

*I learn how to express alternatives with positive and negative sentences.*

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I. READ THE TEXT:

## THE SPORTING SPIRIT

I am always amazed when I hear people saying that sport creates good will between the nations, and that if only the common peoples of the world could meet one another at football or cricket, they would have no inclination to meet on the battlefield.

Even if one didn't know from concrete examples, (the 1936 Olympic Games for instance) that international sporting contests lead to orgies of hatred, one could deduce it from general principles.

Nearly all the sports practiced nowadays are competitive. You play to win, and the game has little meaning unless you do your most to win. On the village green, where you pick up sides and no feeling and local patriotism is involved, it is possible to play simply for the fun and exercise: but as soon as the question of prestige arises, as soon as you feel that you and some larger unit will be disgraced if you lose, the most savage combative instincts are aroused.

At the international level, sport is frankly mimic warfare. But the significant thing is not the behavior of the players but the attitude of the spectators: and, behind the spectators, of the nations who work themselves into furies over these absurd contests, and seriously believe – at any rate for short periods – that running, jumping and kicking a ball are tests of national virtue.

Even a leisurely game like cricket, demanding grace rather than strength, can cause much ill-will. Football, a game in which everyone gets hurt, is far worse. Worst of all is boxing.

**George Orwell.**

**II. NEW WORDS TO KNOW:**

Amazed – inclination – concrete –orgies – hatred – deduce –fury - leisurely - ill-will. Virtue.

**III. I KNOW MY VOCABULARY:**

Exercise 1: Match the words in column **A** to the words in column **B** (*group work*).

A	B
1. Amazed	a. Occasions when people behave in wild uncontrolled way
2. Inclination	b. Done in a relaxed way without hurrying.
3. Concrete	c. Strong dislike
4. Orgies	d. Extremely surprised
5. Hatred	e. Real and existing
6. Deduce	f. Reach an answer by thinking carefully about the known facts
7. Fury	g. Preference or tendency
8. Leisurely	h. Extreme anger
9. Ill-will	i. Extremely strong feeling of dislike

Exercise 2: Use the following words in sentences of your own:  
*amazed – concrete- hatred- deduce – fury – leisurely – ill-will*

**IV. I UNDERSTAND THE TEXT:**

1. What do people say about sport?
2. Does the writer agree with them?
3. What is the attitude of the spectators?
4. Do you agree with the author's opinions about sport?

Exercise 2: Are the following statements true (T) or false (F)?

1. According to the writer sport creates good will between nations. ( )
2. International sporting make contestants love one another. ( )
3. We want to win all the sports we practice. ( )
4. At international level, sport players fight to win as they would do in a war. ( )
5. Cricket is a game we play in a relaxed way. ( )
6. In football and boxing contestants don't get hurt. ( )

**V. I CAN INTERACT:**

In groups, discuss the advantages and disadvantages of sport.

**VI. I CAN WRITE:**

Using your notes, write about the danger of playing with a fighting spirit that can lead some players to get doped.

## **VII. I KNOW HOW TO USE:**

The correlative conjunctions **either ... or** and **neither ... nor**.

**A conjunction is a word that joins other words, phrases, or clauses. Correlative conjunctions which are always in pairs join words, phrases, or clauses of equal rank.**

Professional players play **either** with a fighting spirit **or** they get sacked.

**Either** they win **or** they are dismissed.

**Either** your brakes **or** your eyesight is at fault.

We can **either** meet this afternoon, **or** we can discuss the matter right now.

I will wear **either** the grey dress **or** the red one.

**Either** I heard someone knocking **or** I thought that I did.

The new manager will be **either** Ahmad or Mussa.

**Either** Aisha **or** your sister will call about the party.

**Either** you get the work done now **or** I will get someone else to do it.

We **neither** saw **nor** heard anything important.

**Neither** you **nor** your brother will associate with us.

He is **neither** strong **nor** weak.

His doctor allows him **neither** to drink **nor** to smoke.

Neither had the man gone, nor was he going soon.

I like **neither** the blue one **nor** the red one.

The injured boy could **neither** walk **nor** talk.

## **VIII. I CAN DO MY HOMEWORK:**

Use the correlative conjunctions **either ... or** and **neither ... nor** in sentences of your own.

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*I learn how to discuss ideas*

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**I. READ THE TEXT:****BEGGARY IN NOUAKCHOTT**

Beggary is an old act that exists everywhere, in the poor and the rich countries; in the South and the North and in the East and the West. In Nouakchott, the capital of our country, beggary is a growing and aggravating problem that causes a lot of trouble for the municipality, and that urged the town council to decide new drastic measures to stop and eradicate this old phenomenon. Beggars, however, are still making long lines in front of all the mosques, all the hospitals and all the banks of Nouakchott. Beggars, sometimes, gather at the traffic lights and cause unbearable traffic jams. Like many Mauritanian people, Cheikh, Soumare and Dia are discussing and commenting the last measures the municipality of Nouakchott has taken against beggars.

**Cheikh:** This is the first time our town council acts wisely and shows that it really exists. Beggars distort our capital and our image.

**Soumaré:** Our town council did really exist before it decided and took these oppressive measures. It was wiser and more dynamic with the old ones which gave choice to beggars. At that time the municipality provided jobs for beggars and asked them to come and work for a

permanent salary or simply quit the bad habit of begging.

**Dia:** Although, these spectacular measures are reasonable, I don't think they will succeed. The town council has prepared a list of all the beggars of Nouakchott. The beggars won't do anything, they will stay at home and receive sufficient and permanent salaries. But, without the consent of the beggars, the municipality measures will come to nothing and Nouakchott will remain the shelter of beggars. What I know for sure is that these measures will decide the future of our mayor's career.

**NEW WORDS TO KNOW:**

Beggary \_ The South – The North - The East – The West – Aggravating – municipality – urged – town council – drastic – measures – phenomenon – unbearable – distort – oppressive – dynamic – spectacular – consent – shelter – career.

**II. I KNOW MY VOCABULARY:**

Unbearable – Consent – distort – spectacular – shelter.

**Exercise 1:**

**Choose from the box under activity II. I know my vocabulary to complete the following sentences.**

1. Make-up \_\_\_\_\_ her face.
2. Silence gives \_\_\_\_\_.
3. A \_\_\_\_\_ display of fireworks took place last night.
4. Take \_\_\_\_\_ from the rain.
5. I find his rudeness \_\_\_\_\_.

**Exercise 2:**

Use (the North, the South, the East, the West) in meaningful sentences.

**III. UNDERSTAND THE TEXT:**

**Exercise 1:**

**Read the text silently and answer the following questions.**

1. Where does beggary exist?
2. Why did the town council decide new measures?
3. Do beggars distort our capital and our image? How?
4. Which ones are better, the old measures or the new ones?



5. Will the new measures succeed without the consent of the beggars?

### **Exercise 2:**

#### ***True / false statements from the content:***

- a. Beggary is a new act that didn't exist before? \_\_\_\_\_
- b. Beggary is a growing and aggravating problem in Nouakchott \_\_\_\_\_.
- c. Beggars improve the image of Nouakchott. \_\_\_\_\_
- d. Our town council existed before the new measures \_\_\_\_\_
- e. These spectacular measures are not reasonable \_\_\_\_\_
- f. These new measures will decide the future of our mayor career \_\_\_\_\_

### **IV. I CAN INTERACT:**

In groups, discuss the question of beggary, say how it can be eradicated and take notes.

### **V. I CAN WRITE:**

Use your group work's notes to write about the phenomenon of beggary. Give reasons to support your suggested solutions.

### **VI. I KNOW HOW TO USE:**

- *The present simple is used to express:*
  1. **A habit:** In the Moorish community, the bride always wears a black veil as a wedding dress.
  2. **A fact that is always true:** Some birds fly South in winter.
  3. **A state:** I prefer tea to coffee.
- *The past simple is used to express:*

1. **A finished action in the past:** We met in 2004.
  2. **Actions that follow each other in a story:** Mariem walked into the room and stopped. She listened carefully. She heard a noise coming from behind the curtain. She threw the curtain open, and then she saw ...
  3. **A past habit:** When I was a child, I used to live in a small house.
- The future simple is used to express:
    1. **Intention:** I'll send some letters tomorrow.
    2. **Invitation:** Will you have dinner with me tomorrow?
    3. **Request:** Will you give me a hand?
    4. **Command:** You will stay until the end of the class.

## **VII. I CAN DO MY HOMEWORK:**

### **Exercise 1:**

Use the following verbs to build up meaningful present statements:

Succeed – smoke – sell – slide.

### **Exercise 2:**

Use the following verbs in clear statements to express past actions:

Ride-root – rise - reveal.

### **Exercise 3:**

Use the verbs below to express future intention, initiation, request and command:

prove – pay – put – prepare.

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*Getting someone do something*  
*Having someone do something*

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I. READ THE TEXT:

**TECHNOLOGY**

Technology is both an instrument for progress and a fatal weapon. Ages and ages ago, man invented technology to ease labor, to produce food and to master the nature. During these dark periods, technology was only used to save man from hunger. Later on, when hunger was no longer a major problem, technology shifted and was focused on other objectives such as transportation, clothing and exploration. Needs became greater because of fast growing population and man had to face problems and among them conquest and other pleasure of life. Since technology was available, he could use it and challenge nature in order to fulfill his needs.

Today, technology has conquered every single part of the world and like the Damocles' sword hanging over the universe; it will cut off the head and leave the hopeless body in a death dance.

**NEW WORDS TO KNOW:**

Instrument – fatal – weapon – ages and ages – labor – to master – hunger – to shift – available – challenge – to fulfill – to hang over - sword.

**II. I KNOW MY VOCABULARY:**

**Exercise:** Find in the text the synonyms of these words.

1. Tool: \_\_\_\_\_
2. Satisfy : \_\_\_\_\_
3. Years and years : \_\_\_\_\_
4. Famine: \_\_\_\_\_
5. Deadly: \_\_\_\_\_
6. Hard physical Work: \_\_\_\_\_
7. To have power on: \_\_\_\_\_

**III. I UNDERSTAND THE TEXT:**

**Read the text silently and answer the following questions.**

1. What is technology?
2. Why did man invent technology?
3. What was man's major problem before inventing technology?
4. Has technology conquered the whole world today?

#### **IV. I CAN INTERACT:**

You discuss with your friend about the positive and negative aspects of technology. You talk about the positive ones and he or she talks about the negative ones.

#### **V. I CAN WRITE:**

On the basis of your discussion in activity IV, write a short paragraph where you talk about either the positive or negative aspects of technology.

#### **VI. I KNOW HOW TO USE:**

- **Get + someone + verb without “to” + something.**
- **Have + someone + verb without “to”+ something.**

#### **Examples:**

*I will get a good mechanic repair my car.*

*Yesterday my boss had me type a long letter.*

*After class, I usually get my sister prepare tea for me and my friends.*

*The teacher has all the students do their homework.*

#### **VII. I CAN DO MY HOMEWORK:**

Write a short paragraph on this. “*Would life be easier or harder for man without technology?*”.

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***I learn how to express agreement and disagreement***

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**I. READ THE TEXT:****PRESTIGIOUS INTERNATIONAL TROPHIES**

During the 19th Cup of African Nations, hosted by Tunisia, millions of African football fans saw the games live. Viewers all over the continent enjoyed every second of the spectacle. It was a great sporting event.

A bigger, more interesting, more enjoyable one-month football tournament is still to come: the World Cup. The United States of America will stage it. It will start on June 17. The last game will be played on July 17. The best, top-ranked African, American, Asian, and European teams will meet in the U.S.A. to compete against one another to win the prestigious trophy. So, winning the World Cup is the summit of sporting success. Every team will represent its country and is responsible for an entire nation's passion, hope, dreams, prestige, pride, and patriotism. Bearing such a responsibility can be fearful. That is why some people believe that pressure put on international sportswomen and sportsmen kill the essence of sport: the enjoyment found in it and the pursuit of personal excellence. Other people argue that nations that meet on a football field or athletics tracks are unlikely to meet on a battlefield.



Whatever side we stand by, we always attend or watch the games with passion, excitement, enjoyment, and wonder.

**NEW WORDS TO KNOW:**

Hosted – fans – spectacle – top-ranked - compete – prestigious - summit - essence -unlikely – battlefield.

**II. I KNOW MY VOCABULARY:**

**Exercise 1:** Match the words in column A to the words in column B (group work).

A	B
1. hosted	a. try to be more successful than someone else
2. fans	b. the basic or most important quality in something
3. spectacle	c. greatly respected and admired because of
4. top-ranked	being important
5. compete	d. that will probably not happen
6. prestigious	e. have the highest position
7. summit	f. a place where a battle is being/ has been fought
8. essence	in the past
9. unlikely	g. people who admire and support a person or a
	sport team
10. battlefield	h. a splendid public event
	i. the highest or most important point in

	something
j.	provide the space for a special event

**Exercise 2:** Use the following words in sentences of your own:  
 hosted – compete –prestigious – essence – unlikely –  
 battlefield.

**III. UNDERSTAND THE TEXT:**

**Exercise 1:** Answer the following questions:

1. How could football fans see all the games live?
2. What is the most important world sporting event?
3. Who is allowed to compete in this sporting event?
4. Why is it difficult to play in such an international sporting event?

**Exercise 2:** Are the following statements true (T) or false (F)?

1. The 20th Cup of African Nations took place in Africa. ( )
2. The U.S.A never hosted the World Cup. ( )
3. The world Cup is a more important event than the Cup of African Nations ( )
4. Only teams representing their countries compete against one another. ( )

#### **IV. I CAN INTERACT:**

In groups, try to find out why people have a strong feeling of love and attraction for football.

#### **V. I CAN WRITE:**

You attended a football match and saw fans behaving in a strange way. In a ten lines essay, describe a sporting event before you witnessed.

#### **VI. I KNOW HOW TO USE:**

- \* A: I enjoy watching football matches.  
B: I also enjoy watching football matches.  
or  
B: I enjoy watching football matches, too.  
or  
B: So do I.
- \* A: I don't like rugby.  
B: I don't like rugby, either.  
or  
B: Neither do I. / Nor do I.
- \* A: I hate the way some football fans act in stadiums.  
B: So do I.
- \* A: I don't mind watching a boxing game.  
Neither / Nor do I.

## **VII. I CAN DO MY HOMEWORK:**

Express agreement or disagreement by asking and answering questions you make yourself as in the examples given above.

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*I learn how to comment and discuss ideas*

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**I. READ THE DIALOGUE:****FORCE – FEEDING IN MAURITANIA**

*Selma is a heavy built woman in her sixties. She runs a “fat-farm” in the northern town of Chinguitty. A local TV channel reporter visited her and they held this conversation:*

**Reporter:** Hello! Mrs. Selma and welcome to our show. My first question is: what is force-feeding and why do you practice it?

**Selma:** I make little girls eat lots of food and drink lots of milk. Fatness is a symbol of wealth and felicity; furthermore, in our traditions it makes girls more beautiful and more desirable.

**Reporter:** You have two different groups of girls, in other words you have fat and thin girls!

**Selma:** Yes, but the fat girls have eaten and drunk for three months and they have obtained the sought weight since last week. As for the thin ones, they have just arrived.

**Reporter:** Selma. You're a little bit overweight. Had your mother force-fed you before you got married?

- Selma:** Of course. My mother had got me fat and my sisters, too. She had had a good reputation for fattening girls before she died.
- Reporter:** How long will these thin girls stay in your farm? In other words, when will they have completed their eating and drinking course?
- Selma:** This is the beginning of winter and if they are obedient, they will have finished everything by the beginning of autumn. By next week, these fat girls will have joined their families and my attention and efforts will, therefore, have concentrated on the thin ones.
- Reporter:** Girls are force-fed in your “fat-farm” to gain a weight and the government has described it as “life-threatening”. Haven’t you ever cared about that?
- Selma:** Never! I haven’t cared about any of those new intruding western philosophies which describe our sacred traditions and habits as life-threatening. How can anyone imagine that circumcision and force-feeding are life-threatening?! How can you describe chastity and beauty as life-threatening?! It’s nonsense!
- Reporter:** Mrs. Selma, thank you for your interesting comments on this pertinent issue.
- Selma:** You’re welcome.

**NEW WORDS TO KNOW:**

Heavy built – “fat-farm” “force-feeding” – felicity – overweight – reputation – “life-threatening” – intruding – circumcision – chastity.

**II. I KNOW MY VOCABULARY:**

**Exercise 1:**

Choose from the box to fill in the blanks

Reputation – overweight – life-threatening - fat-farm -  
chastity

1. \_\_\_\_\_ is abstaining from all illegitimate sexual intercourse.
2. He has a good \_\_\_\_\_ as a doctor.
3. The place to which little girls are sent to be force-fed is called \_\_\_\_\_
4. A lot of people in the West are \_\_\_\_\_ because of eating fast food.
5. Obesity is a \_\_\_\_\_ disease.

**Exercise 2:**

Use the following words to build meaningful sentences on your own:

***Heavy built – felicity – intruding – circumcision – force-feeding.***

### III. I UNDERSTAND THE TEXT:

**Read the text silently and answer the following questions.**

1. What is force-feeding?
2. Why does Selma practice force-feeding?
3. Had Selma been force-fed when she was a girl?
4. For how many months a little girl should stay in a “fat-farm” to gain weight?
5. Did Selma care about the government description of gain weight (obesity)?

### IV. I CAN INTERACT:

In the recent past, girls’ fatness was a criterion of beauty and a symbol of wealth. How do you see it today? Do you have other criteria for beauty and wealth?

In groups, discuss and take notes.

### V. I CAN WRITE:

Use your group work’s notes to write a paragraph in which you state your point of view about fat women and your alternative criteria of beauty and wealth.



## VI. I KNOW HOW TO USE:

1. The present perfect is used to express:

1. **An action that began in the past and continues into the present:**

- Look at those girls! They have eaten and drunk so much to the point that they have gained the sought weight.

**The duration of the action with *for* or *since*:**

- You've studied English since 2004.
- I've lived in the countryside for seven years.

2. The past perfect is used:

2. **To make clear that one action in the past happened before another action in the past:**

- Had your mother force-fed you before you got married?
- When I got home, I found that someone had broken into my apartment and had stolen my TV set.

3. The future perfect is used:

3. **To say that an action or an event will be completed or finished by a certain time in the future:**

- We will have finished the English program by the end of April.

- They will have finished everything by the beginning of autumn.

## **VII. I CAN DO MY HOMEWORK:**

### **Exercise 1:**

Use the following verbs in meaningful sentences to express actions that started in the past and continue into the present:

To work, to drive, to paint, to sing.

### **Exercise 2:**

Build up four sentences in which you show how you express an action that happened in the past before another action in the past. Use these verbs in your sentences:

To buy, to build, to cry, to call.

### **Exercise 3:**

Use the verbs below to build up sentences in which you show that an action will be completed by a specific time in the future:

to finish – to play – to study – to rise.

**I. READ THE TEXT:****THE INDEPENDENCE DAY IN MAURITANIA**

Nouakchott today is a hive of activity. Hundreds of men are working day and night to put the finishing touches to the improvements of our capital. We are waiting for the Independence Day. This day is engraved on every Mauritanian's memory. It's living ardently in every patriot's heart.

In the very beginning of the twentieth century and while our grandfathers were leading a peaceful life, the French military expedition pioneers crossed the Senegal River to colonize Mauritania. The French were looking at their military expedition as an excursion, but decades later, when our grandfathers were snatching victory from them, they admitted they were dreaming. In 1960, on the 28th of November, the French military, statesmen and historians were witnessing the emergence of a great and brave nation, the Islamic Republic of Mauritania.

At this time next month, we'll be celebrating this great day in which the grandfathers retrieved our lost freedom from the French colonists. At this time next year, our children will be dancing and singing the national anthem. At this time after

centuries, Sidi Ould Moulaye Zein and his companions, the heroes of the national resistance, will be amongst us, celebrating this emancipation day. At this moment after a thousand years, millions of Mauritians will be working day and night to clean up and decorate Nouakchott in order to give it a new beautiful look for the great rendez-vous: **November, the 28<sup>th</sup>**.

**NEW WORDS TO KNOW:**

Hive – improvements – engraved on – ardently – snatching – emergence – retrieved – anthem – emancipation.

**II. I KNOW MY VOCABULARY:**

**Exercise 1:**

Match the words in column A to their explanations in columns B.

A. The words	B. The meanings
1. Hive	A. Cut or carve on (a hard surface)
2. Improvements	B. Passionately, with warm emotion.
3. Engraved on	C. Taking or getting by force
4. Ardently	D. Got possession of again
5. Snatching	E. Hymn
6. Emergence	F. Obtaining freedom, the rights, etc
7. Retrieved	G. Coming into view, coming out, appearing
8. Anthem	H. Something which adds to beauty, usefulness, value, etc.

9. Emancipation	I. Box for bees to live in.
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**Exercise 2:**

Use each word in column “A” in a meaningful sentence.

**III. I UNDERSTAND THE TEXT:**

**Exercise 1:**

**Read the text silently and answer the following questions.**

1. Why are hundreds of men working day and night?
2. What are we waiting for?
3. Can we forget the Independence Day?
4. Was the French military expedition an excursion?
5. What will our children be doing this same time next year?

**Exercise 2:**

***True / false statements from the content:***

- a. Our grandparents were preparing to attack Senegal when the French military expedition pioneers crossed the Senegal River \_\_\_\_\_
- b. The French expedition was a mere excursion \_\_\_\_\_
- c. Our grandfathers retrieved our freedom from the French colonists \_\_\_\_\_
- d. At this same time next year, our children will be sleeping \_\_\_\_\_
- e. After centuries, Sidi Ould Moulay Zeine and his companions will always be remembered by the Mauriticians \_\_\_\_\_

- f. The Mauritians will keep celebrating the 28<sup>th</sup> of November even after a thousand years \_\_\_\_\_

#### IV. I CAN INTERACT:

What does the 28<sup>th</sup> of November mean to you? In pairs, discuss and take notes.

#### V. I CAN WRITE:

Use your notes and write a short paragraph in which you state the meaning(s) of the 28<sup>th</sup> of November in your point of view.

#### VI. I KNOW HOW TO USE:

- The present continuous is used to express:
  1. **An action that is happening now:**
    - Don't turn the TV off. I'm watching it.
  2. **An action that is true now, but is not necessarily happening at the moment of speaking:**
    - Don't take that book. Aly's reading it.
  3. **A temporary activity:**
    - Fatou is a student, but she is working as a hairdresser during the holidays.
  4. **A planed future arrangement:**
    - We're traveling tomorrow afternoon.
  
- The past continuous is used:

1. **To express activities in progress before, and probably after, a specific time in the past:**
  - At this time yesterday I was writing a letter to my friend.
2. **For descriptions:**
  - Khady **was wearing** a blue veil. Her eyes were shining in the light of the candles that were burning nearby.
3. **To express an interrupted past activity:**
  - When the phone rang, I **was having** a shower.
4. **To express an incomplete activity in the past in order to contrast with the past simple that expresses a completed activity:**

I **was reading** a book during the flight. (I didn't finish it).  
I read a book during the flight. (I finished it).
5. **To express simultaneous past Activities:** (while, when)
  - a) **While:** I **was watching** TV **while** he **was listening** to some music.
  - b) **When:** **When** the phone rang I was having a shower.

• The future continuous is used to express:

1. **An action that'll be going on at a specific time in the future:**
  - At 11 o'clock tomorrow morning I'll **be traveling** to Rosso.
2. **To ask politely about someone's future plans:**
  - What **will you be doing** tomorrow?

## **VII. I CAN DO MY HOMEWORK:**

### **Exercise 1:**

Build up meaningful sentences on your own to express:

1. **An action that is happening now.**
2. **A temporary activity.** To play –To paint.

### **Exercise 2:**

Write two sentences on your own to express

1. Incomplete activity in the past.
2. Interrupted past activity in the past
3. Simultaneous past

### **Exercise 3:**

Build up two sentences on your own in which you express:

1. An action that will be going on at a specific time in the future.
2. A polite question about one's future plans. To fish – To do.



**Getting something done  
Having something done**

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**I. READ THE TEXT:****GOING ABROAD**

John is taking his family abroad this year. His wife he and their two children are all going. His older brother is a farmer. He's never been overseas and he has decided to go with them. First he will go on horseback from his farm to the bus station. He'll take a bus to their house. From there, they all go together.

They are going to go by train to New York, and then take a ship to Europe. When they arrive in Europe, they're going to rent a car and drive wherever they want to go. Then they will return the car. They are planning to fly home.

It took them a long time to decide where to go, but John thinks they have planned a very interesting trip. At first they wanted to fly because it would be faster and would give them more time for sight-seeing but his brother was very anxious to take a boat trip. The children will enjoy that, too.

**II. NEW WORDS TO KNOW:**

Abroad – overseas – on horseback – to fly home – to plan – trip  
– to rent – sight-seeing.

### III. I KNOW MY VOCABULARY:

#### Exercise:

Fill in the blanks with these words.

Abroad– on horseback– to plan – trip – to rent – sight-seeing.

1. Most people in my village prefer traveling on camel than\_\_\_\_\_
2. Many foreigners come to this country for\_\_\_\_\_
3. What are you going to do this summer holiday? I am going to  
\_\_\_\_\_
4. During an electoral campaign, all the candidates usually  
\_\_\_\_\_ a lot of cars to do theirs campaigns.

### IV. I UNDERSTAND THE TEXT:

**Read the text silently and answer the following questions.**

1. What is John planning to do this year?
2. Is John's brother going to go to the city by car?
3. How are all of them going to travel to Europe?
4. Will they return home by boat?
5. Are John and his family going on a business trip?

**V. I CAN INTERACT:**

You and your friend have decided to travel. You suggest to travel to the countryside and he/she proposes to travel abroad either to Senegal or any other neighboring country. Each one of you justifies his/her choice or preference.

**VI. I CAN WRITE:**

Write a short paragraph saying why it is good to travel abroad or to the countryside.

**VII. I KNOW HOW TO USE**

- **Get + something + done.**
- **Have + something + done.**

**Examples:**

*Please, I want my car washed before I come back.*

*Did you get your TV set fixed last night?*

**VIII. I CAN DO MY HOMEWORK**

Supply 4 meaningful sentences with “get + something + past participle of the verb” or “have + something + past participle of the verb”.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

**UNIT 01**

**A1**

## **STUDENT'S ASSESSMENT**

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Heart disease and cancer are the most common diseases found among European people. Recent medical research has developed new effective drugs. And even better, some great progress has been made in the field of prevention. The old proverb "prevention is the surest form of cure" has never been more relevant than now. The identification of most common diseases has helped doctors in preventing them.

Heart disease for instance is caused by obesity, stress and smoking. It can be avoided simply by eating the right food and by doing plenty of exercises. Lung cancer is caused by living and working in a polluted environment and it may be avoided by changing environment and by giving up smoking. In conclusion, we can say that prevention is not only the surest form of cure but it also appears to be the cheapest one in that it does not cost anything.

### **I. COMPREHENSION :**

**A. Answer the following questions:**

1. What common diseases are found among European people?
2. Is Lung cancer caused by obesity and stress?
3. In what field has some progress been made?
4. How can we avoid catching heart disease?
5. is prevention an expensive medicine?
6. Give a title to this text.

**B. Vocabulary:**

Find in the text the synonyms of these words

1. Medicine .....
2. Frequent .....
3. Stopping .....
4. Filthy .....

**II. GRAMMAR:**

**C. Ask a question for the underlined word**

1. The doctor is examining the patient.
2. Sidi bought a medicine yesterday.
3. Kader has gone to hospital.

**D. Put the verb in the given tense:**

1. The doctor is writing a prescription (simple past)
2. Ahmed was going to hospital (simple future)

3. Are you drinking an aspirin? (present perfect)
4. I will see the doctor (present continuous)
5. Binta does not feel well (Past continuous).

**E. Combine each pair of sentences into one single sentence using:**

**Neither ... nor or Either ... or appropriately**

You pay attention.

You go out.

I don't speak Arabic.

I don't speak French.

**III. ESSAY WRITING :**

Explain the following saying: "A healthy mind in a healthy body."

**UNIT ONE**  
**SUPPLEMENTARY TEXTS**  
**FOR EXTENSIVE READING**

**I read in my free time or at home the following texts to get more ideas and information and build up my vocabulary.**

### **Text one: Heart transplant**

Mr. Russell and his wife have parked their car in front of their house in Indianapolis, a city in the State of Indiana. On weekends, Mr. Russell and his three children ride bicycle on a pavement near their home. He seems healthy and strong. There doesn't seem to be anything abnormal about him. However, he is a very special person.

A few years ago, Mr. Russell was given a second heart. You have probably read something about this wonderful discovery of modern science. Doctors have discovered how to give a new heart to a person taken from another person who has just died. It is transplanted immediately into the body of someone who needs it.

The operation is not always successful. Several people have died after heart transplants because their bodies have rejected the new hearts. Some people with heart transplants become strong and healthy again, and Mr. Russell is one of those lucky ones.

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### **Text two: Arabic numbers**

Europeans use different numbers from Arabic numbers. So it seems strange that they should call them Arabic numbers. They do so because they learnt their system of counting from the Arabs. When Islam spread to the east, the Arabs learnt a lot about



Mathematics from the Indians. Then Arab Mathematicians did their own work. They suggested that Muslim countries should use a system of counting in tens. It was not surprising that they should choose ten: people have always used their fingers to count.

In the Arab system, the position of figures was important: one position for thousands, one for hundreds, one for tens, one for units. This idea came from the Indians. But the Arabs introduced something new and very important: the zero.

The Muslim world began to use this system. It led to many new discoveries in Mathematics. But Europeans were still using the Roman system. The Roman system had used capital letters for numbers, and they had counted in five. It was difficult to add up, using Roman letters. So many Europeans did not use written fingers. They added up with counters.

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### **Text three: Cats naps**

Cats are creatures of habit. They like to go to sleep about the same time every day and for a certain length of time. They seem to have a natural clock inside them that tells them when to sleep.

Cats supplement their regular sleep with occasional cat naps. Some experts feel that humans could benefit from this habit. Cat naps help to build up energy in the body. They are also a good way to overcome boredom. Since cats have moods similar to those of humans, some experts believe that people can improve their moods

and attitudes by catnapping! People might become happier and more positive.

A number of famous people have copied cats by taking cat naps during the day. The naps would usually last from 15 to 30 minutes.

Winston Churchill took cat naps. So did Presidents Harry Truman, John, F. Kennedy and Lyndon B. Johnson. These men were known for their energy. They were also able to work long hours, often into the night. Napping was their secret.

Perhaps more people could learn from cats and take naps to feel better and live longer.

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#### **Text four: Foreign languages**

Learning foreign languages is of vital importance to everyone. In fact, the knowledge of one or more international languages such as English is highly useful in our educational, cultural, social and economic activities.

The knowledge of international languages constitutes a key part of a successful education. In universities, for example, some academic subjects are taught in English, French or Arabic. Without a good knowledge of these languages, we can't understand some lectures on the one hand and we also fail to make use of reference

books on the other hand. International languages also help scientists to carry out their scientific research and experiments.

The mastery of these languages is also a means of improving the social status of people. It opens to them more opportunities and makes them well respected by society.

In addition, the use of international languages is helpful to people who either live or travel abroad. For instance, it enables businessmen to carry out their financial transactions in the world. Similarly, tourists, diplomats and journalists use these languages to discover different cultures, represent their countries or report information.

As a conclusion, we all must learn international languages in order to facilitate our living conditions and to better serve our countries.

# UNIT TWO LESSONS

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