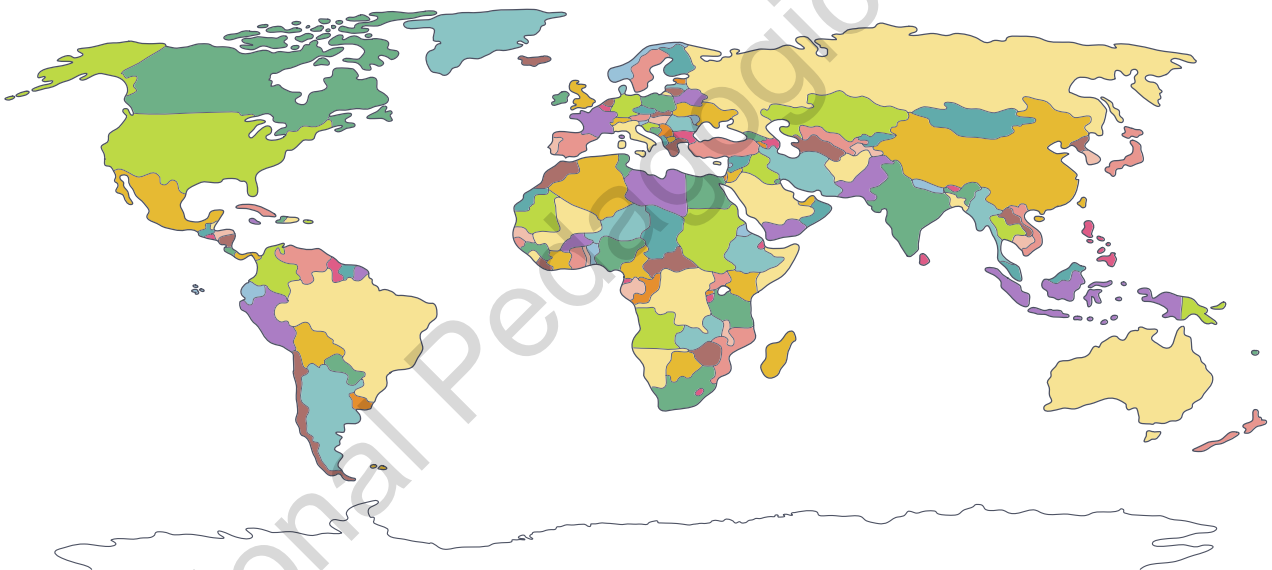
her name is → her name's Is her name Aïcha?

No, it isn't. Her name's Kathy.

his name is → his name's Is his name Yeslem?

No, it isn't. His name's Amadou.

- **Countries and Nationalities**



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

8 I play with words

a. Complete the chart with the missing nationalities.

	Name	Grew up in / Raised in	Country	Nationality	Current Résidence
01.	Bill	Columbus, Ohio	United States	American	Nouadhibou, Mauritania
02.	Med.Lemine	Chinguetti	Mauritania		Nouakchott
03.	Tarek	Tunis	Tunisia		Bamako,Mali
04.	Keiko	Kobe	Japan		Dakar, Sénégal
05.	Pierre	Montpellier	France		Paris
06.	Ronaldo	Rio de Janeiro	Brazil		Sao Paulo
07.	Massimo	Venice	Italy		Berlin
08.	Silke	Munich	Germany		Pennsylvanie
09.	Yuen-Li	Beijing	China		USA
10.	Sergio	Kiev	Ukraine		Barcelona
11.	Nuria	Valencia	Spain		Lisbon
12	Sherif	Cairo	Egypt		Portugal

b. Choose five people from the chart above and write about:

- Where they grew up?
- Where they are from?
- Their nationalities

Example:

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

OR

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

c. Compare your answers with a classmate.

d. Put the words below in their right order to make meaningful sentences. Capitalize what should be capitalized.

1. is/Leila/ name/ her
2. from/ 's/ morocco/ he
3. his /Abou/ name/ is
4. her /what /is /name/?
5. where/ from /is /she/?
6. senegal/is /she /from

9

I add to my vocabulary

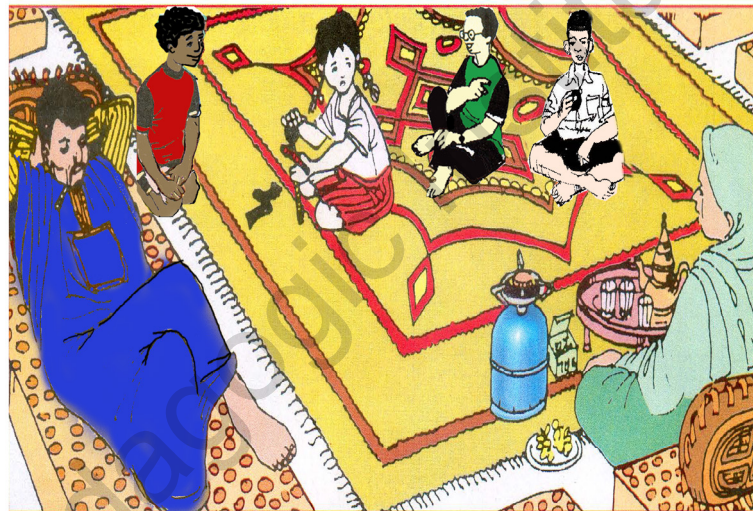
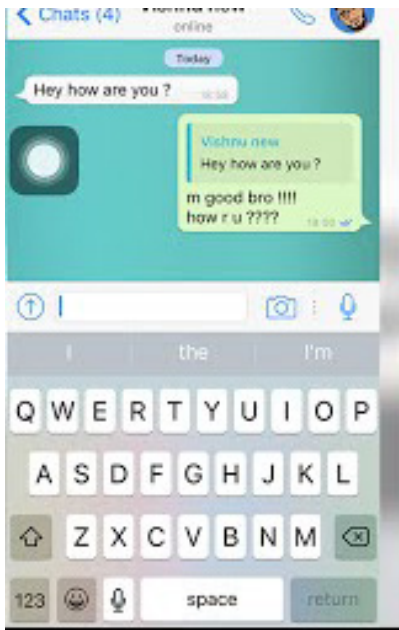
Brazil, Brazilian	Japan, Japanese
to capitalize	the key words
a chart	Mauritania, Mauritanian
China, Chinese	nationality
a contraction	
a country	picture
Egypt, Egyptian	to point, pointing
France, French	pronunciation
family	raised in
Germany, German	residence
sister	school
Good evening	share
Grew up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

UNIT SIX
Lesson 2

A whatsapp message

1 I learn how to talk about others

2 I look and read



Omar introduces himself and his family to his penfriend Aly in a whatsapp message.

Dear Aly,

My name is Omar. I'm from Selibab y. I'm fifteen years old. I live in the city center. I go to high school. It's very far from my house. This is a picture of my family members. This man is my father, Sow. He is a policeman. And this woman is my mother, Aichata, she is a teacher. These boys are my brothers, Amadou and Demba. Amadou's favourite subject is Math but Demba likes Football. The small girl next to them is my sister, Fatou. She is an elementary school student.

Your friend

3 I Listen and Repeat

- I am fifteen years old.
- I live in the city center.
- I go to high school.
- He likes football.

4 I can try it

Tell your neighbor about a family member. Use the following:

His/her name is.....

He is from.....

He lives in.....

He goes to.....

5 We can work together

Work with your classmates, ask them to talk about one of their family members. Use the following models:

- What is your father's name?
- What does he do?
- How many brothers and sisters do you have?
- What do they like?

6 I can do it myself

Write 5 sentences talking about family members or friends.

7 I can remember

a) Simple present: to live

1- Affirmative form:

I/we/you/they **live**.

He/she/it **lives**

2- Negative form.

I /we/you/they **don't live**.

He/she/it **doesn't live**

b) to have (in simple present)

1- Affirmative:

I/we/you/they **have**.

He/she/it **has**

2- Negative form:

I /we/you/they **don't have**.

He/she/it **doesn't have**.

8 I play with words

Use the following informations to talk about Kader, see the model given about Zeinebou.

- Kankossa.
- Designs her own dresses.
- speaks Arabic, Pullar, French, and a little English.
- Thirteen
- 2nd year of secondary school.



Zeinebou

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

- Aioun.
- Speaks Hassaniya , French, and a little English.
- likes Egyptian music.
- Walks to school.
- thirteen
- 2nd year of secondary school.



Kader

9 I add to my vocabulary

Penfriend

High school

The city center

Far

National Pedagogic Institute