

*I learn how to describe sequences of action (Focus on
ordinals)*

I. READ THE TEXT:

MAKING MAURITANIAN TEA

Mauritanian tea is delicious, healthy and refreshing. Making and drinking tea in Mauritania is a daily routine whether at home, in the offices, in public places or any given place and there is no specific time of making and drinking it, from early in the morning up to dawn. Mauritanian people love drinking tea in that it has become part of their habit even their culture. Offering some tea or some drink called “Zrig” to any guest is considered as a sign of hospitality. In Mauritania, we can learn how to make tea at an early age. To make tea can be an easy process but to make some good and delicious tea is another thing as it requires a lot of practice and experience. Whoever is interested in learning how to make tea in the Mauritanian way, has to go through the following steps:

First, put a small quantity of some gun powder green tea in the teapot, add some water, then put the teapot on the stove and allow the tea to boil for some time. As soon as the tea has boiled enough, take the teapot back to the tray, add some sugar and some mint in it. Don't forget that the tea must neither be too sweet nor too sour and you can do it by tasting. It must be well balanced. Then start making the foam with the glasses. It needs dexterity from the maker. Fill in a glass of tea and pour it repeatedly from a glass to glass until you get foam. Keep in mind that making foam may seem somehow to be funny to some people such as western foreigners but it is not at all, it is necessary in terms of look and especially it makes one's mouth water. It is also an opportunity to allow the tea to

cool down a bit. Mauritanian tea without foam is ugly. The mint is used for flavoring. In Mauritania, we used to say that “tea without mint is similar to a word without a meaning”. After having made the foam with all the glasses, then taste to check whether it is perfect to drink or not. If it is OK, then the first cup is ready. Pour some tea in each glass and serve the guests who will sip up their tea with joy and pleasure. After this first cup, two other cups will follow and the process remains the same. Social, political, cultural issues, etc. are likely to be discussed or tackled around tea.

NEW WORDS TO KNOW:

Refreshing, daily, dawn, Zrig, guest, pour, stove, foam, tray, allow, mint, dexterity, ugly, check, guest, sip up.

I KNOW MY VOCABULARY:

Exercise 1:

Match the words in column A with their meanings in columns B.

A.	B.
1. refreshing	A. A white mass of small air bubbles formed on a liquid by motion.
2. mint	B. Skillfulness.
3. check	C. Strengthening, giving rest and relief.
4. pour	D. Aromatic plant for flavoring drinks.
5. stove	E. Cause a liquid to flow in a continuous stream.
6. dexterity	F. Verify.
7. foam	G. Device used for heating food, liquids or for cooking.

Exercise 2:

Use the following words in meaningful sentences:

Refreshing, sip up, check, pour, guest, daily, foam

II. I UNDERSTAND THE TEXT:

Exercise 1:

Read the text silently and answer the following questions.

1. Is Mauritanian tea made and drunk only during the daytime?
2. What aromatic plant is used in the Mauritanian tea?
3. What are the components of the Mauritanian tea?
4. Is it necessary to make foamy tea?
5. What are some of the issues which can be discussed around tea?

Exercise 2:

True / false statements from the content:

- a. The Mauritanian tea must be too sweet. _____
- b. Making good tea requires a lot of know-how, _____
- c. Offering Mauritanian tea is not a sign of hospitality, _____
- d. Mauritanian tea without foam is meaningless, _____
- e. Mauritanian tea is drunk when it gets cold, _____
- f. Mauritanian teenagers learn how make tea only when they become adult, _____

III. I CAN INTERACT:

In pairs, discuss how drinking too much can sometimes become harmful for health especially when someone becomes addicted to it. Take notes.

IV. I CAN WRITE:

Use your group work's notes to write about the assumed harm that tea can cause especially to tea addicted persons.

V. I KNOW HOW TO USE:

Ordinals are numbers used to show order or position in a series of actions, changes, etc.

First, read the questions carefully, **second**, start answering them. **Third**, don't look at your neighbor and ... **Fourth**, hand me your answer sheets and leave.

VI. I CAN DO MY HOMEWORK:

Exercise 1:

Complete with the appropriate ordinal number.

1. The _____ man to land and walk on the moon was Neil Armstrong in 1969.
2. We are living in the _____ century.
3. July is the _____ month of the year.
4. Z is the _____ of the English Alphabet.
5. We are celebrating the _____ anniversary of our independence this year.

Exercise 2:

Write a short paragraph in which you classify the necessary steps to start and drive a car, to make a phone call to make z'rig. Use ordinal numbers like first, second, etc, refer to **VI. I know how to use.**

I learn how to describe sequences of action (Focus on imperative)

I. READ THE TEXT:

THE NOMAD'S WAY OF MAKING BREAD

Bread is one of the oldest and most famous known kinds of food. Its flavor, shape and the way it is baked differ from people to people and from place to place. The simplest way of baking bread is the one used by the nomads of Mauritania. If you want to learn it, follow these steps: first, put some wheat flour in a big bowl. Then add water and yeast and start kneading the mixture with your bare clean hands until it becomes a firm paste.

Next, light a fire in the open air and bury your paste in the hot sand under the burning wood and the live charcoal. After ten minutes go and turn your bread upside down and poke your fire.

After that, wash up the big bowl, go back to your fire, take the bread, shake it off, put it up into small pieces. Finally and before you start eating, don't forget to add some kid or lamb sauce and meat. Finally enjoy your meal!

NEW WORDS TO KNOW:

Baking, flour, yeast, kneading, bare, paste, bury, live, upside down, poke, shake off, kid, lamb.

II. I KNOW MY VOCABULARY:

Exercise 1:

Match the words in column A with their meanings in columns B.

A.	B.
1. Baking	a. Substance used in the making of bread.
2. Flour	b. Without clothing, covering or protection.
3. Yeast	c. Dough; Soft mixture of flour and water.
4. Kneading	d. Put underground, cover with earth or leaves.
5. Bare	e. Burning or glowing.
6. Paste	f. With the upper side underneath.
7. Bury	g. Move the wood and the charcoal to make the fire burn up.
8. Live	h. Take off; get rid of.
9. Upside down	i. Young of the sheep
10. Poke	j. Powder made from grain, used for making bread.
11. Shake off	k. Cooking by dry heat in an oven or in hot sand.
12. Kid	l. Making (flour and water) into a firm dough by working with the hands).
13. Lamb	m. Young of the goat.

Exercise 2:

Build up sentences using:

Baking, yeast, kid, lamb, flour, kneading, paste, bare.

III. I UNDERSTAND THE TEXT:

Exercise 1:

Read the text silently and answer the following questions.

1. What is the simplest way to bake bread?
2. What kind of flour do the Mauritanian nomads use to make bread?
3. Where do the nomads bury their paste to be backed?
4. Do nomads eat bread without sauce?
5. What kind of sauce do nomads add to their bread?

Exercise 2:

True / false statements from the content:

- a. The most complex way to bake bread is the one used by the nomads. _____
- b. The nomads eat bread without sauce. _____
- c. The sauce is made of tomato. _____
- d. To bake the bread, the nomads bury the paste in the hot sand. _____
- e. Before they cut up bread into pieces, the nomads shake it off. _____
- f. Bread and sauce are put in a big bowl. _____

IV. I CAN INTERACT:

The nomads and the city dwellers differ in many ways. In groups discuss about these differences and take notes.

V. I CAN WRITE:

Use your group work's notes to write a paragraph in which you show the major aspects of differences between the nomads and the city dwellers lifestyles.

VI. I KNOW HOW TO USE:

- ◆ **The imperative is the form of a verb or a sentence which expresses a command or an order.**

Examples:

Light a fire!

You can use imperative to express sequences of actions.

Example:

First, **put** some wheat flour in the bowl.

Then, **add** water and yeast and knead.

Next, **light** a fire in the open air.

After that **wash up** the big bowl.

- ◆ **First, then, next, after that, finally** are the words used to introduce sequences of actions. Then, next and after that can be repeated if there're more than five steps to go.

VII. I CAN DO MY HOMEWORK:

Exercise 1:

Choose from the box to complete the sentences, and then arrange them:

First, then, next, after that, finally

In order to brush your teeth correctly:

- ✓ _____ Start brushing your upper teeth from up downwards.
- ✓ _____ Rinse out your mouth.
- ✓ _____ Put some tooth paste on your tooth brush.
- ✓ _____ The lower teeth from bottom upwards
- ✓ _____ Wash your tooth brush.

Exercise 2:

Write five sentences in which you use the imperative and you introduce sequences of actions.

1. _____
2. _____
3. _____
4. _____
5. _____

I learn how to express preferences

I. I READ THE TEXT**THE SIGNALMAN**

"What is the matter?" I asked the men.

"The Signalman was killed this morning, Sir".

"Not the man belonging to that box?"

"Yes, Sir."

"Not the man I know?"

"You will recognize him, Sir, if you knew him", said the man who spoke for the others, solemnly uncovering his own head, and raising an end of the tarpaulin, "for his face is quite composed."

"Oh, how did this happen, how did this happen?" I asked, turning from one to another as the hut closed in again.

"He was cut down by an engine, sir. No man in England knew his work better. As the engine came out of the tunnel his back was towards her, and she cut him down."

"Coming round the curve in the tunnel, sir," he said, "I saw him at the end, like as if I saw him down a perspective glass. There was no time to check speed, and I knew him to be very careful. As he didn't seem to take heed of the whistle, I shut it off when we were running down upon him, and called as loud as I could call."

Charles Dickens.

NEW WORDS TO KNOW:

Solemnly – tarpaulin – composed – curve - take heed of -whistle

II. I KNOW MY VOCABULARY

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

A	B
1. solemnly	a. Calm and in control of your motions.
2. tarpaulin	b. Pay attention, to consider.
3. composed	c. a device you blow through to make a loud sound.
4. curve	d. In a serious way and without amusement.
5. take heed of	e. A line which bends and has no straight parts.
6. Whistle	f. Heavy waterproof cloth used as a cover.

Exercise 2: Use the following words in sentences of your own: *solemnly, composed, take heed of, curve.*

III. I UNDERSTAND THE TEXT

Exercise 1: Read the text silently and answer the following questions:

1. Who was killed in this accident?
2. What was the man covered with after he died?

3. Why couldn't he see the engine?
4. Was he careful?
5. Who saw him as if in a perspective glass?
6. Did the man who saw the signalman tried to draw his attention?

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

1. The signalman was killed in a car accident. ()
2. After the accident the signalman was not recognizable. ()
3. No one knew the signalman's job better than he did. ()
4. The accident happened in the tunnel ()
5. The engine driver had no time to slow down ()
6. ()

IV. I CAN INTERACT

What does a night watchman's job consist of? Do you think it is easy / difficult? Taking notes, discuss about it in groups.

V. I CAN WRITE

Use the notes you have taken from your groups to write a short

paragraph about a night watchman's job.

VI. I KNOW HOW TO USE

Ways of expressing preference:

He **prefers** buses **to** trains.

He **prefers** taking a bus **to** taking a car.

He **prefers** taking a bus **rather than** taking a car.

Rather than taking a car, he **prefers** taking a bus.

He **would prefer** to take a bus **rather than** take a car.

He **would rather** take a car **than** take a bus.

VII. I DO MY HOMEWORK

On your own, use ways of expressing preference as in the examples given above.

1. Tea/Coffee
2. Dogs/Cats
3. City/Countryside
4. English/French

I learn how to express hopes / wishes

I. READ THE TEXT:**A FOREIGNER IN NEW YORK**

A foreigner was once visiting New York. He wished to take a walk in order to see the city, but he was afraid that he would get lost because he did not know a word of English. Therefore, after leaving his hotel, he stopped at the first corner and carefully copied in his notebook something that he thought the name of the street on which his hotel was situated. Then he walked. Nevertheless he got lost. Some hours later, he arrived at a police station. There, he had a confused conversation with the policemen. He could neither understand them nor could they. Finally an interpreter was called. The foreigner explained to the interpreter that although he did not know the name of his hotel, he did know the name of the street in which it was situated. He then showed him what he had copied in his notebook. The words which he had so carefully copied in his notebook were: “**One-way-street**”. The interpreter could not help smiling.

NEW WORDS TO KNOW:

To be afraid, to get lost, nevertheless, interpreter, one-way-street.

II. I KNOW MY VOCABULARY:

Complete each sentence with one of these words.

Situated – policemen – interpreter – foreigner – one-way-street

1. Someone who knows many languages and helps people understand each other is called an _____.
2. When you travel or live in a country which you are not from, you are called a _____.
3. The shopping centre is _____ in the city centre.
4. When you drive on a street with one unique direction, it is called _____.
5. _____ are in charge of security.

III. I UNDERSTAND THE TEXT:

Read the text silently and answer the following questions.

1. Was the foreigner visiting a city from England?
2. What was the foreigner afraid of?
3. What did the foreigner wish to do?
4. What did he do after he left his hotel?
5. Did he arrive at a fire brigade station?
6. Why did the policemen call an interpreter?
7. Could the policemen and the foreigner understand each other?

IV. I CAN INTERACT:

You and your friend talk about the advantages of knowing foreign languages.

V. I CAN WRITE:

Write a short paragraph in which you talk about the importance of learning foreign languages such as English, French or Arabic.

VI. I KNOW HOW TO USE:

- **To wish, to hope** in sentences to express a hope or a wish.

Examples:

I wish I had more money.

We hope that Karim will come to the party.

VII. I CAN DO MY HOMEWORK

After you graduate from University, say what you wish to do.

I learn how to express desires / wants

I. READ THE TEXT:**SOLAR ENERGY**

In many parts of the world, solar energy is used to heat water for homes. Many people think that hot water is a waste of time and an unnecessary luxury, but in some cases it is very important. Hospitals and restaurants for example, need hot water for cleaning, mothers need hot water to wash and feed their babies.

Another use of solar energy is to generate electricity. This is actually very expensive because the collector is very expensive to make, but it is definitely economical for some uses. One example is out: stations radio that work on batteries.

The major use of solar energy battery chargers was to provide electricity for satellites. Now the cost of these chargers is low enough that they can be used widely: a village radio transmitter can be powered by this charger and it never wears out.

NEW WORDS TO KNOW:

To heat, waste, to generate, solar, to wear out, the cost, major.

II. I KNOW MY VOCABULARY:

1. Find in the text, the synonym for each of these words:

Produce: _____ dear: _____, main: _____, price: _____

2. Find in the text the opposite for each of these words

To cool # _____

Cheap # _____

Cold # _____

III. I UNDERSTAND THE TEXT:

Read the text silently and answer the following questions.

1. What is solar energy used for?
2. Why do hospitals and restaurants and mothers need hot water?
3. What is the other use of solar energy?
4. What was the major use of solar battery chargers?
5. Are these chargers still expensive today?

IV. I CAN INTERACT:

You and your friend discuss about the necessity of using solar energy in the rural areas of Mauritania.

V. I CAN WRITE:

In a short paragraph, write on this.

“Is solar energy important for the populations of the rural areas?
Why?”

VI. I KNOW HOW TO USE

- **Would like + noun - Would like + verb - I feel like + Verb+ing - I'd rather - I'd better** in sentences to express a desire or want.

Examples:

- *I would like some tea.*
- *Harouna would like to talk to the teacher.*
- *You'd better learn English before going to the USA.*
- *I'd rather stay home and get some rest.*

VII. I CAN DO MY HOMEWORK

Make up 5 sentences through which you express a desire or want (use **would like + noun, would like + verb, feel like + V +ing, I'd rather** and **I'd better + verb**).

1.
2.
3.
4.
5.

*I learn how to express ability, deduction
and how to make requests*

I. READ THE TEXT (SONG):

ANOTHER DAY IN PARADISE

She calls out to the man on the street
"Sir, can you help me?
It's cold and I've nowhere to sleep.
Is there somewhere you can tell me?"

He walks on, doesn't look back.
He pretends he can't hear her.
Starts to whistle as he crosses the street
Seems embarrassed to be there

Oh think twice,
It's another day for you and me in paradise
Oh think twice,
It's just another day for you, you and me in paradise
Just think about it ...

She calls out to the man on the street.
He can see she's been crying.
She's got blisters on the soles of her feet.
She can't walk but she's trying.
Oh, think twice...

Oh lord, is there nothing more anybody can do?
Oh lord, there must be something you can say.

You can tell from the lines on her face.
 You can see that she's been there.
 Probably been moved on from every place
 'Cos* she didn't fit in there.
 Oh, think twice...

Phil Collins

NEW WORDS TO KNOW:

Nowhere, somewhere, to whistle, embarrassed, blisters, soles, 'cos, fit in.

II. I KNOW MY VOCABULARY:

Match the words in column A with their meanings in columns B.

A.	B.
1. Nowhere	a. Clear note made by the wind.
2. Somewhere	b. Small bag-like swellings under the skin, filled with liquid (caused by rubbing, burning, etc.)
3. To whistle	c. Under surface of a human foot.
4. Embarrassed	d. Not anywhere.
5. Blisters	e. Poetry use of "because"
6. Soles	f. Find, be in, the right; a suitable time or place for.

* 'Cos = because

7. 'Cos	g. Feeling mental discomfort or anxiety.
8. Fit in	h. In, at, to some place.

III. I UNDERSTAND THE TEXT:

Read the text silently and answer the following questions.

1. What is the immediate need of the girl or woman in the song?
2. To whom is she speaking?
3. Does the man care about the miserable state of the girl/woman?
4. What is the mood of the man?
5. Can the girl/woman walk?

IV. I CAN INTERACT:

In groups, discuss the difficult conditions in which most beggars and homeless persons live. Take notes.

V. I CAN WRITE:

Using your group work's notes, write a paragraph in which you tell about the difficult living conditions of the beggars and homeless people.

VI. I KNOW HOW TO USE:

Can: is used to express ability:
He can see she's been crying.

I can speak Arabic.

Ability is also expressed through the expression “**be able to**”:

He is able to repair your car?

Can, would, will, would are used to make requests:

- Sir, **can** you help me?
- **Could** you pass the salt, please?
- **Will** you help her, please?
- **Would** you make me a cup of tea, please?

Must is used here to express deduction.

- There **must** be something you can say.
- You **must** be tired?

VII. I CAN DO MY HOMEWORK:

Exercise 1:

Read the song and answer these questions.

1. Where does the scene take place?
2. Do we have any indications of the time in which the man passes near the girl/woman (the time of year or the time of day)?
3. What do we learn about the girl/woman in the song?
4. What is the opinion of the poet?
5. In which part of the song does the poet state his opinion?

Exercise 2:

People can be beggars or homeless because of different reasons. Write a short paragraph in which you introduce as much reasons as you can.

www.ipn.mr

I learn how to express obligation

I. READ THE TEXT:**OUR NEW PRINCIPAL'S PHILOSOPHY**

Hassan, our new principal, is a good man who has nothing to be blamed for but his devotion to the cause of education and his exaggerated strictness. Everyday at 7:50 am, Hassan gathers the students at the flag pole, in the center of the courtyard, to raise the national flag, sing the national anthem and listen to him reading in his school rules booklet. Every time when the flag is hoisted and the anthem is sung, the principal's look become stern and yell out these rules "All students have to come on time. Everyone must respect everyone, here in our school. Students have got to respect their teachers, their peers and of course their supervisors. All of you, boys and girls, should forget about the outside world and its anarchy. You also ought to know and believe that school is a garden of knowledge in which everyone is regular, hardworking and successful, just like a bee".

At this point, the principal's tone becomes, friendly but keeps serious: "dear kids, I invite you to recite and heed T.H. Palmers poem, Try, try Again, which agrees wholeheartedly with my philosophy:

'Tis* a lesson you should heed,

* 'Tis = It is

If at first you don't succeed,
Try, try again;

Then your courage should appear,
For if you will persevere,
You will conquer, never fear
Try, try again;

Once or twice, though you should fail,
If you would at last prevail,
Try, try again;

If we strive, 'tis no disgrace
Though we do not win the race;
What should you do in the case?
Try, try again

If you find your task is hard,
Time will bring you your reward,
Try, try again

All that other folks can do,
Why, with patience, should not you?
Only keep this rule in view:
Try, try again.

NEW WORDS TO KNOW:

To blame – booklet – to hoist – stern – to yell out – peer – to heed – to persevere – to conquer – to prevail – to strive – disgrace – folks – 'Tis.

II. I KNOW MY VOCABULARY

Match the words in column A with their meanings in columns B.

A.	B.
1. To blame	a. People in general
2. Booklet	b. Loss of respect, favor, reputation.
3. To hoist	c. Struggle; make great efforts.
4. Stern	d. Gain victory; fight successfully; be widespread.
5. To yell out	e. Defeat, overcome; take possession of by force.
6. Peer	f. Keep on steadily, continue (something difficult or tiring)
7. To heed	g. Pay attention to.
8. To persevere	h. Equal in rank, merit or quality.
9. To conquer	i. Say loudly and sharply
10. To prevail	j. Severe; strict.
11. To strive	k. Lift with ropes and pulleys.
12. Disgrace	l. Thin book, usually in paper covers.
13. Folks	m. Poetry use of "It is"
14. 'Tis	n. To put on the responsibility on someone for something done (badly or wrongly) or not done.

III. I UNDERSTAND THE TEXT:

Read the text silently and answer the following questions.

1. Who is Hassan?
2. Does the principal have anything to be blamed for?
3. How is his strictness? Is it exaggerated or normal?

4. What is the first and foremost school rule, according to the principal?
5. What thing does the principal compare school to?
6. To what insect is Hassan comparing his students to?
7. If you don't succeed in your first trial, what should you do?
8. When should your courage appear?
9. Is there any disgrace when you lose the race?
10. Can you do what other people can't? How?

IV. I CAN INTERACT:

Exercise 1:

In groups, discuss the importance of respecting your school rules. Take notes.

Exercise 2:

“Failure should not deter you from trying again”.

In pairs, discuss the importance of extracting lessons from one's mistakes and trying again to succeed. Take notes.

V. I CAN WRITE:

Exercise 1:

Use your group work's notes (refer **exercise 1 of activity IV**) to write a paragraph in which you state your views about the importance of respecting school rules.

Exercise 2:

Use your pairs work's notes (exercise 2 of activity IV) to write a paragraph about the importance of learning from one's mistakes and striving to overcome the difficulties and succeed.

VI. I KNOW HOW TO USE:

- **Have to:** expresses strong obligation based on a law or rule, or based on the authority of another person. It is impersonal:
 - Every citizen **has to** learn the law and observe it.
- **Have got to:** Is common in British English, but it is more informal.
 - Don't go to bed late. We **ve got to** get early tomorrow.
- **Must:** Like have to, expresses strong obligation, but an obligation that involves the speaker's opinion. It is personal.
 - Children **must** obey their parents.
- **Should and ought to:** Express mild obligation, suggestion or advice.
 - I'm overweight. The doctor told me I **should** eat less otherwise I could endanger my health.
 - Such things **ought** not to be allowed, ought they?

VII. I CAN DO MY HOMEWORK:

Exercise 1:

Re-read the verses (the poem) and write a paragraph in which you analyze the conveyed piece of advice. Remember to express strong and mild obligation.

www.ipn.mr

I learn how to express certainly and uncertainly

I. READ THE TEXT:**A DEFERRED VISIT**

My plans for these summer holidays were to pay a visit to my grandmother who is constantly calling and asking me to come over and spend some time with her in the country of Assaba. Every time she calls, my father tells me “wait till I get my car repaired”. Today, my father’s four-wheel drive car is perfectly repaired and I can’t wait to go to meet my grandmother and experience life in the camps!

“Hey Dad, I thought we’d go to countryside to visit my grandmother. I know you might be busy, but you can just pass through, drop me there and come back, can’t you?” I asked. “Dear son, I’m obviously busy but that’s not the question. If you go there you must ruin your health on the run” the father replied. “When you spend only one night in the camp, you’ll probably fall sick,” he added. What kind of sickness can it be?” I asked “I’m not sure, but it might be malaria, dysentery, diarrhea, hookworms, and tapeworms or you may be bitten by poisonous scorpions or snakes,” the father explained. “Please, Dad! It’s enough, I already feel terribly scared and disgusted”. I interrupted my father. I’ll call grandmother and tell her that I can’t come and visit her this summer holiday. However, she won’t forgive me”. My father looked at me and said: “Just let her understand that you don’t feel very well and that is why your visit was differed. She might believe you and look forward to

seeing you next year”. “Spending the holiday in the countryside is a good thing but it is not good and safe and it is big challenge for children like you who were born and grew up in big cities. I know what can be good for you, Son” the father told his Son

NEW WORDS TO KNOW:

Ruin – on the run – malaria – dysentery – diarrhea – hookworms – tapeworms – scared – disgusted – wise – drop.

II. I KNOW MY VOCABULARY:

Exercise 1:

Match the words in column A with their meanings in columns B.

A.	B.
1. Ruin	a. Ultimately
2. On the run	b. Painful disease of the bowels, with discharge of mucus and blood.
3. Malaria	c. Too frequent and too watery emptying of the bowels.
4. Dysentery	d. Worm that infests the intestines of men and animals.
5. Diarrhea	e. Destruct, damage seriously.
6. Hookworms	f. Kinds of fever conveyed by mosquitoes.

Exercise 2:

Choose from the box to complete the following sentences:

Tapeworms – scared – disgusted – to bite. constantly

1. During its adult stage _____ live as a parasite in the intestines of man and other animals.
2. His behavior _____ everybody.
3. Smokers should _____ the bad habit of smoking.
4. The cat _____ the little girl.
5. She was _____ enough not to go out when she was feeling ill.
6. A good student is _____ ready for tests.

III. UNDERSTAND THE TEXT:

Exercise 1:

Read the text silently and answer the following questions.

1. What were boy's plans of the?
2. What does the father suggest to him to do? Why?
3. Will the boy fall sick if he spends a night in the countryside?
4. What sort of sickness may he be victim of?
5. What happened to the father's car?

Exercise 2:

True / false statements from the content:

- a. The boy's plan was to visit his Aunt in another city,_____
- b. The father's car was not in good mechanical conditions,_____
- c. The father encourages his son to go to the countryside,_____
- d. The son decides to cancel his trip to the camp_____
- e. Malaria is a disease caused by snakes' or scorpions' bites,___

IV. I CAN INTERACT:

In pairs, discuss on the kind of feelings you can have when your brother, friend or someone else you trust lies to you or deceives you. Take notes.

V. I CAN WRITE:

Use your group work's notes to write a paragraph in which you state your feelings about liars and deceivers.

VI. I KNOW HOW TO USE:

- **Must** is used to express certainty.
- **Certainly** expresses certainty, too.

Examples:

- If you go there, you **must** ruin your health.
- When you spend only one night in your grandmother's camp, you'll **certainly** fall ill.
- There're other words and expressions that express certainty: **undoubtedly, obviously, I am sure, I am certain that, It's**

bound to, It's undeniable that, there are sure to be, I am convinced that.

- **May** and **might** are used to express uncertainty.

Examples:

- What **may** your illness be?
 - She **might** believe you.
- The following expressions are also used to express uncertainty: **I'm not sure, we cannot be sure that, I doubt it, have doubts about, I wonder if, there is no guarantee that, nobody knows exactly.**

VII. I CAN DO MY HOMEWORK:

Your principal tells you that the summer holidays will start next week, but at the end of the week, he informs you that he has received a circular letter which extends the school year for two more weeks. Write a paragraph in which you speak about your feelings and reactions to this sudden surprising decision.

STUDENT'S ASSESSMENT

I. READ THE DIALOGUE:**THE BIGGEST PRISON IN THE WORLD**

In the 1780s, England had a problem with crime. The politicians' solution to this problem was simple. They wanted to send more people to prison. In those days, you could go to prison for stealing a penny or a loaf of bread. But soon, the prisons in England were all full. So what could England do with her convicts? The answer was: send them to a big island, a long way from home ... Australia!

In January 1788, eleven ships from England arrived in Australia. They were carrying 760 convicts and 350 soldiers. Those people were the first white men who went to live in Australia. Their life was difficult. They had to do everything for themselves. Often they were hungry. The convicts and the soldiers were not the nicest people in the world, so there was a lot of fighting. And since only 15% of them were women, it wasn't easy for them to have a normal family life.

II. COMPREHENSION :**A. Answer the following questions:**

1. What problem did England face in the 1780s?
2. Why were convicts sent to Australia?
3. When did the first convicts arrive in Australia?
4. Were all the convicts men only?

5. How was the convicts' life in Australia?

B. Vocabulary:

1. Find in the text the synonyms of these words

a. Prisoner: _____ b. Hard: _____ c. Jail: _____

d. transporting: _____

2. Compose a noun for each of the following words:

a. arrived : b. hungry : c. difficult :

III. GRAMMAR:

C. Ask a question for the underlined word

1. They wanted to send more criminals in prison.

2. The soldiers and the convicts were bad and dangerous.

3. Ships arrived in Australia in 1788.

4. The ships were carrying 760 convicts.

D. Put the verb in the appropriate tense:

1. Two convicts (to escape) from prison recently.

2. The policemen often (to arrest) many thieves in this city.

E. Give three sentences in which you express a hope, a wish and a preference.

1.

2.

3.

F. Add the question tag to these sentences:

1. England wanted to send more convicts to prison, ____

2. The convicts life was difficult, _____

IV. ESSAY - WRITING:

Write a small paragraph giving your opinion on this;

“Today several crimes are developing in big cities. Say how can we fight them?”

www.ipn.in

UNIT TWO
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: Water

Water is the most precious liquid in life, without it there won't be life. The danger is that 97% of the Earth's supply of water is contained in ocean and 2% is frozen. We get our water from the 1% that is left, which comes either from the Earth's surface such as rivers, lakes and stream or from groundwater, that is to say water under the surface of the earth.

Water is very vulnerable. It is easily contaminated by harmful substances like gasoline, household chemicals, fertilizers that leak from the surface through the different layers of sediments. It is vital for man to take care of drinking water in order to survive longer on earth.

Text two: Printing

A few centuries ago, Gutenberg invented printing. Before that time, technology was not really developed. Books did not exist either. In the area of education, both teachers and students relied mainly on oral performances.

"I will turn the manuscript into books", he said. Gutenberg was a very good observer and he was so much aware of the needs and hardships of his time that he devoted his whole life to making

printing possible. He worked night and day in order to improve his tools and finally turned his dream into reality; the book was born.

Today, the book is the most important technological instrument. It has spread out education to masses: what was written a hundred years ago in other places in the world is read today everywhere. Although Gutenberg invented printing, the movable type was developed by industrialization.

Text three: Television phenomenon

Television is one of the major communication channels in the world nowadays. It has replaced books, newspapers and even the radio in many parts of the world and it has at the same time invaded the family, business deals, social behavior and political scenes. In fact television educates people through various aspects by showing for instance scientific films, by providing viewers with documentary focuses on geography, art, biology and economics etc,

Television also entertains people through music concert, sport and comedy films. In addition to that, television keeps the family together in that all the family members are reunited in front of the screen for hours a day and it helps parents keep children quiet and safe at home.

However, television can create as many problems as it can solve. For instance the films regularly shown have to a great extent a bad influence on children and simple minded people. A few

familiar examples that can affect them are for instance an almost naked actress in the film, a horror film, or a propaganda sketch.

Text four: Litter in the cities

Litter is garbage like food, paper bags and cans left or thrown on the ground or in the streets where many people live together. Litter remains a big and serious problem in the urban areas. People don't always put the garbage in the garbage cans which have been made for that purpose. The truth is that litter is ugly and it makes the city look dirty and moreover it can easily destroy the view.

The wind often blows the light papers and plastic bags far away, and these blown papers and bags are often very difficult to catch. When they blow against a fence, they get stuck there. And this fence becomes later a wall of garbage.

Litter is also a health problem in that food and other specific garbage bring and even attract animals such as rats, mice or flies which sometimes carry very dangerous diseases. Therefore, children who usually play outdoors are often exposed to these diseases.

However, there are some people who are willing to control litter. They never throw litter, and they sometimes work together in groups to clean up their neighborhoods or the whole city. In most places, litter is against the law. People who tend or attempt to break this law are obviously punished by making them pay a fine or by putting them in prison in some extreme cases. It is always advised to

keep in mind the following famous saying about litter prevention that is: “Every litter bit hurts”.

www.ipn.mr

UNIT THREE LESSONS

www.ck12.org