

BOYS AND GIRLS

I learn how to check and confirm**1. I READ THE TEXT:**

Boys tend to play outside, in large groups that are hierarchically structured. Their groups have a leader who tells others what to do and how to do it, and resists doing what other boys propose. It is by giving orders that high status is negotiated. Another way boys achieve status is to take centre stage by telling stories and jokes, and by challenging the stories and jokes of others. Boys' games have winners and losers and elaborate systems of rules that are frequently the subjects of arguments. Finally, boys are frequently heard to boast about their skills, likes and possessions, and argue about who is best at what.

Girls, on the other hand, play in small groups or pairs. The centre of a girl's social life is her best friend. Within the group, intimacy is key: differentiation is measured by relative closeness. In their most frequent games, such as jump rope and hopscotch, everyone gets a turn. Many of their activities such as playing with dolls do not have winners or losers. Although some girls are certainly more skilled than others, girls are expected not to boast about it, or show that they think they are better than the others. Girls don't give orders: they express their preferences as suggestions, and suggestions are likely to be accepted.

New Words:

Hierarchically - resist - status – elaborate - argument

- boast - intimacy.

II. I KNOW MY VOCABULARY :

Exercise 1:

Match the words in column A to their explanations in column B (*group work*)

A	B
1. hierarchically	a- close friendship or relationship.
2. resist	b- carefully detailed.
3. status	c- disagreement.
4. elaborate	d- arrange according to importance.
5. argument	e- speak too proudly about one's achievement.
6. boast	f- refuse to accept.
7. intimacy	g- position in a group.

Exercise 2:

Build sentences using: hierarchically, resist status, elaborate, argument, boast, intimacy

III. I UNDERSTAND THE TEXT :

Exercise 1:

Read the text silently and answer the following questions:

1. Where are boys likely to play?
2. Who gives orders in boys' groups?
3. What do boys frequently argue about?
4. Who is the key figure within girls' groups?
5. Why does everybody get a turn in girls' games?

Exercise 2:

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

1. Boys groups are well organized. ()
2. Boys try to be the centre of attention. ()
3. Boys always agree with each other. ()
4. Girls' activities are competitive. ()
5. Girls expect their friends to obey them. ()

IV. I CAN INTERACT

Should girls and boys enjoy equal status?
In groups, discuss about it and take notes.

V. I CAN WRITE :

Use the notes you have taken from your group work and write a short paragraph where you say whether girls and boys should enjoy equal status.

VI. I KNOW HOW TO USE :

The leader tells others what to do, doesn't he?
Boys tend to play outside, don't they?
Every girl gets a turn, doesn't she?
Girls don't give orders, do they?

Girls play in small groups or pairs, don't they?

Mary overslept, didn't she?

He didn't do his homework, did he?

VII. I DO MY HOMEWORK :

Fill in the blanks with the correct tag questions.

1. You go to this school,?
2. We shall go out tonight,?
3. They don't like dogs,?
4. You helped them,?
5. You will call me,?
6. She didn't get up early,?
7. I shall not hurt you,?
8. She does not know how to swim,?
9. She won't go to the party,?
10. They speak good English,?
11. He arrived at ten,?
12. They didn't win the race,?

IN NEMA, THERE'S A BIG CHOICE

I learn how to express possibility, probability and how to make predictions.

1. I READ THE TEXT :

Nema is a good place to spend one's holidays, because there, we can avoid boredom, routine and steadiness. This year, I decided to discover that remote town. En route to my destination the driver talked to me: "You won't regret your long journey to Nema! You'll differently enjoy yourself. You would probably spend your first week in town. There, you'll visit the old market and if you're lucky enough you could come across the weekly open air – market before you go to wander around Ideilba, the old neighborhood of the town.

May be you're not a mountaineer but you can't miss the opportunity to climb N'Gady mount. You could go to Ashemmim village and spend your second week between nice people in a pretty place. You would certainly travel to see Dhleem which is a well-known well and a village too.

At the end of your journey you would definitely spare a couple of days to experience the Bedouin's life. You will certainly drink fresh milk, eat roasted meat and ride camels. Dear friend, in Nema there's a big choice.

New Words:

Avoid – routine – Steadiness – remote – mountaineer – definitely – spare – to experience – Bedouins – camps.

II. I KNOW MY VOCABULARY :

Exercise:

Choose from the box to fill in the blanks:

Spare – routine – Bedouins – mountaineers.

1. usually fall and die.
2. Try usually to some money for tomorrow.
3. Inhabitants of big cities complain about the They do the same things everyday.

III. I UNDERSTAND THE TEXT :

Read the text silently and answer these questions.

1. Why is Nema a good place to spend one's holidays in?
2. Is the old market an important place to visit?
3. Can anyone visiting Nema miss the opportunity to climb N'Gady mount?

4. For how long could you stay in Ashemmim?
5. Where would you end up your journey in Nema?

IV. I CAN INTERACT

In groups, suggest good places for holidaying in Mauritania. Give reasons for your choices. Take notes.

V. I CAN WRITE :

Use the notes you have taken from your group work. Write a paragraph about your suggestions.

VI. I KNOW HOW TO USE :

Can – Could – Will – Would are modal verbs.

Use :

- ♦ I can fix my car (ability).
- ♦ Can I borrow your camera? (Permission).
- ♦ You can't have a 10 year old boy, you're only 17 (probability).
- ♦ It can be anywhere (possibility).
- ♦ We could go to Kiffa for our holiday (possibility).
- ♦ Could you do me a favor? (Request).
- ♦ I'll have the stake, please (decision).

- ♦ I'll see you tomorrow (intension).
- ♦ Would you open the door for me, I'd like a cup of coffee (preference).

VII. I DO MY HOMEWORK :

Write sentences of your own in which you use (can – could – will – would) to express:

Preference:

Decision:

Possibility:

Intention:

Request:

Ability:

Permission:

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MAURITANIANS AND SUPERSTITIONS

I learn how to express possibility, probability and how to make predictions.

1. I READ THE TEXT :

Most Mauritians believe, to some extent, in superstition, and this belief differs, however, from region to region.

In the North, for example, you'd better not strike anyone with a rosary, because that may cause him/her to be sterile and barren!

In the center, you're not advised to tread on dirt and soil for demons might be there, and therefore they may go off with you!

In the North West, never call out somebody's name while he's leaving his house lest you might lay him under a curse.

In the East, making your way through a cemetery or an abattoir is definitely dangerous, because demons may carry you away with them or take possession of you!

New Words:

Superstition – belief – sterile – for – demons –go off with – lest – undergo – horrible – carry ... away.

II. I KNOW MY VOCABULARY :

Exercise:

Put these words in meaningful sentences:

Rosary – sterile – lest – undergo – sufferings – cemetery.

III. I UNDERSTAND THE TEXT :

Read the text silently and answer these questions.

1. Do Mauritians believe in superstition?
2. What may happen to a person when he is struck with a rosary?
3. Is it good to call out somebody's name while he's leaving his house?
4. Dare people in the East make their way through cemeteries and abattoirs?

IV. I CAN INTERACT

Fill in the blanks with the appropriate model (may, might)

1. your wound heals!
2. I use your pencil?
3. You help me.

4. This report contain useful information.
5. This insect be poisonous.
6. I have a cup of tea?

V. I CAN WRITE :

Write a short paragraph in which you speak about magic, witchcraft, and sorcery that exist all in Africa.

VI. I KNOW HOW TO USE :

May and might are modal verbs.

Use:

- This drug may cure your cough. (possibility / probability)
- This illness might be serious. (possibility / probability)
- May I come in? (permission)
- Might I make a suggestion? (permission)
- May you be happy! (wishes / hopes)
- You might do me a favour. (request).

VII. I DO MY HOMEWORK :

Write sentences of your own in which you use (**may / might**) to express:

Wishes / hopes:

Probability:

Possibility:

Permission:

Request:

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MAHMUD'S EXTRA LECTURE

I learn how to express possibility, probability and how to make predictions.

I READ THE TEXT :

At the end of his scheduled lesson, Mahmud the English teacher, passes, as usual, to his free extra lecture: “O dear sons and daughters, I see a large group of girls and boys going up a white ladder stepping firmly and proudly, and I see another smaller group whose members are trying in vain to climb the ladder and falling on each other as they reach the third step. Do you know who the first group is?! “No” said several voices. “You must know that group, because it’s the hardworking group. And what about the second group? You ought to know it, too.

Dear students, you should continue your progress on that beautiful way of success”! The teacher gazed at the small group and proceeded “miserable weak students, you ought to start at once and you should surpass all the difficulties and obstacles that face you.

You look tired, you must be exhausted. Take a break and have some rest. But remember, you shouldn't begin again before you correct yourselves, for mistakes mustn't be overdone. Think over that and who knows, you could probably be the best?"

New Words:

Go up – ladder – firmly – in vain – gazed – surpass – exhausted – overdone.

II. I KNOW MY VOCABULARY :

Exercise 1:

Find in the text, the opposite of the following words:

Lazy – forget – end – ignore - stop.

Exercise 2:

Put your new words in correct and meaningful sentences.

III. I UNDERSTAND THE TEXT :

Read the text silently and answer these questions.

1. What kind of lessons is Mahmoud giving his students?
2. What's the aim of the teacher's extra lesson?
3. Does Mahmoud give weak students a hope at the end?

4. What lesson could the students get from the last paragraph?

IV. I CAN INTERACT

In groups, discuss the importance of learning from one's mistakes. Take notes.

V. I CAN WRITE :

Use the notes taken from your group work write a paragraph about "learning from one's mistakes".

VI. I KNOW HOW TO USE :

Must, Should, and Ought to are modal verbs.

Use:

- We **must** pray five times a day. (obligation)
- The player **must** be exhausted. He can't even stand up (probability)
- I think you **should** spend less. (Obligation).
- Do you think I **should** see a doctor? (asking for opinion/advice)
- You **shouldn't** sit so close to the television: It's harmful for your eyes (advice)
- He is in great form; he **ought to** win. (probability)

- You **ought to** start at once. (duty or obligation)
- Coffee **ought to** be drunk while it is hot. (suggestion)
- You **mustn't** steal other people's things. (negative obligation)

VII. I DO MY HOMEWORK :

For some people, criticism is very hard, whereas for others it's the candle that lights the way for clear and quick learning. Write a paragraph in which you state your point of view.

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AT THE SCHOOL LIBRARY

I learn how to report a negative sentence

I. READ THE DIALOGUE :

It's Monday afternoon. Dave and Sonia, two high school students, are at the school library. They are sitting at a table talking about their future plans.

Sonia: Tell me, Dave, what do you want to be when you get older?

Dave: I would like to be an architect. I would love to build my own house.

Sonia: Oh, I see. In that case, you will have to go to the university and study for 7 to 8 years. Isn't that too much long?

Dave: I know it is, but I don't mind. I love studying. And you, do you have an idea about what you want to be?

Sonia: I enjoy traveling a lot. So, to be a reporter or a pilot would be perfect.

Dave: Well, that's quite interesting, but you will have to study hard too. By the way, are you good enough at languages?

Sonia: To be honest, I'm not that good but don't worry, I will manage. How about your sister, Vanessa, what does she want to be?

Dave: She says she wants to be a plumber. I have noticed that she loves repairing things in our house.

Sonia: "A plumber"! You must be joking! That's a boy's job, isn't it?

- Dave:** Well, that's what she wants. And your elder brother what has he decided to do in the future?
- Sonia:** I really don't know. This week, he says he wants to be an astronaut. Last week, he told me he wanted to be a fireman and the week before that he wanted to be a farming engineer. He changes his mind all the time.
- Librarian:** Don't shout, children! Remember, you are in a library!
- Sonia:** (In a lower voice): I don't want to be a librarian, that's for sure!

New Words and expressions:

Architect – own – I don't mind – Don't worry – reporter – pilot – to be good at – plumber – you must be joking – astronaut – fireman – librarian.

II. I KNOW MY VOCABULARY :

Exercise :

Match the nouns in column A to their explanations in column B.

Column A	Column B
1. An architect	a- puts out fire.
2. A reporter	b- travels in shuttle space.
3. A pilot	c- helps find books to read.
4. A plumber	d- repaired broken pipes in a house.
5. A fireman	e- builds designs and builds modern houses.
6. An astronaut	f- flies airplanes.
7. A librarian	g- writes or tells news in the radio TV.

III. I UNDERSTAND THE DIALOGUE :

Exercise 1:

Read again the above dialogue then answer these questions.

1. Are Sonia and Dave in the school yard?
2. What does Dave want to be?
3. Does Sonia like to be a librarian?
4. What does she want to do?
5. What does Sonia's brother want to do?
6. What does Vanessa love doing?

IV. I CAN INTERACT

In pairs, student1 and student2 take turns and ask each other questions about what they want to do in the future. Questions can be extended to brothers, sisters, and friends.

Example:

S1: What do you want to be?

S2: I want to be or (I would like) to be a doctor.

S1: Why?

S2: Because I love helping sick people.

V. I CAN WRITE :

Write a short paragraph about 2 or 3 people and say what they want to be and why?

VI. I KNOW HOW:

To report negative sentences:

- a- When the reporting verb is used at the simple present tense (say/says), then there is no tense change from the direct to the indirect speech. "I" in direct speech changes into I, he or she in the indirect speech. "We" in the direct speech changes into we or they in the indirect speech.

Example: **Direct:** "I don't want to be a librarian", Sonia says.

Question in the Simple Present: What does Sonia say?

Indirect: She says that she doesn't want to be a librarian.

b- When the reporting verb is used at the simple past tense (said / declared etc ...), then there is tense change from the direct to the indirect speech.

1. The simple present negative changes into the simple past negative

Don't / doesn't change into ► **didn't**.

2. The present continuous negative changes into the past continuous negative.

Am not

Is not changes into ► **was not or were not**.

Are not

3. The simple future negative changes into the conditional present negative.

Will not changes into ► **would not**.

4. The simple past negative changes into the past perfect negative.

Didn't + infinitive changes into ◊ **hadn't + past participle**.

5. The present perfect negative changes into the past perfect negative.

Have not / has not + past participle changes into ◊ **had not + past participle**.

VII. I DO MY HOMEWORK:

Report the following sentences. Pay attention to the reporting verb.

1. "I don't have many brothers", Aïcha says.
2. "Sidi hasn't bought a new mobile," I told Mohamed.
3. "I am not from the East", Lamine told us.
4. "We didn't spend the holidays in Nouakchott," Ely and Kader said.
5. "The President will not give a speech," The say.
6. "I am not going to the library," Moussa told me.

7. “We have not done the homework,” the two lazy students say.
8. “Brahim doesn’t work hard at school,” the teacher told my parents.

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AT THE FAST-FOOD RESTAURANT

I learn how to report commands

I. READ THE DIALOGUE :

Yesterday, Aunt Betty invited Sonia and her twin brothers, Mark and Nick to a restaurant. They went to Piccadilly Circus in London and looked for a restaurant to have lunch.

Aunt Betty: Come on kids; choose a nice and comfortable restaurant. What about if we go to that Italian restaurant across the street?

Mark: No, Auntie, let's go and have a hamburger. It's more fun.

Aunt Betty: This place is noisy. Couldn't you choose another place quieter and less crowded? It's dreadful here!

Nick: It's not very crowded. Don't worry, we won't have to queue for a long time.

Mark: Come and sit down, Auntie! Do you want some ketchup or mustard? It will make the meat tastier.

Aunt Betty: Give me just a bit of mustard, please, but where are the knives and forks.

Sonia: You don't need any, Auntie. You eat with your fingers here. Go ahead Auntie, eat your hamburger!

Aunt Betty: (Gives her impression) Well, kids, it's better than I thought. In fact the hamburger is quite tasty, and the

chips are good. Ok, kids let's go home and have some sleep!

New Words:

Comfortable - twin brothers – fun – noisy – crowded – to queue – tasty – chips - dreadful.

II. I KNOW MY VOCABULARY :

Exercise:

Fill in the blanks with:

Comfortable – fun – tastier – to queue –dreadful – crowded.

1. On the weekends, the main streets of Nouakchott are not very
2. The airplane is a fast and means of transportation.
3. At the end of the month, all the banks are overcrowded, therefore one must for a long time to get some money.
4. Last weekend, my best friends and I went to the beach to have
5. Hello! Speak up I can't hear you well because it's too much here.
6. I don't like kick-boxing because it's a bloody and sport.

III. I UNDERSTAND THE DIALOGUE :

Exercise:

Read the dialogue again then write true or false in front of each sentence.

- a- The people in this dialogue are having lunch at home.
- b- There are four people in this dialogue.
- c- They had rice and chicken as lunch.
- d- They have decided to have lunch at the Italian restaurant.
- e- They have to queue for a long time.
- f- In the restaurant, customers eat with knives and fork
- g- Aunt Betty finds the restaurant noisy and dreadful.
- h- Aunt Betty didn't like the hamburger.

IV. I CAN INTERACT

You and your friend have decided to go and eat in a fast food restaurant. One suggests a restaurant and the other says why he agrees or disagrees (talk about the food, the restaurant look, people working in the restaurant etc ...)

V. I CAN WRITE :

You have already eaten at a restaurant. In a short paragraph say what it looked like as compared to eating at home.

VI. I KNOW HOW TO REPORT:

a- Positive commands:

The tense imperative in the direct speech changes into complete infinitive. In the indirect speech whether the reporting verb is at the simple present or simple past (say (s) / said, ask (s) / asked).

Examples:

Direct: “Choose a nice and comfortable restaurant!” Aunt Betty says.

Indirect: Aunt Betty says **to** choose a nice and comfortable restaurant.

Or,

Direct: “Sit down!” Sonia asked Aunt Betty.

Indirect: Sonia asked Aunt Betty **to** sit down.

b- Negative commands:

Direct: “Don’t eat with fingers!” Aunt Betty told the kids.

Indirect: Aunt Betty told the kids **not to** eat with fingers.

VII. I DO MY HOMEWORK:

Report the following sentences. Look carefully at the reporting verb.

1. “Don’t play in the streets!” The policeman ordered the boys.
2. “Pray on time!” My dad tells me.
3. “Open the window!” the teacher told one of the students.
4. “Don’t forget to do the homework!” the teacher reminds us.
5. “Take a taxi!” I ask him.
6. “Don’t say a word!” He told me.
7. “Get some chalk from the headmaster’s office!” The teacher asks Hawa.
8. “Be careful and don’t fight at school!” My mother told me.

STUDENT'S ASSESSMENT

Read the text carefully

Throughout his history, man has changed his physical environment in order to improve his lifestyle. With technology, he has changed forests into farms, and changed rivers into lakes by building dams for hydroelectric power.

But the changes man makes in the environment do not always have positive results. Many environmental problems are caused by man's excessive use of technology. Man's changes in the environment result in more pollution of the air and water. For example, each day, thousands of tons of gasses come out of car exhausts, and smoke from factories pollutes the air of the area around them. As a result, the air in cities is becoming more and more unhealthy.

The pollution of water also causes problems. In the sea, pollution is increasing; the death of large numbers of fish and birds results from this pollution; the same problem exists in rivers. Pollution from industry causes many rivers to be lifeless.

Many experts believe that man must limit the growth of technology so that he can survive on earth. If man can do this, then maybe the environment will remain healthy.

I. COMPREHENSION:

- A. Answer the following questions.
1. Why has man changed his natural environment?
 2. What are some bad effects of man's use of technology?
 3. How does pollution affect water?
 4. Choose the most appropriate title for the text?
 - a. pollution and environment
 - b. technology and environment

- c. problems of the environment
- d. role of the technology.

B. Vocabulary:

What words in the text have the same meaning as the following words or explanations?

Continue to be:.....

For the purpose of: :.....

Make dirty of impure: :.....

II. GRAMMAR:

C. Supply the correct question tag

1. Man permanently changes his physical environment,?
2. Cars and factories often pollute the air...?
3. Mauritania, Senegal and Mali built a hydroelectric dam,?

D. Fill in the blank space with: can – may – must..

1. Man respect his environment in order to continue to survive on earth.
2. Man use technology to improve his living conditions in a moderate way.
3. The environment disappear if man doesn't limit the growth of technology.

III. WRITING:

In a short paragraph, talk about the impact of technology on the physical environment.

UNIT THREE LESSONS

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