

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

Honor - Fraternity - Justice

# STUDY ENGLISH

1<sup>st</sup> Year Secondary School

Second Part

National Pedagogic Institute

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## Ahmed's Party

### 1 I learn how to identify people

### 2 I look and read



#### Dialogue:

Ahmed is having a party at his house. He invites some friends but his classmate Yacoub doesn't know any of these people. He is asking Ahmed about them.

**Yacoub:** Ahmed, who is that boy in a blue boubou?

**Ahmed :** He is my brother, Baba.

**Yacoub:** What about the girl with glasses?

**Ahmed :** She's my sister, Khadija.

**Yacoub:** And who are those boys in red pants?

**Ahmed:** They are my classmates, Abdou and Adama.

### 3 I Listen and Repeat

Listen to the teacher, then repeat.

Who is that boy in a blue boubou?

The girl with glasses is my sister, Khadija.

Who are those boys in red pants?

The boy with curly hair is my friend, Mokhtar.

#### 4 I can try it

Fill in the blanks to complete the following sentences

- a) \_\_\_\_\_ is \_\_\_\_\_ boy \_\_\_\_\_ straight hair?  
b) The man \_\_\_\_\_ a black turban \_\_\_\_\_ my teacher.  
c) \_\_\_\_\_ is \_\_\_\_\_ girl \_\_\_\_\_ a yellow dress?

#### 5 We can work together

Work with your neighbor. Each one of you should select 3 people in the classroom, talk about them using (clothing, parts of the body, accessories), and see if the partner can identify them.

**Example:** My father is the man with a large beard.  
The woman in a black veil is my mother.

#### 6 I can do it myself

Write five sentences talking about five of your classmates using (clothing, parts of the body, accessories).

#### 7 I can remember

**In + clothing.**

- The boy **in a grey jacket** is my nephew.

**With + Body parts/Accessories.**

- The man **with a mask** is a doctor.

#### 8 I play with words

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

- a) The man \_\_\_\_\_ a black suit is the headmaster.  
b) Who is that boy \_\_\_\_\_ a red shirt?  
c) The boy \_\_\_\_\_ a cap is Samba.  
d) The girl \_\_\_\_\_ gloves is a nurse.  
e) Who are those boys \_\_\_\_\_ blue jeans?

9

**I add to my vocabulary**

party

to invite

who

in

with

cap

veil

turban

pants

jeans

gloves

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**UNIT EIGHT**  
**Lesson 1**

# Where are these people?

**1** I learn how to locate people and things.

**2** I look and read



Sidi, Fatimetou and Demba are **on** the car.

Salem is **under** the car.

Samba and Omar are **in** the car.

Ali is **behind** the car.

Lalla is **in front** of the car.

Fatimetou is **between** Demba and Sidi.

**3** I Listen and Repeat

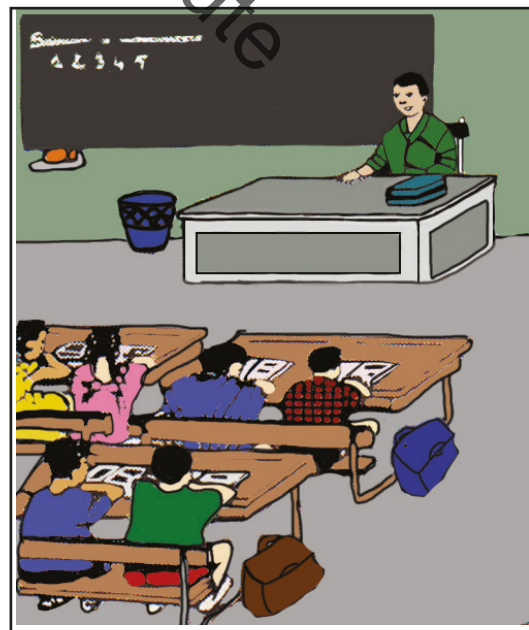
Listen to the teacher and repeat what he/she says.

**A:** Where is the teacher?

**B:** He is **in front of** the students.

**A:** Where are Sidi and Khady?

**B:** They are **behind** Zeinebou.





**A:** Where is the teacher's bag?

**B:** it's **on** the desk.



#### 4 I can try it

Fill in the blanks with the appropriate preposition of location:

**In - on - under - in front of - next to**

1 - Abidine is sitting \_\_\_\_\_ his brother, Sidi.

2 - My shoes are \_\_\_\_\_ the table.

3 -The blackboard is \_\_\_\_\_ the students.

4- Where is your copybook? It's \_\_\_\_\_ my bag.

5- Abou and Samba are sitting \_\_\_\_\_ the bench.

#### 5 We can work together

Work with your neighbor. Ask each other to locate people or things in your classroom.

**Example:**

-The chalk is in the drawer.

- Khady is sitting next to Aissata.

#### 6 I can do it myself

Write seven sentences, saying where things are in your house.

**Example:**

-The TV screen is on the wall.

-The refrigerator is in the kitchen.

## 7 I can remember

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

## 8 I play with words

Complete the following sentences with the missing prepositions. Choose from the box:

**In - on - at - between - in front of - below - across - behind**

- When we are eating dinner together, the food bowl is \_\_\_\_\_ us.
- I watched a good program \_\_\_\_\_ television.
- The car would not go in the sand. We had to go \_\_\_\_\_ the car and push it.
- The teacher stands \_\_\_\_\_ the students.
- The copybooks are \_\_\_\_\_ the bag.
- We are \_\_\_\_\_ school.
- Jemil kicked the ball \_\_\_\_\_ the field to the other side.
- The headmaster's car is \_\_\_\_\_ the tree.
- I want to go home \_\_\_\_\_ an hour.

## 9 I add to my vocabulary

above	a duster
across	on
behind	below
in front of	between
under	a bag
in	next to
push	missing
to kick	

**UNIT NINE**  
**Lesson 1**

# What does it look like?

## 1 I learn how to describe things.

## 2 I look and read

Can you describe these pictures?



- What is the color of the teacher's Desk? - It is brown, the color of the wood.  
What it is made out of? - It is made out of wood.  
What does the blackboard look like? - It has a large rectangular shaped body.  
What size is it? - It is about two meters long and one meter large.  
How much does a student table weigh? - It is not heavy.

## 3 I Listen and Repeat

Listen to the teacher and repeat.

The dirty shoes are his.

The new shirt is mine.

The triangular ruler is yours.

The noisy class is theirs.

The heavy school bag is hers.

#### 4 I can try it

Complete each sentence with an appropriate adjective from the box.

Easy - clean - big - square - short - black and white

English is an \_\_\_\_\_ language.

My shirt is \_\_\_\_\_.

The director's desk is \_\_\_\_\_.

This image is \_\_\_\_\_.

Linda's hair is \_\_\_\_\_.

#### 5 We can work together

Together with a classmate and describe some of your belongings.

Use ( size, color, shape) in your descriptions.

**Examples:**

My book is small.

Khalil's shoes are heavy.

Mariem's watch is expensive.

#### 6 I can do it myself

Select the appropriate adjective to fill in the blank:

old - rectangular - yellow - new - square - cheap - big.

a. My mobile phone is \_\_\_\_\_.

b. Sidi's schoolbag is \_\_\_\_\_.

c. Hacen's shirt is \_\_\_\_\_.

d. Oum Alkhair's veil is \_\_\_\_\_.

e. The Mayor's house is \_\_\_\_\_.

f. A TV set can be square or \_\_\_\_\_.

#### 7 I can remember

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

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

**Questions:** about size, color, shapes:

- What's it like?

- What is the color of...?

- What color is...?

It's \_\_\_\_\_.

What are they like?

They are \_\_\_\_\_.

## 8 I play with words

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

**Hair:** long, short, curly, straight, brown, black, blonde, red

My hair is short and brown.

### nouns

shoes

sandals

melahfa

trousers

School

town

### adjectives

old, new, brown, black

dirty, clean, foreign, Mauritanian

pretty, small, blue, green

short, long, torn, narrow

large, small, crowded, empty

calm, lovely, clean, large

## 9 I add to my vocabulary

easy

clean

big

square

short

black

white

old

rectangular

yellow

new

cheap

lovely

calm

crowded

**UNIT TEN**  
**Lesson 1**

# What do these people look like?

**1 I learn how to describe people.**

**2 I look and read**

Kathy is an English rose.  
Sidi is wearing a turban.  
My sister, Khady is ten years old.  
Halima is a woman of colour.  
Idrissa is a wiry boy.  
Lalla is an old woman.  
Khaled is short.



**3 I Listen and Repeat**

A.

Questions	Answers "yes"	Answers "no"
Do you know Hafsa?	Yes, I know her.	No, I don't know her.
What does she look like?	She is a little fat.	She is short with a snub nose.
Is she lean?	Yes, she is not that fat.	She is overweight.
What color is her hair?	It is black.	It is blond.
Is her hair curly?	Yes, it is.	No, it's wavy.
What color are her eyes?	Her eyes are brown.	Her eyes are blue.
What does she usually wear?	She usually wears a blue veil.	She usually wears a white veil.
Is she an old lady?	No, she is a young adult.	Yes, she is middle-aged.
How old is she?	She is 22 years old.	She is fifty five years old.

**B.**

Khady is a small baby.

Yacoub is a toddler.

Haby is lean.

Uncle Moussa is old.

That girl has got long fair hair.

Aichetou is a teenager.

Dahy and Hamoud are kids.

Elina has a broad nose.

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



body	wearing	doing
Mohamed is tall.	Aichetou is wearing a pink shirt.	Haroun is playing football.
Aichetou is a small girl.	Ali is wearing a blue shirt.	Aichetou is carrying a bag.
		Ali is reading a book.

**4****I can try it**

a. Describe these people.

**Example:** man / short - This man is short.

1. Taher tall/a beard \_\_\_\_\_ 2. Najia short/fat \_\_\_\_\_

3. Yahfdou well built/thin \_\_\_\_\_ 4. Amy young/kind \_\_\_\_\_ 5. Seidou tall/strong \_\_\_\_\_

b. Look around your classroom. Find five people to describe using the person's body, clothing and what he/she is doing.

**Example:**

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

**5 We can work together**

a. Ask your classmate to describe another classmate or a family members.

Ex:

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

**Answer :** He's tall and thin.

b. Together with a classmate, choose five people to describe in the classroom, talking about their height, the color of their hair and eyes, their clothes and what they are doing.

**6 I can do it myself**

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

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

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

**7 I can remember**

Adjectives never take 's'.

He/she has got ...

He/she wears ...

He/she is ...

Has he/she got ...?

Is he/she ...?

What does he/she look like?

Does he/she look like ...?



## 8 I play with words

Make sentences to describe these people:

people	short	tall	fat	old	thin	long	hair	curly hair
Salma		X			X	X		
Samba		X			X	X	X	
Mariam		X			X			X
Zeina	X		X					

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

## 9 I add to my vocabulary

**English rose:** if they have fair hair and fair skin.

**Wiry:** quite thin, but muscular.

**Lean:** with very little fat.

**A broad nose:** opposite of a narrow nose.

**A snub nose:** a nose which goes up at the end.

**Wavy:** between straight and curly.

**A toddler:** is around 1-3 years old.

**A teenager:** is between (13 -19).

baby

kids

short

young

adult

old

tall

fat

long hair

short hair

thin

a moustache

a beard

blue/brown eyes

dark/ light complexion

straight curly hair

# Who can you see?

**1 I learn how to discuss ability/inability.**

**2 I look and read**



**a- Ability**

Fatma can read.

Demba can play football.

**b- Inability**

Yahya can't see.

**3 I Listen and Repeat**

Listen to the teacher then repeat.

Can she see?

No, she can't. She is blind.

Can he hear and speak?

No, he cannot. He is deaf and dumb.

Can she jump?

No, she cannot. She is crippled.

Can you read?

Of course I can.

Can you speak English?

Of course I can. I am American.

Can he run?

Of course he can. He is an athlete.

## 4 I Can Try It

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

1. Aly is illiterate. He \_\_\_\_\_ read
2. Ibrahim is crippled. He \_\_\_\_\_ run.
3. Djeinaba has a driving license. She \_\_\_\_\_ drive.
4. Zeinabou is a university student. She \_\_\_\_\_ write.
5. I love water. I \_\_\_\_\_ swim.

b- Ask someone if he or she can do the following:

Drive          run          ride a donkey          play football          swim

Example: Can you drive? Yes, I can / No, I can't

Run \_\_\_\_\_?

Ride a donkey \_\_\_\_\_?

Play football \_\_\_\_\_?

Swim \_\_\_\_\_?

## 5 We can work together

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

chew gum / talk / smile / drink / write Arabic / speak English / sing.

## 6 I can do it myself

Write ten things you can do and ten other things you cannot do. Here are some examples:

I can ride a bike.

I can cook dinner.

I cannot drive a truck.

I cannot speak Soninke.

## 7 I can remember

- To form a question, invert the subject and "can":

Can you drive?

Can he drive?

etc

- Short answer  
Yes, I can / No, I can't  
Yes, he can / No, he can't
- Example:  
Can she drive?  
Yes, she can / No, she can't.

## 8 I play with words

Write "Yes, I" or "No, I" in the provided space. The first one is done for you as an example.

A person	can	can't
eat a banana	yes, I	
eat a car		
fly an airplane		
fly with my arms		
speak French		
speak Pulaar		
speak Hassaniya		
speak English		
write Arabic		
write Japanese		

## 9 I add to my vocabulary

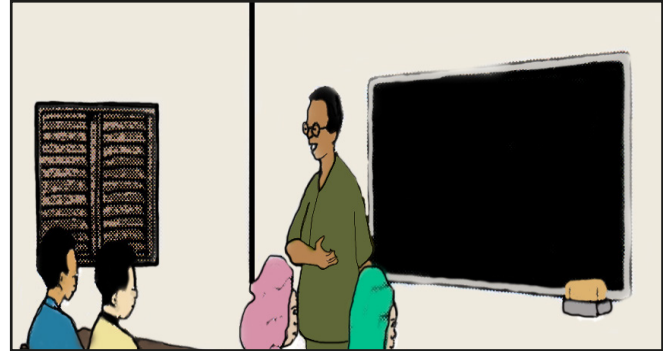
- |              |           |
|--------------|-----------|
| can          | Jump      |
| can't        | crippled  |
| blind        | of course |
| deaf         | run       |
| dumb         | athlete   |
| illiterate   | ride      |
| chew the gum | truck     |

**UNIT TWELVE**  
**Lesson 1**

# What do you do every day?

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

**2 I look and read**



On a typical day, I wake up at six o'clock in the morning and pray. After that, I brush my teeth and eat my breakfast. At ten minutes to eight, I go to school and stay there until two o'clock. Then I go back home, have a bath, eat my lunch and take a little nap. At five o'clock, I go to the football field to play with my friends.

In the evening, I study my lessons, eat dinner with my family and watch television. Then I go to bed.

**3 I Listen and Repeat**

Listen to the teacher then repeat.

I wake up at six o'clock.  
I pray.  
a) I brush my teeth.  
I eat my breakfast.  
I drink tea.  
I go to school.  
I go back home.  
I take a nap.  
I eat lunch.  
I play football.  
I listen to music.

She wakes up at seven o'clock.  
He prays.  
She brushes her teeth.  
We eat our breakfast.  
He drinks tea.  
She goes to school.  
He goes back home.  
She takes a nap.  
He eats lunch.  
He plays football.  
She listens to music.

- b) I don't smoke cigarettes.  
She doesn't drink coffee.  
We don't go to school on Sundays.
- c) Do you smoke? Yes, I do/No, I don't.  
Does he drink tea? Yes, he does/ No, he doesn't.

#### 4 I can try it

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

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

Aicha (drink not) tea.  
Sidibe (have) a big house.  
Saidou (speak) English very well.  
We (have) English on Tuesday.  
My mother (carry) water to the house.  
My father (drive) a truck.

#### 5 We can work together

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

At night, I \_\_\_\_\_.  
At night, I brush my teeth.

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

## 6 I can do it myself

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

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

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

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

**Sequencers:** after that, then...

## 7 I can remember

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

Affirmative

I, You, We + present tense

I/ You Me/ You/ They speak.

e.g.: I speak, you speak, we speak

He/ She / It speaks.

Negative

He/she/it + present tense + “S” sound.

I/ You/We/ You/ They don’t speak.

e.g.: He speaks, she speaks, it speaks.

He/ She, It doesn’t speak.

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

**Example:**

I always drink milk in the morning.

He sometimes plays football.

We never drink wine.

I rarely go to the countryside.

## 8 I play with words

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

She studies a lot.

She goes to school.

She graduates from the university.

She passes her “bac.”

A baby girl is born.

She becomes a teacher.

She learns how to read.

She learns how to walk.

She goes to the university.

**9****I add to my vocabulary**

breakfast

to brush teeth

to carry, carries

daily

dinner

to fall

a football field

graduate

habitual

lunch

month

a nap

pray

a schedule

to smoke

spring

summer

to wake up

water

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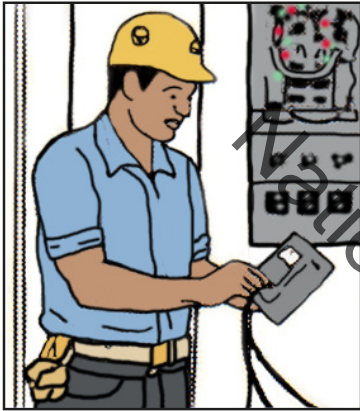


**UNIT THIRTEEN**  
**Lesson 1**

**What are they doing?**

**1 I learn how to describe ongoing actions.**

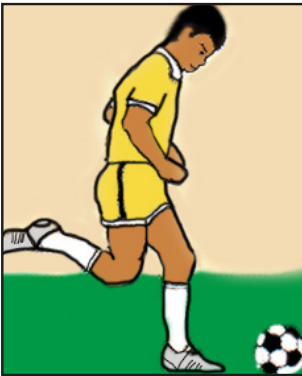
**2 I look and read**



He is working.



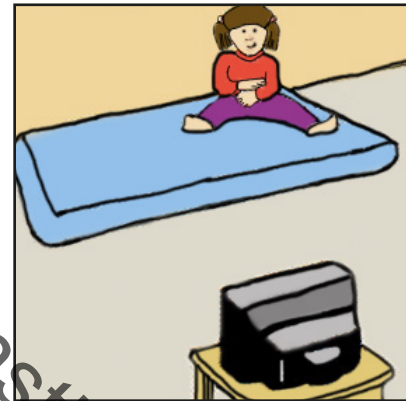
She is cooking



He is playing football.



We are studying English.



She is watching television

**3 I Listen and Repeat**

Listen to the teacher then repeat.

What are you doing?

I am making tea.

What is he doing?

He is reading a magazine.

What are they doing?

They are swimming.

What is Amadou doing?

He is having a bath.

What is mother doing?

She is cooking dinner.

What are the children doing?

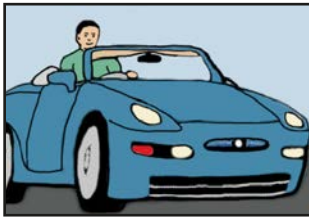
They are playing.

What is your brother doing?

He is sleeping.



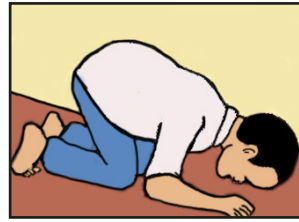
## 4 I can try it



1



2



3



4

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

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

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

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

## 5 We can work together

With a partner, discuss and match each of the verbs with the pictures below:



- a. talk,
- b. listen
- c. smile
- d. learn
- e. write
- f. look at something (someone)
- g. walk
- h. sleep

## 6 I can do it myself

Look around you and write five sentences in which you describe what people (teacher, students...) are doing.

## 7 I can remember

- The present continuous (progressive) is used to describe an ongoing action.
- The present continuous is made up of: the simple present of be + verb + ing.

Example: The teacher is explaining the lesson.

### Spelling notes:

Take - taking.

Cut - cutting.

Begin - beginning.

## 8 I play with words

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

praying - kicking - learning - doing - writing - laughing - swimming - watching

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

9

**I add to my vocabulary**

to brush

to pray

car

continuous

to cook

to drink

to drive

to use

garden

to smile

to play

to write

to read

to talk

someone

something

to watch

letter

to swim

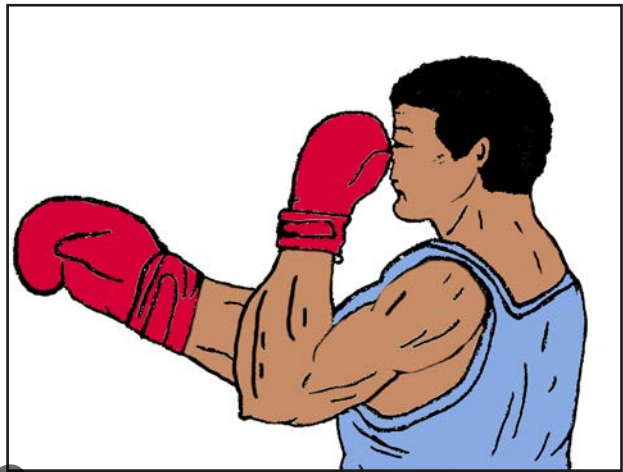
to take

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## What is your favorite game?

**1 I learn how to express likes and dislikes**

**2 I look and read**



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

**Sidi:** Hey, Ousmane. Do you play football?

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

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

**Ousmane:** Who is your favourite boxer?

**Sidi:** It's Mike Tyson.

**3 I Listen and Repeat**

- Apples are my favourite fruit.
- Bessam is my favourite football player.
- Green is my favourite colour.

#### 4 I Can Try It

Fill in the blanks to show that you or other people like or dislike/don't like/hate something.

I \_\_\_\_\_ Mauritanian mineral water.

He \_\_\_\_\_ tea. It gives him health problems.

I \_\_\_\_\_ wrestling. It is very dangerous.

I \_\_\_\_\_ going to school.

I \_\_\_\_\_ drinking milk.

She \_\_\_\_\_ making tea.

He \_\_\_\_\_ studying English.

They \_\_\_\_\_ visiting Dakar.

We \_\_\_\_\_ our English teacher.

#### 5 We can work together

Talk to your neighbor about things you like and things you dislike. You can include things like:

school subjects

drinks

movies

food

singers

cities in Mauritania

television programs

games

**Example:**

Sports

I like football. I don't like swimming.

#### 6 I can do it myself

Talk about three things you like and three things you dislike.

Example:

I like carrots, beans, and tomatoes. I don't like mangoes, apples, or bananas.

#### 7 I can remember

- I like + verb + ing / + infinitive

- I like + noun / pronoun

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

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

- Use commas to set off a series of words, as in the example above in the 'I can do it myself' section.

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

## 8 I play with words

Rearrange the words in the sentences below. Capitalize the letters that need so.

Example:

Letters writing like I:

I like writing letters.

Countries/ I /about/ learning/ like/ other

don't/ I /weather/ like /hot

she/ cooking /lunch/ likes

washing/ doesn't /dishes /he/ like

they /studying /together /like

like /bread /breakfast /eating /I/for

making /tea /like /we /school /after

tired /we/ when /like /sleeping /are /we

people /new /meeting /like /they

## 9 I add to my vocabulary

apples

mangoes

dangerous

subjects

to dislike

tomatoes

favorite

to like

food

sport

a game

health

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