

I learn how to comment and discuss ideas

I. READ THE TEXT:**RURAL EXODUS**

Rural exodus has always been a problem in many countries. Every year, tens of thousands of new people go to the cities to live. Many of them live under poor conditions. They do not have enough houses. They can not work. Their children do not go to school.

Yet more people want to live in the big cities now. As a result, the big cities such as Nouakchott, Cairo, Dakar, Brasilia, and Bombay are getting bigger and bigger.

The countryside is losing people to the cities. Many people come to the cities because there are more opportunities: the best schools, the best hospitals; and the best jobs are in the cities. The cities are suffering from indigestion.

This problem is becoming very serious in most countries. Would you let anyone board a ship without enough space for him? Would you let unlimited number of people into an elevator? What will happen to the ship? There is a high probability that it will sink and the elevator would fall down. Therefore, the government must plan the cities; build schools, houses, hospitals and streets which are necessary infrastructures to develop for the people so that each family will have work, schools, hospitals, houses, etc.

NEW WORDS TO KNOW:

Exodus, As a result, Opportunities, To board, Elevator, To sink,

II. I KNOW MY VOCABULARY:

Match the words in column A to their meaning in column B.

A.	B.
1. Rural	a. Go below the sea
2. Opportunities	b. Work
3. Elevator	c. The countryside
4. Job	d. Embark
5. Board	e. Chances
6. Sink	f. Lift

III. I UNDERSTAND THE TEXT:

Read the text silently and answer the following questions.

1. What does rural exodus mean?
2. Do the new people who go to the city live in good conditions?
3. Why do many people move to the cities?
4. What is happening to some of the big cities?
5. What should the government do?

IV. I CAN INTERACT:

You and your friend discuss about the problems people face in the rural area.

V. I CAN WRITE:

You have been once in the rural area, so in a short paragraph, write about the life of people.

VI. I KNOW HOW TO USE:

- However, therefore, furthermore, since, as a result to express:

- *Dependent clauses in commenting or discussing.*

Examples:

- *I can't watch the film **since** I'm busy doing my homework.*
- *Mohamed wants to work in an NGO **therefore** he is learning English and French.*
- *The math subject was too long **however** it was easy.*

VII. I CAN DO MY HOMEWORK:

Write a short paragraph on this.

"Do you prefer living in the countryside or in the city? Why?"

I learn how to report when the reporting verb is in the present simple tense, present perfect or future simple

I. READ THE TEXT:

THE DANGER OF TEA ADDICTION

Last month a tremendous fire broke out in one of Nouakchott largest markets. It all started in a shop around 06:00 p.m. when a reckless, compulsive tea drinker put on his stove to get one of his daily doses. The stove exploded and the fire spread out very quickly burning up item after item, shop after shop of the southern wing of the market. The electricity boosted the fire and it soon fanned out to all the vicinity. It was like hell on earth. Everybody was running away to save their lives. Some strange rescuers bravely challenge the fire. They were looters. They stole some 'dakhla' shoes, 'bazin' boubous, 'swaisra' veils, shirts and watches.

The fire brigade came to the scene and could not do much to put out the fire due to lack of means. So it went on burning all night long. The security forces came to the scene, too. They set up road blockades and sealed off the market.

Once again tea addiction caused more than 200 million Ouguiyas in damage. It certainly will not be the last fire if tea drinking is not declared illegal or at least regulated in public places.

NEW WORDS TO KNOW:

Broke out – reckless – compulsive – boosted - fanned out – looters – went on – blockade -seal off– addiction

II. I KNOW MY VOCABULARY:

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

A	B
1. broke out	a. structure put across a road to stop traffic
2. reckless	b. people who steal usually during a violent event
3. compulsive	c. started suddenly
4. boosted	d. not caring about the risks when doing something
5. fanned out	e. unable to stop doing something
6. looters	f. increased
7. went on	g. spread out
8. blockade	h. continued
9. seal off	i. the need to have something harmful regularly
10. addiction	j. prevent people from entering an area

Exercise 2: Use the following words in sentences of your own: addiction, broke out, boosted, looters, blockade, seal off.

III. I UNDERSTAND THE TEXT:

1. What is meant by 'one of his daily doses'?
2. How did the fire start?
3. What made the fire to spread out very quickly?
4. Did the strange rescuers help to put out the fire?
5. Why couldn't the fire brigade put out the fire?
6. Why did the security forces seal off the market?

Exercise 1: Are the following statements true (T) or false (F)?

1. The fire started in the morning. ()
2. A tea drinker put on the fire deliberately. ()
3. The market was badly damaged. ()
4. The fire lasted for several hours. ()
5. Tea drinking is regulated in public places. ()

IV. I CAN INTERACT:

In groups, discuss ways of solving the danger of tea drinking in public places. Suggest solutions.

V. I CAN WRITE:

Using your notes, suggest measures that can be taken as an answer to the danger of tea drinking in public places.

VI. I KNOW HOW TO USE:

When the reporting verb is in the PRESENT SIMPLE, PRESENT PERFECT, or FUTURE SIMPLE tense, there is **no change of tense** in the **words reported**. Notice only the necessary change of person.

DIRECT SPEECH	REPORTED SPEECH
'We drink tea every day' he says.	He says that <i>they</i> drink tea every day.
'I am terrible sorry' the reckless tea drinker <i>has just told</i> us.	The reckless tea driver <i>has just told</i> us that <i>he</i> is very sorry.
'Drinking tea in public places is dangerous' he <i>will tell</i> you.	He <i>will tell</i> you that drinking tea in public place is dangerous.

VII. I CAN DO MY HOMEWORK:

1. 'I don't know you' he will tell you.
2. 'She drinks too much tea' he has just told me.
3. 'We have no more sugar' she says.
4. 'They can swim' he has told me.
5. 'He always drives fast' they say.
6. 'We like living in this town' they will tell you.
7. 'I will pass the exam' she says.

I learn how to describe process and sequences

I. READ THE DIALOGUE:

MY BROTHER'S HOUSE

On their way to the beach of Nouakchott, Cheikh and his friend Seck, saw a splendid house at the very end of a newly built neighborhood near the beach called "Cit  Plage" and they started this conversation.

Cheikh: What a nice house! Can you see it, Seck?

Seck: You mean the green one?

Cheikh: Yes. Do you see the marvelous arches and the fabulous columns?

Seck: I know well that house because it's my brother's and I was engaged in its construction from A to Z. If you're interested, I'll tell you about the method my brother applied in the building process?

Cheikh: Of course, I'm interested, go ahead.

Seck: Obviously, he started by the planning stage in which he made an architect prepare the plans. Next, his construction team cleared the site, laid the foundations and established trenches for connection to services such as sewerage, water and electricity.

Cheikh: Wonderful! And after that?

Seck: After that, the builders laid courses of bricks to construct the walls. Then, they built the floors, the beams and the internal walls as the construction was developing. Plumbers and electricians installed drain, water and electricity pipes and wiring as appropriate.

Cheikh: You didn't mention the columns and the arches!

Seck: I'm just coming to that. Columns and arches are commonly built to make the house stronger and more beautiful. In my brother's house, there are twenty columns and twenty-two arches.

Finally, when the builders completed the main structure, my brother started immediately doing the internal fitting out with lights and other fitments. He decorated and furnished it only last month.

Cheikh: Because your brother is a genius, he built his house without regard to cost.

Seck: Thanks! Here is the beach! Let's go and swim.

NEW WORDS TO KNOW:

Splendid – marvelous – fabulous – plans – foundations – trenches – sewerage – columns – arches – fitting out – fitments.

II. I KNOW MY VOCABULARY:

Exercise 1:

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

A.	B.
1. Splendid	a. Outlines drawing (of a building) showing the relative sizes, positions, etc of the parts, especially as if seen from above.
2. Fabulous	b. Narrow channels dug in the ground for the draining of water.
3. Plans	c. Magnificent.
4. Trenches	d. Tall, upright pillars decorating or supporting in a building.
5. Sewerage	e. Incredible.
6. Columns	f. System of underground channel (pipeline) to carry off waste liquid from buildings.

Exercise 2:

Build sentences using: marvelous, foundations, arches, fitting out, fitments.

III. I UNDERSTAND THE TEXT:

Exercise 1:

Read the text silently and answer the following questions.

1. What color is the nice house?
2. Whose house is it?
3. How did Seck's brother start building his house.
4. Did Cheikh like the house?
5. Did Seck's brother regard the cost price of his house?

Exercise 2:

True / false statements from the content:

- a. The green house is built by Cheikh. _____
- b. There are ten columns and twelve arches in the house.

- c. Seck knows the house very well. _____
- d. Seck witnessed the construction of the house. _____
- e. Cheikh considers Seck's brother as a fool. _____
- f. Seck was obliged to tell Cheikh how his brother had built the green house. _____

IV. I CAN INTERACT:

Is it good to do anything without regard to cost?

In groups, discuss and take notes.

V. I CAN WRITE:

Use the notes you have taken from your group work and write a paragraph in which you state your point of view about counting the costs before doing anything.

VI. I KNOW HOW TO USE:

- ***In the active voice, the subject of the verb performs the action:***
 - The builders laid courses of bricks to construct the walls.
 - The children were eating the cake.
- ***Whereas in the passive voice the subject of the verb experiences the action rather than performs it:***
 - The letter was written yesterday.

VII. I CAN DO MY HOMEWORK:

Exercise 1:

Use these verbs (write, read, repair, ride and roll) in correct sentences to show that the subject of the verb performs the action.

Exercise 2:

Turn the following passive voice sentences into active ones:

1. The boy was punished by his father.
2. The house was built by a famous contractor.
3. These nice paintings are painted by Sidi.
4. The garden was watered by the gardener.
5. The first sheet of paper was created by the Chinese:
CAI Lun in 105 CE.

I learn how to report commands and statements after a past tense reporting verb

I. READ THE TEXT:

A LETHAL TREND

Stealing cars is a trend on the growth in Nouakchott now. If you leave your car unattended or unlocked, chances are you will never see it again. It will end up in a garage and will be turned into spare parts.

Some youngsters however steal cars – very often their parents’ – just for fun. They would wander about for hours and hours with some boyfriends or girlfriends of theirs on board. These teenage drivers are sometimes responsible for tragic accidents with casualties among pedestrians, themselves or their fellow drivers. The reason: they drive badly, carelessly and too speedily. Most of their victims become crippled for ever if they are lucky enough to stay alive and therefore will be unable to earn a living.

Last month two young drivers died in a pile-up of six cars near the Novotel Hotel. One of the many other casualties, a little bit luckier than the killed ones suffered serious brain damage and will be living in a vegetative state for the rest of his life. The others suffered fractures, dislocation of bones, injuries, and bruises. All this tragedy was just for fun.

Running over innocent people or running into their cars, killing them or endangering their lives must be no fun. Such unconscionable and immoral behavior is both suicidal and homicidal. It is a crime. The authorities must do whatever it takes to crack down on this lethal trend which is in fashion now.

NEW WORDS TO KNOW:

Unattended – casualty – crippled – vegetative - run into - run over – unconscionable - suicidal – homicidal - crack down –lethal .

II. I KNOW MY VOCABULARY:

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

A	B
1. Unattended 2. Casualty 3. Crippled 4. Vegetative 5. Suicidal 6. Homicidal 7. Run into 8. Lethal 9. Run over 10. Unconscionable 11. Crack down	a. Able to cause death. b. Likely to result in one's own death. c. Collide with; hit violently. d. Unacceptable. e. A person injured or killed in an accident or war. f. Knock down. g. End something by force h. Not being watched or taken care of. i. Alive but showing no brain activity. j. Injured and become unable to walk or move properly. k. Likely to murder.

Exercise 2:

Use the following words in sentences of your own: unattended, crippled, vegetative, run into, run over, suicidal, homicidal, lethal.

III. I UNDERSTAND THE TEXT:

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

1. What will happen to a car if left unattended?
2. Who are the two kinds of people that steal cars?
3. What do young people steal cars for?
4. Why do they sometimes make tragic accidents?
5. What happened to the two young drivers?
6. Why will one of the casualties be living in a vegetative state?
7. In what way is these youngsters' behavior suicidal and homicidal?

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

1. Stealing cars has recently developed in Nouakchott. ()
2. Youngsters steal cars to enjoy themselves. ()
3. Teenagers are good and careful drivers. ()
4. Four people died in last month's accident. ()
5. There were only two casualties. ()

IV. I CAN INTERACT:

In groups, discuss ways of solving this tragic traffic problem. Should the authorities take tough measures or deterrent ones to find an answer to such an alarming issue? Take notes.

V. I CAN WRITE:

Using your notes, suggest measures that can be taken as an answer to tragic cars accidents caused by teenage drivers.

VI. I KNOW HOW TO USE:

*When the reporting verb is in the PAST SIMPLE or, PAST PERFECT tense, or is in a Should / would form, the **words reported** are viewed in a **different perspective**. The **speech** is now **remote**, and seen as relating a sequence of events happening in the past, the tenses being changed accordingly.*

DIRECT SPEECH	INDIRECT SPEECH
<p>'Lock your car,' he advised me. 'Don't leave your car unattended,' he told me. 'Stealing cars is a trend on the growth <i>now</i>,' he said. 'Teenage drivers are responsible for tragic accidents,' he explained. 'One of the casualties has multiple fractures,' he told me. 'They wander about four hours and hours,' he said. 'Most of their victims become crippled for ever,' she said. 'Unattended cars will end up in a garage,' he explained. 'Two young drivers died in a tragic accident <i>last month</i>,' she said.</p>	<p>He advised me to lock my car. He told me not to leave my car unattended. He said that stealing cars was a trend on the growth <i>then</i>. He explained that teenage drivers were responsible for tragic accidents. He told me that one of the casualties had multiple fractures. He said that they wandered about for hours and hours. She said that most of their victims became crippled for ever. He explained that unattended cars would end up in a garage. She said that two young drivers had died in a tragic accident <i>the month before</i>.</p>

The following tense changes are automatic after past tense reporting verbs:

DIRECT SPEECH	REPORTED SPEECH
Present continuous	Past continuous
Present simple	Past simple
Present perfect	Past perfect
Past perfect	No change

Past simple Past continuous shall/will Can Could Must Should Ought to May Imperative	Past perfect No change (usually) Would Could No change Had to or no change No change No change Might Infinitive
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Adverbs of time and place and a few other expressions also change.

DIRECT SPEECH	REPORTED SPEECH
Tomorrow	The next day/the following day
Yesterday	The day before
Here	There
This/that	That
This morning	That morning
today	That day
Tonight	That night
Next/on Tuesday	The following Tuesday
Last Tuesday	The previous Tuesday
The day after tomorrow	In two day's time
Ago	Before/previously

VII. I CAN DO MY HOMEWORK:

Turn the following into reported speech.

1. 'Pay at once !' the judge ordered him.
2. 'Don't drive fast !' my mother advised me.
3. 'She has a blue car,' he told me.
4. 'They have a beautiful house in the countryside,' she said.
5. 'The doctor isn't here,' he said
6. 'His parents are away,' she told me.
7. 'The maid washes the clothes every week,' she said.
8. 'She ironed my shirt yesterday,' he said.
9. 'We will travel to London next year,' he said.

I learn how to describe process and sequences of actions

I. READ THE TEXT:

MANUAL PAPERMAKING

Paper is a substance which is used ubiquitously for writing and packaging. Most paper is made from wood pulp, but other fiber sources such as cotton and textiles may be used. Paper can be made manually and industrially as well. Manual papermaking requires the following ordered steps.

First, the fibers are suspended in water to form a slurry in a large vat, then the slurry is spread over a screen mold. Thus, the fibers are allowed to settle and the water to drain. After that, a uniform coating of fibers is formed, but, because it is still damp, it will be turned out onto a felt and a weight should be placed on top to press out water and keep the paper fibers flat and tight. Next, the sheet is removed from the felt and hung or laid out to dry. Once the paper is dry, it is frequently run between rollers to produce a harder writing surface. Finally, the paper may be sized with gelatin or similar to bind the fibers into the sheet and it can also be made with the appropriate surface depending on its intended purpose. A paper intended for printing or writing with ink, for example, is fairly hard, whereas a paper to be used for water colors is heavily sized, and can be fairly soft.

NEW WORDS TO KNOW:

Ubiquitously – pulp – fiber – suspended – slurry – vat – screen – mold – uniform – coating – felt – weight – rollers – sized – gelatin – bind.

II. I KNOW MY VOCABULARY:

Exercise 1:

Choose from the box to complete the following sentences.

Pulp – suspended – vat – mold – coating – rollers – gelatin – bind.

1. Your book is torn up, will you _____ it?
2. Jelly is made from _____?
3. A paper is calendared when it is passed between _____?
4. I saw a lot of tinfoil _____ in the canning factory.
5. Most fibers are made of tree _____.
6. Dust is _____ in the still air.
7. To dye a dress you need a _____ in which you hold your dye-stuff.
8. This wire screen can be used as a _____ to make a sheet of paper.

Exercise 2:

Build sentences using the following words:

Ubiquitously – fiber – slurry – screen – uniform – felt – weight – sized.

III. I UNDERSTAND THE TEXT:

Exercise 1:

Read the text silently and answer the following questions.

1. What is paper?
2. What are the main sources of fibers?
3. What are the two used ways to make a paper?
4. Name the indispensable tools that are used to make a paper.
5. Is it important to size a paper?

Exercise 2: True / False statements from the meaning.

1. Papermaking can be manual and industrial. _____
2. Paper is used for killing insects. _____
3. To make a paper you must make a dilute suspension of fibers in water. _____
4. A paper intended for writing with ink is heavily sized. _____
5. The sheet is hung to dry. _____
6. A paper intended for drawing a water color painting is fairly hard. _____

IV. I CAN INTERACT:

In groups, try to find more uses (at least ten) for paper. Take notes.

V. I CAN WRITE:

Use the notes you have taken from your group work in activity IV and write a neat paragraph about the different uses of paper.

VI. I KNOW HOW TO USE:

In the passive voice, the subject of the verb (the agent) experiences the action rather than performs it. Hence the verb phrase is necessarily containing **be + past participle**:

- The fibers are suspended in water.

Contrarily, in the active voice, the subject of the verb performs the action.

See the examples below:

- Passive voice: The table was broken by the student.
- Active voice : The student broke the table.

VII. I CAN DO MY HOMEWORK:

Exercise 1:

Turn the following passive sentences into active ones.

1. The fire was lit by a little boy.
2. The thief is arrested by the police.
3. The carrots have been eaten by a rabbit.
4. The problem is being dealt with.
5. The man had been tortured before he was killed.

Exercise 2:

Turn the following active sentences into passive ones.

1. They built a nice house.
2. The cat is chasing a mouse.

3. Tears filled her eyes.
4. He had engraved his name on our memories.
5. Doctors will diagnose the illness.

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I learn how to report questions beginning with an auxiliary or a WH-word.

I. READ THE TEXT:

NASCENT DEMOCRACY

There is no doubt we are living a new political era. Newspapers are no more gagged and opposition parties no more banned, either. People are getting more and more concerned about the way they are ruled.

We went to the polls again this year to elect our mayors. The campaign started on January 13. It lasted a fortnight. During that period Nouakchott residents seemed to be on holiday night and day. Cars going on long files with their horns blown very noisily, and a lot of appealing slogans were a very common sight. Music of all kinds was broadcast through deafening loudspeakers. Tea, “zrig”, and sometimes food were served to the general public. Hundreds and hundreds of tents were pitched up all over the city. Nouakchott looked like a huge countryside.

The political parties in contest held processions and public meetings to get support. To make their appeal magnetic, they all glamorized their political agendas. They all promised to build new roads, new schools, new markets, new public conveniences; new open spaces ... Whoever took the floor portrayed himself as a hero and his opponents as villains. Finding who was telling the truth was

a big challenge. That was, however and is still the wonder of it all. At last people can speak their minds thanks to freedom of speech, press, and assembly established by our Constitution.

NEW WORDS TO KNOW:

Era – fortnight – gag - banned - go to the polls –appealing – deafening – glamorize - take the floor –villain - speak one’s mind

II. I KNOW MY VOCABULARY:

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

A	B
1. era	a. a bad person who harms other people or breaks the law
2. fortnight	b. attractive or interesting
3. gag	c. make something seem better than it is
4. banned	d. stop people expressing their opinions
5. go to the polls	e. say what one thinks about something very directly
6. appealing	f. forbidden officially
7. deafening	g. a period of two weeks
8. glamorize	h. extremely loud
9. take the floor	i. start speaking
10. villain	j. a period of time that is marked by particular events
11. speak one’s mind	

	k. vote
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Exercise 2: Use the following words in sentences of your own: *gag, banned, go to the polls, appealing, deafening, glamorize, take the floor, villain, speak one's mind.*

III. UNDERSTAND THE TEXT:

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

1. What is the event that is described in the passage?
2. What is meant by new political era?
3. In your own words, describe Nouakchott during the political campaign.
4. What did the political contestants do to be elected?
5. Were they kind with one another?

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

1. Political parties are allowed now. ()
2. The contestants were campaigning for the presidency. ()

3. The political campaign lasted fifteen days. ()
3. During the campaign Nouakchott residents were on holiday. ()
4. Drinks and food were served in some restaurant. ()
5. People are free to express their opinion. ()

IV. I CAN INTERACT:

You are a candidate standing in an election. You are campaigning to get elected. To get support from the electors, you have to give a convincing speech in a meeting. In groups, discuss ways to convince the electorate. Take notes.

V. I CAN WRITE:

As a candidate standing in an election, write an appealing speech you have to give to get support. Use your notes.

VI. I KNOW HOW TO USE:

DIRECT SPEECH	INDIRECT SPEECH
"Are newspapers gagged in your country?" he asked them.	He asked them <i>if / whether</i> newspapers were gagged in <i>their</i> country.
"Has the campaign started?" she asked Me	She asked me <i>if / whether</i> the campaign had started .
"Did they serve food?" they asked us.	They asked us <i>if/whether</i> they had served food
"Can people speak their minds?" he asked us.	He asked us <i>if / whether</i> people could speak their minds.
"Have you been to the meeting?" he asked her	He asked her <i>if / whether</i> she had been to the meeting.
"What is the matter?" I asked the men.	I asked the men <i>what</i> the matter was . He asked <i>why</i> the streets were so noisy.
"Why are the streets so noisy?" he asked.	
"Why did they pitch up all these	

<p>tents?" he wanted to know.</p> <p>"When did they launch the campaign?" he wondered.</p> <p>"How long will the campaign last?" he asked me.</p> <p>"What must the contestants do to win?" he wanted to know.</p> <p>"Who do you think will be elected?" he asked me.</p>	<p>He wanted to know why they pitched / they had pitched up all those tents.</p> <p>He wondered when they launched / they had launched the campaign. He asked me how long the campaign would last.</p> <p>He wanted to know what the contestants had to do to win.</p> <p>He asked me who I thought would be elected.</p>
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VII. I CAN DO MY HOMEWORK:

Turn the following into reported speech.

1. "Do you know who is coming?" he asked me.
2. "When are they coming?" he asked me.
3. "Have you seen them anywhere?" he asked us.
4. "Why didn't they come yesterday?" my brother asked me.
5. "Where were they last night?" She asked
6. "Will they spend the day here?" she asked.
7. "Did he get up early?" she wanted to know.
8. "Do you know who killed him? he asked us.
9. "Did you wonder why I didn't come?" he asked me.

I learn how to report commands, modals and Yes-No questions after a past tense reporting verb

I. READ THE TEXT:

RURAL MIGRATION

Ahmad was living an easy, healthy, peaceful, and good life in the countryside. Then one day he decided to move to Nouakchott where he thought life was better. He sold his camels, cows, goats and sheep to get money. He moved to Nouakchott and opened a big shop in Ksar.

He was very happy with his new life and new place of residence. He would tell his friends and relatives at every opportunity that he had wasted too much time in the “badiyah” looking for grazing lands for his animals, fetching water from deep and sometimes remote wells and gathering wood to make fire. “Living a nomadic life is not easy at all. You never take a day’s rest. On the other hand, leading city dwellers’ life is simply heavenly.” He kept on telling them.

Life in Nouakchott is entirely different from that in the countryside. Its public amenities make life more pleasant and more comfortable. Medical, schooling and shopping facilities are at hand. Water is abundant. All you have to do to get as much of it as you need is just to turn on a tap. Most people use gas or electric cookers instead of charcoal or wood. Most homes and streets are wonderfully lit with electricity. And the wonder of the wonders is that small box-like device with a piece of glass in the front on which you can see and hear people talking as they would do in everyday life.

But as the days went on, Ahmad started to realize that life in Nouakchott was not what he was expecting and that Nouakchott was an unsafe and dangerous town. Malefactors and criminals like burglars, pickpockets, crooks, racketeers, extortionists, murderers and the “dakhshli” gangs operate in broad daylight and overnight. He heard that a man had killed his mother two years ago, and that a woman had murdered her husband the year before ... He could not believe his ears.

One morning, after Ahmad had performed his prayers, he went to his shop. One of the doors of the shop was broken and the shop empty.

Dakhshli: extortionists or racketeers who threaten people with knives or weapons

In order to get your belongings or money. They usually operate at night

Badiyah: the country or countryside, the villages or camps in the rural area.

NEW WORDS TO KNOW:

Grazing lands - fetch - city dwellers – heavenly – amenities - at hand - turn on – abundant – racketeers – pickpockets - murderers

II. I KNOW MY VOCABULARY:

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

A	B
1. Grazing lands	a. peoples who live in cities.
2. Fetch	b. someone who illegally or intentionally kills another person.
3. City dwellers	c. more than enough.
4. Heavenly	d. area where animals feed on grass.
5. Amenities	e. switch on.
6. At hand	f. giving great pleasure.
7. Abundant	g. go to a place to get something and bring it back.
8. Racketeers	h. easily available.
9. Turn on	i. someone involved in dishonest methods of getting money
10. Pickpockets	j. thieves who steal things out of pockets or bags.
11. murderer	k. equipment that makes life more pleasant and comfortable.

Exercise 2: Use the following words in sentences of your own:

grazing lands, fetch, city dwellers, heavenly, amenities, at hand, abundant, racketeers, turn on, pickpockets.

III. I UNDERSTAND THE TEXT:

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

1. How was Ahmad's life in the countryside?
2. Why did he move to Nouakchott?
3. What did he do to get money?
4. In what way is life in Nouakchott different from life in the countryside?
5. Why couldn't Ahmad believe his ears?
6. Who broke the door of the shop?

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

1. According to Ahmad, life in the countryside is hard. ()
2. Ahmad was impressed by what he found in Nouakchott. ()
3. There is more than enough water in the countryside. ()
4. The countryside and city dwellers enjoy the same amenities ()
5. Nouakchott is safer than the countryside. ()

IV. I CAN INTERACT:

In groups, compare life in cities to life in the countryside. Take notes.

V. I CAN WRITE:

Using your notes, write a short essay where you compare life in cities to life in the countryside.

VI. I KNOW HOW TO USE:

DIRECT SPEECH	INDIRECT SPEECH
‘ Stay with <i>us</i> ,’ Ahmad’s relatives advised him.	Ahmad’s relatives advised him to stay with <i>them</i> .
‘ Don’t move to Nouakchott,’ they told him.	They told him not to move to Nouakchott.
‘You cannot get water from a tap in the countryside,’ Ahmad said.	Ahmad said that you could not get water from a tap in the countryside.
‘You must fetch water from a deep well,’ he told them.	He told them that they had to fetch water from a deep well.
‘You may get money but no peace and safety,’ his uncle told him.	His uncle told him that he might get money but not peace and safety.
‘You should / could / might / ought to / could stay in the countryside,’ his sister told him.	His sister told him that he should / could / might / ought to / could stay in the countryside.
‘ Do you want to move to Nouakchott?’ Someone asked him.	Someone asked him if / whether he wanted to move to Nouakchott.
‘ Will you go there?’ His brother asked him.	His brother asked him if / whether he would go there.

'Did a man **kill** his mother?'
Ahmad wanted to know.

Ahmad wanted to know *if /
whether* a man **had killed** his
mother.

VII. I CAN DO MY HOMEWORK

Turn the following into reported speech.

1. "Do you know what Ahmad wants to do?" He told me.
2. "Don't sell your animals," his father told him.
3. "May I give you a piece of advice?" His uncle told him.
4. "Why don't you listen to our advice?" His mother asked him.
5. "You must not move to Nouakchott," His sister told him.
6. "You may get comfort but not safety in Nouakchott," a friend of his told him
7. "Did you hear about all the crimes committed in Nouakchott?" another friend of his told him.

I learn how to report exclamations

I. READ THE TEXT:**THE SANDSTORM**

It was “guetna” season and the weather was very nice when Ahmad got up that morning. So he decided to go for a walk. He walked about two kilometers out of Atar. Then suddenly a very strong sandstorm started to blow. A minute later some thick dust covered everything, even the sun. Ahmad could not see very well, so he stood under a date palm and waited for the sandstorm to die out. As the weather was very nice before he left home, he did not take his turban with him. The dust was filling his ears, eyes and nostrils.

While Ahmad was cleaning himself with the flap of his “boubou”, he suddenly fell heavily on the ground. When he came to, he looked at his watch and realized that he had been lying there for fifteen minutes. His head was terribly aching and bleeding. A branch full of big date was lying near him. He stood up, picked it up and decided to revenge his defeat.

Guetna: A season during which most Mauritanian people rush to the oases to eat
Fresh dates.

Boubou: it a national dress made for men or Negro African women - a goan like

NEW WORDS TO KNOW:

Sandstorm - die out – nostrils - come to – bleed – revenge - defeat

II. I KNOW MY VOCABULARY:

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

A	B
1. Sandstorm 2. Die out 3. Nostrils 4. Come to 5. Bleed 6. Revenge 7. Defeat	a. failure to win or succeed b. become conscious after an accident or an operation c. lose blood d. harm someone as a punishment for harm they have done to you e. a strong wind in a desert carrying a large amount of sand f. decrease and finally stop g. openings in the nose through which air moves when you breathe

Exercise 2: Use the following words in sentences of your own: *sandstorm, die out, come to, bleed, revenge, and defeat.*

III. I UNDERSTAND THE TEXT:

1. What made Ahmad go for a walk?
2. Why couldn't he see very well?
3. Why didn't take his turban with him?
4. What happened to him while he was cleaning himself?
5. Why was his head aching and bleeding?

6. How was he going to revenge his defeat?

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

1. Ahmad took a walk around Atar to get some fresh air. ()
2. The weather was good enough for a walk that morning. ()
3. Ahmad stood under the tree to pick up some dates. ()
4. Ahmad fell heavy on the ground because someone knock him down. ()
5. Ahmad had been lying under the tree for a quarter of an hour. ()

IV. I CAN INTERACT:

In groups, discuss ways of surviving when lost in the desert.

Where / how to find water, food and shelter?

V. I CAN WRITE:

You were lost in the desert for three days. Using you notes, say how you managed to survive. Where / how did you find water, food and shelter?

VI. I KNOW HOW TO USE

Reporting an exclamation is usually best achieved by a circumlocution reflecting the spirit of the original exclamation.

INDIRECT SPEECH	REPORTED SPEECH
'What a nice weather!'	He remarked what a nice weather it was.
'What a lovely palm grove!'	He remarked what a lovely palm grove it was.
'Hello! Where are you going?'	He greeted me and asked where I was going.
'Oh dear! I've torn my dress!'	She exclaimed bitterly that she had torn her dress.
'Oh hell! I've cut myself'	She sighed and said that she had cut herself.

VII. I CAN DO MY HOMEWORK

Turn the following into reported speech.

1. What a lovely house!
2. Hello! What do you want?
3. My goodness! You are slim!
4. What a dirty face you have!
5. Oh dear, what a mess!
6. Oh damn, it's broken!

UNIT THREE: STUDENT'S ASSESSMENT

1. READ THE TEXT:**CRIME IN THE STREETS**

I get angry when people tell horror stories about New York. They talk about how dangerous it is to walk the streets, and how you risk being mugged, robbed, even murdered on the subway or in the park.

I have stayed in New York once a month for the last fifteen years, and I had trouble only once in all that time. I love jogging and when I'm in New York, I get up early, put on my running shoes and my warm up suit, and run in Central Park. I run every evening as well.

One evening last month, I was jogging on a path in the park. Another runner was coming toward me. I moved over to the right to let him pass; he moved over to the left to let me pass. Of course, we collided. We both muttered, "sorry" and continued on our way. Then for some reasons, I put my hand in my pocket and discovered my wallet was not there. "The jogger picked", I thought, and I turned and ran after him.

I caught up with him and knocked him to the ground. He looked very surprised and scared. "Okay, buddy. Hand over the wallet!" I said angrily.

The man handed it over without a word. I ran back to my hotel feeling very brave and lucky. Imagine my surprise when I entered my room and found my wallet on the floor by my bed.

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

1. When does he get angry?
2. How often has he stayed in New York?
3. How often has he had trouble?

4. What does he do every morning?
5. What happened when he put his hand in his pocket?
6. What did he think?
7. What happened when he got back to his hotel?

B. Vocabulary:

Find in the text the synonyms of each of the following words or sentences

1. Courageous =
2. To bump into each other =
3. I realized that =

I. GRAMMAR:

C. Turn into passive voice:

1. Mr. Dieng visited Mali last year.
2. She has cleaned the rooms.

D. Turn into active voice.

1. Horror stories are told by people about New York.
2. The wallet was handed over by the man

E. Report the following statements:

1. "Can you play the guitar?" we asked him.
2. "What a good game!" he remarked.
3. "Did the police arrest the murderer? I asked them.

F. Use: Can, may, must to complete each sentence

1. New York _____ be one of the most dangerous cities in USA.
2. If I go to the USA, I _____ stay in an expensive hotel.
3. If one _____ speak two international languages he will be happy.

II. ESSAY WRITING:

Write about a funny story that happened to you or to your friend.

UNIT THREE
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: Fertilization phenomenon

Fertilization process has an interesting phenomenon: twin infants born at the same time. This fascinating phenomenon results from certain irregularities of the sperm and the egg. Scientists have demonstrated that there are two types of twins: identical twins and fraternal wins.

On one hand, identical twins are formed when the egg splits into two after it has been fertilized. This means a zygote is formed first, and for unknown reason, it cleaves into two zygotes. Genetically the two babies produced will have identical traits: skin, hair, facial features because the two zygotes are identical.

On the other hand, the second type, that is fraternal twins, is reproduced when two eggs are released simultaneously. Genetically the infants are different because their gametes are different.

Text two: City Mouse and village mouse

One day, City Mouse went to visit his cousin in a small village in the country. Village Mouse was very happy to see his cousin, and he welcomed him to his village. Village Mouse gave City Mouse beans and bread to eat and water to drink. Village Mouse said, "Beans and bread are all that I have, but I will share everything with you". City Mouse replied, "You are very kind, but I don't understand how you can eat the same thing day after day. If you come to the city, I will show you how to lead a good life".

The next day, City Mouse and Village Mouse went to the city. When they arrived at City Mouse's house, they found the table full of good food. They ate until they heard a loud noise in the next room. The Village Mouse asked what it was. "Those are the dogs of the house", said City Mouse. Then, the door opened and two large dogs came in. City Mouse and Village Mouse were scared and ran for safety. Village Mouse decided that he didn't like the city and he wanted to go back to his village. City Mouse asked Village Mouse why he was leaving so soon. Village Mouse answered. "It's better to eat beans and bread in peace than to eat rich food in fear".

Text three: Child labor

Developing cities are virtually unanimous in condemning child labor. But the United Nations estimates as many as two hundred million children are at work in the world's fields and factories.

In Asia, Africa and Latin America, children toil in industries like construction, farming or light manufacturing, sometimes under appalling conditions. In India they produce carpets, handicrafts, processed leather and quarried marble. In Brazil some tasks in the thriving shoe industry are done at home and a Labor Ministry official admits, "It is normal that children help their mothers".

Text four: Rush Hour

It's rush hour and everybody is in a hurry to get home. Stanley sings along with his radio as he drives his car through the slow city traffic. The light on the corner of Main Street is red. As Stanley slows down to a stop, his engine stalls. Stanley turns the ignition key. The engine cranks and sputters but it does not catch.

The light turns green. Stanley still can't start his car. The drivers behind him begin to blow their horns impatiently.

The traffic light changes from red to green, from green to red several times as Stanley tries to start his car. An enormous traffic jam forms behind him. Drivers honk their horns and lean out their windows to gesture angrily. Stanley does not panic. He gets out of his car and walks over to the man who is blowing his horn the loudest and longest and has the most furious expression on his face.

"Excuse me, Sir, "says Stanley." there is something wrong with my car, Would you mind trying to start it for me? I can blow your horn for you!"

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